

# BANASTHALI VIDYAPITH

**Bachelor of Arts and Bachelor of Education**



## **Curriculum Structure**

First Semester Examination, December, 2020  
Second Semester Examination, April/May, 2021  
Third Semester Examination, December, 2021  
Fourth Semester Examination, April/May, 2022  
Fifth Semester Examination, December, 2022  
Sixth Semester Examination, April/May, 2023  
Seventh Semester Examination, December, 2023  
Eighth Semester Examination, April/May, 2024

**BANASTHALI VIDYAPITH**  
**P.O. BANASTHALI VIDYAPITH**  
**(Rajasthan)-304022**

July, 2020

**No. F. 9-6/81-U.3**

**Government of India  
Ministry of Education and Culture  
(Department of Education)**

New Delhi, the 25th October, 1983

## **NOTIFICATION**

In exercise of the powers conferred by Section 3 of the University Grants Commission Act, 1956 (3 of 1956) the Central Government, on the advice of the Commission, hereby declare that Banasthali Vidyapith, P. O. Banasthali Vidyapith, (Rajasthan) shall be deemed to be a University for the purpose of the aforesaid Act.

Sd/-

**(M. R. Kolhatkar)**

Joint Secretary of the Government of India

## **NOTICE**

Changes in Bye-laws/Syllabi and Books may from time to time be made by amendment or remaking, and a Candidate shall, except in so far as the Vidyapith determines otherwise, comply with any change that applies to years she has not completed at the time of change.

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### **DISCIPLINARY COURSES**

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### **Programme Educational Objectives**

Department of Education aims to develop human resource in terms of effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.

Teacher Education program at Banasthali Vidyapith intends to develop knowledge of Teaching Learning Process, competencies to transfer the knowledge, development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards Teaching as a 'noble profession'.

Department of Education purports to provide comprehensive inputs which are aimed;

- \* To study the education as a discipline.
- \* To prepare competent and enlightened teachers for different levels of education in India.
- \* To develop responsive, reflective and responsible teachers, educational administrators, researchers and academicians who will be able to work in collaboration with parents and community.
- \* To develop an understanding of focal concerns of education such as language diversity, inclusive education, gender-neutral attitude and education for sustainable development and global citizenship.
- \* To prepare teachers having an understanding of interact and instruct in class in the context of school organization and school education system at local and global level.
- \* Develop a sensitivity and appreciation amongst professionals about the larger societal context in which school education operates, the linkages, mutual pressure and influences of other sub systems.
- \* To provide a deep understanding of educational research and be competent to carry out independent need based quality field researches.
- \* To create digital competency amongst professionals in order to enhance their teaching, research, innovation and administration.
- \* To prepare effective teachers by integrating the academic studies with professional understanding, competencies and reflective visions.
- \* To nurture a temperament in the professionals to work toward self-driven performance goals, entrepreneurship and academic leadership for a noble mission 'Teaching'.
- \* To increase the sensitivity of professional ethics, code of conduct, social cultural values, human dignity and humanness.

## Programme Outcomes

Program Specific Outcomes of Four Year Integrated Program.

Students will be able to-

- PO 1: able to integrate theoretical and practical knowledge of their respective subject in classroom practice.
- PO-2: apply their knowledge of core content and pedagogy to set goals and objectives for learning based on Curriculum, and design instruction that engages students in meaningful learning activities.
- PO-3: appreciate the diversity of learners and create appropriate learning environment to assure a focus on learning of all students.
- PO-4: deliver meaningful learning experiences for all students by integrating their knowledge and applying a variety of communication, instructional, and assessment strategies in their teaching.
- PO-5: demonstrate their commitment for continuous self-improvement by engaging in professional development activities and collaborative and reflective practices to improve teaching and learning that contribute to the revitalization of the teaching profession.
- PO-6: demonstrate leadership qualities by participating in the curriculum initiatives, student support and school management systems.
- PO-7: demonstrate their associations with school, family and community to foster student and community progression.
- PO-8: integrate ICT in teaching-learning and assessment process to enrich professional practice.
- PO-9: engage in value based and culturally responsive teaching practices.
- PO-10: use effective and appropriate verbal, nonverbal, written, and media communication techniques in their teaching, professional collaboration, and interactions with students, colleagues, parents, and the community.
- PO-11: demonstrate professional ethics and responsibilities as an educational practitioner.
- PO-12: recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of knowledge explosion and technological change.

## Curriculum Structure

### Bachelor of Arts and Bachelor of Education

#### First Year

##### Semester - I

Course Code	Course Name	L	T	P	C*
BVF 011/ BVF 014	General English/सामान्य हिन्दी	2	0	0	2
	Core Foundation Course - I	2	0	0	2
EDU 401	Childhood and Growing Up	5	0	0	5
	Discipline 1 – Core Course - 1	4	0	0	4
	Discipline 1 – Core Course - 2	4	0	0	4
	Discipline 2 – Core Course - 1	4	0	0	4
	Discipline 2 – Core Course - 2	4	0	0	4
	Discipline 3 – Core Course - 1	4	0	0	4
	Discipline 3 – Core Course - 2	4	0	0	4
<b>Semester Total:</b>		<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>

##### Semester - II

Course Code	Course Name	L	T	P	C*
BVF 014/ BVF 011	सामान्य हिन्दी/General English	2	0	0	2
	Core Foundation Course - II	2	0	0	2
EDU 415	Learning and Teaching	5	0	0	5
	Discipline 1 – Core Course - 3	4	0	0	4
	Discipline 1 – Core Course - 4	4	0	0	4
	Discipline 2 – Core Course - 3	4	0	0	4
	Discipline 2 – Core Course - 4	4	0	0	4
	Discipline 3 – Core Course - 3	4	0	0	4
	Discipline 3 – Core Course - 4	4	0	0	4
<b>Semester Total:</b>		<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>

## Second Year

### Semester - III

Course Code	Course Name	L	T	P	C*
	Core Foundation Course - III	2	0	0	2
	Elective Foundation Course - I	2	0	0	2
EDU 503	Contemporary Indian Education	5	0	0	5
	Discipline 1 – Core Course - 5	4	0	0	4
	Discipline 1 – Core Course - 6	4	0	0	4
	Discipline 2 – Core Course - 5	4	0	0	4
	Discipline 2 – Core Course - 6	4	0	0	4
	Discipline 3 – Core Course - 5	4	0	0	4
	Discipline 3 – Core Course - 6	4	0	0	4
<b>Semester Total:</b>		<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>

### Semester - IV

Course Code	Course Name	L	T	P	C*
	Core Foundation Course - IV	2	0	0	2
	Elective Foundation Course - II	2	0	0	2
EDU 413	Knowledge and Curriculum	5	0	0	5
	Discipline 1 – Core Course - 7	4	0	0	4
	Discipline 1 – Core Course - 8	4	0	0	4
	Discipline 2 – Core Course - 7	4	0	0	4
	Discipline 2 – Core Course - 8	4	0	0	4
	Discipline 3 – Core Course - 7	4	0	0	4
	Discipline 3 – Core Course - 8	4	0	0	4
<b>Semester Total:</b>		<b>33</b>	<b>0</b>	<b>0</b>	<b>33</b>

### Third Year

#### Semester - V

Course Code	Course Name	L	T	P	C*
	Vocational Course - I	2	0	0	2
	Core Foundation Course - V/ Elective Foundation Course - III	2	0	0	2
	Discipline Elective (Focal area) - I	4	0	0	4
	Discipline 1 – Core Course - 09	4	0	0	4
	Discipline 1 – Elective Course - 1	4	0	0	4
	Discipline 2 – Core Course - 09	4	0	0	4
	Discipline 2 – Elective Course - 1	4	0	0	4
	Discipline 3 – Core Course - 09	4	0	0	4
	Discipline 3 – Elective Course - 1	4	0	0	4
<b>Semester Total:</b>		<b>32</b>	<b>0</b>	<b>0</b>	<b>32</b>

#### Semester - VI

Course Code	Course Name	L	T	P	C*
	Vocational Course - II	2	0	0	2
	Elective Foundation Course - III/ Core Foundation Course - V	2	0	0	2
	Discipline Elective (Focal area) - II	4	0	0	4
	Discipline 1 – Core Course - 11	4	0	0	4
	Discipline 1 – Elective Course - 2	4	0	0	4
	Discipline 2 – Core Course - 11	4	0	0	4
	Discipline 2 – Elective Course - 2	4	0	0	4
	Discipline 3 – Core Course - 11	4	0	0	4
	Discipline 3 – Elective Course - 2	4	0	0	4
<b>Semester Total:</b>		<b>32</b>	<b>0</b>	<b>0</b>	<b>32</b>

### Fourth Year

#### Semester - VII

Course Code	Course Name	L	T	P	C*
EDU 502	Assessment for Learning	5	0	0	5
	Discipline Elective (Main Pedagogy)-I	4	0	0	4
	Discipline Elective (Main Pedagogy)-II	4	0	0	4
	Discipline Elective (Subsidiary Pedagogy)	4	0	0	4
	Open Elective	0	0	6	3
EDU 450P	Internship-I : Teaching Practice	0	0	24	12
<b>Semester Total:</b>		<b>17</b>	<b>0</b>	<b>30</b>	<b>32</b>

#### Semester-VIII

Course Code	Course Name	L	T	P	C
EDU 475P	Internship II*	0	0	48	24
	Reading Elective	0	0	4	2
<b>Semester Total:</b>		<b>0</b>	<b>0</b>	<b>52</b>	<b>26</b>

### Disciplinary Courses

Course Code	Course Name	L	T	P	C*
<b>Economics</b>					
<b>Semester - I</b>					
ECO 106	Micro Economics - I	4	0	0	4
ECO 109	Money and Banking	4	0	0	4
<b>Semester - II</b>					
ECO 107	Micro Economics - II	4	0	0	4
STAT 103	Elementary Statistical Methods	4	0	0	4
<b>Semester - III</b>					
ECO 202	Macro Economics - I	4	0	0	4
STAT 206	Quantitative Techniques	4	0	0	4
<b>Semester - IV</b>					
ECO 203	Macro Economics - II	4	0	0	4
ECO 204	Public Finance	4	0	0	4

**Semester - V**

ECO	303	Indian Economy - I	4	0	0	4
		Discipline Elective - I	4	0	0	4

**Semester - VI**

ECO	304	Indian Economy - II	4	0	0	4
		Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

ECO	305	International Economics	4	0	0	4
ECO	301	Development Economics and Environment	4	0	0	4
ECO	306	Economics of Social Sector	4	0	0	4
ECO	308	History of Economic Thought	4	0	0	4
ECO	309	Econometrics and Data Analysis	4	0	0	4

**English Literature****Semester - I**

ENGL	105	Prose and Short Stories	4	0	0	4
ENGL	106	Romantic Poetry	4	0	0	4

**Semester - II**

ENGL	104	Fiction	4	0	0	4
ENGL	107	Victorian Poetry	4	0	0	4

**Semester - III**

ENGL	201	American Literature	4	0	0	4
ENGL	202	Drama	4	0	0	4

**Semester - IV**

ENGL	205	Grammar	4	0	0	4
ENGL	206	Indian Writing in English	4	0	0	4

**Semester - V**

ENGL	304	Modern Fiction	4	0	0	4
		Discipline Elective - I	4	0	0	4

**Semester - VI**

ENGL	308	Literary Movements: History of Ideas	4	0	0	4
		Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

ENGL 305	Modern Poetry	4	0	0	4
ENGL 309	Science Fiction	4	0	0	4
ENGL 303	Modern Drama	4	0	0	4
ENGL 306	Autobiography	4	0	0	4
ENGL 310	Travel Writing	4	0	0	4

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**Geography**


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**Semester - I**

GEOG 103	Physical Geography	6	0	0	6
GEOG 101L	Fundamentals of Cartography Lab	0	0	4	2

**Semester - II**

GEOG 102	Human Geography	6	0	0	6
GEOG 104L	Statistical Techniques and Data Representation Lab	0	0	4	2

**Semester - III**

GEOG 202	Introduction to Geography of India	6	0	0	6
GEOG 203L	Mapping and Prismatic Compass Survey Lab	0	0	4	2

**Semester - IV**

GEOG 201	Economic Geography	6	0	0	6
GEOG 204L	Relief Representation and Topographical Maps Lab	0	0	4	2

**Semester - V**

GEOG 303L	Map Projection Lab	0	0	4	2
	Discipline Elective - I	6	0	0	6

**Semester - VI**

GEOG 301L	Fundamentals of Geoinformatics Lab	0	0	4	2
	Discipline Elective - II	6	0	0	6

**List of Discipline Elective**

GEOG 305	Environment and Disaster Management	6	0	0	6
GEOG 302	Geographical Thought	6	0	0	6
GEOG 306	Settlement Geography	6	0	0	6
GEOG 304	World Regional Geography	6	0	0	6

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**Hindi Literature**


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**Semester - I**

HIND	103	हिन्दी व्याकरण एवं काव्यांग	4	0	0	4
HIND	104	उपन्यास साहित्य	4	0	0	4

**Semester - II**

HIND	101	हिन्दी कहानी	4	0	0	4
HIND	105	मध्ययुगीन काव्य	4	0	0	4

**Semester - III**

HIND	205	आधुनिक काव्य – I	4	0	0	4
HIND	203	हिन्दी नाटक एवं एकांकी	4	0	0	4

**Semester - IV**

HIND	206	आधुनिक काव्य – II	4	0	0	4
HIND	204	संस्मरण एवं जीवनी	4	0	0	4

**Semester - V**

HIND	302	हिन्दी निबन्ध एवं आलोचना चयनित अध्ययन – I	4	0	0	4
			4	0	0	4

**Semester - VI**

HIND	304	व्यंग्य एवं रिपोर्ताज साहित्य चयनित अध्ययन – II	4	0	0	4
			4	0	0	4

**List of Discipline Elective**

HIND	301	आत्मकथा एवं डायरी साहित्य	4	0	0	4
HIND	306	हिन्दी यात्रा साहित्य	4	0	0	4
HIND	305	महिला आत्मकथा लेखन	4	0	0	4
HIND	303	प्रयोजनमूलक हिन्दी	4	0	0	4
HIND	308	अनुवाद विज्ञान	4	0	0	4
HIND	307	सर्जनात्मक लेखन के विविध आयाम	4	0	0	4
HIND	309	संचार माध्यम और हिन्दी	4	0	0	4

**History****Semester - I**

HIST	101	History of Early India (upto Mauryan Age)	4	0	0	4
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HIST	103	History of Medieval India (1000 to 1526 AD)	4	0	0	4
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**Semester - II**

HIST	102	History of India (200 BC to 1000 AD)	4	0	0	4
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HIST	104	History of Medieval India (1526 to 1707 AD)	4	0	0	4
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**Semester - III**

HIST	202	Political History of Modern India (1757 to 1947)	4	0	0	4
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HIST	203	Social and Economic History of Modern India (1707 to 1947)	4	0	0	4
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**Semester - IV**

HIST	201	Civilizations of the World	4	0	0	4
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HIST	204	Survey of the History of Rajasthan	4	0	0	4
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**Semester - V**

HIST	301	Changing Patterns of World History	4	0	0	4
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		Discipline Elective - I	4	0	0	4
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**Semester - VI**

HIST	302	Introduction to Historiography	4	0	0	4
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		Discipline Elective - II	4	0	0	4
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**List of Discipline Elective**

HIST	303	Tracing Women's History in Indian Society	4	0	0	4
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HIST	306	Fundamentals of Indian Society and Culture	4	0	0	4
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HIST	307	Trends in the understanding of History	4	0	0	4
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HIST	305	An Outline of the History of South India	4	0	0	4
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HIST	308	Agriculture in Indian History	4	0	0	4
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**Home-Science****Semester - I**

HSC	101	Basics of Home Science and Resource Management	6	0	0	6
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HSC	108L	Interior Decoration Lab	0	0	4	2
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**Semester - II**

HSC	102	Basics of Human Development	4	0	0	4
HSC	107	Fundamentals of Foods and Nutrition	4	0	0	4

**Semester - III**

HSC	215	Nutrition in Health and Disease	6	0	0	6
HSC	205L	Food and Nutrition Lab	0	0	4	2

**Semester - IV**

HSC	210	Introduction to Community Nutrition and Extension	4	0	0	4
HSC	212	Life Span Development	4	0	0	4

**Semester - V**

HSC	308	Introduction to Textiles	4	0	0	4
		Discipline Elective - I	4	0	0	4

**Semester - VI**

HSC	312L	Textile care and Clothing Construction Lab	0	0	8	4
		Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

HSC	305	Family Dynamics and Parent Education	4	0	0	4
HSC	320	Family and Child Welfare	4	0	0	4
HSC	307	Introduction to Clothing	4	0	0	4
HSC	322	Fundamentals of Family Clothing	4	0	0	4

**Indian Music****Semester - I**

MUS	101	Literature of Indian Classical Music - I	4	0	0	4
MUS	101L	Performance of Indian Classical Music - I	0	0	8	4

**Semester - II**

MUS	102	Literature of Indian Classical Music - II	4	0	0	4
MUS	102L	Performance of Indian Classical Music - II	0	0	8	4

**Semester - III**

MUS	201	Literature of Indian Classical Music - III	4	0	0	4
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MUS	201L	Performance of Indian Classical Music - III	0	0	8	4
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**Semester - IV**

MUS	202	Literature of Indian Classical Music - IV	4	0	0	4
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MUS	202L	Performance of Indian Classical Music - IV	0	0	8	4
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**Semester - V**

MUS	301L	Performance of Indian Classical Music - V	0	0	8	4
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		Discipline Elective - I	0	0	8	4
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**Semester - VI**

MUS	302L	Performance of Indian Classical Music - VI	0	0	8	4
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		Discipline Elective - II	0	0	8	4
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**List of Discipline Elective**

MUS	308L	Performance of Indian Classical Music (Tabla)	0	0	8	4
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MUS	307L	Performance of Indian Classical Music (Harmonium)	0	0	8	4
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MUS	303L	Basic Technical Skills for Audio Production	0	0	8	4
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**Indian Music (Tabla)****Semester - I**

MUS	103	Literature of Indian Classical Music - I (Tabla)	4	0	0	4
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MUS	105L	Performance of Indian Classical Music - I (Tabla)	0	0	8	4
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**Semester - II**

MUS	104	Literature of Indian Classical Music - II (Tabla)	4	0	0	4
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MUS	106L	Performance of Indian Classical Music - II (Tabla)	0	0	8	4
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**Semester - III**

MUS	203	Literature of Indian Classical Music - III (Tabla)	4	0	0	4
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MUS	205L	Performance of Indian Classical Music - III (Tabla)	0	0	8	4
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**Semester - IV**

MUS	204	Literature of Indian Classical Music - IV (Tabla)	4	0	0	4
MUS	206L	Performance of Indian Classical Music - IV (Tabla)	0	0	8	4

**Semester - V**

MUS	305L	Performance of Indian Classical Music - V (Tabla)	0	0	8	4
		Discipline Elective – I	0	0	8	4

**Semester - VI**

MUS	306L	Performance of Indian Classical Music - VI (Tabla)	0	0	8	4
		Discipline Elective - II	0	0	8	4

**List of Discipline Elective**

MUS	309L	Performance of Indian Classical Music (Vocal)	0	0	8	4
MUS	307L	Performance of Indian Classical Music (Harmonium)	0	0	8	4
MUS	303L	Basic Technical Skills for Audio Production	0	0	8	4

**Mathematics****Semester - I**

MATH	106	Introduction to Calculus	4	0	0	4
STAT	104	Introduction to Probability and Statistics	4	0	0	4

**Semester - II**

MATH	101	Analytical Solid Geometry	4	0	0	4
MATH	104	Differential Equations	4	0	0	4

**Semester - III**

MATH	201	Abstract Algebra	4	0	0	4
MATH	206	Real Analysis	4	0	0	4

**Semester - IV**

MATH	202	Introduction to Linear Algebra	4	0	0	4
MATH	301	Complex Analysis	4	0	0	4

**Semester - V**

MATH 302	Introduction to Discrete Mathematics	4	0	0	4
	Discipline Elective - I	4	0	0	4

**Semester - VI**

MATH 303	Introduction to Numerical Analysis	4	0	0	4
	Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

MATH 203	Introduction to Mechanics	4	0	0	4
MATH 304	Linear Programming and its Applications	4	0	0	4
MATH 312	Vector Calculus	4	0	0	4
MATH 310	Number Theory	4	0	0	4
MATH 313	Multivariable Calculus	4	0	0	4

**Political Science****Semester - I**

POL 102	Foundations of Political Science	4	0	0	4
POL 103	Indian Political Thinkers	4	0	0	4

**Semester - II**

POL 105	National Movement and Constitutional Development in India	4	0	0	4
POL 108	Principles of Political Science	4	0	0	4

**Semester - III**

POL 201	Indian Political System - I	4	0	0	4
POL 205	Major Governments of the World	4	0	0	4

**Semester - IV**

POL 202	Indian Political System - II	4	0	0	4
POL 204	Major Governments of South Asia	4	0	0	4

**Semester - V**

POL 304	Western Political Thinkers	4	0	0	4
	Discipline Elective - I	4	0	0	4

**Semester - VI**

POL 303	Major Political Ideologies	4	0	0	4
	Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

POL 302	International Relations Since 1945	4	0	0	4
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POL	305	Decentralized Democracy in India	4	0	0	4
POL	301	India's Foreign Policy	4	0	0	4
POL	306	Research Methodology in Political Science	4	0	0	4
POL	308	Social Movements in India: Since Independence	4	0	0	4
POL	307	Political Obligation	4	0	0	4

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### Psychology

#### Semester - I

PSY	101	Introduction to Psychological Processes	6	0	0	6
PSY	101L	Introduction to Psychological Processes Lab	0	0	4	2

#### Semester - II

PSY	102	Social Psychology	6	0	0	6
PSY	102L	Social Psychology Lab	0	0	4	2

#### Semester - III

PSY	205	Statistics and Research Methodology in Psychology	6	0	0	6
PSY	205L	Statistics and Research Methodology in Psychology Lab	0	0	4	2

#### Semester - IV

PSY	201	Developmental Psychology	6	0	0	6
PSY	201L	Developmental Psychology Lab	0	0	4	2

#### Semester - V

		Discipline Elective - I	6	0	4	8
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#### Semester - VI

		Discipline Elective - II	6	0	4	8
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#### List of Discipline Elective

PSY	304	Abnormal Psychology	6	0	0	6
PSY	304L	Abnormal Psychology Lab	0	0	4	2
PSY	305	Experimental Psychology	6	0	0	6
PSY	305L	Experimental Psychology Lab	0	0	4	2
PSY	302	Physiological Psychology	6	0	0	6
PSY	302L	Physiological Psychology Lab	0	0	4	2
PSY	306	Introduction to Clinical Psychology	6	0	0	6

PSY	306L	Introduction to Clinical Psychology Lab	0	0	4	2
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**Public Administration**


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**Semester - I**

PUB	101	Indian Administration - I	4	0	0	4
PUB	103	Principles of Public Administration - I	4	0	0	4

**Semester - II**

PUB	102	Indian Administration - II	4	0	0	4
PUB	104	Principles of Public Administration - II	4	0	0	4

**Semester - III**

PUB	201	Administrative Institution in India - I	4	0	0	4
PUB	204	State Administration in India with special reference to Rajasthan - I	4	0	0	4

**Semester - IV**

PUB	202	Administrative Institution in India - II	4	0	0	4
PUB	205	State Administration in India with special reference to Rajasthan - II	4	0	0	4

**Semester - V**

PUB	303	Comparative Administrative Systems	4	0	0	4
		Discipline Elective - I	4	0	0	4

**Semester - VI**

PUB	301	Administrative Thinkers	4	0	0	4
		Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

PUB	305	Rural Local Self Government	4	0	0	4
PUB	308	Labour Welfare Administration	4	0	0	4
PUB	306	Urban Local Self Government	4	0	0	4
PUB	307	Governance : Issues and Challenges	4	0	0	4
PUB	309	Nation Building: A Global Perspective	4	0	0	4
PUB	310	Nation Building: An Indian Perspective	4	0	0	4

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**Sanskrit**


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**Semester - I**

SANS	102	आधुनिक नाट्य एवं व्याकरण	4	0	0	4
SANS	103	प्राचीन नाट्य एवं छन्द	4	0	0	4

**Semester - II**

SANS	101	आर्ष काव्य, निबन्ध एवं अनुवाद	4	0	0	4
SANS	104	पुराण, स्मृति साहित्य एवं व्याकरण	4	0	0	4

**Semester - III**

SANS	202	आधुनिक काव्य, व्याकरण एवं निबन्ध	4	0	0	4
SANS	204	प्राचीन काव्य एवं अलंकार	4	0	0	4

**Semester - IV**

SANS	201	आधुनिक गद्य साहित्य एवं व्याकरण	4	0	0	4
SANS	203	प्राचीन गद्य, चम्पू एवं अनुवाद	4	0	0	4

**Semester - V**

SANS	303	वैदिक साहित्य एवं निबन्ध	4	0	0	4
		विषयाधारित चयनित अध्ययन – 1	4	0	0	4

**Semester - VI**

SANS	304	वैदिक साहित्य, भारतीय संस्कृति एवं अनुवाद	4	0	0	4
		विषयाधारित चयनित अध्ययन – 2	4	0	0	4

**List of Discipline Elective**

SANS	301	शास्त्र साहित्य एवं व्याकरण-भाग-1	4	0	0	4
SANS	302	शास्त्र साहित्य एवं व्याकरण-भाग-2	4	0	0	4
SANS	305	भारतीय दर्शन का सामान्य परिचय	4	0	0	4
SANS	602	प्राचीन भारतीय संस्थाएँ	4	0	0	4
SANS	307	आयुर्वेद एवं वनस्पति विज्ञान	4	0	0	4
SANS	306	वैदिक शिक्षा साहित्य	4	0	0	4
SANS	308	संस्कृत कथा साहित्य	4	0	0	4

**Sociology****Semester - I**

SOC	101	Basic Elements of Sociology	4	0	0	4
SOC	104	Structure of Indian Society	4	0	0	4

**Semester - II**

SOC	102	Issues Concerning Indian Society	4	0	0	4
SOC	103	Social Statics and Social Dynamics	4	0	0	4

**Semester - III**

SOC	203	Introduction to Rural Sociology	4	0	0	4
SOC	205	Research Methods in Sociology	4	0	0	4

**Semester - IV**

SOC	204	Population and Society	4	0	0	4
SOC	206	Sociology of Change and Development	4	0	0	4

**Semester - V**

SOC	301	Masters of Sociological Thought - I	4	0	0	4
		Discipline Elective - I	4	0	0	4

**Semester - VI**

SOC	302	Masters of Sociological Thought - II	4	0	0	4
		Discipline Elective - II	4	0	0	4

**List of Discipline Elective**

SOC	303	Social Anthropology	4	0	0	4
SOC	305	Sociology of Mass Communication	4	0	0	4
SOC	307	Sociology of Gender	4	0	0	4
SOC	308	Sociology of Social Movements	4	0	0	4
SOC	309	Economic Sociology	4	0	0	4

**Education****List of Focal area**

EDU	414	Language across the Curriculum	4	0	0	4
EDU	508	Understanding Disciplines and Subjects	4	0	0	4
EDU	504	Gender, School and Society	4	0	0	4
EDU	402	Creating an Inclusive School	4	0	0	4
EDU	405	Educational Guidance and Counseling	4	0	0	4
EDU	406	Educational Technology	4	0	0	4

**List of Discipline Elective****Main Pedagogy**

EDU	436	Pedagogy of English – I	4	0	0	4
EDU	437	Pedagogy of English – II	4	0	0	4

EDU 440	Pedagogy of Hindi – I	4	0	0	4
EDU 441	Pedagogy of Hindi – II	4	0	0	4
EDU 442	Pedagogy of Mathematics – I	4	0	0	4
EDU 443	Pedagogy of Mathematics – II	4	0	0	4
EDU 444	Pedagogy of Sanskrit – I	4	0	0	4
EDU 445	Pedagogy of Sanskrit – II	4	0	0	4
EDU 446	Pedagogy of Social Science – I	4	0	0	4
EDU 447	Pedagogy of Social Science – II	4	0	0	4

### **Subsidiary Pedagogy**

EDU 419	Pedagogy of Computer Science	4	0	0	4
EDU 420	Pedagogy of Drawing and Painting	4	0	0	4
EDU 421	Pedagogy of Economics	4	0	0	4
EDU 422	Pedagogy of English	4	0	0	4
EDU 423	Pedagogy of Geography	4	0	0	4
EDU 425	Pedagogy of Hindi	4	0	0	4
EDU 426	Pedagogy of History	4	0	0	4
EDU 427	Pedagogy of Home Science	4	0	0	4
EDU 428	Pedagogy of Mathematics	4	0	0	4
EDU 429	Pedagogy of Music	4	0	0	4
EDU 432	Pedagogy of Political Science	4	0	0	4
EDU 433	Pedagogy of Sanskrit	4	0	0	4

### **Enhancing Professional Capacity**

EDU 301L	Reading and Reflecting on Texts	0	0	6	3
EDU 459L	Asthetic Appreciation through Art and Drama	0	0	6	3
EDU 467L	Understanding the Self and Yoga	0	0	6	3

### **List of Reading Elective**

EDU 461R	Disaster Management Education	0	0	4	2
EDU 468R	Women Education	0	0	4	2
EDU 466R	Peace Education	0	0	4	2

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**List of Core Foundation Course**

<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C*</b>
BVF 002	Environment Studies	2	0	0	2
BVF 013	Indian Cultural Heritage	2	0	0	2
BVF 015	Parenthood and Family Relation	2	0	0	2
BVF 017	Selected Writings of Great Authors - I	2	0	0	2
BVF 020	Women in Indian Society	2	0	0	2

**List of Elective Foundation Course**

<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C*</b>
BVF 010	Design Thinking	2	0	0	2
BVF 012	Human Body and Health	2	0	0	2
BVF 016	Science of Happiness	2	0	0	2
BVF 019	Universal Human Values	2	0	0	2
BVF 018	Selected Writings of Great Authors - II	2	0	0	2

**List of Vocational Course**

<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C*</b>
VOC 011L	Basic Dress Making	0	0	4	2
VOC 014	Entrepreneurship - I	2	0	0	2
VOC 009	Library Science - I	1	0	0	1
VOC 009L	Library Science - I Lab	0	0	2	1
VOC 018	Photography - I	0	0	4	2
VOC 020	Radio Production - I	2	0	0	2
VOC 012	Computer Assisted Learning and Teaching	1	0	0	1
VOC 012L	Computer Assisted Learning and Teaching Lab	0	0	2	1
VOC 016	Introduction to Artificial Intelligence - I	2	0	0	2
VOC 022	Web Designing and Internet Technology - I	1	0	0	1
VOC 022L	Web Designing and Internet Technology - I Lab	0	0	2	1
VOC 005L	Dress Designing	0	0	4	2
VOC 013	Emerging Technologies for Learning and Teaching	2	0	0	2
VOC 015	Entrepreneurship - II	2	0	0	2

VOC 017	Introduction to Artificial Intelligence - II	2	0	0	2
VOC 010	Library Science - II	1	0	0	1
VOC 010L	Library Science - II Lab	0	0	2	1
VOC 019	Photography - II	0	0	4	2
VOC 021	Radio Production - II	2	0	0	2
VOC 023	Web Designing and Internet Technology - II	1	0	0	1
VOC 023L	Web Designing and Internet Technology - II Lab	0	0	2	1

Student can opt for at most 2 additional Open (Generic) audit/credit Elective from other disciplines opting at most 1 per semester from Semesters III onwards with prior permission of respective heads and time table Permitting.

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,

Five Fold Education: Aesthetic Education I, Aesthetic Education II,

Five Fold Education: Practical Education I, Practical Education II

one each semester

\* L - Lecture hrs/week ; T - Tutorial hrs/week;

P - Project/Practical/Lab/All other non-classroom academic activities, etc. hrs/week; C- Credit Points of the Course

**Note:**

Syllabus of Foundation and Vocational courses are available in separate booklet "Curriculum Structure and Syllabus Foundation and Vocational Courses".

## Five Fold Activities

<b>Aesthetic Education I/II</b>	<b>Physical Education I/II</b>
BVFF 101 Classical Dance (Bharatnatyam)	BVFF 201 Aerobics
BVFF 102 Classical Dance (Kathak)	BVFF 202 Archery
BVFF 103 Classical Dance (Manipuri)	BVFF 203 Athletics
BVFF 104 Creative Art	BVFF 204 Badminton
BVFF 105 Folk Dance	BVFF 205 Basketball
BVFF 106 Music-Instrumental (Guitar)	BVFF 206 Cricket
BVFF 107 Music-Instrumental (Orchestra)	BVFF 207 Equestrian
BVFF 108 Music-Instrumental (Sarod)	BVFF 208 Flying - Flight Radio Telephone Operator's Licence (Restricted)
BVFF 109 Music-Instrumental (Sitar)	BVFF 209 Flying - Student Pilot's Licence
BVFF 110 Music-Instrumental (Tabla)	BVFF 229 Aeromodelling
BVFF 111 Music-Instrumental (Violin)	BVFF 210 Football
BVFF 112 Music-Vocal	BVFF 211 Gymnastics
BVFF 113 Theatre	BVFF 212 Handball
<b>Practical Education I/II</b>	BVFF 213 Hockey
BVFF 301 Banasthali Sewa Dal	BVFF 214 Judo
BVFF 302 Extension Programs for Women Empowerment	BVFF 215 Kabaddi
BVFF 303 FM Radio	BVFF 216 Karate - Do
BVFF 304 Informal Education	BVFF 217 Kho-Kho
BVFF 305 National Service Scheme	BVFF 218 Net Ball
National Cadet Corps	BVFF 219 Rope Mallakhamb
	BVFF 220 Shooting
	BVFF 221 Soft Ball
	BVFF 222 Swimming
	BVFF 223 Table Tennis
	BVFF 224 Tennis
	BVFF 225 Throwball
	BVFF 226 Volleyball
	BVFF 227 Weight Training
	BVFF 228 Yoga

Every Student shall also opt for:

Five Fold Education: Physical Education I, Physical Education II,  
 Five Fold Education: Aesthetic Education I, Aesthetic Education II,  
 Five Fold Education: Practical Education I, Practical Education II  
 one each semester

## Evaluation Scheme and Grading System

Continuous Assessment (CA) (Max. Marks)				End-Semester Assessment (ESA) (Max. Marks)	Grand Total (Max. Marks)	
Assignment		Periodical Test				Total (CA)
I	II	I	II			
10	10	10	10	40	100	

In all theory, laboratory and other non classroom activities (project, dissertation, seminar, etc.), the Continuous and End-semester assessment will be of 40 and 60 marks respectively. However, for Reading Elective, only End semester exam of 100 marks will be held. Wherever desired, the detailed breakup of continuous assessment marks (40), for project, practical, dissertation, seminar, etc shall be announced by respective departments in respective student handouts.

Based on the cumulative performance in the continuous and end-semester assessments, the grade obtained by the student in each course shall be awarded. The classification of grades is as under:

Letter Grade	Grade Point	Narration
O	10	Outstanding
A+	9	Excellent
A	8	Very Good
B+	7	Good
B	6	Above Average
C+	5	Average
C	4	Below Average
D	3	Marginal
E	2	Exposed
NC	0	Not Cleared

Based on the obtained grades, the Semester Grade Point Average shall be computed as under:

$$SGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of courses (with letter grading) registered in the semester,  $CC_i$  are the course credits attached to the  $i^{\text{th}}$  course with letter grading and  $GP_i$  is the letter grade point obtained in the  $i^{\text{th}}$  course. The courses which are given Non-Letter Grades are not considered in the calculation of SGPA.

The Cumulative Grade Point Average (CGPA) at the end of each semester shall be computed as under:

$$CGPA = \frac{CC_1 * GP_1 + CC_2 * GP_2 + CC_3 * GP_3 + \dots + CC_n * GP_n}{CC_1 + CC_2 + CC_3 + \dots + CC_n} = \frac{\sum_{i=1}^n CC_i * GP_i}{\sum_{i=1}^n CC_i}$$

Where n is the number of all the courses (with letter grading) that a student has taken up to the previous semester.

Student shall be required to maintain a minimum of 4.00 CGPA at the end of each semester. If a student's CGPA remains below 4.00 in two consecutive semesters, then the student will be placed under probation and the case will be referred to Academic Performance Review Committee (APRC) which will decide the course load of the student for successive semester till the student comes out of the probationary clause.

To clear a course of a degree program, a student should obtain letter grade C and above. However, D/E grade in two/one of the courses throughout the UG/PG degree program respectively shall be deemed to have cleared the respective course(s). The excess of two/one D/E course(s) in UG/PG degree program shall become the backlog course(s) and the student will be required to repeat and clear them in successive semester(s) by obtaining grade C or above.

**After successfully clearing all the courses of the degree program, the student shall be awarded division as per following table.**

<b>Division</b>	<b>CGPA</b>
Distinction	7.50 and above
First Division	6.00 to 7.49
Second Division	5.00 to 5.99
Pass	4.00 to 4.99

**CGPA to % Conversion Formula: % of Marks Obtained = CGPA \* 10**

**Internship-I:** Comprise Internship-I A and Internship-IB

**Internship-I A:** This component will comprise:

- Skill based Teaching (SBT) practice of atleast 10 skills based lessons. Evaluation of two lessons of integrated skills will be done for duration of 30 minutes.
- Observation and participation in different school activities such as classroom observation, conduction of Examination, day's celebration, co-curricular activities etc.
- Atleast one week engagement in real class room teaching.
- One criticism lesson related to pedagogy of a school subject.

**Internship-I B** Atleast three days engagement in real class room teaching. One final Test lesson will be given by each candidate.

**In Internship-I A, continuous assessment** of each student teacher will include participation & performance on components in respect of:

- The clarity and depth of understanding of pedagogy reflected by the lesson plans prepared.
- The perceptiveness and discernment of school based activities and effectiveness reflected in observation and peer observations.

**In Internship-IA, semester assessment** will be done by the board in consultation with the Head of Department.

**In Internship-IB,** The Final Test Lesson of each candidate will be assessed as follows:

1. One lesson in a pedagogical school subject by a board of Examiners.
2. The Board will be constituted by the Vice-Chancellor comprising-
  - Two external experts each from the broad subject specialization viz. –Science education, Social Science education and Language education, so that at least one expert is from student's subject specialization.
  - Head of Department.
3. Final lesson will be assessed of 60 Marks. The marks will be finalized by the Head of the Department in Consultation with other members of the Board.

### Project Evaluation Scheme

<b>Duration</b>	<b>Course Code</b>	<b>Course Name</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1 Semester (5 months) 1 Jan - 31 May	EDU 475P	Internship II*	0	0	48	24

#### **Continuous Assessment (40 Marks)**

1. Joining report, brief project outlay	- 10 Marks
2. Synopsis	- 10 Marks
3. Mid-term evaluation by Supervisor	- 10 Marks
4. Further evaluation by Supervisor	- 10 Marks
<b>Total</b>	<b>- 40 Marks</b>

#### **End Semester Assessment (60 Marks)**

1. Project Report	- 20 marks
2. Presentation	- 20 Marks
3. Viva-voce	- 20 Marks
<b>Total</b>	<b>- 60 Marks</b>

#### **\* Internship-II**

School Internship: This programme will comprise the following components:

- I. One-week observation of regular classroom and school activities with regular school-teachers.
- II. At least 30 lessons in respective teaching subjects at upper primary level to Secondary/Senior Secondary level in regular class.
- III. Active participation and organization of school activities such as assembly, Attendance recording, lab/library management, timetable preparation, Co-curricular activities, Parent Teacher Meeting (PTM), Guidance & Counselling programme and Examination programme.
- IV. Preparation and conduction of one Unit test for Upper Primary and Secondary level and prepare a Result report.
- V. Preparation of two Video Lessons
- VI. Preparation of Action Research Report

Every student will submit the following documents and reports related to school internship

**Continuous Assessment** will be on the overall performance during the internship on the following basis -

- 1. Joining report, brief school report and project report outlay - 10 Marks**
  - a) Joining report of School
  - b) School at a glance report
  - c) Problem identification for action research
- 2. Project proposal, Video Lesson - 10 Marks**
  - a) Proposal of Action research
  - b) One Video lesson
- 3. Midterm evaluation - 10 Marks**
  - a) Progress of Action research
  - b) Regularity and Discipline
  - c) Involvement and active participation in Various School activities and programmes (Report)
- 4. Further evaluation - 10 Marks**  
Submission of documents and reports
  - a) Unit plan, Unit test, Lesson Plan diary
  - b) One video lesson
  - c) Action research report

Continuous Semester Assessment will be done of 40 Marks  
**End Semester Assessment** will be done by the board.

  - 1. School report and project report - 20 Marks**
    - a) School at a glance: Detail information about the school and participation and organization of school activities
    - b) Unit plan, Unit test, Lesson Plan diary
    - c) Two video lessons
    - d) Action research report
  - 2. Presentation - 20 Marks**  
Presentation of School internship experiences and Action Research report by the students before the board.
  - 3. Viva-voce - 20 Marks**
    - a) School Internship -
    - b) Action Research -

End Semester Assessment will be of 60 Marks

## Disciplinary Courses

### Economics

#### First Semester

#### ECO 106 Micro Economics -I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Describe nature and scope of Economics.
- Analyze cardinal and ordinal approaches to consumer behaviour.
- Illustrate uses of indifference curves.
- Discuss various concepts of elasticity and its measurement.
- Analyze short run and long run law of Production.
- Discuss various concepts related to cost and explain the behaviour of cost in short run and long run.

**Unit 1** Nature and scope of Economics. Consumer Equilibrium: Utility Approach – Assumptions and laws, Indifference curve Approach – Concepts and properties of Indifference curves, Budget Line, Changes in consumer equilibrium - Price, Income and Substitution effects.

**Unit 2** Derivation of demand curve from price consumption curve for Normal and Giffen goods. Substitute and complementary goods. Comparison between utility and indifference curve approach. Applications and uses of indifference curves.

**Unit 3** Elasticity of Demand - concept and measurement of Price elasticity of demand, determinants of price elasticity of demand. Income and cross elasticity of demand. Consumer surplus - concept and measurement.

**Unit 4** Production function: Law of variable proportions, Returns to scale-concept of Isoquants and Iso-cost line, Least-Cost combination, concept of ridge lines.

**Unit 5** Concept of cost: Money, opportunity and real. Short- Run Cost curves: Total cost, Total Fixed and Variable costs, Average cost

and Marginal cost. Long Run Total, Average and Marginal cost curves.

### Recommended Books:

1. Gauld, J. P. and Edward P. L. (1996). *Micro Economic Theory*. Richard Irwin, Homewood.
2. Lipsey, R. G. and K. A. Chrystal (1999). *Principles of Economics* (9th Edition). Oxford: Oxford University Press.
3. Mankiw, G. (2009). *Microeconomics*. United States: South Western Cenage Learning.
4. Mansfield, E. (1997). *Microeconomics* (9th Edition). New York: W.W. Norton and Company.
5. Salvatore, D. (2009). *Principles of Microeconomics*. United Kingdom: Oxford University Press.
6. Samuelson, P.A. and W.D. Nordhaus (1998). *Economics*. New Delhi: Tata McGraw Hill.
7. Varian, H.R. (2000). *Intermediate Microeconomics: A modern Approach (5th Edition)*. New Delhi: East West Press.

### E- Learning Material

1. [www.aeaweb.org](http://www.aeaweb.org)
2. <https://www.oswego.edu/economics/resources>

## ECO 109 Money and Banking

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Understand the role of money in the broader economy.
- Understand the unique role of banking financial system.
- Analyse a Bank's balance sheet.
- Acquire adequate knowledge of theories related to supply of, and demand of money, and its relationship with prices.
- Analyse the role of a central bank and instruments of monetary policy.

- Unit 1** Definition and functions of money, Gresham's law, Role of money in capitalist, socialist and mixed economies.
- Unit 2** Supply of money: Concepts and Components, Approaches regarding measures of money supply – Traditional approach, Chicago School's Monetarist approach, Gurley Shaw approach and Radcliffe or Liquidity approach. A brief discussion of RBI's measures of money supply. Demand for money: Pre-Keynesian and Keynesian approach.
- Unit 3** Money and Prices : (i) Traditional Quantity theory of money (Fisher's equation and Cambridge equations) (ii) Income theory of money and prices (iii) General theory of money and prices.
- Unit 4** Banking - Meaning and Functions of commercial banks, Process of credit creation, Balance-Sheet of a commercial bank: Format and Portfolio Management.
- Unit 5** Central Banking: Definitions, Functions, Methods of credit control – Quantitative and Qualitative measures.  
Reserve Bank of India – Organisation and Functions.

**Recommended Books:**

1. Mitra S. (1970). *Money and Banking*, Random House, New York.
2. Gupta, S. B. (1983). *Monetary Economics*. Oxford: Oxford University Press.
3. Sethi, T.T. (1996). *Monetary Economics*. New Delhi: Sultan Chand & Sons.
4. Lockett, D.G. (1976). *Money and Banking*, McGraw-Hill Kogakusha, Ltd.

**E-Learning Materials:**

1. <https://rbi.org.in/Scripts/AnnualPublications.aspx?head=Handbook%20of%20Statistics%20on%20Indian%20Economy>
2. [https://www.rbi.org.in/scripts/fs\\_overview.aspx?fn=2752](https://www.rbi.org.in/scripts/fs_overview.aspx?fn=2752)
3. <https://rbi.org.in/CommonPerson/english/scripts/banksinindia.aspx>

## Second Semester

### ECO 107 Micro Economics - II

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Describe various revenue concepts and explain the behaviour of revenue under different market structures
- Identify structure of a market
- Analyze short run and long run equilibrium of firms under perfect and imperfect competition.
- Discuss various concepts related to profit and to analyse the determination of profit
- Discuss various concepts related to rent and to analyse the determination of rent.
- Discuss various concepts related to interest and to analyse the determination of interest.

**Unit 1** Revenue concepts – Shape of Total Revenue, Average Revenue and Marginal Revenue curves under perfect and imperfect competition. Relationship between Average Revenue, Marginal Revenue and Price elasticity of demand.

Market structures – Short run and long run equilibrium of a firm and industry under perfect competition. Effect of increase in demand on long run equilibrium price and output under perfect competition.

**Unit 2** Determination of price and output in short run and long run under Monopoly. Third degree price discrimination under monopoly.

Determination of price and output in short run and long run under Monopolistic competition. Introduction to Oligopoly.

**Unit 3** The nature of demand for factors of production. General theories of distribution: The Marginal Productivity theory and demand supply theory (Modern Theory). Wages: Real and money wages – Demand and supply theory of wages, Role of trade unions in the determination of wages.

**Unit 4** Profit: Normal and surplus, Gross and Net Profit - Risk, uncertainty bearing, Innovation and marginal productivity theories. Rent: Ricardian and Modern Theories – Rent and Price – Quasi Rent – situation and ability rent.

**Unit 5** Interest: Gross and net interest, real and money interest – bond prices and rate of interest, saving and investment, liquidity preference and modern theories of interest.

**Recommended Books:**

1. Gault, J. P. and Edward P. L. (1996). *Micro Economic Theory*. Homewood: Richard Irwin.
2. Lipsey, R. G., and K. A. Chrystal (1999). *Principles of Economics* (9th Edition). Oxford: Oxford University Press.
3. Mankiw, G. (2009). *Microeconomics*. United States: South Western Cengage Learning.
4. Mansfield, E (1997). *Microeconomics* (9th Edition). New York: W.W. Norton and Company.
5. Salvatore, D. (2009). *Principles of Microeconomics*. United Kingdom: Oxford University Press.
6. Samuelson, P.A. and W.D. Nordhaus (1998). *Economics*. New Delhi: Tata McGraw Hill.
7. Varian, H. R. (2000). *Intermediate Microeconomics: A Modern Approach* (5th Edition). New Delhi: East West Press.

**E-Learning Material:**

1. [www.aeaweb.org](http://www.aeaweb.org)
2. <https://www.oswego.edu/economics/resources>

## STAT 103 Elementary Statistical Methods

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Describe the meaning, function and limitations of Statistics.
- Represent the data through diagrams and graphs.
- Calculate the measures of central tendency.
- Calculate the measures of dispersion.
- Calculate the measures of skewness and kurtosis.

- Interpret the results of measures of central tendency, dispersion, skewness and kurtosis.

**Unit 1** Statistical Methods: Introduction: Meaning, Functions and Limitations of Statistics. Data collection: Census and Sample Methods of data collection. Preparation of frequency table by using exclusive and inclusive method of classification for discrete/continuous variable.

**Unit 2** Tabulation of data. Data Presentation: Diagrammatical presentation of data by one and Two Dimensional Diagrams, Graphical representation of data by Histogram and Ogives.

**Unit 3** Analysis of Univariate Data: Measures of Central Tendency – Mean Median and Mode, Numerical exercises based on Airthmetic Mean, Median, Mode, Combined Mean.

**Unit 4** Measures of Dispersion: Range, Mean Deviation, Standard Deviation and Lorenz Curve. Numerical exercises based on Range, Mean Deviation, Standard Deviation, Coefficient of variation, Combined Standard Deviation.

**Unit 5** Skewness and Kurtosis. Calculation of first four moments about arbitrary origin and about mean. Measures of skewness and kurtosis based on moments: calculation of other measures of skewness and kurtosis and their interpretation.

### **Recommended Books:**

1. Gupta, S.C. (2018). *Fundamentals of Applied Statistics*. New Delhi: S. Chand & Sons.
2. Gupta, S.P. (2002). *Introduction to Statistical Methods*. New Delhi: S. Chand & Sons.
3. Speigal, M.R., (1999). *Theory and Problems of Statistics*. London: Mcgraw Hill Book Co.

### **E-Learning Material:**

1. <http://www.statsoft.com/Textbook>
2. <https://www.khanacademy.org/math/ap-statistics/summarizing-quantitative-data-ap/measuring-center-quantitative/v/statistics-intro-mean-median-and-mode>

## Third Semester

### ECO 202 Macro Economics -I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Describe nature, scope and limitation of Macro Economics.
- Describe Circular flow of income and expenditure.
- Calculate National Income and its related aggregates and analyse the problems and limitation of National income estimation
- Describe concepts of employment, unemployment and full employment.
- Analyse the Classical Theory of Income and Employment.
- Describe Keynesian theory of employment and principle of Effective Demand.

**Unit 1** Macro Economics: Meaning, Nature, Scope, Limitation, Interdependence between Micro Economics and Macro Economics, Stock and Flow Variables, Circular flow of income and expenditure in two, three and four sector model: Major leakages and injections.

**Unit 2** National Income and its related aggregates – GDP, GNP, NDP, NNP, Private income, Personal income and Personal disposable income; Components of National Income, Inter-relationship among National Income aggregates. Nominal GDP and Real GDP Uses and limitation of national income statistics.

**Unit 3** Methods of Measuring National Income- Product or value added method, Income method and Final Expenditure method. Precautions and limitations of various methods, Problems in the estimation of national income. National Income and Economic Welfare.

**Unit 4** Employment and Unemployment: Concept of full employment, Types of Unemployment. Say's Law of Market, Classical Theory of Income and Employment: without saving and investment and with saving and investment model, Effect of change in money market and labor market.

**Unit 5** Keynesian objection to the classical theory. Keynesian Theory of Employment – Aggregate demand and aggregate supply function, The Principle of Effective demand.

**Recommended Books:**

1. Ahuja, H.L. (2012). *Macroeconomics-Theory and Policy*. New Delhi: S.Chand & Company Ltd.
2. Dornbush, R. and Fischer, S. (2001), *Macroeconomics*. New York: Mcgraw Hill Book Company.
3. Mankiw, N. G. (2010). *Macroeconomics*. New York: Worth Publishers.
4. Shapiro, E. (1996). *Macroeconomic Analysis*. New Delhi: Galgotia Publication.

**E-Learning Material:**

1. [http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/economics/basic\\_macro\\_economics/02.\\_circular\\_flow\\_of\\_income\\_and\\_exp\\_enditure/et/5380\\_et\\_02et.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/economics/basic_macro_economics/02._circular_flow_of_income_and_exp_enditure/et/5380_et_02et.pdf)
2. <http://sites.northwestern.edu/neweresources/2009/03/11/american-economic-journal-macroeconomics/>
3. <https://www.rbi.org.in/SCRIPTs/PublicationsView.aspx?id=18466>  
<https://www.rbi.org.in/SCRIPTs/PublicationsView.aspx?id=18467>
4. <https://www.marxists.org/reference/subject/economics/keynes/general-theory/ch02.htm>
5. <http://www2.econ.iastate.edu/tesfatsi/sources.html>

**STAT 206 Quantitative Techniques****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Solve numerical problems related to Correlation and Regression analysis and identify its applications
- Explain meaning of Index numbers and demonstrate ability to construct Index numbers using various techniques.
- Solve various types of numerical based on Probability and related theorems.
- Measure trend using various techniques of Time Series Analysis.

- Define various concepts and solve numerical related to Quadratic equations, Matrices and Straight Line.
- Explain basic techniques of differentiation and integration and its applications in economics.

**Unit 1** Analysis of Bivariate Data: Simple Correlation – Karl-Pearson’s Coefficient of Correlation, Spearman’s rank correlation. Simple regression – Estimation of regression lines by method of least squares. Numerical exercises based on correlation and regression.

**Unit 2** Index Numbers – concept and uses. Problems in construction of index numbers. Construction of simple and weighted index numbers by aggregative and average of price relative methods. Base shifting, splicing and deflating of index numbers. Cost of living index numbers.

**Unit 3** Meaning, Objectives and components of Time Series. Measurement of linear trend by Graphic Method, Method of Semi-Averages, Method of Moving Averages and Method of Least Squares. Measurement of seasonal variation by the Method of seasonal average.

**Unit 4** Concepts of events and probability, addition and multiplication theorems. Conditional probability and independence of events. Numerical problems based on probability.

**Unit 5** Solution of quadratic equations. Straight line. Simple applications of straight line. Addition, subtraction and multiplication of matrices. Introduction to Differentiation and Integration of Algebraic Functions and some applications in Economics.

**Recommended Books:**

1. Black, J. and Bradley, J. F. (1973). *Essential Mathematics for Economists*. New Jersey, US: John Wiley and Sons.
2. Bose, D. (2018). *An Introduction to Mathematical Economics*. New Delhi: Himalaya Publishing House.
3. Gupta, S.C. (2018). *Fundamentals of Applied Statistics*, New Delhi: S. Chand & Sons.
4. Gupta, S.P. (2002). *Introduction to Statistical Methods*. New Delhi: S. Chand & Sons.

5. Speigal, M.R. (1999). *Theory and Problems of Statistics*. London: Mcgraw Hill Book Co.

**E-Learning Material:**

1. <http://www.jamesbrennan.org/algebra/>
2. <http://www.statsoft.com/Textbook>
3. <https://www.britannica.com/science/statistics>

## Fourth Semester

### ECO 203 Macro Economics - II

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Understand the basic concepts of consumption, savings, investment, inflation, deflation and Unemployment-Inflation trade-off.
- Understand the tenets of Keynesian Economics and apply them through the aggregate demand and supply model.
- Explain how the equilibrium interest rate is determined in the money market.
- Define the investment multiplier; explain its calculation, and relevance.
- Explain the working of acceleration principle and its weaknesses.
- Describe the business cycles and their phases

**Unit 1** Consumption Function: Meaning, Types of consumption Function – Linear and Non-Linear consumption Functions. Keynesian Psychological Law of Consumption, Factors Influencing Consumption Function.

Saving Function – Derivation of saving function from consumption function, APS and MPS.

Investment Function – Types of Investment: Induced Investment and Autonomous Investment, Gross and Net Investment, Financial and Real Investment. Factors affecting Investment

Decision. Concepts of MEC (Marginal Efficiency of Capital) and NPV (Net Present Value).

**Unit 2** Determination of Equilibrium of National Income: Keynesian Theory – Aggregate Demand and Aggregate Supply Approach and Saving and Investment Approach. Relevance of Keynesian theory in underdeveloped countries. Equilibrium in Money Market.

**Unit 3** Investment Multiplier: Concept and Working of static Multiplier. Assumptions and Leakages of Multiplier. It's Effectiveness in less developed countries (LDC's).

Acceleration Principle: Concept, Operation and Weaknesses.

**Unit 4** Inflation: Meaning and Types, Cost Push and Demand Pull inflation, Inflationary Gap. The Phillips Curve: Relation between inflation and unemployment, Short-run and long-run Phillips curve. Measures to control inflation.

**Unit 5** Deflation: Meaning and causes, Deflationary Gap, Measures to control deflation.

Business cycles: Types and Phases, Theories of Business cycle – Hicks and Samuelson.

### **Recommended Books:**

1. Ackley, G. (1978). *Macroeconomics: Theory and Policy*. New York: Macmillan.
2. Blackhouse, R. and A. Salansi (Eds.) (2000). *Macroeconomics and the Real World* (2 Vols.). London: Oxford University Press.
3. Branson, W.A. (1989). *Macroeconomic Theory and Policy*, (3rd Edition), New York: Harper and Row.
4. Dornbush, R. and Fischer, S. (1999), *Macroeconomics*, (7th ed.). New York: Mcgraw Hill Book Company.
5. Mankiw, N. G. (2010). *Macroeconomics*. New York: Worth Publishers.
6. Shapiro, E. (1996). *Macroeconomic Analysis*. New Delhi: Galgotia Publication.
7. Stiglitz J. E. and Walsh, C. E. (2002). *Principles of Macroeconomics*, New York: W.W. Norton & Company.

### **E-Learning Material:**

1. <https://www.aeaweb.org/journals/mac>
2. <https://www.journals.elsevier.com/journal-of-macroeconomics>

3. <https://www.sciencedirect.com/handbook/handbook-of-macroeconomics>
4. <http://www.econport.org/content/handbook.html>

## **ECO 204 Public Finance**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Conceptualise, explain and give examples of concepts of public goods and externality
- Understand and explain the role of government according to economic theory
- Identify and distinguish between various sources of Public Revenue and assess the impact and incidence of taxation
- Identify various features of Indian Tax system.
- Understand and explain concepts related to Public Expenditure, Public Debt and the Budget.
- Explain Fiscal Federalism and identify constitutional features of Centre-State Financial Relationships.

**Unit 1** Nature and Scope of Public Finance. Concepts of Private, Public and Merit Goods. Role of government in the economy. Principle of maximum social advantage.

**Unit 2** Sources of Public Revenue. Choices of Taxes: Proportional v/s Progressive taxes, Direct V/s Indirect taxes. Canons of Taxation. Incidence and Impact of a tax: Basic concepts, Theories of tax shifting. Various factors influencing the incidence and shifting of a tax.

**Unit 3** Justice in Taxation: Benefit and Ability to Pay Approaches. Salient Features of Indian Tax System. Public Expenditure: Factors influencing Public expenditure, Wagner's Law and the Peacock Wiseman Hypothesis.

**Unit 4** Public Borrowing: Sources, Burden of Internal and External Public debt. Methods of debt redemption.

Budget Concepts: Revenue and Capital Budget, Concepts of Budget Deficits. Fiscal Policy: Objectives, Instruments and Limitations.

**Unit 5** Fiscal Federalism: Principles of federal finance, constitutional provisions in India. Centre –State Financial Relations in India.

**Recommended Books:**

1. Bhatia, H. L. (1993). *Public Finance*. New Delhi: Vikas Publishing House.
2. Misra, B. (1981). *Economics of Public Finance*. New Delhi: South Asia Books.
3. Musgrave, Richard A. (1959). *Theory of Public Finance*. Kognakhusa, Tokyo: McGraw Hill.
4. Stiglitz, J.E. (2000). *Economics of Public Sector*. (3rd Ed.). New York: W. W. Norton & Company.
5. Tyagi, B.P. (2016). *Public Finance*. Meerut: Jai PraksashNath& Company.
6. Ulbrich, H. (2002). *Public Finance in Theory and Practice*. New York: Routledge.

**E-LearningMaterial:**

1. <https://www.indiabudget.gov.in/>
2. <https://www.nipfp.org.in/home-page/>
3. <https://dea.gov.in/indian-public-finance-statistics>
4. <http://www.publicfinance.in/site/indexandbook.html>

## Fifth Semester

### ECO 303 Indian Economy – I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Understand the historical background of colonial economy.
- Explain the nature and characteristics of Indian Economy.
- Understand the evolution of Indian Planning, its strategies, objectives and failures.

- Analyze the development of physical and social infrastructure in India.
- Analyze Institutional Reforms in Indian Agriculture.
- Analyze issues of agriculture finance and marketing in India

**Unit 1** A brief historical background of colonial economy.

Basic features of Indian Economy – as an underdeveloped, developing and mixed economy.

**Unit 2** Planning in India: strategies, objectives, Achievements and failures of five year plans, latest five year plan details.

**Unit 3** Physical and Social Infrastructure Development in India – power, irrigation, health and education

**Unit 4** Agriculture sector in India: Land Reforms (institutional reforms) in India: abolition of intermediates, tenancy reforms and ceiling of land holdings, Causes of land, sub-division and their measures. The green revolution, productivity in agriculture sector.

**Unit 5** Agriculture labour, food security, public distribution system, agriculture price policy in India. Agriculture finance and agriculture marketing.

**Recommended Books:**

1. Dutt, R. and Sundaram, K.P.M. (2000). *Indian Economy*. New Delhi: S. Chand & Co.
2. Jha, R. (2018). *Facets of India are Economy and Her Society* Volume--II: Current State and Future Prospects. United Kingdom: Palgrave Macmillan.
3. Jha, R. (2018). *Facets of India's Economy and Her Society*. Volume-I: Recent Economic and Social History and Political Economy. United Kingdom: Palgrave Macmillan.
4. Kapila, U. (2005). *Indian Economy: Issues in Development and Planning & Sectoral Aspects*. New Delhi: Academic Foundation.
5. Misra, S.K. and Puri, V.K. (2011). *Indian Economy*. New Delhi: Himalaya Publication House

**E-Learning Material:**

1. <http://personal.lse.ac.uk/ghatak/landref.pdf>
2. <http://re.indiaenvironmentportal.org.in/files/food%20security%20in%20india.pdf>

3. [https://www.iisd.org/pdf/2006/climate\\_designing\\_policies\\_chap5.pdf](https://www.iisd.org/pdf/2006/climate_designing_policies_chap5.pdf)

## Sixth Semester

### ECO 304 Indian Economy – II

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Understand importance and problems of Industrial sector in India.
- Analyse composition and direction of foreign trade and foreign trade policy in India.
- Understand the concept of poverty and unemployment.
- Evaluate the policies related to poverty, unemployment and inflation in India.

**Unit 1** Industrial sector in India: Characteristics, contribution and problems. Industrial policy (pre and post reforms period), public enterprises and issues of privatisation. Policy measures for SSI's.

**Unit 2** Service Sector in India: Growth and Characteristics. Foreign trade composition and direction. Globalization and Foreign trade policy (EXIM) after 1991.

**Unit 3** Balance of payment problem in India. Foreign capital: classification, need and problems. MNCs and their impact on Indian Economy.

**Unit 4** Problem of poverty: concept causes and poverty eradication programmes.

Nature and causes of unemployment in India, some important schemes to reduce unemployment.

**Unit 5** Problem of inflation in India and RBI's recent monetary policy. Population problem, policy measures and government programmes.

#### Recommended Books:

1. Jha, R. (2018). *Facets of India are Economy and Her Society* Volume--II: Current State and Future Prospects. United Kingdom: Palgrave Macmillan.

2. Jha, R. (2018). *Facets of India's Economy and Her Society*. Volume-I: Recent Economic and Social History and Political Economy. United Kingdom: Palgrave Macmillan.
3. Kapila, U. (2005). *Indian Economy: Issues in Development and Planning & Sectoral Aspects*. New Delhi: Academic Foundation.
4. Misra, S.K. & V.K. Puri (2011). *Indian Economy*. New Delhi: Himalaya Publication House.
5. Ruddar, D. & K.P.M. Sundaram. (2000). *Indian Economy*. New Delhi, India: S. Chand & Co.

### **E-Learning Material:**

1. <http://www.asercentre.org/Keywords/p/315.html>
2. <http://www.nuepa.org/new/Annual%20Reports.aspx>
3. [http://rchiips.org/nfhs/factsheet\\_NFHS-4.shtml](http://rchiips.org/nfhs/factsheet_NFHS-4.shtml)

## **Discipline Electives**

### **ECO 305 International Economics**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Discuss and explain trade policy issues such as protectionism and free trade.
- Understand and apply the principle of comparative advantage.
- Apply partial equilibrium models in analysing the economic effects of trade policy instruments such as tariffs and quotas.
- Understand the concept of BoP and its disequilibrium.
- Critically analyse different theories of determination of exchange rate.
- Appreciate the role of international organizations such as IMF, World Bank, WTO, UNCTAD

- Unit 1** The Nature of International Trade, Free Trade Vs Protection. Theories of International trade: classical and opportunity cost theories.
- Unit 2** Terms of Trade – meaning and types. Tariffs – effects of tariffs under partial equilibrium conditions, Types and Effects of Import Quota.
- Unit 3** Balance of Payments - Meaning and Structure, Disequilibrium in Balance of Payments – Meaning, Types and causes, Measures to control disequilibrium in BOP.
- Unit 4** Theories of determination of Exchange Rate – Mint Parity Theory, Purchasing Power Parity Theory, Balance of Payment Theory of Exchange Rate. Fixed vs. Flexible Exchange Rate.
- Unit 5** Exchange Control – Meaning, Objectives and Methods, International Institutions: IMF, World Bank, WTO, UNCTAD.

**Recommended Books:**

1. Bhagwati, J. (1981), *International Trade*, Selected Readings, (Ed.) Cambridge University Press, Mass.
2. Cherulinam, F. (2006). *International Economics*. New Delhi: McGraw Hill Education (India) Private Limited.
3. Krugman, P.R. and Obstfeld, M. (2008). *International Economics: Theory and Policy*, London: Pearson.
4. Mannur, H.G. (1995). *International Economics*. New Delhi: Vikas Publishing House.
5. Salvatore, D. (1997). *International Economics*. S Upper Saddle. River, N.J: Prentice Hall.
6. Sodersten, Bo. (1991). *International Economics*. London: The Macmillan Press Ltd.

**E-Learning Material:**

1. <https://www.sciencedirect.com/handbook/handbook-of-international-economics>
2. <https://dgft.gov.in/more/data-statistics>
3. <https://dipp.gov.in/publications/fdi-statistics>
4. [https://www.wto.org/english/thewto\\_e/thewto\\_e.htm](https://www.wto.org/english/thewto_e/thewto_e.htm)
5. <https://unctad.org/en/Pages/aboutus.aspx>

## ECO 301 Development Economics and Environment

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Acquire a basic understanding of the issues and on-going debates on development economics.
- Discuss the important theories in economic development and their policy implication.
- Demonstrate a basic knowledge of the role of market and market failure with regard to the allocation of natural resources and environmental amenities.
- Analyze and interpret the environmental implications of economic decisions
- Understand the nature and scope of contemporary environmental debates

**Unit 1** Meaning of Economic Growth and Development. Measures of Economic Development.Characteristics of Underdeveloped Economies. Obstacles to Economic Development.

**Unit 2** Factors helping Economic Development; Natural Resources, Population, Human Capital, Physical Capital and Technology.

**Unit 3** Characteristics of Modern Economic Growth. Theories of Economic Growth: Rostow's Stage Theory, Balanced and Unbalanced Growth.

**Unit 4** Theory of Big Push, Critical Minimum Effort Theory, Nelson's Low-level Equilibrium Trap Theory.

**Unit 5** Interrelationship between environment and economic development. Sustainable development – Concepts, Indicators and Measurement. Global environmental issues - The Global concern, Policy options in developing and developed countries.

### **Recommended Books:**

1. Higgins, B. (1968). *Economic Development*. New York: W. W. Norton & Co.
2. Kindleberger, C.P. (1965). *Economic Development*. New York: McGraw-Hill Book Company.

3. Mishra, S. K., & V. K. Puri (2010). *Economics of Development and Planning-Theory and Practice*. New Delhi: Himalaya Publication House.
4. Thirlwall, A.P. (2005). *Growth and Developmen*. New York: Palgrave McMillan.
5. Todaro, M. P. (1969). *Economic Development in the Third World*. New York: Longman Inc.

#### **E- Learning Material:**

1. <https://www.iisd.org/library>
2. [http://projekty.osu.cz/igeography/docs/Euromodel ENVIRONMENT%20AND%20DEVELOPMENT.pdf](http://projekty.osu.cz/igeography/docs/Euromodel%20ENVIRONMENT%20AND%20DEVELOPMENT.pdf)
3. <http://www.globalissues.org/issue/168/environmental-issues>
4. <https://www.ukessays.com/essays/economics/barriers-indias-economic-development-3066.php>

### **ECO 306 Economics of Social Sector**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Understand basic concepts of Social Sector.
- Analyze Problems and Opportunities in Social Sector.
- Cost and returns of Social Sector
- Understand pattern of expenditure on health and education.
- Analyze association between Human capital and Economic Growth.

**Unit 1** Economics of education: definition, meaning, scope and importance; The relationship between education and the economic system. Cost of Education; Social and private returns on education.

**Unit 2** Financing of education: public private partnership: Priorities withing education in the various five year plans. Spill Over and Inter Generation effects of education. Linkages among education, skills and jobs.

**Unit 3** Need and scope for foreign participation in education. Education and Economic Development. Economics of Health: meaning and

scope; Western System of Medicine; Indian System of Medicine: AYUSH.

**Unit 4** Economic determinants of health care; Human capital approach: measurement of mortality; value of statistical life, years of life lost; morbidity valuation: cost of illness. Public expenditure on health.

**Unit 5** Burden of disease: Meaning and Significance, DALY and QALY: Framework and measure of burden; Recent Initiatives in Health Sector. Health and Economic Growth.

### Recommended Books:

1. Akinyemi, S. (2013). *The economics of education*. Strategic Book Publishing.
2. Bhattacharya, J., Hyde, T. and TU, P. (2013). *Health Economics*, The Palgrave Macmillan.
3. Dreze, J. (2016). *Social Policy (EPW)*, Oriental Black Swan
4. Dreze, J. & Sen, A. (1999). *India: Economic development and social opportunity*. OUP Catalogue.
5. Jimenez, E. (1995). *Human and physical infrastructure: Public investment and pricing policies in developing countries*. Handbook of development economics, 3, 2773-2843.
6. Jones, A. M., Culyer, A. J. & Newhouse, J. P. (2000). Handbook of health economics. Edited by: Culyer A, Newhouse J. UK: Elsevier Science, 6, 267-344.
7. Folland, S., Goodman, A. C. & Stano, M. (2007). *The economics of health and health care* (Vol. Upper Saddle River, NJ: Pearson Prentice Hall.
8. Mukherjee, A. (2007). *Implications for Education*, Economic & Political Weekly, Volume XLII No., PP 1273-1276.
9. Tilak, J. B., Pancharukhi, P. R. & Biswal, K. Statistics on Education.
10. UIHaq, M. (1995). *Reflections on human development*. Oxford University Press.

### E- Learning Material

1. [http://archive.mu.ac.in/myweb\\_test/ma%20edu/M\[1\].A.\\_EDU\\_ECONOMICS\\_OF\\_EDU.-Final\\_1\\_2011-12.pdf](http://archive.mu.ac.in/myweb_test/ma%20edu/M[1].A._EDU_ECONOMICS_OF_EDU.-Final_1_2011-12.pdf)
2. <http://164.100.47.193/intranet/BUDGET.pdf>

3. <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>
4. [https://www.who.int/gho/mortality\\_burden\\_disease/en/](https://www.who.int/gho/mortality_burden_disease/en/)
5. [http://ayush.gov.in/sites/default/files/Introduction\\_2.pdf](http://ayush.gov.in/sites/default/files/Introduction_2.pdf)

## **ECO 308 History of Economic Thought**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Comprehend the development of the theory of economics in historical perspective.
- Grasp emerging paradigms and aberrations with its reasons.
- Analyze similarities and differences among different economic schools of thoughts

**Unit-1** The nature and significance of economic thought; Pre-classical economic thought: Mercantilism- emergence, main principles, the importance of foreign trade; Physiocracy- natural order, agriculture and net product.

**Unit-2** Classical economics: Adam Smith- Theory of value, theory of production and capital accumulation, D. Ricardo- Theory of value and theory of distribution, T.R. Malthus - Theory of population, John Stuart Mill - Principles of political economy, Ricardo - Malthus Controversy over Glut.

**Unit-3** K. Marx- Theory of surplus value, Capital accumulation and crisis, breakdown of capitalist system; Subjectivism and Marginalism: Essential features of marginalism, Jevons' theory of Value, Bohm Bawerk's theory of capital.

**Unit-4** A. Marshall and his contribution, Walras' Theory of general equilibrium; Economics of welfare: A.C. Pigou, V. Pareto; J. M. Keynes and his policies.

**Unit-5** Indian ancient economic thought: Kautilya's arthshastra; Economic thought in modern India: Dadabhai Naoroji, Mahatma Gandhi, B.R. Ambedkar, Amartya Sen.

### **Recommended Books:**

1. Backhouse, R.E. (1985). *History of Modern Economic Analysis*. Oxford: Basil Blackwell.

2. Bhatia, H. L. (2009). *History of Economic Thought*. Delhi: Vikas Publishing House Pvt. Ltd.
3. Blaug, M. (1997.). *Economic Theory in Retrospect*. Cambridge: Cambridge University Press.
4. Ganguli, B.N. (1977). *Indian Economic Thought: A Nineteenth Century Perspective*. New Delhi: Tata McGraw-Hill Publishing Co.
5. Gide, C. and G Rist. (1956). *A History of Economic Doctrines*. New Delhi: Academic Foundation.
6. Gray, A. and Thompson A. (1980). *The Development of Economic Doctrines*. London: Longman.
7. Haney, L.H. (1913). *A History of Economic Thought*. New York: Macmillan.
8. Hunt, E.K. and Lautzenheiser, M. (2017). *History of Economic Thought: A Critical Perspective*, New York: Routledge, Taylor & Francis Group, Reprint.
9. Medema, S.G. and Samuels, W.J. (2003). *The History of Economic Thought: A Reader*. London: Routledge, Taylor & Francis Group.

#### E- Learning Material

1. [www.policonomics.com/lp-classical-economics-mercantilism](http://www.policonomics.com/lp-classical-economics-mercantilism)
2. [en.citizendium.org/wiki/History\\_of\\_pre-classical\\_economic\\_thought](http://en.citizendium.org/wiki/History_of_pre-classical_economic_thought)
3. <https://www.marxists.org/archive/marx/works/.../theories...value>
4. [publishing.cdlib.org/ucpressebooks/view?docId=ft367nb2h4](http://publishing.cdlib.org/ucpressebooks/view?docId=ft367nb2h4)
5. [economics.illinoisstate.edu/ntskaggs/eco372/.../alfred\\_marshall.htm](http://economics.illinoisstate.edu/ntskaggs/eco372/.../alfred_marshall.htm)
6. [www.academia.edu/3836527/Walrasian\\_General\\_Equilibrium\\_Theory](http://www.academia.edu/3836527/Walrasian_General_Equilibrium_Theory)

### ECO 309 Econometrics and Data Analysis

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- Understand various concepts related to hypothesis testing and their application in economic research.
- Describe the steps in Econometric Research
- Formulate and Estimate simple linear regression model and interpret the coefficients
- Describe various types of Econometric Data

- Use Selected Database and statistical softwares for Economic Analysis

**Unit I** Concept of Test of Significance-Formulation of Hypothesis, Types of Errors, Level of Significance. Applications of Z and t -test

**Unit II** Scope and Methodology of Econometrics. Simple linear regression model: Two variable case. Assumptions of Classical Regression Model. Ordinary least squares estimation of a linear model.

**Unit III** Statistical properties of least square estimates. Multiple linear regression models. Use of Dummy Variables. Introduction to Logistic Regression.

**Unit IV** Violations of classical assumptions: Consequences, detection and remedies for Multicollinearity; heteroscedasticity and serial correlation.

Types of Data for Economic Analysis- Cross Section, Time Series and Panel.

**Unit V** Introduction to Selected Database for Economic Analysis- World Development Indicators, International Financial Statistics, RBI Handbook of Statistics on Indian Economy, UNDP Human Development Report.

Introduction to Statistical Softwares- SPSS and EViews. Hands-on experience in estimation and interpretation of economic relationships using regression with SPSS and Eviews.

### **Recommended Books:**

1. Gujarati, D.N. (2009). *Basic Econometrics*. McGraw Hill Publications.
2. Koutsoyiannis, A. (2001). *Theory of Econometrics*. Palgrave Macmillan Limited.
3. Koop, G. (2000). *Analysis of Economic Data*. NJ: Wiley.
4. Cleff, T. (2014). *Exploratory Data Analysis in Business and Economics*. Switzerland: Springer International Publishing.

### **E Learning Material:**

1. [https://www.princeton.edu/~mwatson/Stock-Watson\\_4E/eviews\\_tutorial\\_10\\_1.1.pdf](https://www.princeton.edu/~mwatson/Stock-Watson_4E/eviews_tutorial_10_1.1.pdf)
2. [https://www.spsstutorials.com/basics/https://www.princeton.edu/~mwatson/StockWatson\\_4E/eviews\\_tutorialpdf](https://www.spsstutorials.com/basics/https://www.princeton.edu/~mwatson/StockWatson_4E/eviews_tutorialpdf)

## English Literature First Semester

### ENGL 105 Prose and Short Stories

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Learning Outcomes:** On successful completion of the course, students will be able to:

- exhibit a fair knowledge of the development of English essay/short story as literary genre(s);
- develop critical thinking by analysing texts;
- exhibit word power with use of idiomatic expressions and wide vocabulary;
- communicate effectively in all forms of social interaction;
- inculcate effective citizenship with a deep grounded sense of ethics and moral dimensions.

#### Course Content:

##### Unit I

1. **Bacon** : Of Studies, Of Travel
2. **Addison** : Meditations in Westminster Abbey, Sir Roger at Home

##### Unit II

3. **Oliver Goldsmith** : Beau Tibbs
4. **Charles Lamb** : Old China
5. **G. K. Chesterton** : On the Pleasures of Being No Longer Young

##### Unit III

6. **Aldous Huxley** : Selected Snobberies
7. **J.B. Priestley** : On Getting off to Sleep

#### Short Stories

##### Unit IV

1. **K. A. Abbas** : Sparrows
2. **Maxim Gorky** : The Mother of a Traitor
3. **W.S. Maugham** : The Verger

## Unit V Background Topics

Montaigne's concept of essay, Essays in eighteenth century, Essays and the development of knowledge, Development of short stories

**Note :** The background topics are to be discussed in relation to the essayist(s) and the context

### Recommended Readings:

- Arthur, E. Walzer (2003). *George Campbell: Rhetoric in the Age of Enlightenment*. State University of New
- Abrams, M. H. & Geoffrey, Galt Harpham, (2012). *A Glossary of Literary Terms*, 10th ed. Wadsworth
- Carl, H. Klaus, (1968). *Style in English Prose*,
- Carolyne Lee *Word Bytes: (2009. Writing in the Information Society*.
- Akmajian, et al, (2001). *Linguistics: An Introduction to Language and Communication*. MIT Press.

### Suggested e-resources:

- Historical Development of Prose  
[https://www.jstor.org/stable/2919117?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2919117?seq=1#metadata_info_tab_contents)
- Philosophy of Short Stories  
<https://archive.org/stream/philosophys/>
- Themes of Short Stories  
<https://www.jstor.org/>

## ENGL 106 Romantic Poetry

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- understand the meaning, form, and function of different theoretical and philosophical strands of Structuralism, Post-structuralism, Marxism, New Historicism etc.;
- analyze the historical, political and aesthetic milieu of the romantic age;

- develop creative and critical thinking;
- enhance writing skills;
- inculcate humane values and ethics through the given poems;
- engage themselves in the praxis of applying those theoretical and philosophical underpinnings for the analysis of a particular poem.

## Course Content

### Unit I

1. William Blake : The Tyger, The Lamb, London, The Divine

### Unit II

2. William Wordsworth : The Solitary Reaper, Lucy Gray, The World is Too Much with Us; One summer evening, Daffodils

### Unit III

3. S.T. Coleridge : Youth and age, Frost at Midnight  
4. Lord Byron : When We Two Parted, She Walks in Beauty

### Unit IV

5. John Keats : Ode to Autumn; Ode to Nightingale; On First Looking into Chapman's Homer; Bright Star Would I were steadfast  
6. P.B.Shelley : Ozymandias, When the Lamp is Shattered

### Unit V Background Topics :

Romanticism in Context: German Idealism; Enlightenment; Reason and Imagination; The Concepts of Nature; The French Revolution; The Gothic Element in Romantic poetry

**Note:** The background topics are to be discussed in relation to the poet(s) and the context

### Recommended Readings:

1. Boulton, M. (1989). *The Anatomy of Poetry*. Oxford: Oxford University Press.
2. Abrams, M.H. (2000). *A Glossary of Literary Terms*. New Delhi: Pearson.

3. Cuddon, C.A. (2001). *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin.
4. Howthorn, Jeremy. (2000). *A Glossary of Contemporary Literary Theory*. London: Bloomsbury Academic

#### **Suggested e-resources:**

- Introduction to Romanticism  
<https://plato.stanford.edu/entries/transcendentalism/>
- Philosophy and Romantic Poetry  
<https://ocw.mit.edu/courses/literature/211-476-romantic-poetry>
- Romantic Poets and Romantic Poetry  
<https://www.jstor.org/>

## **Second Semester**

### **ENGL 104 Fiction**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- understand the social and literary context of the Victorian world and its anxieties about modernity, capitalism and gender issues;
- analyze, discuss and write critically about the use of social realism in literature;
- analyse and interpret the work of a range of Victorian novelists;
- understand the various elements of long fiction;
- understand the interdisciplinary area of science and literature;
- identify and discuss theoretical discourses concerning class, sexuality, and gender in literary texts;
- comprehend and successfully apply a range of terms and concepts integral to literary studies.

#### **Course Content:**

- |                 |                 |   |                                  |
|-----------------|-----------------|---|----------------------------------|
| <b>Unit I</b>   | Jane Austen     | - | <i>Pride and Prejudice</i>       |
| <b>Unit II</b>  | Charles Dickens | - | <i>Great Expectations</i>        |
| <b>Unit III</b> | Thomas Hardy    | - | <i>The Mayor of Casterbridge</i> |

**Unit IV** H.G. Wells - *Time Machine***Unit V Background Topics**

An introduction to British Feminism; Power Politics and Female Subjectivity; An introduction to Aristotle's concept of tragedy Sci-fi, Nihilism, Fatalism, Democratization of tragedy, Class, Base and Superstructure, Capitalism

Note: Background Topics are to be discussed in relation to the novelist(s) and the context.

**Recommended Readings:**

- Austen, Jane & Carol, Howard. (2003). *Pride and Prejudice*. New York: Barnes & Noble Classics Collection.
- Well, H.G.(1895) . *The Time Machine* William Heinemann.
- Thomas, Hardy, Dale Kramer. (2004) *The Mayor of Casterbridge*. OUP: UK,. Print.
- Child, Peter and Roger Fowler. (1973). *The Routledge Dictionary of Literary Terms*.
- Abhrams, M.H. *A Glossary of Literary Terms*. (2000). New Delhi: Pearson.
- Cuddon, C.A. (2000). *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin, 2000. Print.
- Howthorn, Jeremy.(2000). *A Glossary of Contemporary Literary Theory*. London: Bloomsbury Academic.
- Jordan, John O., ed. (2001). *The Cambridge Companion to Charles Dickens*. Cambridge University Press.
- Paroissien, David. (2000). *The Companion to Great Expectations*. No. 7. Liverpool University Press

**Suggested e-resources:**

- Fiction: Naturalism and Realism  
<http://oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-509>
- Philosophy and Fiction  
<https://ocw.mit.edu/courses/linguistics-and-philosophy/24-01-classics-of-western-philosophy-spring-2016/>
- Modern Fiction  
<https://wizzwoo.com/download.php?q=the-cambridge-introduction-to-modern-british-fiction-19502000-head-dominic>

- Jane Austin and realist novel  
<http://www.egyankosh.ac.in/bitstream/123456789/22362/1/Unit-1.pdf>
- Thomas Hardy and Mayor of Caster bridge  
<http://egyankosh.ac.in/bitstream/123456789/27428/1/Unit-21.pdf>

## ENGL 107 Victorian Poetry

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- apply the knowledge of the theoretical discourses based on the social and literary history of the age to a range of texts specifically, Victorian poetry;
- identify the trends of Victorian literature in relation to the advent of science , democratic ideals, Victorian morality, new education etc.;
- analyze literary texts of Victorian age critically keeping in mind the anxiety of the Victorian age;
- explicate their views in terms of the prevailing traits of the preceding and succeeding age of Victorian era.

**Course Content:**

### Unit I

1. Alfred, Lord Tennyson : In Memoriam Book-I. The Lady of Shallot, Maud
2. Robert Browning : Rabbi Ben Ezra, Meeting at Midnight, Grammarian's Funeral, Saul

### Unit II

3. Mathew Arnold : Dover Beach, To Marguerite , Scholar Gypsy

### Unit III

4. Thomas Hardy : Darkling Thrush, Afterwards, The Voice, Men who March Away, We Are Getting to the End

**Unit IV**

5. G. M. Hopkins : Thou Art Indeed Just, Lord, Spring and Fall: To a Young Child

**Unit V Background Topics:**

Utilitarianism, Dramatic Monologue, Barbaric, Philistine, and Populous, Transitional poetry, Inscape and Instress, Sprung Rhythm

**Note:** Background Topics are to be discussed in relation to the poet(s) and the context.

**Recommended Readings:**

1. *Fifteen, Poets* (1997). Oxford : Oxford University Press
2. Palgrave, Frances T. (1861). *The Golden Treasury of English Verse*, Macmillan.
3. Hayward, John. (1973). *The Penguin Book of English Verse*, Penguin.
4. Boulton, M. (1989). *The Anatomy of Poetry*. Oxford: Oxford University Press.
5. Abrams, M.H. (2000). *A Glossary of Literary Terms*. New Delhi: Pearson.
6. Cuddon, C.A. (2001). *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin.
7. Howthorn, Jeremy. (2005). *A Glossary of Contemporary Literary Theory*. London: Bloomsbury Academic

**Suggested e-resources:**

- Victorian Poetry  
<https://www.uta.edu/english/tim/courses/3352f01/vic.html>
- Victorian Poetry and Tennyson  
<http://www.victorian-era.org/victorian-era-poetry-characteristics.html>
- Robert Browning  
[http://www.agdc.ac.in/pdf/resource/robert\\_browning.pdf](http://www.agdc.ac.in/pdf/resource/robert_browning.pdf)

## Third Semester

### ENGL 201 American Literature

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- appreciate and evaluate the literary history of America;
- recognize the human experiences reflected in the works;
- develop appreciation and understanding of American culture
- demonstrate knowledge and understanding of a range American writing in its historical and cultural contexts;
- demonstrate improvement in critical writing and critical thinking skills through the analysis of American literary texts;
- enhance their communication skills;
- Inculcate effective citizenship with a deep grounded sense of ethics and moral dimensions.

#### **Course Content:**

##### **Unit I**

- 1-. Robert Frost : Stopping by Woods on a Snowy Evening, Road not Taken, Birches.

##### **Unit II**

2. Emily Dickinson : I Felt a Funeral in My Brain, A Bird Came Down a Walk, I felt a Cleavage in My Mind.

##### **Unit III**

3. Tennessee Williams : The Glass Menagerie

##### **Unit IV**

4. Ernest Hemingway : The Old Man and the Sea.

##### **Unit V Background Topics:**

Concepts of Monism and Dualism, Question of Existence, The Great Chain of Being, Nature and Culture, Transcendentalism, Concept of Nada.

Note: Background Topics are to be taught and discussed in consonance with the texts, context and poets prescribed.

**Recommended Readings:**

1. Cox, J. M. (Ed.). (1962). *Robert Frost: a collection of critical essays* (Vol. 3). Prentice Hall.
2. Pickard, J. B. (1967). *Emily Dickinson: an introduction and interpretation*. New York: Holt, Rinehart and Winston.
3. Singh, R. N. (2001). *Ernest Hemingways The Old Man And The Sea*. Atlantic Publishers & Dist.
4. Donaldson, Scott (2000). *The Cambridge Companion to Hemingway*. Cambridge CUP.
5. Mathew Rowdane (2002). *The Cambridge Companion to Tennessee William*. Cambridge. CUP.

**Suggested e-resources:**

- Robert Frost  
<https://lsa.umich.edu/content/dam/hopwoodassets/documents/Hopwood%20Lectures/>
- Emily Dickinson  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/61175/6/06\\_chapter%201.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/61175/6/06_chapter%201.pdf)
- Tennessee Williams  
[https://www.jstor.org/stable/3197002?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/3197002?seq=1#metadata_info_tab_contents)

**ENGL 202 Drama**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** On successful completion of the course, students will be able to:

- appreciate drama as a genre of literary expression;
- have an understanding of drama of the Renaissance and Restoration period;
- acquaint themselves with the terminologies relevant to the texts to interpret this genre in the backdrop of actual staging;
- understand the various constituents of the performance of the Shakespearean tragedies and the Restoration comedies.

**Course Contents:****Unit I**

1. *Everyman* (Non-Detailed)

**Unit II**

2. Ben Jonson- *The Alchemist*(non-detailed)

**Unit III**

3. William Shakespeare-  
*Macbeth* (Detailed Study)

**Unit IV**

4. R B Sheridan  
*The Rivals* (Detailed Study)

**Unit V Background Topics:**

Mimesis, Nemesis, Plot, Catharsis, Character, Diction, Denouement, Narrative, Pity, Spectacle, thought, Tragedy, Tragedy and the Politics of Power, Three Unities, Anti sentimental Comedy, Farce, Malapropism, Comedy of Manners.

Note: Background Topics are to be taught and discussed in consonance with the texts, context and dramatists prescribed

**Recommended Readings:**

1. Bradley. A.C. (1998).*Shakespearean Tragedy*. London, Palgasra.  
Evans, Ifor. (1998).*A Short History of English Drama*. London, Routledge.
2. Davison. Peter. (1986). *Sheridon : Comedies*. London: CUP.  
Abhrams, M.H. (2000). *A Glossary of Literary Terms*. New Delhi: Pearson.
3. Cuddon, C.A. (2001). *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin.
4. Howthorn, Jeremy. (2000). *A Glossary of Contemporary Literary Theory*. London: Bloomsbury Academic.
5. Aristotle. (1996). *Poetics*. New Delhi: Penguin Classics.
6. Child, Peter and Roger Fowler. (1982). *The Roulledge Dictionary of Literary Terms*. London:Routledge.
7. Harp, Richard L., Richard Harp, and Stanley Stewart, eds. (1986).*The Cambridge Companion to Ben Jonson*. London: Cambridge University Press.

**Suggested e-resources:**

- Philosophy and Tragedy  
[https://static1.squarespace.com/static/Philosophy\\_andTragedy\\_\\_Warwick\\_Studies\\_in\\_European\\_Philosophy](https://static1.squarespace.com/static/Philosophy_andTragedy__Warwick_Studies_in_European_Philosophy)
- Themes of *Macbeth*  
<https://cdn2.rsc.org.uk/sitefinity/education-pdfs/themes-resources>
- Themes of *The Rivals*  
<https://www.jstor.org/stable/2739338?Search=yes&resultItemClick>

**Fourth Semester****ENGL 205 Grammar**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- know the nature, form, and function of language;
- use language effectively;
- learn grammar as a rule governed behaviour;
- develop an insight into the structure of English language;
- assimilate the correct patterns of the language.

**Course Content:**

**Unit I** Word classes: Open and Close types.

**Unit II** Phrases : Noun Phrase, Adjective, Verb phrase, Adverb Phrase, Prepositional phrase

( Structure and function of phrases)

**Unit III** Clauses - Finite and Non-finite clauses

(Structure and function of clauses)

**Unit IV** Compound sentences (Coordination, Features of Coordinators, Coordinating Conjunctions, Uses of Coordinators)

**Unit V** Complex sentences ( Subordinating Conjunctions, Superordinate, Matrix, Subordinate Clause, Subordinate Clause :Types and Syntactic Functions)

**Recommended Readings:**

1. Ronald, Carter & Michael, McCarthy.( 1980). *Cambridge Grammar of English*. London: Cambridge University Press
2. Quirk, and Sydney, Green Baumm (1989).: *A Student's Book of English Grammar*. London: Longman.
3. Leech, and Svartvik. (2000) *A Communicative Grammar of English*. London: (Longman)
4. Geoffrey, Leech :1980 *English Grammar for Today : A New introduction*. London: : Macmillan

**Suggested e-resources:**

- Word Classes  
<https://www.fluentu.com/blog/english/learn-english-grammar-online/>
- Phrases  
<https://learnenglish.britishcouncil.org/english-grammar>
- Sentence Types and Structures  
<https://elt.oup.com/student/oxfordenglishgrammar/?cc=global&selLanguage=en>

**ENGL 206 Indian Writing in English****Max. Marks : 100****(CA: 40 + ESA: 60)****L T P C****4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- relate the major literary movements of India and their influence on Indian literature;
- demonstrate knowledge of the select texts and traditions in the specific social, cultural and historical context;
- analyse the literary texts with specific reference to cultural and political developments in India's colonial and post-colonial history;
- inculcate the concept of nationalism through literary texts;
- communicate effectively in all forms of social interaction;
- inculcate effective citizenship with a deep grounded sense of ethics and moral dimensions.

**Course Content:**

**Unit I** Rabindranath Tagore : From Gitanjali - Nos. 8,11,19,36 & 50

**Unit II** Sarojini Naidu : The Souls Prayer, Village Song, Summer Woods, Songs of Radha - The Quest, Caprica.

**Unit III** Girish Karnad : Tughlaq

**Unit IV** Arun Joshi : The Foreigner

**Unit V Background Topics:**

Mysticism, Kabbalism, Concept of soul and self, Historicism, Existentialism; Alienation, Disillusion, Angst, Freedom, Choice, Nation and Identity, Fracturedness, Multiplicity of Identity

**Note:** Background Topics are to be taught and discussed in consonance with the texts, context and novels and plays prescribed

**Recommended Readings:**

1. Srinivas, I. K. (1990). *Indian Writing in English*. Sterling Publishers
2. Dhawan, R. K. (1986). *The Fictional World of Arun Joshi*. Classical Pub. Co
3. Gupta, Rameshwar. *Sarojini Naidu: The Poetess*. New Delhi: Prestige, 1980.
4. Childs, P. & Fowler, R. (2006). *The Routledge Dictionary of Literary Terms*. Routledge
5. Olson, R. G. (2012). *An Introduction to Existentialism*. Courier Corporation.

**Suggested e-resources:**

- Rabindranath Tagore  
<https://swayam.gov.in/>
- Sarojini Naidu  
<http://shodhganga.inflibnet.ac.in/>
- Girish Karnad  
<https://www.jstor.org/>
- Arun Joshi  
<https://muse.jhu.edu/>
- Arun Joshi as a Novelist  
[https://www.jstor.org/stable/23330214?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/23330214?seq=1#metadata_info_tab_contents)

## Fifth Semester

### ENGL 304 Modern Fiction

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** On successful completion of the course, students will be able to:

- develop an insight into the genre of fiction and art of fiction writing;
- understand the humanitarian aspects expressed in novels from around the world and to draw a comparative perspective of cross-cultural social, economic and political experiences;
- recognize terminologies identified in various literary texts across cultures;
- apply perspectives gained from literature to personal and global situations;
- evaluate various interpretations of a text and their validity over time.

**Course Content:**

**Unit I** Chinua Achebe - *Things Fall Apart*

**Unit II** Shashi Deshpande - *That Long Silence*

**Unit III** George Orwell - *Animal Farm*

**Unit IV** David Malouf - *An Imaginary Life*

**Unit V Background Topics:**

Imperialism, colonialism, capitalism, Postcolonialism, Feminism, Capitalism, Political Allegory and Linguistic Determinism

**Note:** The background topics are to be taught and discussed in consonance with the texts, contexts and authors prescribed.

**Recommended Readings:**

1. Lindfors, Berth (1995). *South Asian Responses to Chinua Achebe*. New Delhi : Prestige.
2. Khayoom, S.A. (1990). *Chinua Achebe : A Study of His Novels*. New Delhi : Prestige.
3. Adibur, Rehman (2000). *George Orwell: A Humanistic Perspective*. New Delhi: Atlantic.

4. Prasad, A.N. (2005). *Critical Response to Indian Fiction in English*. New Delhi: Atlantic.
5. Loomba, Ania. (2001). *Colonialism/Postcolonialism : A Critical Idiom*. London: Routledge.
6. Birns, Nicholas, and Rebecca, McNeer, eds. (2007). *A Companion to Australian Literature Since 1900*. Camden House.

**Suggested e-resources:**

- Postcolonialism  
<https://www.google.com/search?ei=vIxFXI2jHaWYvQT0hIS4Dg&q=postcolonialism+swayam#>
- Culture in Chinua Achebe's Things Fall Apart  
<https://www.google.com/search?ei=zIxFXIq3LsnUvASD2I3IAQ&q=things+fall+apart+jstor&oq=things+fall+apart+jstor#>
- Indian Writing in English and Indian English Novel  
<https://swayam.gov.in/courses/5748-indian-writing-in-english>
- Feminism and Modern Indian Literature  
<https://www.jstor.org/stable/23339720>

## Sixth Semester

### ENGL 308 Literary Movements: History of Ideas

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On successful completion of the course, students will be able to:

- understand some major concepts which are related to metaphysics, epistemology, and aesthetics.
- develop critical thinking.
- nurture dialectical thought process that may enable them to communicate effectively by placing anti-thesis to some given thesis.
- contribute in enriching the intellectual history of our country.
- unleash the potential of students and to bring them on an enriching path of lifelong learning.

**Unit I** Ideas on the process of knowledge formation

Romanticism and the process of knowledge formation particularly in William Blake, William Wordsworth, S.T. Coleridge and John Keats.

Modernism and the process of knowledge formation: Characteristic features of Modernism with reference to T.S. Eliot and Virginia Woolf

Structuralism and Ferdinand de Saussure's four major dichotomies.

Poststructuralism and the major ideas of: Ronald Barthes- Sign  
Julia Kristeva- Intertextuality Jacques Derrida- Difference and Free Play

**Unit II** Ideas on the realities of Art and Aesthetics

Art for art's sake: Aestheticism

Formalism (basic ideas)

Art and Society (basic id

**Unit III** Ideas on Language/System/Text/Reader

Phenomenology and its major arguments

Reader-Response Theory (Basic arguments)

Deconstruction (Major arguments)

**Unit IV** Ideas on ideology and identity

Marxism, Feminism and Gender Studies (major arguments)

Psychoanalysis and its various forms (Freud, Lacan and Kristeva)

Postcolonial Studies (Edward Said and Bhabha)

**Unit V** Ideas on Culture/Ethnicities/Locations

Cultural Studies (Major arguments)

Native and Indigenous Studies (Major arguments)

Diaspora Studies (major arguments)

**Recommended Readings:**

1. Morri, Pan. (2009). *Realism*, Routledge.  
Child, Peter. *Modernism*. London: Routledge.
2. Castle, Gregory. (2013). *The Literary Theory: Handbook*. UK: Wiley&sons,.
3. Day, Aidan. (2002). *Romanticism*. London : Routledge.

4. Abrams, M.H. (2000). *A Glossary of Literary Terms*. New Delhi : Pearson.
5. Cuddon, C.A. (2000). *The Penguin Dictionary of Literary Terms and Literary Theory* New Delhi, Penguin
6. Howthorn, Jeremy. (2000). *A Glossary of Contemporary Literary Theory* London Bloomsbury Academic.
7. Child, Peter, (1988). *Modernism : A Critical Idiom*, London Routledge.

#### **Suggested e-resources:**

- Romanticism  
<https://plato.stanford.edu/entries/aesthetics-19th-romantic/>
- German Idealism  
[http://filozofia.unimiskolc.hu/Understanding\\_German\\_Idealism\\_\\_Understanding\\_Movements\\_in\\_Modern\\_Thought\\_.pdf](http://filozofia.unimiskolc.hu/Understanding_German_Idealism__Understanding_Movements_in_Modern_Thought_.pdf)
- Art and Aesthetics  
<https://academic.oup.com/bjaesthetics/article-abstract/26/3/257/16729?redirectedFrom=PDF>

## **Discipline Electives**

### **ENGL 305 Modern Poetry**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- appreciate various poetic devices identified in the various texts of modern poetry;
- understand realism and other modes of poetic expression;
- critically analyze modern poetic texts and assimilate ideas of various movements of the milieu;
- synthesize humane values against the decadence;
- display their understanding of various poets of the era.

**Course content:**

**Unit I** W.B. Yeats : Sailing to Byzantium, The Second Coming, Leda and the Swan, For his Own Epitaph, To a Friend whose Work has Come to Nothing, The Lake Isle of Innisfree, Long Legged Fly.

**Unit II** T.S. Eliot : The Love Song of J. Alfred Prufrock.

**Unit III** W. H. Auden : Lay Your sleeping Head, September 1,1939  
Muse de Beaux Arts

**Unit IV** Philip Larkin : Church Going, Toads.

**Unit V Background Topics:**

Modernism, Imagism, Cubism, Surrealism, Vorticism, Futurism, Symbolism, Art and Artist, Myth, Materialism, Capitalism, Anti-hero, Epicureanism or Hedonism, Subjectivity, Polyphony and Intertextuality.

**Note:** The background topics are to be taught and discussed in consonance with the texts, contexts and poets prescribed

**Recommended Readings:**

1. Abrams, M.H. (2000). *A Glossary of Literary Terms*. New Delhi: Pearson
2. Cuddon, C.A. (2000). *The Penguin Dictionary of Literary Terms and Literary Theory*. New Delhi: Penguin
3. Howthorn, Jeremy. (1992). *A Glossary of Contemporary Literary Theory*. London: Bloomsbury Academic
4. Child, Peter (1988). *Modernism: A Critical Idiom*. London: Routledge
5. A.E. Dyson & C. B. Cox (1963). *Modern Poetry: Studies in Practical Criticism*. London, E. Arnold.

**Suggested e-resources:**

- Yeats, India and Hinduism  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/22155/9/09\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/22155/9/09_chapter%203.pdf)
- W.B. Yeats  
<http://egyankosh.ac.in/bitstream/123456789/22219/1/Unit-43.pdf>
- T.S. Eliot  
<http://egyankosh.ac.in/bitstream/123456789/22636/1/Unit-2.pdf>
- Philip Larkin

## ENGL 309 Science Fiction

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- know the major aspects of Science Fiction
- explore the relationship between literature and Science
- understand the complex nuances which connect literature and Science
- appreciate the socio-pragmatic realities of the world that science and literature represent

### Course Content:

**Unit I** Mary Shelley: *Frankenstein*

**Unit II** George Orwell: *Nineteen Eighty Four*

**Unit III** Arthur Canon Doyle: *The Hound of Baskervilles*

**Unit IV** Aldous Huxley : *The Brave New World*

**Unit V** William Gibson : *Neuromancer*

### Recommended Readings:

- 1 Shelley, Mary. (1888). *Frankenstein, Or The Modern Prometheus*, London: George Routledge and Sons.
- 2 Orwell, George. (2012). *Nineteen Eighty Four*. India : Om Books.
- 3 Huxley, Aldous. (1932) *Brave New World*. UK: Penguin Books

### Suggested e-resources:

1. Fantasy and Science Fiction  
<http://egyankosh.ac.in/bitstream/123456789/39401/1/Unit-4.pdf>
2. Science and fiction and future  
<https://www.jstor.org/stable/pdf/376232.pdf?refreqid=excelsior%3Adc745ccf2ea773932cbe10bd9e7193ef>
3. Study of Science fiction  
<http://shodhganga.inflibnet.ac.in/handle/10603/31639>

## ENGL 303 Modern Drama

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, students will be able to:

- appreciate drama as a genre of literature in general and modern English drama in particular;
- familiarize themselves with the techniques of modern drama and artefacts which constitute the effect on stage;
- acquaint themselves with different facets of modern drama and understand the socio-political and cultural background of the audience, the playwright, and also the texts;
- build up understanding to adjudicate the performance of such dramas and their effect on their value system.

### **Course Content:**

**Unit I** Mahesh Dattani – *Dance Like a Man* (non-detailed)

**Unit II** G.B Shaw – *Candida* (Non-detailed)

**Unit III** John Osborne - *Look Back in Anger* (detailed)

**Unit IV** Henrik Ibsen - *The Doll's House* (detailed)

### **Unit V Background Topics:**

Angry Young Man, Existentialism, Nihilism, The Great Depression, Kitchen-sink Drama

**Note:** Background topics are to be taught and discussed in consonance with the texts, contexts and authors prescribed

### **Recommended Readings:**

1. William, Raymond (1969). *Drama from Ibsen to Brecht*. Harmondsworth : Penguin.
2. John, Russell Taylor (1989). *John Osborne : Look Back in Anger A Casebook*. London: Cambridge University Press.
3. Olson, R.G. (1999). *An Introduction to Existentialism*. New York: Dover Publication

### **Suggested e-resources:**

- Modern Drama  
<http://muse.jhu.edu/journal/302>

- Look Back in Anger  
<https://www.jstor.org/stable/25091738?Search=yes&resultItemClick>
- The Doll's House  
<file:///C:/Users/Administrator/Downloads/24311-Article%20Text-56264-1-10-20160830.pdf>

## ENGL 306 Autobiography

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- know the major aspects of autobiography
- explore the relationship between self and its representation
- understand the complex nuances growth and development of self in autobiography
- appreciate the socio-pragmatic realities of the world autobiography represents

### Course Content:

**Unit I** Annie Besant : *Autobiography*

**Unit II** Sharankumar Limbale : *The Outcaste* Translated by Santosh Bhoomkar

**Unit III** Benjamin Franklin : *Autobiography*

**Unit IV** Binodini Dasi : *My Story and Life as an Actress*

### Unit V Background Topics:

Self and Society, Role of Memory in writing Autobiography, Autobiography as Resistance, Autobiography as Rewriting History

### Recommended Readings:

1. James, Olney (1972). *A Theory of autobiography' in Metaphors of Self : The Meaning of Autobiography* . (Princeton: Princeton University Press, pp.3-50
2. Laura, Marcus (1994). *The Law of Genre'in Autobiographical Discourses* (Manchester : Manchester University press , pp 22-72

3. Linda, Anderson (2001). *'Introduction' in Autobiography* (London: Routledge, pp.1-17).

**Suggested e-resources:**

- Autobiography:  
<http://egyankosh.ac.in/bitstream/123456789/5301/1/MWG-008B1E-U1.pdf>
- Principles of autobiography:  
<https://www.jstor.org/stable/pdf/468400.pdf?refreqid=excelsior%3A60943e0aa7989e4a4dfba24e81243592>
- Shifting Paradigms in Autobiography:  
<http://egyankosh.ac.in/bitstream/123456789/40637/1/Unit-2.pdf>

## ENGL 310 Travel Writing

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, students will be able to:

- know the major aspects of cinema
- explore the relationship between literature and cinema
- understand the complex nuances which connect literature and cinema
- appreciate the socio-pragmatic realities of the world that cinema and literature represent.

**Course Content:**

**Unit I** Al Biruni : Chapter LXIII,LXIV,LXV,LXVI in *India by Al Biruni* edited by Qeyamuddin Ahmad , National Book Trust of India.

**Unit II** Mark Twain : *The Innocent Abroad* Chapter VII,VIII and IX ) Wordsworth Classic Edition)

**Unit III** William Dalrymple : *City of Djinn* (Prologue, Chapters I and II ) Penguin Books

**Unit IV** Rahul Sankrityayan : *From Volga to Ganga* (Translatin by Victor Kierman) Pilgrims Publishing.

## Unit V Background Topics

Travel writing and Ethnography, Gender and Travel, Globalization and Travel, Travel and Religion , Orientalism and Travel

### Recommended Readings:

1. Susan Bassnett, 'Travel Writing and Gender', in Cambridge Companion to Travel Writing med Peter Hulme and Tim Young (Cambridge : CUP, 2002).
2. Tabish Khair, ' An Interview with William Dalrymple and Pankaj Mishra' in Postcolonial Travel Writings : Critical Explorations, ed. Hustin D. Edwards and Rune Graulund (New York: Palgrave Macmillan , 2011).
3. Casey Balton, *Narrating Self and Other : A Historical View*, in *Travel Writing : The Self and The other* (Routledge , 2012).
4. Sachidananda Mohanty, 'Introduction : Beyond the Imperial Eyes' in travel Writing and Empire (New Delhi: Katha , 2004).

### Suggested e-resources:

- Importance of Travel writings  
<http://egyankosh.ac.in/handle/123456789/13660>
- Travel Writings  
<http://egyankosh.ac.in/handle/123456789/21539>
- Travel writings and literature  
<https://www.jstor.org/stable/pdf/40039867.pdf?refreqid=excelsior%3A64a1463180fdcf1ce298ddc705159c6d>

# Geography

## First Semester

### GEOG 103 Physical Geography

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Describe origin of earth, continents and ocean basin, Isostasy, diastrophism, drainage pattern and several landforms.
- Describe the wind movements, pressure, composition and structure of the earth, jet streams.
- Classify world in terms of climate, air masses and fronts and describe cyclones and their types.
- Describe ocean bottom reliefs of Indian ocean, distribution of temperature and salinity, tides, currents and coral reefs.

#### Course Content:

**Unit I** Definition and Scope of Physical Geography; Origin of the Earth: - Gaseous Hypothesis of Kant, Nebular Hypothesis of Laplace, Tidal Hypothesis of James Jeans and Big Bang Theory; Interior of the Earth; Origin of the Continent and Oceans: - Wegner's Theory of Continental Drift and Plate Tectonic Theory; Theories of Mountain Building: - Geosyncline Orogen Theory of Kober and Plate Tectonic Theory.

**Unit II** Isostasy: - Concept and Views of Airy and Pratt; Diastrophism: - Faults & Folds; Weathering: - Physical, Chemical and Biological; Drainage pattern and Cycle of Erosion: - Davis & Penck; Landforms: - Fluvial, Coastal and Arid.

**Unit III** Composition and Structure of the Atmosphere; Atmospheric temperature: – Insolation and Heat Budget; Atmospheric pressure: - Vertical and Horizontal; Distribution of Air pressure; Winds: - Planetary, Periodic and Local winds; Jet stream:- Definition, Characteristics & its Significance.

**Unit IV** Air masses: - Source region and Classification of Air masses; Fronts: - Frontogenesis and Frontolysis, Type of Fronts; Cyclones: - Tropical and Temperate Cyclones; Anti Cyclones; Climatic Classification by Koppen.

**Unit V** Reliefs of the ocean basins – Bottom reliefs of the Indian Ocean; Distribution of Temperature and Salinity of Oceans; Ocean currents: - Atlantic Ocean and Pacific Ocean Currents; Tides: - Type and theory of Origin (Progressive wave and Stationary Wave theory); Coral reefs: - Conditions of growth, Types and Origin according to Darwin and Murray.

Stencils are to be permitted during the examination.

**Recommended Books:**

1. Barry, R. G. & Chorley, R. J. (1998). *Atmosphere: Weather and Climate* (7<sup>th</sup> ed.). London, UK: Routledge.
2. Das, P. K. (1968). *The Monsoons*. New Delhi, India: National Book Trust.
3. Dayal, P. (1996). *A Text book of Geomorphology*. (2<sup>nd</sup> ed.). Patna, India: Shukla Book Depot.
4. Garrison, T. (1998). *Oceanography*. (3<sup>rd</sup> ed.). California, CA: Wadsworth.
5. Gohchingleong (2011). *Certificate Physical and Human Geography*. New Delhi, India: Oxford University Press.
6. Khullar, D. R. (2016). *Physical Geography*. Ludhiana, India: Kalyani.
7. Siddartha, K. (2014). *The Earth's Dynamic surface: A textbook on Geomorphology*. New Delhi, India: Kisalya.
8. Singh, S. (2015). *Geomorphology*. Allahabad, India: Pravalika.
9. Smails, R. J. (1985). *The Study of Landforms*. New York, NY: McGraw Hill.
10. Strahler, A. N. & A. H. Strahler (2008). *Modern Physical Geography*. (4<sup>th</sup> ed.). New Jersey, NJ: John Wiley & Sons.
11. चौहान, वी. एस. (1996). *भौतिक भूगोल*. मेरठ, भारत: रस्तोगी.
12. शर्मा, एच. एस. (2014). *भौतिक भूगोल*. जयपुर, भारत: पंचशील.
13. सिंह, एस. (2005). *भौतिक भूगोल*. गोरखपुर, भारत: वसुन्धरा.

**Suggested e-learning materials:**

1. Interior of earth

<https://www.nationalgeographic.com/science/earth/surface-of-the-earth/earths-interior/>

2. Plate Tectonics, Weathering, Mass Wasting and Erosion  
<http://hkss.cedd.gov.hk/hkss/eng/education/GS/eng/hkg/chapter4.htm>
3. Geomorphic Processes  
<http://ncert.nic.in/ncerts/l/kegy206.pdf>

## **GEOG 101L Fundamentals of Cartography Lab**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 4 2**

**Learning Outcomes:** After the completion of the course, students will be able to:

- Describe cartography and theoretical background of scales and their types.
- Draw plain, diagonal, comparative, time and Vernier scale.
- Enlarge, reduce and combine maps.
- Describe the uses of thermometer, barometer, hair hygrometer, rain gauge and wind vane.
- Conduct a plain table survey through radiation, intersection and traversing.

### **Course Content:**

- 1) Meaning and Definition of Cartography.
- 2) Scale: - Plain, Diagonal, Comparative (Distances and Time), & Vernier (2 exercises of each scale).
- 3) Enlargement, Reduction & Combination of maps.
- 4) Weather Instruments: - Thermometer, Barometer, Hair hygrometer, Rain Gauge & Wind vane.
- 5) Plane Table Survey: - Methods of Plane Tabling; Radiation, Intersection and Traverse.

Non Scientific calculators are allowed during the examination

### **Recommended Books:**

1. Mishra, R. P. (2014). *Fundamentals of Cartography* (2<sup>nd</sup> ed.). New Delhi, India: Concept.
2. Robinson, A. R. (2011). *Elements of Cartography* (6<sup>th</sup> ed.). London, UK: Chapman & Hall.

3. Saha, P., & Basu, P. (2011). *Advanced Practical Geography* (7<sup>th</sup> ed.). Kolkatta, India: Books & Allied.
4. Singh, R. L. (2011). *Elements of Practical Geography* (8<sup>th</sup> ed.). New Delhi, India: Kalyani.
5. खुल्लर, डी. आर. (2015). *प्रयोगात्मक भूगोल*. लुधियाना, भारत: कल्याणी.
6. दयाल, पी. (2006). *प्रयोगात्मक भूगोल की रूपरेखा*. नई दिल्ली, भारत: राजेश.
7. शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल* ( पंचम् सं.). मेरठ, भारत: रस्तोगी.
8. सिंह, आर. एल. (2013). *प्रायोगिक भूगोल के सिद्धान्त* ( तृतीय सं.). इलाहाबाद, भारत: शारदा पुस्तक भवन.

#### **Suggested e-learning materials:**

1. Introduction to Cartography  
<http://www.sfu.ca/~hickin/Maps/Chapter%201.pdf>
2. Scale  
[http://earthsci.org/education/fieldsk/Map\\_Scales/geo\\_scales.html](http://earthsci.org/education/fieldsk/Map_Scales/geo_scales.html)
3. Plane table surveying  
<https://nptel.ac.in/courses/105107122/33>
4. Methods of Plane table Surveying  
<https://nptel.ac.in/courses/105107122/34>
5. Weather Instruments  
<http://sites.tufts.edu/stompactivitydatabase/files/formidable/Weather-Instruments.pdf>

## **Second Semester**

### **GEOG 102 Human Geography**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Learning Outcomes:** After the completion of the course, students will be able to:

- Define human geography and relate it to the other social sciences; describe man environment relationships and schools of human geography.

- Describe evolution of man, classify human races and describe migration theories.
- Map and describe the distribution of several tribes- Pigmies, Badawins, Eskimos, Khirgiz, Gujjars, Bakarwals, Toda, Bhil and Santhal and their economic activities.
- Describe population distribution of the world with maps, concepts of population growth, population theories and human development.
- Classify cities functionally; describe urbanization, settlements and their types.

### **Course Content:**

**Unit I** Definition and Scope of Human Geography, its relation with other Social Sciences; Man – Environment relationship; Schools of Human Geography: Determinism, Possibilism and Neo – determinism; Fundamental principles of Human Geography: Principle of Activity, Principle of Areal Differentiation, Principle of Terrestrial Unity.

**Unit II** Evolution of Man: Monogenetic Theory, Multi Origin Theory and Modern Theory; Criteria of classification of Human Races; Classification and Distribution of Human Races according to G. Taylor; Factors of evolution of Human Races; Migration Zone Theory by G. Taylor

**Unit III** Distribution of Tribes in the Equatorial and Desert Region: Habitat, economic activities and Social organization of Pigmies and Badawins; Distribution of Tribes in the Grasslands and Tundra Region: Habitat, Economic activities and Social organization of Eskimos and Khirgiz; Distribution of Tribes in North and South India: Habitat, Economic activities and Social organization of Gujjars & Bakarwals and Toda; Distribution of Tribes in East and West India: Habitat, Economic activities and Social organization of Santhal and Bhil; Early economic activities of mankind: - Food gathering, Hunting & Shifting cultivation.

**Unit IV** Distribution of population: World distribution pattern Physical, Economic and Social factors influencing spatial distribution; Concept of Over population, Under population, Optimum population and Zero population growth; Demographic Transition Theory; Migration: Forms, Causes and Types; General laws of migration- E.G. Ravenstein's laws, Lee's model, Zelinsky's

mobility transition model; Concept of Human Development, Population problems and Policy of India.

**Unit V** Settlement: Origin and Types of settlement; Rural settlement- Pattern of rural settlements, House types and Building materials, Rural settlement in India; Urban settlement- Origin of towns, Patterns of cities; Functional classification of cities, Zoning of cities; Urbanization and Problems: with special reference to slums. Stencils are to be permitted during the examination

**Recommended Books:**

1. Huntington, E. (1959). *The Principles of Human Geography* (2<sup>nd</sup> ed.). New York, NY: John Wiley & Sons.
2. Husain, M. (2014). *Human Geography* (4<sup>th</sup> ed.). Jaipur, India: Rawat.
3. Leong, G. C. & Morgan, G. C. (2010). *Human and Economic Geography* (2<sup>nd</sup> ed.). Oxford, UK: O.U.P.
4. Maurya, S. D. (2015). *Human Geography*. Allahabad, India: Pravalika.
5. Negi, B. S. (1982). *Human Geography- An Ecological Approach*. Meerut, India: Kedarnath Ramnath.
6. Rubenstein, J. M. (2003). *An Introduction to Human Geography* (7<sup>th</sup> ed.). New Jersey, NJ: Prentice Hall.
7. Singh, L. R. (2005). *Fundamentals of Human Geography* (2<sup>nd</sup> ed.). Allahabad, India: Sharda Pustak Bhawan.
8. Verma, J.K. (2008). *Human Geography*. New Dehli, India: GNOSIS.
9. कौशिक, एस. डी. (2011). *मानव भूगोल के सरल सिद्धांत* (12 वाँ सं.). मेरठ, भारत: रस्तोगी.
10. गर्जुर, आर., एवं जाट, बी. सी. (2006). *मानव भूगोल*. जयपुर, भारत: पंचशील.
11. मौर्या, एस. डी. (2009). *मानव भूगोल* (तृतीय सं.). इलाहाबाद, भारत: शारदा पुस्तक भवन.

12. सिंह, के., एवं सिंह, जे. (2009). *मानव भूगोल*. नई दिल्ली, भारत: राधा.
13. सिंह, के. (2010). *मानव भूगोल*. जयपुर, भारत: इशिका.
14. हुसैन, एम. (2012). *मानव भूगोल (चतुर्थ सं.)*. जयपुर, भारत: रावत.

**Suggested e-learning materials:**

1. Schools of Human Geography: Determinism, Possibilism and Neo – determinism  
<http://ncert.nic.in/ncerts/l/legy101.pdf>
2. factor of Evolution human race and criteria  
<http://egyankosh.ac.in/bitstream/123456789/41420/1/Unit-4.pdf>
3. Migration Zone theory by Griffith Taylor  
<https://booksite.elsevier.com/brochures/hugy/SampleContent/Mapping-Race-and-Ethnicity.pdf>
4. Bushmen Tribe  
<http://www.newworldencyclopedia.org/entry/Bushman>

**GEOG 104L Statistical Techniques and Data Representation Lab**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 4 2**

**Learning Outcomes:**

**After the completion of this course, students should be able to:**

- Describe statistical sampling and represent frequency distribution in several forms.
- Represent statistical data through diagrams- multiple bar diagram, simple pyramid diagram, rectangular diagram, wheel or pie diagram, and spherical diagram.
- Measure mean, median mode & standard deviation.
- Represent Statistical data through graphs-poly linear graph, climograph and triangular graph.

**Course Content:**

1. Meaning and definition of statistics, data and sampling.
2. Statistical series and their types.
3. Frequency distribution and its presentation.
4. Measures of Central tendency : Arithmetic Mean Mode & Median. (Direct Method )
5. Measure of Dispersion: Standard Deviation.
6. Representation of statistical data through diagrams :- Multiple Bar diagram, Simple Pyramid diagram, Rectangular diagram (Simple and Divided), Wheel or pie diagram, Spherical diagram
7. Representation of statistical data through graphs: - Poly Linear graph, Climograph, Triangular graph.

Scientific calculators are allowed during the examination.

### Recommended Books:

1. Alvi, Z. (2005). *Statistical Geography Methods and Applications* (2<sup>nd</sup> ed.). New Delhi, India: Rawat.
2. Dadson, S. J. (2017). *Statistical Analysis of Geographical Data an Introduction*. Oxford, UK: John Wiley & Sons.
3. Gupta, S. P. (2012). *Statistical methods* (4<sup>th</sup> ed.). New Delhi, India: Sultan Chand and Sons.
4. Mahmood, A. (2017). *Statistical Methods in Geographical Studies* (6<sup>th</sup> ed.). New Delhi, India: Rajesh.
5. Saha, P. & Basu, P. (2011). *Advanced Practical Geography* (7<sup>th</sup> ed.). Kolkatta, India: Books & Allied.
6. Singh, R. L. (2011). *Elements of Practical Geography* (8<sup>th</sup> ed.). New Delhi, India: Kalyani.
7. खुल्लर, डी. आर. (2015). *प्रयोगात्मक भूगोल*. लुधियाना, भारत: कल्याणी.
8. नागर, के. एन. (2013). *सांख्यिकीय के मूलतत्त्व* (चतुर्थ सं.). मेरठ, भारत: मीनाक्षी.
9. शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल* (पंचम् सं.). मेरठ, भारत: रस्तोगी.

### Suggested e-learning materials:

1. Sampling

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P01,M-12
2. Frequency distribution  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P01,M-12
  3. Histogram  
<https://www.liverpool.ac.uk/~c11/lskills/WN/NumeracyDiagrms.html#histo>
  4. Measures of central tendency  
<https://www.mathsisfun.com/data/central-measures.html>
  5. Standard deviation method  
[https://www.learner.org/courses/againstallodds/pdfs/AgainstAllOdds\\_StudentGuide\\_Unit06.pdf](https://www.learner.org/courses/againstallodds/pdfs/AgainstAllOdds_StudentGuide_Unit06.pdf)
  6. Diagrams  
<http://egyankosh.ac.in/bitstream/123456789/20422/1/Unit-14.pdf>

## Third Semester

### GEOG 202 Introduction to Geography of India

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Describe and map the location of India, its physiographic divisions.
- Describe the drainage, climate, soil and vegetation their types and distribution.
- Describe major crops, minerals, industrial regions, population of India and their distribution.
- Demarcate Rajasthan in terms of physiography, describe climate, drainage, vegetation, soils and their distribution.

- Describe agriculture, livestock, irrigation, human resources and tourism.

### **Course Content:**

- Unit I** Introduction :- Location; Neighbouring countries; Frontiers; India :- A land of Diversities ; Unity within Diversities; Physiographic Division- Himalayan Region, The Great Plains of India, Peninsular Plateau, Coastal Plains and Islands.
- Unit II** Drainage systems of India; Climate: - Summer and Winter Season; Monsoon: - Mechanism of Monsoon; Soil - Type, Distribution & Characteristics; Vegetation: - Type and their Distribution.
- Unit III** Agriculture: - Major Crops and their Distribution (Wheat, Rice & Tea); Minerals: - Distribution and Production of Iron ore & Coal; Industrial Regions of India and their Problems; Transport & Trade: - Ports and Foreign Trade; Population: - Distribution & Density of Population, Sex Composition & Literacy Rate.
- Unit IV** Physiographic Division of Rajasthan; Climate:- Major seasons; Drainage Systems; Natural Vegetation:- Type, Distribution & their importance; Soils of Rajasthan.
- Unit V** Agriculture:- Type and Distribution of Major Crops in Rajasthan (Bajra & Mustard) ; Livestock :- Sheep & Camel; Irrigation :- Indira Gandhi Canal Project; Human Resources of Rajasthan: - Distribution & Density, Sex ratio, SC/ ST; Tourism in Rajasthan : Major Tourist Spots & its importance in the Economy of Rajasthan.

Stencils are to be permitted during the examination

### **Recommended Books:**

1. Bhalla, L. R. (2016). *Geography of Rajasthan* (12<sup>th</sup>ed.). Jaipur, India: Kuldeep.
2. Khullar, D. R. (2014). *India, A Comprehensive Geography* (3rd ed.). Ludhiyana, India: Kalyani.
3. Mishra, V. C. (1967). *Geography of Rajasthan*. New Delhi, India: National Book Trust.
4. Singh, G. (2010). *Geography of India* (9th ed.). Delhi, India: Atma Ram.

5. बंसल, एस. सी. (2015). *भारत का भूगोल* (तृतीय सं.). मेरठ, भारत: मीनाक्षी.
6. मामोरिया, सी. (2018). *भारत का वृहत भूगोल*. आगरा, भारत: साहित्य भवन.
7. शर्मा, एच. एस., एवं शर्मा, एम. एल. (2017). *राजस्थान का भूगोल* (13वाँ सं.). जयपुर, भारत: पंचशील.
8. शर्मा, एच. एस., एवं शर्मा, एम. एल. (2017). *भारत का नूतन भूगोल*. जयपुर, भारत: आर. बी. डी.
9. शर्मा, आर. (2014). *राजस्थान का वृहत भूगोल* (द्वितीय सं.). उदयपुर, भारत: हिमाशुं.
10. सक्सैना, एच. (2014). *राजस्थान का भूगोल* (12वाँ सं.). जयपुर, भारत: राजस्थान हिन्दी ग्रंथ अकादमी.
11. सक्सैना, एच. एम., सक्सैना, आर. एवं सक्सैना, पी. (2017). *भारत का भूगोल*. जयपुर, भारत: रावत.
12. सिंह, जी. (2006). *भारत का भूगोल*. दिल्ली, भारत: आत्माराम.
13. हुसैन, एम. (2018). *भारत का भूगोल* (सप्तम् सं.). नई दिल्ली, भारत: टाटा मैकग्राहिल.

#### **Suggested e-learning materials:**

1. Monsoon  
<https://www.britannica.com/science/Indian-monsoon>
2. Drainage system of India  
<https://iasscore.in/pdf/samplenotes/4.%20Drainage.pdf>
3. Indira Gandhi canal  
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cff6e816b51c038dedd394>
4. Human Resources of Rajasthan  
<http://worldpopulationreview.com/countries/india-population/>

## **GEOG 203L Mapping and Prismatic Compass Survey Lab**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 4 2**

**Learning Outcomes:** After the completion of the course, students will be able to:

- Create distribution maps through chorochromatic, simple shading, choro-schematic methods.
- Create maps of isobars, isotherms and dot method.
- Conduct prismatic compass survey through radiation and intersection method.
- Correct closing error through Bowditch rule.

### **Course Content:**

1. Distribution Map: - General Rules and Methods of drawing map.
2. Qualitative Methods :- Chorochromatic Method, Simple Shading Method, Naming Method, Choroschematic Method- Geometrical Symbol, pictorial Symbol and Literal Symbol Method.
3. Quantitative Method:- Choropleth, Isopleth – Isobars and Isotherms, Dot Method
4. Prismatic Compass Survey:- Instruments required for Prismatic Compass Survey.
5. Prismatic Compass Survey:- Radiation Method, Intersection Method.
6. Traverse Method
7. Correction of closing Error with Bowditch Rule.

Non-Scientific calculators are allowed during the examination

### **Recommended Books:**

1. Mishra, R. P. & Ramesh, A. (2014). *Fundamentals of Cartography* (2<sup>nd</sup>ed.). New Delhi, India: Concept.
2. Raize, E. (1948). *General Cartography*. London, UK: McGraw Hill.
3. Sarkar, A. (2015). *Practical Geography: A Systematic Approach* (3<sup>rd</sup>ed.). Kolkatta, India: Orient Black Swan.
4. Singh, R. N. & Kanaujia, L. R. S. (1998). *Map Work & Practical Geography*. Allahabad, India: Central Book Depot.

5. खुल्लर, डी. आर. (2015). *प्रयोगात्मक भूगोल*. लुधियाना, भारत: कल्याणी.
6. दयाल, पी. (2006). *प्रयोगात्मक भूगोल की रूपरेखा*. नई दिल्ली, भारत: राजेश.
7. शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल* (पंचम् सं.). मेरठ, भारत: रस्तोगी.

**Suggested e-Learning Materials:**

1. Distribution Maps  
<http://ncert.nic.in/ncerts/l/legy303.pdf>
2. Prismatic Compass Survey  
<https://www.svce.ac.in/departments/cve/downloads/Surveying%20I/Unit%202.pdf>

## Fourth Semester

### GEOG 201 Economic Geography

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Define economic geography, describe its scope and relate it with other social sciences
- Classify resources and describe soil mineral and energy resources
- Describe spatial distribution, production and trade of rice, wheat, cotton, tea and Classify world into agricultural regions
- Describe several industries, their location determinants, and distribution of iron- steel and cotton-textile industry.
- Describe trade, transport, their controlling factors, major law making bodies of the world and major transport routes.

**Course Content:**

**Unit I** Definition and Scope of Economic Geography; Development of Economic Geography. Its relation with other Subjects; Concept of the Economy; Economic Activities: Primary, Secondary and Tertiary; Impact of Economic Activities on the Environment.

**Unit II** Natural Resources: Meaning and Classification of Resources; Conservation of Resources: Water & Forest; Soil Resources: Composition of Soil, Factors affecting soil formation; Soil profile, Soil classification (NRCS); Mineral Resource: Type, Distribution & Production of Iron Ore; Energy Resources: Types, Distribution and Production of Coal and Petroleum.

**Unit III** Agriculture: Physical and Socio– Cultural environment influencing crop production; Spatial Distribution, Production and International trade of Rice & Wheat; Spatial Distribution, Production and International trade of Cotton; Spatial Distribution, Production and International trade of Tea; Agricultural Classification: Whittlesey’s Classification.

**Unit IV** Manufacturing Industry: Meaning & Types; Determinants of location of industry; Industrial Location Theory: A. Weber; Distribution & production of Iron & Steel industry; Distribution & Production of Cotton Textile iIndustry.

**Unit V** Trade: Type of trade, Factors affecting International trade; Evolution of International trade, Barriers of International trade, Agencies: GATT, WTO, EUROPEAN UNION; Transport: Importance & Development of transport; Means of transport; Water Transport: Suez Canal, Panama Canal, North Atlantic Route.

Stencils are to be permitted during the examination.

**Recommended Books:**

1. Guha, J. L. & Chattoraj, P. R. (2009). *Economic geography – A Study of Resources* (9<sup>th</sup>ed.). Kolkata, India: The World Press.
2. Gurjar, R. & Jat, B. C. (2010). *Resources and Environment* (7<sup>th</sup>ed.). Jaipur, India: Panchsheel.
3. Hodder, B. W. & Lee, R. (2008). *Economic Geography* (Indian Reprint). Jaipur, India: Rawat.
4. Leong, G. C. & Morgan, G. C. (1982). *Human and Economic Geography* (2nd ed.). New York. NY: Oxford Press.
5. Maurya, S. D. (2018). *Economic Geography*. Allahabad, India: Pravalika.
6. Shelar, S. K. (2013). *Principles of Economic Geography*. Kanpur, India: Chandralok.
7. Siddhartha, K. (2006). *Economic Geography Theories, Processes and Patterns* (2<sup>nd</sup>ed.). Delhi, India: Kisalaya.
8. Siddhartha, K. (2016). *Economic Geography* (3<sup>rd</sup>ed.). Delhi, India: Kitab Mahal.
9. गौतम, ए. (2015). *आर्थिक भूगोल के मूल तत्त्व*. इलाहाबाद, भारत: शारदा पुस्तक भवन.
10. जाट, बी. सी. (2016). *आर्थिक भूगोल* (चतुर्थ सं.). जयपुर, भारत: पंचशील.
11. मामोरिया, सी. (2012). *आर्थिक भूगोल* (द्वितीय सं.). आगरा, भारत: साहित्य भवन.
12. राव. एस. (2013). *आर्थिक भूगोल*. गोरखपुर, भारत: वसुन्धरा.
13. सिंह, के. एन. एवं सिंह, जे. (2010). *आर्थिक भूगोल के मूलतत्त्व* (11वाँ सं.). गोरखपुर, भारत: ज्ञानोदय.

14. सिंह, जे. (2009). *संसाधन भूगोल*. नई दिल्ली, भारत: राधा.

**Suggested e-learning materials:**

1. Suez Canal trade route  
<https://www.britannica.com/topic/Suez-Canal>
2. Panama Canal  
<https://www.pancanal.com/eng/op/routes.html>

**GEOG 204L Relief Representation and Topographical  
Maps Lab**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Learning Outcomes:** After the completion of the course, students will be able to:

- Interpret topographical maps.
- Represent topographical features with the help of contours.
- Identify Human and natural phenomenon.
- Create Profiles using Contours in the topographical sheets.

**Course Content:**

1. Methods of Relief Representation : Hachures, Contours, Layer tint, BM, Spot heights
2. Representation of Relief Features : Water fall, Ridge, Gorge, Pass, Hanging valley along with U-shaped valley, Sand dunes, Cirque, Dolines
3. Profiles: Serial, Superimposed, Projected & Composite.
4. Conventional Signs & Symbols on Toposheets/Open Series Map (OSM).
5. Interpretation of Toposheets/Open Series Map (OSM).

**Recommended Books:**

1. Mishra, R. P. & Ramesh, A. (2014). *Fundamentals of Cartography* (2<sup>nd</sup>ed.). New Delhi, India: Concept.
2. Raize, E. (1948). *General Cartography*. London, UK: McGraw Hill.
3. Singh, G. (2009). *Map work and Practical Geography* (4<sup>th</sup>ed.). Delhi, India: Vikas.

4. खुल्लर, डी. आर. (2015). *प्रयोगात्मक भूगोल*. लुधियाना, भारत: कल्याणी.
5. शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल* (पंचम् सं.). मेरठ, भारत: रस्तोगी.

**Suggested e-learning materials:**

1. Method of relief representation  
<http://www.sfu.ca/~hickin/Maps/Chapter%204.pdf>
2. Representation of relief features  
<http://ncert.nic.in/ncerts/l/kegy305.pdf>

## Fifth Semester

### GEOG 303L Map Projection Lab

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	4	2

**Learning Outcomes:** After the completion of the course, students will be able to:

- Elucidate necessity & classification of map projections.
- Compare different kind of map projections.
- Construct map projections graphically.
- Suggest projection for any area of earth surface.

**Course Content:**

1. Map Projection: Definition and History of Map Projection.
2. Necessity & Classification of Map Projection.
3. Graphical Construction of Map Projection.
4. Zenithal Projection: Polar zenithal equidistant projection, Polar zenithal equal area, Gnomonic polar zenithal projection, Orthographic polar zenithal projection.
5. Conical Projection: Simple conical projection with one and two standard parallel. Bonne's projection & Polyconic projection.
6. Cylindrical Projection: Perspective cylindrical projection, Cylindrical equal area projection, Mercator's projection.
7. Conventional Projection: Mollweide's projection & Globular projection.

Non Scientific calculators are allowed during the examination

**Recommended Books:**

1. Saha, P. & Basu, P. (2011). *Advanced Practical Geography* (7<sup>th</sup>ed.). Kolkatta, India: Books & Allied.
2. Singh, G. (2009). *Map work and Practical Geography* (4<sup>th</sup>ed.). Delhi, India: Vikas.
3. खुल्लर, डी. आर. (2015). *प्रयोगात्मक भूगोल*. लुधियाना, भारत: कल्याणी.
4. शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल* (पंचम् सं.). मेरठ, भारत: रस्तोगी.
5. सिंह, आर. एल. (2013). *प्रायोगिक भूगोल के सिद्धान्त* (तृतीय सं.). इलाहाबाद, भारत: शारदा पुस्तक भवन.

**Suggested e-learning materials:**

1. Types of map projection  
<https://www.gistda.or.th/main/en/node/950>
2. Meaning and elements of map projection, construction of conical and cylindrical projection  
<http://ncert.nic.in/textbook/pdf/kegy304.pdf>

**Sixth Semester****GEOG 301L Fundamentals of Geoinformatics Lab**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	4	2

**Learning Outcomes:** After the completion of the course, students will be able to:

- Explain development and types of aerial photographs.
- Identify and interpret aerial photographs.
- Elucidate different elements and development of remote sensing.
- Describe different kinds of remote sensing platforms and discuss important elements of GIS.

**Course Content:**

1. Aerial photographs: Introduction & Development of Aerial photographs.
2. Methods and Types of Aerial photographs.
3. Identification of Aerial photographs.
4. Stereovision, Interpretation of Aerial photographs.
5. Remote Sensing: Meaning, Process & Elements of Remote Sensing.
6. Development of Remote Sensing.
7. Advantages of Remote Sensing.
8. Remote Sensing Platforms.
9. Satellite programmes of Remote Sensing of India.
10. GIS: Definition, Scope & Elements of GIS.

Non Scientific calculators are allowed in the examination.

#### **Recommended Books:**

1. American Society of Photogrammetry. (1993). *Manual of Remote Sensing (2<sup>nd</sup> ed.)*. Virginia, VA: ASP, Falls Church.
2. Fazal, S. (2008). *Remote Sensing Basics*. New Delhi, India: Kalyani.
3. Hammond, R. & McCullagh, P. (1978). *Quantitative Techniques in Geography: An Introduction (2<sup>nd</sup> ed.)*. Oxford, UK : Clarendon Press.
4. Nag, P. & Kudrat, M. (1998). *Digital Remote Sensing*. New Delhi, India: Concept.
5. Singh, R. L. (2011). *Elements of Practical Geography (8<sup>th</sup> ed.)*. New Delhi, India: Kalyani.
6. चौनियाल, डी. डी. (2010). *सुदूर संवेदन एवं भौगोलिक सूचना प्रणाली*. इलाहाबाद, भारत: शाखा पुस्तक भवन.
7. शर्मा, जे. पी. (2011). *प्रायोगिक भूगोल (पंचम सं.)*. मेरठ, भारत: रस्तोगी.

#### **Suggested e-learning materials:**

1. History, type and application of aerial photography  
<https://www.environmentalscience.org/principles-applications-aerial-photography>
2. Remote Sensing platform and GIS  
[http://ags.geography.du.ac.in/Study%20Materials\\_files/Punyatoya%20Patra\\_AM.pdf](http://ags.geography.du.ac.in/Study%20Materials_files/Punyatoya%20Patra_AM.pdf)

3. Principles of Aerial Photography  
<http://www.sfu.ca/~hickin/Maps/Chapter%208.pdf>
4. Interpretation of Aerial Photographs  
[https://www.nrem.iastate.edu/class/assets/nrem345/Week6\\_ALL.pdf](https://www.nrem.iastate.edu/class/assets/nrem345/Week6_ALL.pdf)

## Discipline Electives

### GEOG 305 Environment and Disaster Management

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Learning Outcomes:** After the completion of the course, students will be able to:

- Understand about the ecosystem and their functions.
- Describe disaster, its types and issues generated during different cycles of disasters.
- Describe the policies of disaster management in India.
- Assimilate role of different bodies established for the cause of disaster relief.

**Unit I** Ecosystem: Types, Structure and Functions, Energy Flow; Food Chains, Food Web, Ecological Succession.

**Unit II** Introduction, Characteristic Features, Structure and Functions of Forest Ecosystem, Grassland Ecosystem, Desert Ecosystem, Aquatic Ecosystem. (Ponds, Lakes, Streams)

**Unit III** Disaster and Types: Earthquake, Cyclone, Floods, Volcanoes, Tsunami, Famine, Draught, Epidemics.

**Unit IV** Scenario of Disaster Management in India; India's Vulnerability Profile; Disaster Management Act. 2009 and Policy Guidelines, Case studies: Bhuj Earthquake 2001, The Indian Ocean Tsunami 2004. Kashmir Floods 2014.

**Unit V** National Institute of Disaster Management; National Disaster Response Force (NDRF); National Disaster Management Authority; State Disaster Management Authority; District Disaster management Authority.

**Recommended Books:**

1. Bolt, B. A. (1988). *Earthquakes*. New York, NY: WH Freeman & Company.
2. Decker, R. W. & Decker, B. B. (2005). *Volcanoes* (4<sup>th</sup>ed.). New York, NY: WH Freeman & Company.
3. Dowrick, D. (2003). *Earthquake Risk Reduction Zone*. England, UK: John Wiley & Sons.
4. Gere, J. M. & Shah, H. C. (1984). *Terra Non Firme Understanding and Preparing for Earthquakes*. New York, NY: WH Freeman & Company.
5. IGNOU (2005). *Understanding Natural Disasters*. E GyanKosh, Noida, India: Shagun Offset Press.
6. Keller, E. A. & Devecchio, E. D. (2015). *Natural Hazards* (4<sup>th</sup>ed.). New York, NY: Pearson.
7. Keller, E.A. (1978). *Environmental Geology* (9<sup>th</sup>ed.). North Carolina, NC: Bell & Howell.
8. Montgomery, C.W. (2013). *Environmental Geology* (10<sup>th</sup>ed.). Texas, TX: McGraw Hill.
9. Prakash, I. (1994). *Disaster Management*. Ghaziabad, India: Rastriya Prahari.
10. Sharma, V. K. (1995). *Disaster Management*. New Delhi, India: Indian Institute of Public Administration (IIPA).
11. Singh, S. (2015). *Environmental Geography*. Allahabad, India: Pravalika

**Suggested e-learning materials:**

1. Disaster management policy 2009  
<https://ndma.gov.in/images/guidelines/national-dm-policy2009.pdf>
2. Policies of Disaster Preparedness  
<https://www.ifrc.org/Global/Governance/Policies/disaster-policy-en.pdf>

**GEOG 302 Geographical Thought**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)****6 0 0 6**

**Learning Outcomes:** After the completion of the course, students will be able to:

- Explain evolution of geographical thought and relationship of Geography with other branches of knowledge.
- Describe different tools and techniques of geographical study.
- Compare ancient, medieval and modern scholar's contributions in Geography.
- Elucidate important concepts of Geography as well as recent trends and current issues of subject.

**Course Content:**

**Unit I** Definition and Aims of Geography, Branches of Geography. Relationship of Geography with other Sciences, Tools and Techniques in Geography; Evolution of Geographical Thoughts.

**Unit II** Beginning of Classical Geography: Contribution of Greeks (Herodotus & Eratosthenes); Contribution of Romans. (Strabo & Ptolemy) Early Medieval Geography: Contribution of Arab Geographers (Al – Burini & Ibn-Battuta); Renaissance : Marco polo, Varenus and E. Kant; Main Aspects of Geography in Ancient India.

**Unit III** Contribution of German Schools of Geography: Humboldt & Carl Ritter; Contribution of French School of Geography: Vidal –De-La Blache & Jean Brunhes; Contribution of British School of Geography: Halford J. Mackinder; Contribution of American School of Geography: E. Huntington & Carl O. Sauer; Contribution of Soviet School of Geography : Peter Kropotkin

**Unit IV** Man –Environment Relations: Determinism, Possibilism and Neo-Determinism; Dichotomies in Geography: Physical Vs Human Geography, Systematic vs Regional Geography; Positivism and Quantitative revolution; Behaviouralism in Geography; Radicalism: Origin, Salient features & Objectives of Radical Geography.

**Unit V** Concept of Areal differentiation, Concept of Region and Types of Region; Concept of Cultural Landscape: Meaning & Elements of

Cultural Landscape; Recent trends of Modern Geography: Six Trends by Freeman; Applied Geography: Meaning and Methods of Applied Geography; Need of Applied Geography in India.

Stencils are to be permitted during the examination.

### Recommended Books:

1. Daniels, P., Bradshaw, M., Shaw, D. & Sidaway, J. (2008). *An Introduction to Human Geography: Issues for the 21st Century* (3<sup>rd</sup>ed.). London, UK: Prentice Hall.
2. Dikshit, R. D. (2018). *A Contextual History of Ideas* (2<sup>nd</sup>ed.). New Delhi, India: PHI.
3. Hussain, M. (2014). *Evolution of Geographical thought* (6<sup>th</sup>ed.). New Delhi, India: Rawat .
4. Kaushik, S. D. & Rawat, D. S. (2017). *Geographical Thought and Methodology*. Meerut, India: Rastogi.
5. Martin, G. (2007). *All Possible Worlds. A History of Geographical Ideas* (4<sup>th</sup>ed.). New York, NY: Oxford University Press.
6. Maurya, S. D. (2013). *History of Geographical Thought*. Allahabad, India: Sharda Pustak Bhawan.
7. Rana, L. (2008). *Geographical thought a systematic record of evolution*. New Delhi, India: Concept.
8. Singh, M. (2016). *Geographical Thought*. New Delhi, India: Sonali.
9. कौशिक, एस. डी. एवं रावत, डी. एस. (2017). *भौगोलिक विचारधारा एवं विधि तंत्र* (नवम् सं.). मेरठ, भारत, रस्तोगी.
10. जैन, एस. एम. (2018). *भौगोलिक चिन्तन का विकास* (संशोधित सं.). आगरा, भारत: साहित्य भवन.
11. प्रसाद, जी. (2006). *भौगोलिक संकल्पनाएँ*. नई दिल्ली, भारत: डिसकवरी.
12. मौर्य, एस. डी. (2015). *भौगोलिक चिन्तन का इतिहास*. इलाहाबाद, भारत: प्रयाग पुस्तक भवन.
13. सिंह, जे. (2009). *भौगोलिक चिन्तन के मूल आधार*. नई दिल्ली, भारत: वसुन्धरा.

14. हुसैन, एम. (2006). *भौगोलिक चिन्तन का इतिहास*. जयपुर, भारत: रावत.

**Suggested e-Learning Materials:**

1. Man-Environment relations  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06,M-12
2. Concept of Region  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06, M-20
3. Behaviouralism in Geography  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06, M-27
4. Radicalism  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06,M-29
5. Applied Geography  
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06,M-34

**GEOG 306 Settlement Geography**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Develop an approach to study settlements.
- Depict the evolution of settlements and relate it to the geographical factors.
- Describe rural and urban morphology, its meaning and types.
- Classify cities functionally into different zones.

**Course Content:**

**Unit I** Settlement Geography: Meaning, Scope, Development and Approaches; Relation of Settlement Geography with Social Sciences; Concepts of Settlement Geography, Importance of Settlement study in Geography, Techniques and Tools of Settlement Geography.

**Unit II** Settlement: Meaning and Definition, Factors Affecting Origin and Evolution of Settlements, Sources related to the Origin and Growth of Settlements, Bases, Types and Classification of Settlements.

**Unit III** Types of Rural Settlements: Compact, Semi-compact, Hamlet and Dispersed; Types of Rural Settlements in India; Rural Morphology: Definition, Factors affecting, Stages of Development and Types – Physical, Functional and Social.

**Unit IV** Concept of Town and Urban Area: Difference between Rural and Urban Settlements, Definition of a Town; Factors affecting Origin and Evolution of Towns and Cities, Stages of Evolution of Cities According to G. Taylor; Urban Morphology: Definition, Factors Affecting, Stages of Development and their Types.

**Unit V** Theories of Urban Morphology: Concentric Zone Theory of Burgess, Sector Theory of Hoyt and Multiple Nuclei Theory of Harris & Ullman; Urban Land use and their Types; Functional Classification of Cities according to C. D. Harris; Central Place Theory of Walter Christaller; Concept of Conurbation and Umland. Stencils are to be permitted during the examination

**Recommended Books:**

1. Bansal, S. C. (2015). *Urban Geography* (2<sup>nd</sup> ed.). Meerut, India: Meenakshi.
2. Daniel, P. (2002). *Geography of Settlement*. Jaipur, India: Rawat.
3. Ghosh, S. (1999). *Geography of Settlements*. Kolkata, India: Orient Longman.
4. Hussain, M. (2003). *Urban Geography*. New Delhi, India: Anmol.
5. Mandal, R. B. (2000). *Urban Geography* (2<sup>nd</sup> ed.). New Delhi, India: Concept.
6. Singh, R. Y. (2014). *Geography of Settlements* (2<sup>nd</sup> ed.). Jaipur, India: Rawat.
7. तिवारी, आर. सी. (2016). *अधिवास भूगोल* (अष्ट सं.). इलाहबाद, भारत: प्रयाग पुस्तक भवन.
8. बंसल, एस. सी. (2016). *ग्रामीण बस्ती भूगोल* (संशोधित सं.). मेरठ, भारत: मीनाक्षी.
9. मौर्य, एस. डी. (2017). *अधिवास भूगोल* (षष्ठ सं.). इलाहबाद, भारत: शारदा पुस्तक भवन.

10. सिंह, आई. (2008). *अधिवास भूगोल*. नई दिल्ली, भारत: यूनिवर्सिटी.
11. सिंह, आर. वाई. (2005). *अधिवास भूगोल*. नई दिल्ली, भारत: रावत.

**Suggested e-learning materials:**

1. Settlement patterns  
<https://www.britannica.com/place/India/Caste#ref487283>
2. Rural settlement  
[https://www.jstor.org/stable/150101?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/150101?seq=1#metadata_info_tab_contents)
3. Origin and evolution of towns  
<http://www4.brandonu.ca/ebertsd/281/281f17unit02.pdf>

## **GEOG 304 World Regional Geography**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Elucidate physical aspects of Asia, Europe, Africa, North & South America and Oceania.
- Describe cultural aspects of Asia, Europe, Africa, North & South America and Oceania.
- Compare different continents of world.
- Illustrate terrain, drainage, climate, natural vegetation and Industrial regions of studied continents.

**Course Content:**

**Unit I Asia** -Geographical Location and Extension, Unity in Diversity in Asia, Terrain and Drainage, Spatial Distribution of Population, Climate, Natural Vegetation & Soil, Industrial Regions of Japan and China.

**Unit II Europe**-Location, Extension and Geographical Characteristics, Terrain & Drainage, Climate, Natural Vegetation & Soil, Spatial Distribution of Population, Industrial Regions of Britain.

**Unit III Africa**-Location and Extension, Terrain & Drainage, Climate, Natural Vegetation & Soil, Spatial Distribution of Population, Industrial Regions of Africa.

**Unit IV North & South America**-Location, Extension and Geographical Characteristics, Terrain & Drainage, Climate, Natural Vegetation & Soil, Spatial Distribution of Population, Industrial Regions of U.S.A.

**Unit V Oceania (Australia and New Zealand)**-Location, Extension and Geographical Characteristics, Terrain & Drainage, Climate, Natural Vegetation & Soil, Spatial Distribution of Population, Industrial Regions of Australia.

Stencils are to be permitted during the examination.

### Recommended Books:

1. Cole, J. (1996). *A Geography of the World's Major Regions*. London, UK: Routledge.
2. Cole, M. M. (1961). *South Africa*. New York, NY: Dutton.
3. Gourou, R. (1980). *The Tropical World* (5<sup>th</sup> ed.). London, UK: Longman.
4. Hussain, M. (2012). *World Geography* (4<sup>th</sup> ed.). Jaipur, India: Rawat.
5. Kolb, A. (1977). *Geography of a Cultural Region*. London, UK: Methuen.
6. Manku, D. S. (2017). *A Regional Geography of the World* (6<sup>th</sup> ed.). Ludhiana, India: Kalyani.
7. Minshull, G. N. (1984). *Western Europe*. New York, NY: Hodddard & Stoughton.
8. Songquiao, Z. (1994). *Geography of China*. New York, NY: John Wiley & Sons.
9. Ward, R. W. & Miller, A. (1989). *World Regional Geography: A Question of Place*. New York, NY: John Wiley & Sons.
10. अग्रवाल, एस. (2011). *विश्व का भूगोल*. जयपुर, भारत: इशिका.
11. राव, बी. पी., एवं सत्यपति, डी.पी. (2010). *एशिया की भौगोलिक समीक्षा* (द्वितीय सं.). गोरखपुर, भारत: वसुन्धरा.
12. लोढा, आर. एम. (2010). *औद्योगिक भूगोल* (चतुर्थ सं.). जयपुर, भारत: राजस्थान हिन्दी ग्रंथ अकादमी.
13. सक्सेना, एच. एम. (2011). *विश्व का प्रादेशिक भूगोल*. मेरठ, भारत: रस्तोगी.

14. सिंह, जे., एवं राव, बी. पी. (2007). *तीन दक्षिणी महाद्वीप* (सप्तम् सं.). गोरखपुर, भारत: वसुन्धरा.

**Suggested e-learning materials:**

1. Drainage of Australia  
<https://www.7continentslist.com/australia/rivers-in-australia.php>
2. Drainage of North America  
<https://www.7continentslist.com/north-america/rivers-in-north-america.php>
3. Physical features and climate of Australia  
[https://saylordotorg.github.io/text\\_world-regional-geography-people-places-and-globalization/s15-australia-and-new-zealand.html](https://saylordotorg.github.io/text_world-regional-geography-people-places-and-globalization/s15-australia-and-new-zealand.html)
4. Climate, natural vegetation  
[https://na.unep.net/atlas/africa/downloads/chapters/Africa\\_Atlas\\_English\\_Chapter\\_1.pdf](https://na.unep.net/atlas/africa/downloads/chapters/Africa_Atlas_English_Chapter_1.pdf)

## हिन्दी साहित्य प्रथम समसत्र

### HIND 103 हिन्दी व्याकरण एवं काव्यांग

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

#### अपेक्षित परिणाम

- छात्राएँ शास्त्रीय व व्याकरणिक दृष्टि से भाषा व साहित्य के अध्ययन की समझ बना सकेंगी व काव्य शास्त्रीय परम्परा से सम्यक् रूप से अवगत हो सकेंगी ।
- व्याकरण व काव्य के विविध अंगों से परिचय प्राप्त कर सकेंगी ।
- भाषा के शुद्ध प्रयोग की ओर प्रवृत्त होंगी ।
- प्रतियोगी परीक्षाओं हेतु हिन्दी व्याकरण की आधारभूत संरचना को समझ सकेंगी ।

#### इकाई 1 रस : परिभाषा एवं स्वरूप विवेचन

रस के अंग – स्थायी भाव, विभाव, अनुभाव, संचारी भाव  
रस के भेद – (नव रस)

#### इकाई 2 अलंकार : परिभाषा एवं स्वरूप

अलंकारों का वर्गीकरण

प्रमुख अलंकार : लक्षण, उदाहरण

(अनुप्रास, यमक, श्लेष, पुनरुक्ति, वक्रोक्ति, उपमा, रूपक, प्रतीप, उत्प्रेक्षा, व्यतिरेक, सन्देह, भ्रान्तिमान, अतिशयोक्ति, विरोधाभास, अर्थान्तरन्यास, तद्गुण)

#### इकाई 3 छन्द : परिभाषा एवं स्वरूप

छन्द के भेद

प्रमुख छन्द : लक्षण, उदाहरण

(दोहा, सोरठा, कवित्त, सवैया, चौपाई, बरवै, छप्पय, कुण्डलिया)

#### इकाई 4 समास : परिभाषा एवं सामान्य नियम

सन्धि समास में अन्तर

समास के भेद – अव्ययीभाव समास, तत्पुरुष समास

बहुब्रीहि समास, द्वंद्व समास

#### इकाई 5 सन्धि : परिभाषा

सन्धि के प्रकार व नियम  
स्वर सन्धि – दीर्घ, गुण, वृद्धि, यण, अयादि  
व्यंजन सन्धि  
विसर्ग सन्धि

### सहायक पुस्तकें :

1. नन्दन, डॉ. वासुदेव, (2015), *आधुनिक हिन्दी व्याकरण और रचना*, भारतीय भवन पब्लिकेशन
2. गुरु, कामताप्रसाद, (2009), *हिन्दी व्याकरण*, नई दिल्ली, प्रकाशन संस्थान
3. शर्मा, वेंकटेश, (2006), *रस, अलंकार, छन्द तथा अन्य काव्यांग*, जोधपुर, राजस्थानी ग्रन्थाकार
4. शर्मा, आचार्य देवेन्द्रनाथ, (1981), *काव्य के तत्त्व*, इलाहाबाद, लोकभारती प्रकाशन
5. झारी, कृष्णदेव, (1985), *भारतीय काव्यशास्त्र के सिद्धान्त*, दिल्ली, शारदा प्रकाशन
6. गुप्त, सुरेश चन्द्र, (1972), *काव्यशास्त्र सिद्धान्त और वाद*, नई दिल्ली, आर्य बुक डिपो
7. कौशिक, डॉ. जगदीश प्रसाद, (1995), *रस, छन्द, अलंकार शास्त्र*, जयपुर, साहित्यगार

### ई-सामग्री स्रोत –

[vle.du.ac.in](http://vle.du.ac.in)

<http://egyankosh.ac.in/>

## HIND 104 उपन्यास साहित्य

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### अपेक्षित परिणाम

1. छात्राएँ हिन्दी उपन्यास एवं कहानी विधा से परिचित हो पाएँगी।
2. प्रेमचंद के लेखन एवं साहित्य के माध्यम से तद्युगीन परिस्थितियों को समझ सकेंगी।
3. छात्राएँ राष्ट्र की भावी नागरिक हैं, महाभोज उपन्यास पढ़ कर वे अपने सामाजिक एवं राजनीतिक उत्तरदायित्व के प्रति सचेत हो पाएँगी।
4. रचना के सामाजिक सन्दर्भों को देखने की दृष्टि विकसित कर पाएँगी।

**इकाई-1** लेखक परिचय –

प्रेमचन्द : व्यक्तित्व एवं कृतित्व

**इकाई-2** लेखक परिचय –

मन्नू भण्डारी : व्यक्तित्व एवं कृतित्व

**इकाई-3** निर्मला – प्रेमचन्द, राजपाल एण्ड सन्स, दिल्ली, वर्ष 1927

**इकाई-4** महाभोज – मन्नू भण्डारी, राधाकृष्ण प्रकाशन, दिल्ली, वर्ष 2010

**इकाई-5** हिन्दी उपन्यास का प्रवृत्तिमूलक इतिहास

(क) स्वतंत्रता पूर्व हिन्दी उपन्यास

(ख) स्वातंत्र्योत्तर हिन्दी उपन्यास

**सहायक पुस्तकें :**

1. मदान, डॉ. इन्द्रनाथ, (2000), *आज का हिन्दी उपन्यास*, नई दिल्ली, राजकमल प्रकाशन
2. वार्ष्णेय, डॉ. लक्ष्मीसागर, (1970), *हिन्दी उपन्यास : उपलब्धियाँ*, दिल्ली, राधाकृष्ण प्रकाशन
3. मिश्र, रामदरश, (1968), *हिन्दी उपन्यास : एक अन्तर्यात्रा*, दिल्ली, राजकमल प्रकाशन
4. सिन्हा, सुरेश, (1962), *हिन्दी उपन्यास : उद्भव और विकास*, इलाहाबाद, लोकभारती प्रकाशन
5. शर्मा, रामविलास, (1989), *प्रेमचन्द और उनका युग*, नई दिल्ली, राजकमल प्रकाशन
6. सिंह, शम्भुनाथ, (2018), *प्रेमचन्द का पुनर्मूल्यांकन*, नई दिल्ली, वाणी प्रकाशन
7. राय, गोपाल, (2016), *हिन्दी उपन्यास का इतिहास*, नई दिल्ली, राजकमल प्रकाशन
8. सिंह, त्रिभुवन, (1961), *हिन्दी उपन्यास और यथार्थवाद*, वाराणसी, हिन्दी प्रचारक पुस्तकालय

**ई-सामग्री स्रोत –**

<http://egyankosh.ac.in/>

## द्वितीय समसत्र

### HIND 101 हिन्दी कहानी

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

**L T P C**  
**4 0 0 4**

#### अपेक्षित परिणाम

1. इस पाठ्यक्रम से छात्राओं को हिन्दी कहानी साहित्य के उद्भव एवं विकास की जानकारी मिल पाएगी।
2. साहित्य एवं समकालीन समाज के अंतर्संबंध की समझ विकसित हो पाएगी।
3. अपने समाज और परिवेश के प्रति संवेदनशील हो पाएँगी।
4. छात्राओं में सृजनात्मक क्षमता की वृद्धि हो सकेगी।

**इकाई-1** कहानियाँ – (1) कफन – प्रेमचन्द (2) आकाशदीप – जयशंकर प्रसाद (3) पत्नी – जैनेन्द्र कुमार (4) चित्र का शीर्षक – यशपाल

**इकाई-2** कहानियाँ – (1) काकड़ा का तेली – उपेन्द्रनाथ 'अश्क'  
(2) जयदोल – अज्ञेय (3) गुलकी बन्नो – धर्मवीर भारती (4) उड़ान – कृष्ण बलदेव वैद

**इकाई-3** कहानियाँ – (1) आर्द्रा – मोहन राकेश (2) लाल पान की बेगम – फणीश्वरनाथ रेणु (3) वापसी – उषा प्रियंवदा (4) कर्मनाशा की हार – शिवप्रसाद सिंह

**इकाई-4** कहानियाँ – (1) जिन्दगी और जोक – अमरकान्त (2) पिता – ज्ञानरंजन (3) कोसी का घटवार – शेखर जोशी (4) तिरिछ – उदय प्रकाश

**इकाई-5** हिन्दी कहानी का प्रवृत्तिमूलक इतिहास  
(क) स्वतन्त्रता पूर्व हिन्दी कहानी  
(ख) स्वातन्त्र्योत्तर हिन्दी कहानी

**पाठ्यपुस्तक** – 'प्रतिनिधि कहानियाँ' – सं. डॉ. बच्चन सिंह, अनुराग प्रकाशन, वाराणसी।

#### सहायक पुस्तकें:-

1. सिंह, नामवर (2016). *कहानी : नई कहानी*, इलाहाबाद, लोकभारती प्रकाशन

2. कमलेश्वर, (2015). *नई कहानी की भूमिका*, नई दिल्ली, राजकमल प्रकाशन
3. कुमार, केसरी, *हिन्दी के कहानीकार*, पटना, मोतीलाल बनारसीदास
4. कोहली, नरेन्द्र, (1967). *कुछ प्रसिद्ध कहानियों के विषय में*, इलाहाबाद, उमेश प्रकाशन.
5. पाण्डेय, डॉ. रमेश, *हिन्दी कहानी साहित्य*, रतन बुक डिस्ट्रिब्यूटर्स
6. सिन्हा, सुरेश, *हिन्दी कहानी – उद्भव और विकास*, इलाहाबाद, अशोक प्रकाशन
7. सिंहल, शशिभूषण (1988). *हिन्दी साहित्य : विधाएँ और दिशाएँ*, नई दिल्ली, प्रवीण प्रकाशन
8. मदान, इन्द्रनाथ (2002). *आज की कहानी*, नई दिल्ली, राजकमल प्रकाशन

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## HIND 105 मध्ययुगीन काव्य

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**अपेक्षित परिणाम**

1. छात्राएँ मध्ययुगीन काव्य आंदोलनों एवं प्रवृत्तियों को समझ सकेंगी।
2. भक्तिकाल के लोकजागरण की पृष्ठभूमि के सांस्कृतिक आधार से परिचित होंगी।
3. सामाजिक समस्याओं के उन्मूलन में साहित्य की भूमिका समझ सकेंगी।
4. भक्तिकालीन कवियों के साहित्यिक एवं सामाजिक अवदान से परिचित हो सकेंगी।

**इकाई 1 (क) कबीरदास** – कबीर ग्रन्थावली, डॉ. पुष्पपाल सिंह, अशोक प्रकाशन, नई दिल्ली।

1. समाज सुधार
2. भक्ति
3. व्याख्या – (गुरुदेव को अंग – 3, 4, 20, 26 चितावणी को अंग – 6, 10, 13, 15, साँच को अंग–13 भ्रमविधौसण को अंग –10 भेष को अंग– 6,12,14, साध को अंग–1,3 पद – 1, 16, 338)

(ख) मलिक मुहम्मद जायसी — जायसी ग्रन्थावली — सं. आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, वाराणसी, प्रकाशन — 2002

1. विरह
2. रहस्यवाद
3. व्याख्या — (नागमती सुआ संवाद खण्ड)

इकाई 2 (क) मीराँ — मीराँ की पदावली — सं. आचार्य परशुराम चतुर्वेदी, राजस्थानी ग्रंथाकार, जोधपुर, प्रकाशन — 2012

1. भक्ति
2. काव्यगत वैशिष्ट्य
3. व्याख्या — (पद सं.— 2, 3, 18, 19, 20, 22, 23, 34, 39, 40)

(ख) सूरदास — सूर पंचरत्न, संकलनकर्ता, लाला भगवानदीन तथा पं मोहनवल्लभ पन्त

1. वात्सल्य
2. भ्रमरगीत का काव्यगत वैशिष्ट्य
3. व्याख्या — विनय—12, 24, बाल कृष्ण— 9, 31, 37,  
भ्रमर गीत— 6, 16, 25, 34, 35

इकाई 3 (क) तुलसीदास — कवितावली, विनय पत्रिका, गीताप्रेस, गोरखपुर,

1. विनय भावना
2. समन्वय साधना
3. व्याख्या — कवितावली—प्रारम्भिक 5 छन्द,  
विनय पत्रिका— प्रारम्भिक 5 छन्द,

(ख) रहीम — रहीम ग्रन्थावली, विद्यानिवास मिश्र, गोविन्द रजनीश, वाणी प्रकाशन, नई दिल्ली, 1985

1. काव्यगत वैशिष्ट्य
2. भक्ति और नीति
3. व्याख्या — दोहावली— (8, 15, 25, 35, 49, 52, 59, 81, 82, 93, 96, 136, 140, 180, 214, भक्ति परक बरवै — 2, 13, 43, 50, 51)

इकाई 4 (क) केशव — मध्यकालीन काव्य संग्रह — ब्रजेश्वर वर्मा, विश्वविद्यालय प्रकाशन, वाराणसी, 1973

1. आचार्यत्व
2. बहुज्ञता
3. व्याख्या — सम्पूर्ण अंश

(ख) बिहारी — बिहारी रत्नाकर, सं. जगन्नाथ दास रत्नाकर, गंगा ग्रन्थकार, वाराणसी, 1969

1. रीति सिद्धत्व
2. उक्ति वैचित्र्य
3. व्याख्या — दोहा सं. 1, 35, 38, 61, 69, 71, 73, 84, 121, 146, 158, 171, 228, 229, 341, 351, 391, 574, 624, 635

(ग) घनानन्द — मध्यकालीन काव्य संग्रह — ब्रजेश्वर वर्मा, विश्वविद्यालय प्रकाशन, वाराणसी, 1973

1. विरह
2. काव्यगत वैशिष्ट्य
3. व्याख्या — सम्पूर्ण अंश

### इकाई 5 हिन्दी साहित्य का इतिहास

(क) आदिकाल

(ख) भक्तिकाल

(ग) रीतिकाल

#### सहायक पुस्तके :

1. चतुर्वेदी, परशुराम, (1975), *कबीर साहित्य की परख*, वाराणसी, नागरी प्रचारणी सभा
2. सक्सेना, द्वारिका प्रसाद, (2004), *पद्मावत में काव्य संस्कृति और दर्शन*, जोधपुर, नवभारत प्रकाशन
3. सक्सेना, द्वारिका प्रसाद, *हिन्दी के प्राचीन प्रतिनिधि कवि*, आगरा, विनोद पुस्तक मन्दिर
4. त्रिपाठी, विश्वनाथ, (1988), *मीरा का काव्य*, नई दिल्ली, वाणी प्रकाशन
5. सिंह, उदयभानु, (2002), *तुलसी काव्य मीमांसा*, नई दिल्ली, राधाकृष्ण प्रकाशन
6. गौड़, मनोहर लाल, *घनानन्द और स्वच्छंदतावाद*, काशी, नागरी प्रचारिणी सभा
7. सोनटक्के, माधव, (2000), *हिन्दी साहित्य का इतिहास*, कानपुर, विकास प्रकाशन
8. डॉ. नगेन्द्र, (1981), *हिन्दी साहित्य का इतिहास*, नई दिल्ली, नेशनल पब्लिशिंग हाउस
9. शुक्ल, रामचन्द्र, (2002), *हिन्दी साहित्य का इतिहास*, दिल्ली, प्रकाशन संस्थान

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## तृतीय समसत्र

### HIND 205 आधुनिक काव्य –I

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

#### अपेक्षित परिणाम

1. आधुनिक कविता के उद्भव की प्रवृत्तियों को समझने की क्षमता विकसित कर पाएँगी।
2. स्वतंत्रता आंदोलन पर हिन्दी साहित्य के प्रभावों के अध्ययन में सक्षम हो सकेंगी।
3. प्रमुख काव्यांदोलनों की मूल भावनाओं से परिचित हो सकेंगी।
4. नवीन काव्य प्रतिमानों, शैली, भाषा के परिवर्तनों से परिचित हो सकेंगी।

**इकाई 1** (क) **भारतेन्दु हरिश्चंद्र**— भारत वीरत्व, हिंदी भाषा, स्फुट कविताएँ, यमुना शोभा (आरंभिक पांच पद), चूरन अमलबेद का भारी (अंधेर नगरी, पृ, 52)

(ख) **मैथिलीशरण गुप्त**— कैकेयी अनुताप, उर्मिला, यशोधरा तथा व्यापार— विविध प्रसंग (कविता, की छंद संख्या 27 से 36 तक)

**इकाई 2** (क) **जयशंकर प्रसाद**— श्रद्धा (आरंभिक 15 छंद), हे लाज भरे सौंदर्य बता दो, ले चल वहां भुलावा देकर, अरुण यह मधुमय देश हमारा

(ख) **सुमित्रानंदन पंत**— मौन निमंत्रण, ताज, परिवर्तन, भारत माता, धरती कितना देती है

**इकाई 3** **सूर्यकांत त्रिपाठी निराला**— जूही की कली, सरोज स्मृति,

भिक्षुक, विधवा, जागो फिर एक बार

**इकाई 4** **महादेवी वर्मा**— कौन पहुंचा देगा उस पार, क्या जलने की रीति शलभ, प्रिय पथ के यह शूल, चुभते ही तेरा अरुनबान, यह विदा बेला

**इकाई 5** **आधुनिक कविता का प्रवृत्तिमूलक इतिहास**

क) भारतेंदु और द्विवेदीयुगीन कविता

ख) छायावादी कविता

**पाठ्यपुस्तक** — आधुनिक काव्य संग्रह, केन्द्रीय हिन्दी संस्थान, आगरा, सम्पादक

— रामवीर सिंह, विश्वविद्यालय प्रकाशन, वाराणसी, 2016

**सहायक पुस्तकें** —

1. गुप्ता, किशोरीलाल, (1953), *भारतेन्दु और उनके अन्य सहयोगी कवि*, आगरा, साहित्य रत्न भण्डार।

2. डॉ. प्रेमशंकर, (2012), *प्रसाद का काव्य*, रांची, भारती भण्डार।
3. डॉ. नगेन्द्र, (1998), *सुमित्रानन्दन पंत*, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
4. श्रीवास्तव, डॉ. परमानन्द, (1990), *निराला की कविताएँ*, नई दिल्ली, साहित्य अकादमी।
5. पाण्डेय, गंगाप्रसाद, (1969), *महीयसी महादेवी*, इलाहाबाद, लोकभारती प्रकाशन।
6. सिंह, नामवर, (2006), *छायावाद*, दिल्ली, राजकमल प्रकाशन।
7. डॉ. नगेन्द्र, (1981), *हिन्दी साहित्य का इतिहास*, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
8. द्विवेदी, हजारी प्रसाद, (2005), *हिन्दी साहित्य की भूमिका*, इलाहाबाद, लोकभारती प्रकाशन।
9. पाण्डेय, जनार्दन, (1982), *मैथिलीशरण गुप्त के काव्य में भारतीय संस्कृति की अभिव्यक्ति*, इलाहाबाद, सरस्वती प्रकाशन।

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## HIND 203 हिन्दी नाटक एवं एकांकी

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**अपेक्षित परिणाम**

1. नाटक व रंगमंच के प्रति रुचि जागृत हो पाएगी।
2. नाटक व रंगमंच विधा की विविध शैलियों से परिचित हो सकेंगी।
3. पठित नाटकों के आधार पर नाटक के क्रमिक बदलते स्वरूप से परिचित हो सकेंगी।
4. छात्राएँ हिन्दी नाटककारों की मान्यताओं को समझने में समर्थ हो सकेंगी।

**इकाई 1** नाटक – ध्रुवस्वामिनी – जयशंकर प्रसाद, वाणी प्रकाशन, दिल्ली, 2010

**इकाई 2** नाटक – कबिरा खड़ा बाजार में – भीष्म साहनी, राजकमल प्रकाशन, दिल्ली, 2012

**इकाई 3** एकांकी –एकांकी सप्तक – सं. भारतरत्न भार्गव, दी स्टूडेंट्स बुक कम्पनी, चौड़ा रास्ता, जयपुर, 1994।

(स्ट्राइक–भुवनेश्वर, चन्द्रलोक–रामकुमार वर्मा, लक्ष्मी का स्वागत – उपेन्द्रनाथ अशक)

**इकाई 4** एकांकी –एकांकी सप्तक – सं. भारतरत्न भार्गव, दी स्टूडेंट्स बुक कम्पनी, चौड़ा रास्ता, जयपुर, 1994।

(रीढ़ की हड्डी –जगदीश चन्द्र माथुर, मीना कहॉ है –विष्णु प्रभाकर, मशीन –सफदर हाशमी, हरी घास पर घन्टे भर – सुरेन्द्र वर्मा)

**इकाई 5** हिन्दी नाटक एवं एकांकी का उद्भव और विकास

(क) हिन्दी नाटक : उद्भव और विकास

(ख) हिन्दी एकांकी : उद्भव और विकास

**सहायक पुस्तकें :**

1. जोशी, जगदीशचन्द्र, (1960), *प्रसाद के ऐतिहासिक नाटक*, आगरा, सरस्वती पुस्तक सदन।
2. गुप्ता, शांति स्वरूप, (1969), *प्रसाद के नाटक एवं नाट्य शिल्प*, दिल्ली अशोक प्रकाशन।
3. महेन्द्र, रामचन्द्र, (1989), *एकांकी और एकांकीकार*, नई दिल्ली, वाणी प्रकाशन।
4. ओझा, दशरथ, (2013), *हिन्दी नाटक : उद्भव और विकास*, नई दिल्ली, राजपाल प्रकाशन।
5. गुप्ता, डॉ. सोमनाथ, (2000), *हिन्दी नाटक और साहित्य का इतिहास*, जालंधर और इलाहाबाद, हिन्दी भवन।
6. त्रिपाठी, डॉ. वशिष्ठ नारायण, (1991), *नाटक के रंगमंचीय प्रतिमान*, दिल्ली, जगतराम प्रकाशन।
7. शर्मा, विश्वनाथ, (2001), *हिन्दी रंगमंच का उद्भव और विकास*, दिल्ली, साहित्य प्रकाशन।
8. कुमार, सिद्धनाथ, (2001), *हिन्दी एकांकी*, दिल्ली, राधाकृष्ण प्रकाशन।
9. महेन्द्र, रामचरण, (1965), *प्रतिनिधि एकांकी*, दिल्ली, वाणी प्रकाशन।

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## चतुर्थ समसत्र

## HIND 206 आधुनिक काव्य-II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

## अपेक्षित परिणाम

1. प्रवृत्ति विशेष के प्रमुख कवियों के व्यक्तित्व, कृतित्व व युगीन परिवेश से छात्राएँ सम्यक् रूप से अवगत हो पाएँगी।
2. आधुनिक काव्य की प्रवृत्तियों, इनका अपने पूर्ववर्ती काव्य प्रवृत्तियों से नयापन व जुड़ाव, की जानकारी ग्रहण कर सकेंगी।
3. साहित्य व समाज के सम्बंध को व्यापक रूप से समझने की दृष्टि विकसित कर पाएँगी।
4. आधुनिक कविता के भावगत व शिल्पगत परिवर्तनों को समझ सकेंगी।

**इकाई 1** (क) रामधारी सिंह 'दिनकर' – (हिमालय, बालिका से वधू, वन फूलों की ओर, प्रभाती, बुद्धदेव)

(ख) हरिवंश राय 'बच्चन' – (पपीहा और चील कौए, पथ की पहचान, तुम गा दो मेरा गान, लहरों का निमन्त्रण, अमर है मरने का सन्देश)

**इकाई 2** नागार्जुन – (कालिदास, बादल को घिरते देखा है, तर्पण, तुम किशोर तुम तरुण)

**इकाई 3** (क) अज्ञेय – (बावरा अहेरी, कलगी बाजरे की, यह दीप अकेला, छब्बीस जनवरी, साँप)

(ख) मुक्तिबोध – (दूर तारा, खोल आँखें, मृत्यु और कवि)

**इकाई 4** (क) सर्वेश्वर दयाल सक्सेना – (सौन्दर्य बोध, सूखे पीले पत्तों ने कहा, विवशता)

(ख) धूमिल – (गाँव, मोचीराम, शहर में सूर्यास्त,)

**इकाई 5** छायावादोत्तर कविता का इतिहास

(क) राष्ट्रीय सांस्कृतिक कविता धारा

(ख) प्रगतिवाद

(ग) प्रयोगवाद

(घ) नई कविता

(ङ) समकालीन कविता

पाठ्यपुस्तक – आधुनिक काव्य संग्रह – केन्द्रीय हिन्दी संस्थान आगरा, सम्पादक  
– रामवीर सिंह, विश्वविद्यालय प्रकाशन, वाराणसी, 2016

सहायक पुस्तकें :

1. डॉ. शेखरचन्द्र, (1973), *राष्ट्रकवि दिनकर और उनकी काव्य कला*, जयपुर, पुस्तक सदन।
2. पाठक, डॉ. जितराम, (1976), *आधुनिक हिन्दी काव्य में राष्ट्रीय चेतना का विकास*, इलाहाबाद, राजीव प्रकाशन।
3. सिन्हा, डॉ. शैल, (1969), *अज्ञेय और प्रयोगवाद*, दिल्ली, अशोक प्रकाशन।
4. प्रसाद, राजेन्द्र, (1978), *अज्ञेय : कवि और काव्य*, नई दिल्ली, वाणी प्रकाशन।
5. बांडिबडेकर, चन्द्रकान्त, (1971), *अज्ञेय की कविता : एक मूल्यांकन*, इलाहाबाद, सरस्वती प्रेस।
6. विमल, गंगाप्रसाद, (1969), *गजानन माधव मुक्तिबोध का रचना संसार*, दिल्ली, सुषमा पुस्तकालय।
7. देवकी, डॉ. एम.जी. (1995), *आधुनिक साहित्य के कुछ हस्ताक्षर*, त्रिरुवेनन्दपुरम्, केरल हिन्दी प्रचार सभा।
8. सिंह, शम्भूनाथ, (1960), *प्रयोगवाद और नई कविता*, पूना, समकालीन प्रकाशन।
9. तिवारी, डॉ. विश्वनाथ प्रसाद, (2010), *आधुनिक हिन्दी कविता*, दिल्ली, राजकमल प्रकाशन।
10. गुप्त, डॉ. जगदीश, (1968), *नई कविता : स्वरूप और समस्याएँ*, कलकत्ता, भारतीय ज्ञानपीठ प्रकाशन।
11. मिश्र, शिवकुमार, (1962), *नया हिन्दी काव्य*, कानपुर, अनुसंधान प्रकाशन।
12. सिंह, डॉ. बच्चन, (1999), *आधुनिक हिन्दी साहित्य का इतिहास*, इलाहाबाद, लोकभारती प्रकाशन।
13. मिश्र, अनन्त, (1987), *स्वातंत्र्योत्तर हिन्दी कविता*, नई दिल्ली, प्रकाशन संस्थान।

ई-सामग्री स्रोत –

<http://egyankosh.ac.in/>

[vle.du.ac.in](http://vle.du.ac.in)

## HIND 204 संस्मरण एवं जीवनी

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### अपेक्षित परिणाम

1. छात्राओं में सकारात्मक सोच विकसित हो पाएगी।
2. उनके व्यक्तित्व का बहुआयामी विकास हो पाएगा।
3. लेखन शैली और चिंतन क्षमता का विकास हो पाएगा।
4. अन्य प्रेरणादायक व्यक्तित्व से सीखने की अभिरुचि विकसित हो पाएगी।

**इकाई 1** लेखक परिचय –

महादेवी वर्मा– व्यक्तित्व एवं कृतित्व

**इकाई 2** लेखक परिचय –

विश्वनाथ त्रिपाठी– व्यक्तित्व एवं कृतित्व

**इकाई 3** संस्मरण – पथ के साथी, महादेवी वर्मा, लोकभारती प्रकाशन, इलाहाबाद, 2008

**इकाई 4** व्योमकेश दरवेश – विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, 2011

**इकाई 5** हिन्दी संस्मरण एवं जीवनी का उद्भव एवं विकास

(क) संस्मरण : उद्भव एवं विकास

(ख) जीवनी : उद्भव एवं विकास

### सहायक पुस्तकें :

1. गुप्त, सुरेशचन्द्र, (1990), *हिन्दी गद्य साहित्य*, नई दिल्ली, अशोक प्रकाशन।
2. गुप्त, प्रकाशचन्द्र, (1992), *नया हिन्दी साहित्य : एक भूमिका*, बनारस, सरस्वती प्रेस।
3. तिवारी, रामचन्द्र, (1992), *हिन्दी का गद्य साहित्य*, दिल्ली विश्वविद्यालय प्रकाशन।
4. शर्मा, मनोरमा, (1985), *संस्मरण और संस्मरणकार*, कानपुर, आराधना प्रकाशन।
5. शुक्ल, कृपाशंकर, (1993), *आधुनिक हिन्दी साहित्य का इतिहास*, काशी, टेडी नीम, होलीकोत्सव।
6. डॉ. नगेन्द्र, (1981), *हिन्दी साहित्य का इतिहास*, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
7. दीक्षित, डॉ. सुकेशिनी, (2019), *महादेवी वर्मा के साहित्य में उनका व्यक्तित्व*, कानपुर, विद्या प्रकाशन।

8. ओ., डॉ. जयश्री,(2019), महादेवी वर्मा का गद्य साहित्य –एक पुनर्मूल्यांकन, कानपुर, विद्या प्रकाशन।
9. देसाई, डॉ. बापूराव,(2019), संस्मरण साहित्य विधा : शास्त्र और इतिहास, कानपुर, विद्या प्रकाशन।
10. अक्षत, डॉ. राजेन्द्र सोनवणे, (2019), हिन्दी की विविध विधाओं का नवीन दृष्टिकोण, कानपुर, विद्या प्रकाशन।
11. शुक्ला, डॉ. माधुरी, (2019), महादेवी वर्मा के गद्य साहित्य में सामाजिक चेतना एवं संवेदनाएँ, कानपुर, विद्या प्रकाशन।
12. त्रिपाठी, विश्वनाथ(2004), नंगातलाई का गाँव, दिल्ली, राजकमल प्रकाशन।
13. तिवारी, विश्वनाथ प्रसाद(1989), हजारी प्रसाद द्विवेदी, नई दिल्ली, साहित्य अकादमी।
14. त्रिपाठी, राममूर्ति(1997), साहित्यकार और चिंतक आचार्य हजारी प्रसाद द्विवेदी, इलाहाबाद, हिंदुस्तानी अकादमी।

ई-सामग्री स्रोत –

<https://epgp.inflibnet.ac.in/>

### पंचम समसत्र

### HIND 302 हिन्दी निबन्ध एवं आलोचना

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

#### अपेक्षित परिणाम

1. हिन्दी गद्य के विश्लेषणात्मक अध्ययन में समर्थ हो पाएँगी।
2. निबंध के अध्ययन से साहित्य के विस्तार के संश्लेषणात्मक रूप का ज्ञान अर्जित कर पाएँगी।
3. साहित्य के बौद्धिक एवं तार्किक पक्ष से अवगत होने के साथ ही भारतीय परंपरा के दार्शनिक चिंतन से परिचय प्राप्त कर पाएँगी।
4. हिन्दी आलोचना के माध्यम से छात्राओं में समालोचनात्मक व्यक्तित्व का विकास हो जाएगा।
5. साहित्यिक कृतियों के उचित मूल्यांकन की दृष्टि को विकसित कर पाएँगी।

6. उच्च शिक्षा में शोधकार्यों एवं शोध पत्र लेखन की क्षमता विकसित कर पाएँगी।

**इकाई 1** लेखक परिचय—

रामचन्द्र शुक्ल — व्यक्तित्व एवं कृतित्व

**इकाई 2** लेखक परिचय—

रामविलास शर्मा — व्यक्तित्व एवं कृतित्व

**इकाई 3** निबन्ध — चिन्तामणि भाग-1 — रामचन्द्र शुक्ल, राजकमल प्रकाशन, दिल्ली, 1948,

(भाव या मनोविकार, श्रद्धा और भक्ति, करुणा, लोभ और प्रीति, ईर्ष्या)

**इकाई 4** आलोचना—परम्परा का मूल्यांकन — रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली, 1981,

(परम्परा का मूल्यांकन, सन्त साहित्य के अध्ययन की समस्याएँ, तुलसी साहित्य के सामन्त विरोधी मूल्य, रीतिकालीन काव्य परम्परा, भारतेन्दु हरिश्चन्द्र)

**इकाई 5** हिन्दी निबन्ध एवं आलोचना का उद्भव एवं विकास

(क) हिन्दी निबन्ध : उद्भव एवं विकास

(ख) हिन्दी आलोचना : उद्भव एवं विकास

**सहायक पुस्तकें :**

1. सक्सेना, लालता प्रसाद, (1973), *निबन्धकार आचार्य रामचन्द्र शुक्ल*, जयपुर, निर्मल प्रकाशन।
2. तिवारी, विश्वनाथ प्रसाद, (1985), *आचार्य रामचन्द्र शुक्ल*, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
3. बंसल एवं सिंहल, पुष्पा एवं शशि भूषण, (1986), *आचार्य रामचन्द्र शुक्ल के बहुमुखी कृतित्व का सर्वांगीण विवेचन*, नई दिल्ली, ऋषभचरण जैन एवं सन्तति।
4. तिवारी, विश्वनाथ प्रसाद, (1985), *रामविलास शर्मा*, नई दिल्ली, वाणी प्रकाशन।
5. मनु प्रकाश, (1991), *रामविलास शर्मा : व्यक्ति और कवि*, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
6. सिंह सुधा, (2002), *आधुनिक साहित्य और रामविलास शर्मा*, दिल्ली, स्वराज प्रकाशन।

7. सक्सेना, द्वारिका प्रसाद, (1983), *हिन्दी के प्रतिनिधि निबंधकार*, आगरा, विनोद पुस्तक मन्दिर।

ई-सामग्री स्रोत –

<https://epgp.inflibnet.ac.in/>

### षष्ठम समसत्र

## HIND 304 व्यंग्य एवं रिपोर्टाज साहित्य

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

### अपेक्षित परिणाम

- व्यंग्य व रिपोर्टाज विधा की विशिष्टताओं को समझ पाएँगी।
- यथार्थ घटनाओं को संवेदनशील साहित्यिक शैली में प्रस्तुत करने की क्षमता विकसित कर पाएँगी।
- पत्रकारिता व पत्रकार की जनपक्षरता से परिचित हो पाएँगी।
- छात्राओं में सृजनात्मकता विकसित हो पाएगी।

**इकाई 1** लेखक परिचय–

हरिशंकर परसाई – व्यक्तित्व एवं कृतित्व

**इकाई 2** लेखक परिचय–

रांगेय राघव – व्यक्तित्व एवं कृतित्व

**इकाई 3** व्यंग्य–ठिठुरता हुआ गणतंत्र–हरिशंकर परसाई राजकमल पेपरबैक्स इलाहाबाद – 2018

**इकाई 4** रिपोर्टाज – तूफानों के बीच – रांगेय राघव राधाकृष्ण पेपरबैक्स – 2012

**इकाई 5** हिन्दी व्यंग्य एवं रिपोर्टाज का उद्भव एवं विकास

(क) व्यंग्य : उद्भव एवं विकास

(ख) रिपोर्टाज : उद्भव एवं विकास

**सहायक पुस्तकें :**

- तिवारी, रामचन्द्र, (1992), *हिन्दी का गद्य साहित्य*, इलाहाबाद, विश्वविद्यालय प्रकाशन।
- डॉ. नगेन्द्र, (1973), *हिन्दी साहित्य का इतिहास*, दिल्ली, नेशनल पब्लिशिंग हाउस।
- गुप्त, डॉ. गणपति चन्द्र, (1986), *हिन्दी साहित्य का वैज्ञानिक इतिहास*, इलाहाबाद, लोक भारती प्रकाशन।

4. सिंह, डॉ. नामवर, (1991), *आधुनिक साहित्य की पवृत्तियाँ*, इलाहाबाद, लोक भारती प्रकाशन।
5. शुक्ला, शशि, (2007), *हरिशंकर परसाई का व्यंग्य साहित्य*, नई दिल्ली, मेधा बुक्स।
6. राघव, कपिल कुमार सिंह, (2015), *हरिशंकर परसाई का व्यंग्य साहित्य*, नई दिल्ली, राज पब्लिकेशन।
7. नंदन, सं.कन्हैया लाल, (2019), *परसाई परम्परा का वाहक*, कानपुर, विद्या प्रकाशन।
8. पटेल, डॉ. भरत, (2019), *व्यंग्यकार हरिशंकर परसाई*, कानपुर, विद्या प्रकाशन।
9. सिंह, डॉ. संध्या कुमारी, (2019), *परसाई के साहित्य में समकालीन यथार्थ*, कानपुर, विद्या प्रकाशन।
10. मधुरेश, (1999), *रांगेय राघव*, नई दिल्ली, साहित्य अकादमी।
11. गौड़, डॉ. सुरिंदर कौर, (2019), *डॉ. रांगेय राघव के गद्य साहित्य में जीवन दर्शन*, कानपुर, विद्या प्रकाशन।

ई-सामग्री स्रोत –

<https://epgp.inflibnet.ac.in/>

### चयनित पाठ्यक्रम समूह

#### HIND 301 आत्मकथा एवं डायरी साहित्य

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

अपेक्षित परिणाम

1. आत्मकथा व डायरी विधा की विशेषताओं की समझ बना पाएँगी।
2. चयनित विधाओं में कालक्रमानुसार परिवर्तन व परिवर्द्धन से अवगत हो पाएँगी।

3. चयनित विधाओं के युग – परिवेश व समाज को प्रभावित करने वाले कारकों से परिचित हो पाएँगी।
4. आत्मकथा एवं डायरी लेखन क्षमता को विकसित कर पाएँगी।

**इकाई 1** लेखक परिचय—

पाण्डेय बेचन शर्मा 'उग्र' : व्यक्तित्व एवं कृतित्व

**इकाई 2** लेखक परिचय—

रामधारीसिंह 'दिनकर' : व्यक्तित्व एवं कृतित्व

**इकाई 3** आत्मकथा – अपनी खबर— पाण्डेय बेचन शर्मा उग्र, राजकमल प्रकाशन, दिल्ली, 2016

**इकाई 4** डायरी –दिनकर की डायरी –रामधारीसिंह दिनकर, नेशनल पब्लिशिंग हाउस, दिल्ली, 1998

**इकाई 5** हिन्दी आत्मकथा एवं डायरी का उद्भव एवं विकास

(क) आत्मकथा : उद्भव एवं विकास

(ख) डायरी : उद्भव एवं विकास

**सहायक पुस्तकें :-**

1. गुप्त, सुरेशचन्द्र, (1990), *हिन्दी गद्य साहित्य*, नई दिल्ली, अशोक प्रकाशन।
2. गुप्त, प्रकाशचन्द्र, (1997), *नया हिन्दी साहित्य : एक भूमिका*, बनारस, सरस्वती प्रेस।
3. तिवारी, रामचन्द्र, (1992), *हिन्दी का गद्य साहित्य*, वाराणसी, विश्वविद्यालय प्रकाशन।
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6. चतुर्वेदी, पंकज, (2003), *आत्मकथा की संस्कृति संदर्भ 'अपनी खबर'*, नई दिल्ली, वाणी प्रकाशन।
7. सिंह, कमलेश, (1989), *हिन्दी आत्मकथा : स्वरूप एवं साहित्य*, नई दिल्ली, नेशनल पब्लिशिंग हाउस।
8. मीणा, उमा, (2015), *आत्मकथा साहित्य स्मृतियों का प्राख्यान*, नई दिल्ली, स्वराज प्रकाशन।
9. देसाई, डॉ. बापूराव, (2019), *डायरी साहित्य विधा : शास्त्र और इतिहास*, कानपुर, विद्या प्रकाशन

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## HIND 306 हिन्दी यात्रा साहित्य

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

अपेक्षित परिणाम

- यात्रा विवरण लेखन –कौशल का विकास होगा ।
- छात्राओं की सृजनात्मक मानसिकता का विकास होगा ।
- यात्रा साहित्यकारों से परिचित होकर साहित्य व समाज के प्रति संवेदनशील होंगी ।
- भारतीय व पाश्चात्य यात्रा अनुभव द्वारा नैतिक व सांस्कृतिक मूल्यों का विकास होगा ।

**इकाई-1** मेरी तिब्बत यात्रा – राहुल सांकृत्यायन, छात्रहितकारी पुस्तकमाला, दारागंज, प्रयाग, 1937

**इकाई-2** अरे यायावर रहेगा याद – सच्चिदानन्द हीरानन्द वात्स्यायन "अज्ञेय", राजकमल प्रकाशन, नई दिल्ली

**इकाई-3** चीड़ों पर चाँदनी – निर्मल वर्मा, राजकमल प्रकाशन, नई दिल्ली, 2005

**इकाई-4** आखिरी चट्टान तक – मोहन राकेश, भारतीय ज्ञानपीठ, 2010

**इकाई-5** हिन्दी यात्रा साहित्य का प्रवृत्तिमूलक इतिहास

(क) स्वतंत्रता पूर्व हिन्दी यात्रा साहित्य

(ख) स्वतंत्रता पश्चात् हिन्दी यात्रा साहित्य

सहायक पुस्तकें :

- 1 शर्मा, डॉ. प्रतापलाल (2003), *हिंदी का आधुनिक यात्रा-साहित्य*, मथुरा, अमर प्रकाशन
- 2 उप्रेती, डॉ. रेखा प्रवीण (2000), *हिंदी का यात्रा-साहित्य (सन 1960 से 1990 तक)*, नई दिल्ली, हिंदी बुक सेंटर
- 3 भाटिया, डॉ. कैलाश चन्द्र एवं भाटिया, रचना (1996), *साहित्य में गद्य की नई विविध विधाएं*, नई दिल्ली, तक्षशिला प्रकाशन

4. तिवारी, डॉ. रामचंद्र (1968), *हिंदी का गद्य साहित्य*, वाराणसी, विश्वविद्यालय प्रकाशन
5. माथुर, डॉ. सुरेन्द्र (1962), *यात्रा-साहित्य का उद्भव और विकास*, दिल्ली, साहित्य प्रकाशन
6. सांकृत्यायन, राहुल (1949), *धुमक्कड़ शास्त्र*, नई दिल्ली, राजकमल प्रकाशन

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### HIND 305 महिला आत्मकथा लेखन

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

4 0 0 4

अपेक्षित परिणाम

- आत्मकथाओं के माध्यम से छात्राएं स्त्रियों की बदलती छवि से परिचित हो सकेंगी।
- साहित्य व सामाजिक सरोकारों को समझने में समर्थ हो सकेंगी।
- छात्राएं स्त्री लेखन की विशिष्टता से परिचित हो सकेंगी।
- छात्राएं महिलाओं के अपने गहन अनुभवों को बाँटने के हौसलों से प्रेरणा ले सकेंगी।
- स्त्री मनोविज्ञान, स्त्री शोषण, स्त्री शक्ति व स्त्री संघर्ष आदि मुद्दों से परिचित हो सकेंगी।

**इकाई-1** दोहरा अभिशाप – कौशल्या बैसन्त्री, परमेश्वरी प्रकाशन, दिल्ली, 2009

**इकाई-2** एक कहानी यह भी – मन्नू भण्डारी, राधा कृष्ण प्रकाशन, दिल्ली, 2007

**इकाई-3** हादसे – रमणिका गुप्ता, राधा कृष्ण प्रकाशन, दिल्ली, 2005

**इकाई-4** हाशिए की इबारतें – चन्द्रकान्ता, राजकमल प्रकाशन, दिल्ली, 2009

**इकाई-5** आत्मकथा लेखन का प्रवृत्तिमूलक इतिहास

(क) स्वतंत्रता पूर्व आत्मकथा लेखन

(ख) स्वतंत्रता पश्चात आत्मकथा लेखन

सहायक पुस्तकें :

1. माताप्रसाद, (2004), *दलित साहित्य में प्रमुख विधाएँ*, गाजियाबाद, आकाश प्रकाशन
2. कुमार, राकेश, (2001), *नारीवादी विमर्श*, पंचकुला हरियाणा, आधार प्रकाशन
3. खेतान, प्रभा, (अनुवादक), (2002), *स्त्री उपेक्षिता*, नई दिल्ली, हिन्दी पाकेट बुक्स
4. गुप्ता, रमणिका, (2000), *स्त्री विमर्श*, दिल्ली, शिल्पायन
5. तिवारी, रामचन्द्र, (1992), *हिन्दी का गद्य साहित्य*, वाराणसी, विश्वविद्यालय प्रकाशन
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7. चतुर्वेदी, पंकज, (2017), *आत्मकथा की संस्कृति*, नई दिल्ली, वाणी प्रकाशन

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## HIND 303 प्रयोजनमूलक हिन्दी

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### अपेक्षित परिणाम

1. प्रयोजनमूलक हिन्दी के ज्ञान से प्रशासनिक पदों हेतु सक्षमता बढ़ा पाएँगी।
2. विधिक, तकनीकी, वैज्ञानिक शब्दावलियों के आधार पर भाषाई क्षमता का विकास कर पाएँगी।
3. आधुनिक समय के विभिन्न सामाजिक एवं शासकीय क्षेत्रों में रोजगार के अवसर अर्जित कर पाएँगी।
4. भाषा के विविध रूपों के ज्ञान और व्यावहारिक परिचय से भाषा अधिकारी जैसे पदों हेतु सक्षम बन पाएँगी।
5. पारिभाषिक शब्दावली के अध्ययन के माध्यम से तकनीकी, वैज्ञानिक एवं विधिक आयोगों एवं संबंधित क्षेत्र में स्वतंत्र कार्य करने की क्षमता विकसित कर पाएँगी।

**इकाई 1** प्रयोजनमूलक हिन्दी : सिद्धान्त एवं प्रविधि

प्रयोजनमूलक हिन्दी की आवश्यकता,  
 प्रयोजनमूलक हिन्दी बनाम व्यावहारिक हिन्दी,  
 प्रयोजनमूलक हिन्दी : स्वरूप और व्याख्या,  
 प्रयोजनमूलक हिन्दी : विशेषताएँ,  
 प्रयोजनमूलक हिन्दी के विविध रूप,  
 प्रयोजनमूलक हिन्दी : सीमाएँ और सम्भावनाएँ

**इकाई 2** प्रयोजनमूलक हिन्दी : प्रयुक्ति के माध्यम  
 भाषा, मानक भाषा, सम्पर्क भाषा, राष्ट्रभाषा, त्रिभाषा सूत्र, राजभाषा,  
 राज्यभाषा

**इकाई 3** अनुवाद : सामान्य सिद्धान्त और समस्या  
 अनुवाद की प्रक्रिया, अनुवाद के प्रकार, समस्याएँ एवं समाधान,  
 कार्यालयी अनुवाद,  
 अनुवाद : विज्ञान एवं कला, कम्प्यूटर एवं राजभाषा हिन्दी, अनुवाद का  
 महत्व

**इकाई 4** पारिभाषिक शब्दावली  
 शब्द के रूप, परिभाषा, पारिभाषिक शब्दावली की विशेषताएँ, पारिभाषिक  
 शब्दावली के अपेक्षित गुण, पारिभाषिक शब्दावली : निर्माण प्रक्रिया,  
 पारिभाषिक शब्दावली निर्माण के रूप, वैज्ञानिक तथा तकनीकी  
 शब्दावली

**इकाई 5** प्रशासकीय शब्दावली के विविध रूप  
 सरकारी/शासकीय पत्र, अर्द्धसरकारी पत्र, ज्ञापन, कार्यालय आदेश,  
 परिपत्र, अधिसूचना, प्रेस विज्ञप्ति, निविदा सूचना

**सहायक पुस्तकें –**

1. झाल्टे, दंगल, (2004), *प्रयोजनमूलक हिन्दी : सिद्धान्त और प्रयोग*, नई दिल्ली, वाणी प्रकाशन
2. गोदरे, डॉ. विनोद (1987), *प्रयोजनमूलक हिन्दी*, नई दिल्ली, वाणी प्रकाशन
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5. शर्मा, राकेश एवं मिश्र, डॉ. राजेन्द्र (2005), *प्रयोजनमूलक हिन्दी के विविध रूप*, नई दिल्ली, तक्षशिला प्रकाशन
6. मिश्र, डॉ. राजेन्द्र, (2004), *प्रयोजनमूलक हिन्दी और जनसंचार*, नई दिल्ली, तक्षशिला प्रकाशन
7. रत्नू, डॉ. कृष्ण कुमार (2002), *व्यावहारिक हिन्दी नई भाषा संरचना*, नई दिल्ली, नेशनल पब्लिशिंग हाउस
8. भाटिया, डॉ. हरिमोहन (2015), *प्रशासनिक हिन्दी टिप्पण, प्रारूपण एवं पत्र लेखन*, नई दिल्ली, तक्षशिला प्रकाशन
9. भाटिया, डॉ. कैलाशचन्द्र (2017), *प्रयोजनमूलक कामकाजी हिन्दी*, नई दिल्ली, तक्षशिला प्रकाशन
10. गुप्त, डॉ. महेशचन्द्र (2015), *प्रशासनिक हिन्दी : ऐतिहासिक सन्दर्भ*, नई दिल्ली, वाणी प्रकाशन

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## HIND 308 अनुवाद विज्ञान

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**अपेक्षित परिणाम -**

- व्यावहारिक हिंदी के युग में अनुवाद का विशेष महत्व है। इस पाठ्यक्रम के द्वारा अनुवाद विषयक समझ विकसित होगी।
- रोजगारपरकता की दृष्टि से यह अत्यंत लाभदायक सिद्ध होगा।
- कंप्यूटर अनुवाद की उपलब्धियों, सीमाओं और संभावनाओं से परिचित होंगी।
- विश्व-साहित्य की विशिष्ट कृतियों के हिंदी में अनुवादित रूप के अध्ययन से अध्ययन का क्षेत्र व्यापक होगा।
- विशिष्ट कृतियों को अनुवाद करने में सक्षम होंगी।

**इकाई 1** अनुवाद प्रक्रिया : अनुवाद - स्वरूप, अनुवाद की परिभाषा, स्वरूप और क्षेत्र, अनुवाद कार्य की आवश्यकता व महत्व।

- इकाई 2** अनुवाद के प्रकार : शब्दानुवाद, भावानुवाद, छायानुवाद, व्याख्यानवाद, सारानुवाद, आशु-अनुवाद, आदर्श अनुवाद।
- इकाई 3** अनुवाद-प्रक्रिया के तीन चरण : विश्लेषण, अंतरण एवं पुनर्गठन। अनुवाद की भूमिका के तीन पक्ष – पाठक की भूमिका (अर्थग्रहण की) द्विभाषिक की भूमिका (अर्थांतरण की प्रक्रिया) एवं रचयिता की भूमिका (अर्थसम्प्रेषण की प्रक्रिया)।
- इकाई 4** अनुवाद और पारिभाषिक शब्दावली : पारिभाषिक शब्दावली के निर्माण के सिद्धान्त, कार्यालय, प्रशासन, विधि, मानविकी, बैंक एवं रेलवे में प्रयुक्त होने वाली प्रमुख पारिभाषिक शब्दावली तथा प्रमुख वाक्यांश के अंग्रेजी तथा हिन्दी रूप।
- इकाई 5** विश्वभाषा और अनुवाद : विश्व भाषाओं की प्रमुख कृतियों के हिन्दी अनुवाद एवं हिन्दी की प्रमुख कृतियों के विश्वभाषाओं में किये गये अनुवाद। भारत में अनुवाद प्रशिक्षण के प्रमुख केन्द्र, अनुवाद के राष्ट्रीय प्राधिकरण के गठन की आवश्यकता। हिन्दी अनुवाद का भविष्य।

#### सहायक पुस्तकें :

1. डॉ. नगेन्द्र (सं) ( 1993), *अनुवाद विज्ञान-सिद्धांत और अनुप्रयोग*, दिल्ली विश्वविद्यालय, हिंदी माध्यम कार्यान्वयन निदेशालय
2. झाल्टे, दंगल (2009), *प्रयोजन मूलक हिंदी -सिद्धांत और प्रयोग*, नयी दिल्ली, वाणी प्रकाशन
3. ठाकुर, डॉ. सुनीता (1998), *व्यावहारिक हिंदी : प्रयोग के विविध आयाम*, दिल्ली, आधुनिक प्रकाशन
4. गोस्वामी, कृष्ण कुमार (2012), *अनुवाद विज्ञान की भूमिका*, नयी दिल्ली, राजकमल प्रकाशन
5. तिवारी, भोलानाथ (2011), *अनुवाद विज्ञान-सिद्धांत और प्रविधि*, नई दिल्ली, किताब घर प्रकाशन
6. पालीवाल, रीतारानी (2017), *अनुवाद : प्रक्रिया एवं परिवृश्य*, नयी दिल्ली, वाणी प्रकाशन
7. कुमार, डॉ. सुरेश, (2017), *अनुवाद सिद्धांत की रूपरेखा*, नयी दिल्ली, वाणी प्रकाशन
8. समीर, श्रीनारायण (2017), *अनुवाद की प्रक्रिया : तकनीक और समस्याएं*, इलाहाबाद, लोकभारती प्रकाशन

#### ई-सामग्री स्रोत –

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## HIND 307 सर्जनात्मक लेखन के विविध आयाम

Max. Marks : 100  
(CA: 40 + ESA: 60)

L T P C  
4 0 0 4

### अपेक्षित परिणाम –

- इस पाठ्यक्रम के द्वारा सर्जनात्मक लेखन के विविध क्षेत्र विषयक समझ विकसित होगी ।
- आधुनिक समय के विभिन्न सामाजिक एवं शासकीय क्षेत्रों में रोजगार के अवसर अर्जित कर पाएँगी ।
- यथार्थ घटनाओं को संवेदनशील साहित्यिक शैली में प्रस्तुत करने की क्षमता विकसित कर पाएँगी ।
- छात्राओं में सर्जनात्मक क्षमता का विकास होगा ।

**इकाई 1 रिपोर्टाज :** अर्थ, स्वरूप, रिपोर्टाज एवं अन्य गद्य रूप, रिपोर्टाज और फीचर लेखन—प्रविधि ।

**इकाई 2 फीचर लेखन :** विषय—चयन, सामग्री—निर्धारण, लेखन—प्रविधि । सामाजिक, आर्थिक, सांस्कृतिक, विज्ञान, पर्यावरण, खेलकूद से सम्बद्ध विषयों पर फीचर लेखन ।

**इकाई 3 साक्षात्कार (इण्टरव्यू/भेंटवार्ता) :** उद्देश्य, प्रकार, साक्षात्कार—प्रविधि, महत्त्व ।

**इकाई 4 स्तंभ लेखन :** समाचार पत्र के विविध स्तंभ, स्तंभ लेखन की विशेषताएँ, समाचार पत्र और सावधि पत्रिकाओं के लिए समसामयिक, ज्ञानवर्धक और मनोरंजक सामग्री का लेखन, सप्ताहांत अतिरिक्त सामग्री और परिशिष्ट ।

**इकाई 5 दृश्य—सामग्री :** छायाचित्र, कार्टून, रेखाचित्र, ग्राफिक्स आदि से संबन्धित लेखन, बाजार, खेलकूद, फिल्म, पुस्तक और कला समीक्षा ।

### सहायक पुस्तकें :

1. झाल्टे, दंगल (2009), प्रयोजन मूलक हिंदी –सिद्धांत और प्रयोग, नयी दिल्ली, वाणी प्रकाशन
2. मिश्र, कृष्णबिहारी (2017), हिंदी पत्रकारिता, इलाहाबाद, लोक भारती प्रकाशन
3. गोदरे, विनोद (2017), हिंदी पत्रकारिता : स्वरूप और संदर्भ, नयी दिल्ली, वाणी प्रकाशन

4. मोहन, रवि (2017), *जनसंपर्क की व्यावहारिक मार्गदर्शिका*, नयी दिल्ली, वाणी प्रकाशन
5. रैना, गौरीशंकर (2017), *संचार माध्यम लेखन*, नयी दिल्ली, वाणी प्रकाशन
6. माणिक, मृगेश (2017), *समाचार पत्रों की भाषा*, नयी दिल्ली, वाणी प्रकाशन

ई-सामग्री स्रोत –

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## HIND 309 संचार माध्यम और हिन्दी

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

4 0 0 4

अपेक्षित परिणाम –

- छात्राएँ जनसंचार माध्यमों के स्वरूप, महत्व से परिचित हो सकेंगी।
- भारतीय और पाश्चात्य परिप्रेक्ष्य में संचार की भूमिका को समझ सकेंगी।
- संचार के माध्यम के रूप में हिन्दी पत्रकारिता की भूमिका और उसके प्रभावों को समझ सकेंगी।
- संचार माध्यम के रूप में रेडियो और वर्तमान समय में आकाशवाणी की भूमिका को समझने में सक्षम हो सकेंगी।
- टेलीविजन के विकास के माध्यम से भारत में हुई संचार क्रांति को समझने में समर्थ हो सकेंगी।
- सोशल मीडिया के रूप में वर्तमान समय में सामाजिक और सांस्कृतिक परिस्थितियों को प्रभावी करने वाले कारकों के अभिज्ञान की समझ विकसित हो सकेगी।

**इकाई 1** संचार : परिभाषा, स्वरूप और महत्व, संचार के सिद्धांत – भारतीय एवं पाश्चात्य परिप्रेक्ष्य में, संचार के प्रकार – अंतर्व्यक्तिक संचार, समूह संचार एवं जनसंचार।

**इकाई 2** संचार माध्यम के प्रकार – पारंपरिक एवं आधुनिक संचार माध्यम, भारत में प्रिंट मीडिया का विकास, स्वतंत्रता पूर्व एवं स्वातंत्र्योत्तर पृष्ठभूमि में प्रिंट मीडिया की भूमिका।

- इकाई 3** भारत में इलेक्ट्रानिक मीडिया का विकास, जनसंचार माध्यम के रूप में रेडियो की भूमिका, रेडियो का उद्देश्य, उपयोग एवं महत्व, एफ एम चैनलों की भूमिका और प्रभाव।
- इकाई 4** भारत में टेलीविजन का विकास, संचार माध्यम के रूप में टेलीविजन की भूमिका, टेलीविजन का उपयोग, उद्देश्य एवं महत्व, केबल चैनलों के बाद टेलीविजन की भूमिका में आये परिवर्तन।
- इकाई 5** संचार माध्यम के रूप में सोशल मीडिया का विकास। वर्तमान परिप्रेक्ष्य में सोशल मीडिया का उद्देश्य, उपयोग एवं भूमिका। सांस्कृतिक एवं सामाजिक परिप्रेक्ष्य में सोशल मीडिया के प्रभाव का अवलोकन।

**सहायक पुस्तकें :**

1. शर्मा, सतीश, (2017), *संचार माध्यमों की भाषा और हिन्दी*, नई दिल्ली, तक्षशिला प्रकाशन।
2. चंदन, कुमार, (2019), *जनसंचार की हिन्दी का प्रयोजनमूलक स्वरूप*, कानपुर, विद्या प्रकाशन।
3. रैना, गौरीशंकर, (2017) *संचार माध्यम लेखन*, नई दिल्ली, वाणी प्रकाशन।
4. माणिक, मृगेश, (2017), *समाचार पत्रों की भाषा*, नई दिल्ली, वाणी प्रकाशन।
5. मिश्र, उन्मेष, (2019), *दूरदर्शन का स्वरूप एवं हिन्दी प्रस्तुतिकरण*, कानपुर, विद्या प्रकाशन।
6. गोहिल, मनीषा, (2019), *मीडिया और हिन्दी भाषा का स्वरूप*, कानपुर, विद्या प्रकाशन।
7. जोशी रामशरण, (2009), *मीडिया विमर्श*, नई दिल्ली, सामयिक प्रकाशन।
8. भारद्वाज, नंद, (2009), *संस्कृति, जनसंचार और बाजार*, नई दिल्ली, सामयिक प्रकाशन।
9. लाल, बंशीधर, *भारतीय स्वतंत्रता और हिन्दी पत्रकारिता*, पटना, ग्रंथ कुटीर, राजपथ।
10. दुबे, राजीव, *हिन्दी पत्रकारिता और राष्ट्रीय आंदोलन*, सत्येंद्र प्रकाशन।

# HISTORY

## First Semester

### HIST 101 History of Early India (upto Mauryan Age)

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

- Unit 1** Sources: Archaeological and Literary. An outline of early Paleolithic, Mesolithic, Neolithic and Chalcolithic settlements.
- Unit 2** Harappan urbanization; economic processes. Vedic Age: emergence of monarchy; religion and ritualism; social stratifications and economic expansion during later Vedic age.
- Unit 3** Birth and Growth of Magadhan Empire; 2nd Urbanization: Emergence of historical cities; crafts and guilds. Jainism and Buddhism, teachings and contribution.
- Unit 4** Conquests of Mauryan Kings; Nature and Structure of Mauryan empire; Asoka and Dhamma; South India during Sangam Age.
- Unit 5** Decline of Mauryan Empire; Society and Economy; Characteristics of Mauryan Arts.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Comprehend different types of sources of early Indian history
- Be acquainted with trends of political developments in early India
- Orient themselves to continuity of cultural evolution beginning from the Lithic Ages
- Familiarise themselves with regional and Indian stylistic development of aesthetics

#### **Recommended Books:**

1. Basham, A.L. (2004 rprnt). *The Wonder that was India*. England: Picador. (Also in Hindi)
2. Chakravarti, Ranveer. (2014). *Bharatiya Itihasa ka Aadikal: Prachintam Parva se 600 tak*. Delhi: Orient Blackswan. (Hindi)
3. Jha, D.N., Shrimali, K.M. (2013) *Prarambhik Bharat ka Itihasa*, Delhi: Delhi University Hindi Medium Directorate. (Hindi)

4. Sharma, R.S. (2018). *History of Early India*, Delhi: OUP (Also in Hindi)
5. Sharma, R.S. (2015). *History of Early India*, Delhi: Orient Blackswan. (Also in Hindi)
6. Singh, Upinder. (2009). *A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson.
7. Srivastava, K.C. (2010), *Prachin Bharat ka Itihas tatha Sanskriti*, Delhi: United Book Depot. (Hindi)
8. Thapar, R. (1990). *History of India*, Vol. I. Delhi: Oxford. (Also in Hindi)
9. Tripathi, R.S. (1992). *History of Ancient India*, Delhi: Motilal Banarasidas. (Also in Hindi)

**Suggested E-Resources:**

- Thapar, Romila. (1968). Interpretations of Ancient Indian History. *History and Theory*, Vol. 7, No. 3 (1968), pp. 318-335. Retrieved from <https://www.jstor.org/stable/pdf/2504471.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d>
- Childe, Vere Gordon. (1944). *The Story of Tools*. London: Cobbett Publishing. Retrieved from <https://www.marxists.org/archive/childe/1944/tools/childetools.htm>
- Romila Thapar, Kunal Chakrabarti and Geeti Sen. (2004). Interpretations of Indian History. *India International Centre Quarterly*. Vol. 31, No. 2/3. Retrieved from <https://www.jstor.org/stable/pdf/23006218.pdf?refreqid=search%3Abdbccade787ce27a66ca43458df52d0d>

## **HIST 103 History of Medieval India (1000 to 1526 AD)**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1** An Outline of Sources of Sultanate Period; Political and social condition of Northern India on the eve of Muslim invasions; Impact of Turkish invasions; Causes of the defeat of Rajputs; Achievements of Qutubuddin Aibak.

**Unit 2** Iltutmish as real founder of Delhi Sultanate; Consolidation under Balban and his theory of kingship; Allauddin Khilji's market control policy and Deccan Policy.

**Unit 3** Projects of Mohammad Bin-Tughlaq; Administration of Feroz Tughlaq; Afghan Theory of Kingship; Disintegration of the Delhi Sultanate; Emergence of Regional Powers- Vijaynagar and Bahamani Empire.

**Unit 4** Urbanization under Delhi Sultanate; Trade and Commerce in Sultanate period; Social life in the age of Sultanate.

**Unit 5** Sultanate Architecture with special reference to Qutub Complex; Sufism – Features and Importance; Salient features of Bhakti Movement.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Define the struggling phase of an era of transformation in medieval India.
- Understand the advent of Islam and role of the Sultanate in the development of new political system and policies in India.
- Identify how the disintegration of an empire leads to the rise of regional powers.
- Comprehend technical developments and socio-cultural relation of two different societies.

**Recommended Books:**

1. Bhargav, M. (2010). *Exploring Medieval India, Sixteenth to Eighteenth Centuries: Culture, Gender and Regional Patterns*. Delhi: Orient Black Swan.
2. Chandra, S. (1999). *Medieval India: From Sultanate to the Mughals, Part I*, Delhi Sultanate (1205-1526). New Delhi: Haranand Publishers.
3. रिजवी, एस.ए.ए.. (2005). *खलजीकालीन भारत. तुगलककालीन भारत*. नई दिल्ली: राजकमल प्रकाशन.
4. Habib, Irfan. (2008). *Technology in Medieval India*. Delhi: Tulika Publication.

5. Habib, Irfan. (2007). *Medieval India: The Study of Civilization*. Delhi: NBT.
6. Habibullah, A.B.M. *The Foundation of Muslim Rule in India*. Allahabad: Central Book Depot.
7. Mukhia, H. (2001). *Madhyakaleen Bharat: Naye Aayam*. Delhi: Neha Publishers.
8. चंद्र, सतीश. (2007). *मध्यकालीन भारत राजनीति, समाज और संस्कृति*. नई दिल्ली: ओरियेण्ट लॉगमैन.

### Suggested E-resources:

- Disintegration of the Delhi Sultanate and Rise of Provincial Kingdoms. Retrieved from [www.historydiscussion.net/...Disintegration of Delhi Sultanate.https://archive.org](http://www.historydiscussion.net/...Disintegration%20of%20Delhi%20Sultanate.https://archive.org)
- The Qutb Complex: An Overview. Retrieved from <https://www.sahapedia.org/the-qutb-complex-overview>.
- Urban Centers and Population during the Sultanate and Mughal Period. Retrieved from [www.yourarticlelibrary.com/mughals/the-urban-development-in...the-mughal.../4348](http://www.yourarticlelibrary.com/mughals/the-urban-development-in...the-mughal.../4348)

## Second Semester

### HIST 102 History of India (200 BC to 1000 AD)

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

- Unit 1** Rise of new powers: Shungas - Pushyamitra; Saka Kshatrapas in Western India -Rudradaman; Kushanas - achievements of Kanishka; Satavahanas in Deccan- Gautamiputra Satakarni.
- Unit 2** India during 200 BC to 300 AD: (i) Growth of Cities, Crafts and Guilds (ii) Social transformations (iii) Beginnings of Religious Architecture and Sculpture.
- Unit 3** Imperial Guptas: Rise of Guptas; Samudra Gupta's conquests; Administrative Structure; Achievements of Chandragupta; Religious Achievements of Harsha Vardhan.

**Unit 4** India during 400 AD to 600 AD: Patterns of trade and commerce; Development of Science and Technology; Artistic achievements; Patterns of Religious Developments.

**Unit 5** Origin of the Rajputs; System of Land grants and their impact; Importance of Pallava, Chalukya, Chola powers; Expansion of Indian Culture in South-East Asia.

### Learning Outcomes:

After the completion of the course, students will be able to:

- Visualize rise of imperial, regional and Rajput powers in ancient India.
- Assess the consolidation of foreign powers on Indian soil.
- Comprehend Indian social transformations in early Christian centuries.
- Understand overseas expansion of Indian culture.

### Recommended Books:

1. Basham, A.L. (2004 reprint). *The Wonder that was India*. England: Picador. (Also in Hindi)
2. Chakravarti, Ranveer. (2014). *Bharatiya Itihasa ka Aadikal: Prachintam Parva se 600 tak*. Delhi: Orient Blackswan. (Hindi)
3. Jha, DN, Shrimali, K.M. (2013) *Prarambhik Bharat ka Itihasa*, Delhi: Delhi University Hindi Medium Directorate. (Hindi)
4. Sharma, R.S. (2015). *History of Early India*, Delhi: Orient Blackswan. (Also in Hindi)
5. Sharma, R.S. (2018). *History of Early India*, Delhi: OUP (Also in Hindi)
6. Singh, Upinder. (2009). *A History of Ancient and Early Medieval India from the Stone Age to the 12<sup>th</sup> Century*. Delhi: Pearson.
7. Srivastava, K.C. (2010), *Prachin Bharat ka Itihas tatha Sanskriti*, Delhi: United Book Depot. (Hindi)
8. Thapar, R. (1990). *History of India*, Vol. I. Delhi: Oxford. (Also in Hindi)
9. Tripathi, R.S. (1992). *History of Ancient India*, Delhi: Motilal Banarasidas. (Also in Hindi)

### Suggested E-Resources:

- Desai, Devangana, Social Dimensions of Art in Early India, *Social Scientist*, Vol. 18, No. 3 (Mar., 1990), pp. 3-32. Retrieved from <https://www.jstor.org/stable/pdf/3517423.pdf?refreqid=search%3A16df57599d47b575a74d74c1f53d2fb1>
- Shastri, Ajay Mitra. (2001) Formative Phase of the Western Deccan Sātavāhanas and Ksaharātas: Achronological Review. *Annals of the Bhandarkar Oriental Research Institute*, Vol. 82, No. 1/4. pp. 57-72. Retrieved from <https://www.jstor.org/stable/pdf/41694631.pdf?refreqid=search%3A7c2f3965ed1d0d94ca40bd2b1b1f1df3>

### **HIST 104 History of Medieval India (1526 to 1707 AD)**

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

- Unit 1** An Outline of Sources of Mughal Period; Babar’s establishment of Mughal rule in India; Humayun’s struggle against the Afghans; Administration of Shershah; Akbar’s relations with Rajputs; Religious Policy of Akbar.
- Unit 2** Aurangzeb and Rajput relations; Religious policy of Aurangzeb; Mughals’ Deccan policy; Formation of Maratha State.
- Unit 3** Central and Provincial administration under the Mughals; Revenue system under the Mughals; Mansabdari System; Jagirdari System.
- Unit 4** Urbanization during Mughal rule; Industries in North India; Trade and Commerce during Mughal age; Social structure under the Mughals.
- Unit 5** Main features of Mughal School of Painting – Golden period of Jahangir; Development of Mughal Architecture - Fatehpursikri and Tajmahal.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Appreciate significance of composite culture.
- Understand Mughal policies, administrative system and their military establishment.
- Elaborate the growth of economic institutions and social change in medieval age.

- Define the significance of Mughal rulers as they established a new empire in India, its relation with the Central Asian empires, the commercial and cultural relations between India, China and Europe.

### **Recommended Books:**

1. Bhargav, M., (2010). *Exploring Medieval India, Sixteenth to Eighteenth Centuries: Culture, Gender and Regional Patterns*. Orient Black Swan, First edition.
2. Chandra, S., (2007). *History of Medieval India*. New Delhi: Orient Black Swan.
3. Chandra, S., (1999). *Medieval India, Part II, Mughal Period*. New Delhi: Haranand Publishers.
4. Habib, I., (2007). *Medieval India: The Study of civilization*. Delhi: NBT.
5. Richards, J.F., (2001). *The Mughal Empire*. Cambridge University Press.
6. वर्मा, हरिशचंद्र. (2008). मध्यकालीन भारत (1540–1761 ई.). दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय.
7. चंद्र, सतीश. (2004). मुगलों की धार्मिक नीतियाँ: राजपूत समुदाय एवं दक्षिण. नई दिल्ली: वाणी प्रकाशन.

### **Suggested E-resources:**

- K. N. Chaudhuri. Some Reflections on the Town and Country in Mughal India. Retrieved from <https://www.jstor.org/stable/311823>
- The Mughal Period Boundless Art History. Retrieved from <http://course.lumenlearning.com>

### Third Semester

#### HIST 202 Political History of Modern India (1757 to 1947)

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

- Unit 1** A) Decisive Battles: Battle of Plassey (1757); Third Battle of Panipat (1761); Battle of Buxar (1764).  
B) Policies: Policy of Non-intervention; Subsidiary Alliance; Doctrine of Lapse.
- Unit 2** Important Acts and their features: A) Regulating Act 1773; Charter Act of 1833. B) Indian Council Act 1909; The Government of India Act 1919; The Government of India Act 1935.
- Unit 3** Landmark Events: Nature of 1857 Formation of Indian National Congress and Safety Valve theory; Foundation of Muslim League and its Objectives; Partition of Bengal; Nature of the Tribal and Peasant Resistance Role of Capitalist Class in Freedom Struggle.
- Unit 4** Movement; Gandhi's Non-Violent Movements: Non-Cooperation, Civil Disobedience and Quit India Movements.
- Unit 5** The Independence: Cabinet Mission; Mountbatten Plan; India Independence Act 1947; Partition of India

**Learning Outcomes:** After the completion of the course, students will be able to:

- Develop critical thinking about the political impact of British Raj.
- Understand how India got independence with partition.
- Evaluate the structure of British administrative system.
- Locate the nature of various peasant, tribal movement and the discourse on 1857 event.

#### Recommended Books:

1. Chandra, B. (1996). *India's Struggle for Independence 1857-1947*. Delhi: Penguin.
2. Desai, A.R. (1979). *Peasant Struggles in India*. Bombay: Oxford University Press.
3. Fisher, M. H. (1999). *The Politics of the British Annexation of India, 1757-1857*. Delhi: Oxford University Press.

4. Grover, B. L. & Yashpal. (2000). *Advanced Study of the History of Modern India*. Delhi.
5. Prasad, B. *Bondage and Freedom (1858-1947)* Vol. II. New Delhi: Rajesh Publications.
6. Sarkar, S. (1998). *Modern India 1885-1947*. Delhi: Macmillan.
7. रॉबर्ट्स, पी. ई., (1974). ब्रिटिश कालीन भारत का इतिहास, एस. चंद एण्ड कं. लिमिटेड, दिल्ली.
8. शुक्ल, रामलखन. (1998) आधुनिक भारत का इतिहास, दिल्ली विश्वविद्यालय, निदेशालय, दिल्ली.

#### Suggested E- Resources:

- *The Eighteenth Century Debate*. Retrieved from <http://egyankosh.ac.in/youtubevideo.jsp?src=gHbBoCveEgo&title=The%20Eighteenth%20Century%20Debate-1>
- Harriet, Martineau. *British Rule in India*. Retrieved from <https://archive.org/>

### HIST 203 Social and Economic History of Modern India (1707 to 1947)

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

- Unit 1** Historical Debate on the Eighteenth Century India: Socio-Economic Situation; British understanding of Indian Society: Orientalist, Utilitarians and Evangelical; Nature of Social Reform Movements: the Acculturative and Transitional.
- Unit 2** The development of Modern Education: Orientalist - Anglicist Controversy, Charles Woods Despatch; The rise of Middle Class; Science and the Raj: the Emergence of Colonial and National Science.
- Unit 3** Agricultural Transformation under Colonial rule: Permanent Settlement, its Operation and Effects; Ryotwari and Mahalwari Land Settlement: Operation and Effects; Famine Policy and the Raj.
- Unit 4** Nationalist Critique of Colonial Economic Policy: Dadabhai Naoroji and the Drain of Wealth; Debates on Deindustrialization and the Decline of Handicrafts; The Imperial Steam: Railways and its Impact.

**Unit 5** The Development of Industries: the Cotton Textile Industry; Jute Industry; the Development of Banking System.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Develop the critical thinking about the colonial & exploitative character of British Raj.
- Locate the history of education, profession and institutionalization of knowledge.
- Evaluate the nature of socio-religious movement in modern India and write an assignment on the same.
- Understand the recent trends of historiography on science, technology, and environment.

**Recommended Books:**

1. Bagchi, A. (2010). *Colonialism and Indian Economy*. Oxford University Press.
2. Bandyopadhyay, S. (2004). *From Plassey to Partition: A History of Modern India*. New Delhi: Orient Blackswan.
3. Bhatia, B. M. (1991). *Famines in India: A study in some aspects of the Economic History of India with special reference to Food Problem, 1860-1990*. Konark Publishers.
4. Bhattacharya, S. (1990). *Aadhunik Bharat ka Aarthik Itihas*. Delhi: Rajkamal Prakashan.
5. Kumar, Deepak. (1995). *Science and the Raj 1857-1905*. Oxford University Press.
6. Marshall, P. J. (2005). *The Eighteenth Century in Indian History*. Oxford University Press.
7. Rao, M.S.A. (1978). *Social Movements in India*, Vol. I and Vol. II. Delhi: Manohar.
8. Roy, Tirthankar. (2000). *The Economic History of India 1857-1947*. Oxford University Press.
9. Shukla, R. L. (ed). (1998). *Aadhunik Bharat ka Itihas*. Delhi: Hindi Madhyam Karnvyan Nideshayalaya).

**Suggested E- Resources:**

- Ghosh, Suresh Chandra. The Genesis of Curzon's University Reform: 1899-1905. Retrieved from

<https://www.jstor.org/stable/pdf/41820809.pdf?refreqid=search%3A693c83af8aa2f3bad4dcb42fb4746b8>

- Naoroji, D. Poverty and Un-British Rule in India. Retrieved from <https://archive.org/details/povertyandunbri00naorgoog/page/n6>
- Premchand. Godaan. Retrieved from <https://www.youtube.com/watch?v=3ZwcFPLHoUc>

## Fourth Semester

### HIST 201 Civilizations of the World

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Concepts of Civilization, Difference between Civilization and Culture; Mesopotamian Civilization- Growth of Urbanization, Art; Babylonian Civilization- Code of Hammurabi, Religion and Philosophy.

**Unit 2** Egyptian Civilization- Architecture and Sculpture; Mathematics and Science; Chinese Civilization - Religion and Philosophy; Art, Architecture and Science.

**Unit 3** Persian Civilization - Economic and Social life, Religion, Art and Culture; The Greek Civilization- Literature and Philosophy; Roman Civilization- Laws and Government, Rise of Roman Imperialism.

**Unit 4** Importance of American Civilization – The Mayas, Aztecs and the Incas; Origin of African Civilization – The Kingdom of Kush, Nubia and Sudanic.

**Unit 5** Rise of Judaism and Christianity; Birth of Islam- Emergence of Crusades.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Know about the early world civilizations.
- Analyze the contribution of world civilizations in the field of science, art and architecture.
- Discuss the literary and philosophical achievements of the Greeks.
- Understand rise of Judaism, Christianity, Islam and emergence of the crusades.

#### **Recommended Books:**

1. Davies, H.A. (2007). *An Outline History of the World*. Oxford University Press.

2. Durant, Will, Simon and Schuster. (1942). *The Story of Civilization, Our Oriental Heritage*. Part-I. New York.
3. Durant, Will. (1950). *The Story of Civilization, The Age of Faith*. Part IV. New York.
4. Goyal, Shriram. (2007). *Vishwa ki Prachin Sabhyatayen*. Varanasi: Viswavidyalaya Prakashan.
5. Piotrovsky, B. & Gregory, B.L. (1988). *Ancient Civilization of East and West*. Moscow: Progress Publishers.
6. Simone & Schuster. *Outline History of the World*. Vol. I and II. Jaipur: Arihant Publishers.
7. Swain, J.E. (1970). *A History of World Civilization*. New Delhi: Eurasia Publishing House.
8. Watton, Linda & Goucher, C. (2013). *World History Journeys from Past to Present*. London: Routledge.

#### **Suggested E-Resources:**

- History of civilization. *HistoryWorld.net*.  
<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=ab25>
- World Civilization and World History  
<https://courses.lumenlearning.com/suny-coursesupport/chapter/world-civilization-and-world-history>
- W.Winks, Robin. *World Civilizations: A Brief History*.  
<https://www.amazon.com/World-Civilization-Robin-W-Winks/dp/0939693283>

### **HIST 204 Survey of the History of Rajasthan**

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Main Sources of the History of Rajasthan. Janapads of Rajasthan with special reference to Matsya and Malava; Chauhan Empire with special reference to Prithvi Raj III.

**Unit 2** Resistance to the Khilji's imperialism with special reference to Chittor and Ranthambhor; Rajputs Alliances with the Mughals and resistance of Maharana Pratap.; Sawai Jaisingh and Maratha intervention in Rajasthan.

**Unit 3** Treaties with the East India Company with special reference to Kota and Jaipur; Rajasthan's Role in 1857; Nature of Peasant, Tribal and Prajamandal movements; Stages of formation of the State of Rajasthan (1948-56).

**Unit 4** Religious movements in Medieval Rajasthan with special reference to Dadu and Vishnoi sects; Impact of Modern Education on Rajasthan.

**Unit 5** Characteristics of Rajput Architecture with special reference to Chittorgarh and Amer. Main features of Rajsthani painting.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Recognise the importance of regional history in Indian History.
- Describe the political and cultural developments of Rajasthan.
- Assess the resistance and collaboration of Rajput rulers towards imperial powers.
- Analyse the emergence of socio-religious, tribal, peasant and prajamandal movements.

**Recommended Books:**

1. Sharma, Dasharath. (1966). *Rajasthan through the Ages*, Vol. I. Bikaner: Rajasthan State Archives.
2. Sharma, G. N. (1968). *Social History of Medieval Rajasthan (1500-1800 A.D.)*. Agra: Shivrul Agarwal.
3. Sharma, K.G. (2014). *History and Culture of Rajasthan*. Jaipur: Center For Rajasthan Studies.
4. Shukla, D.C. (1978). *Early History of Rajasthan*. Varanasi: Bhartiya Vidya Prakashan.
5. नीरज, जयसिंह. (1994). *राजस्थानी चित्रकला*, जयपुर :राजस्थान हिन्दी ग्रंथ अकादमी.
6. देवड़ा, जी.एल. (2005). *राजस्थान इतिहास के अभिज्ञान रूप*, जयपुर: राजस्थान हिन्दी ग्रंथ अकादमी.
7. गुप्ता, के. एस. एवं जमनेश, ओझा. (2012). *राजस्थान के इतिहास का सर्वेक्षण*, जयपुर: लिटरेरी सर्किल.
8. शर्मा, गोपीनाथ (2014). *राजस्थान का इतिहास*, आगरा: शिवलाल अग्रवाल.

**Suggested E-Resources:**

- Beach, Milo Cleveland. (1975). The Context of Rajput Painting. *Ars Orientalis*.

Retrieved from [https://www.jstor.org/stable/4629279?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/4629279?seq=1#metadata_info_tab_contents)

- Mathur, M.M. (2008). *Glorious Mewar, Bulletin of the Deccan College Research Institute*. Retrieved from [https://www.jstor.org/stable/42931212?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/42931212?seq=1#metadata_info_tab_contents)
- Tiwari, Arya Ramchandra G. (1960). *Some Gaps in the History of Rajasthan. Proceedings Of The Indian History Congress*. Retrieved from
- [https://www.jstor.org/stable/44137537?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/44137537?seq=1#metadata_info_tab_contents)

## Fifth Semester

### HIST 301 Changing Patterns of World History

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

- Unit 1** The Development of the Ideas of Humanism and Liberalism: Renaissance and Reformation; Industrial Revolution.
- Unit 2** The development of Nationalism: The War of American Independence; French Revolution; Unifications of Italy and Germany
- Unit 3** Significance of Modernization of Japan; Ottoman Empire and Tanzimat Reform, Chinese Revolution, 1911; Bolshevik Revolution 1917.
- Unit 4** Repercussions of Imperialism: First World War; Totalitarianism in Italy and Germany, Second World War.
- Unit 5** Post War Effects: Economic Depression 1930; Establishment of United Nations Organization and Rise of Internationalism.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Critically analyze/interpret primary documents/secondary sources; qualitative/ quantitative data to evaluate historical events.
- Develop communication skills through oral/written exercises, and develop analytical skills by critically interpreting historical events.
- Analyze how local/national/international policies/practices developed in the past continue to impact their contemporary lives.

- Understand the establishment of United nations Organization.

**Recommended Books:**

1. Baycroft, Timothy. (1998). *Nationalism in Europe 1789-1945*. Cambridge University Press.
2. Carr, E.H. *International Relations between Two World Wars*. Palgrave.
3. Gupta, Parthasarthi. (1983). *Aadhunik Paschim ka Uday*. Delhi: Hindi Madhyam Karnvyan Nideshalaya.
4. Hobsbawm, Eric. (1970). *Nation & Nationalism*. Cambridge.
5. Jain and Mathur. (2005). *An Outline of Modern World History*. Jaipur: Jain Publishers.
6. Swain, J. E. (1992). *A History of World Civilization*. Delhi: Eurasia Publishing House.
7. Taylor, A. J. P. (1996). *The Origins of the Second World War*.
8. Todd, Allen. (1998). *Revolutions 1789-1917: Cambridge Perspectives in History Series*. UK.

**Suggested E-Resources:**

- First World War.Com, <https://www.firstworldwar.com/>.
- Grudin, Robert, Humanism, <https://www.britannica.com/topic/humanism>.

## Sixth Semester

### HIST 302 Introduction to Historiography

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Unit 1** (i) Meaning and concept of History.

(ii) History – an art or a science.

**Unit2** (i) Reconstruction of Past: Primary and Secondary Sources.

(ii) History and its Relationship with other Social Sciences.

(iii) Use and Understanding of History.

**Unit 3** A Brief Outline of - (i) Subaltern History; (ii) New History; (iii) Gender History.

**Unit 4** Theories of History - (i) Linear History; (ii) Cyclical Theory; (iii) Great – Man Theory.

**Unit 5** (i) Chronology in History; (ii) Archaeological Techniques- Exploration and Excavation; (iii) Dating Methods in History.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Develop a critical thinking with regard to the genesis and nature of the discipline.
- Understand the recent developments in gender history, new history and archaeological techniques.
- Locate the philosophy of history in terms of cyclical, linear and great men theory.
- Read and write a paper related to the fundamental question- what is history-

**Recommended Books:**

1. Ali, B. Sheik. (1978). *History: its Theory and Method*. Madras, NY: Macmillan.
2. Bajaj, S.K. (1987). *History: Its Philosophy, Theory and Methodology*. Patiala.
3. Carr, E.H. (1967). *What is History*. NY: Penguin Books.
4. Collingwood, R.G. (1951). *The Idea of History*. Oxford.
5. Sreedharan, E. (2009). *A Textbook of Historiography 500 BC to AD 2000*. Delhi, NY: Orient BlackSwan.
6. Stern, F. (ed.). (1956). *The Varieties of History*. New York.

**Suggested E-Resources:**

- Anders, Schinkel. History and Historiography in Process. Retrieved from <https://www.jstor.org/stable/pdf/3590742>.
- Herodotus. The Battle of Thermopylae (from *histories*). Retrieved from [https://www.youtube.com/watch?v=y\\_Q1T1ExaMQ](https://www.youtube.com/watch?v=y_Q1T1ExaMQ)
- Ranajit Guha. *The Small Voice of History*. Retrieved from <https://archive.org/details/in.ernet.dli.2015.149176>

## Discipline Electives

### HIST 303 Tracing Women's History in Indian Society

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

- Unit 1** Role of women in the rise of early civilizations; Cult of Mother Goddess; Pursuits of women in Vedic economy.
- Unit 2** Expansion of activities during Mauryan times; Institutionalization and position of public women in ancient India; Position of Women as described in Buddhism and Jainism.
- Unit 3** Life in Royal Harem and Janani Deorhi in Medieval Period; Profiling cultural and commercial life of women; Women's agency and role in religious movements.
- Unit 4** Debating the women under colonial rule; Educating the women and rise of new professions; Pandita Ramabai and Sarojini Naidu.
- Unit 5** Rise of women's organizations with special reference to AIWC; Women in Nationalist and Revolutionary movements; Women's movements in Post-independent India.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Locate the progress of civilization and subsequent changes in position of women.
- Interpret Women's status through Buddhist and Jaina texts.
- Assess women's contribution towards making of medieval Indian culture.
- Analyze Women's participation in national movement.

**Recommended Books:**

1. Chaturvedi, Heramb. (2014). *Dastan Mughal Mahilao Hasiye se Savarta Samanantar Itihas*. Delhi: Lok Bharti Prakashan.
2. Forbes, Geraldine. (2004). *Women in Modern India*. Delhi: Cambridge University Press.

3. Kumar, Radha. (1993). *The History of Doing: An Illustration Account of Movement for Women's Rights and Feminism in India, 1800-1900*. Delhi: Zubaan (Kali for Women).
4. Lal, Ruby. (2005). *Domesticity and Power in early Mughal's World*. Cambridge.
5. Mishra, Rekha. (1967). *Women in Mughal India (1526-1748)*. Delhi: Munshiram Manoharlal.
6. Mukherjee, Soma. (2001). *Royal Mughal Ladies and their Contributions*. Delhi: Gyan Publication.
7. Mullatti, Leela. (1989). *The Bhakti Movement and the Status of Women: A case study of Virsaivism*. Delhi: Abhinav Publication.
8. Roy, Kumkum. (2001). *Women in Early Indian Societies*. New Delhi: Manohar.

#### **Suggested E-Resources:**

- Marie, McKeown. Women through History: Women's Experience Through the Ages. Retrieved from <https://owlcation.com/humanities/Greatest-Indian-Women-From-History>
- <https://www.naaree.com/five-great-women-history-ancient-india>

### **HIST 306 Fundamentals of Indian Society and Culture**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1 Understanding Culture:** Plurality and Multiculturalism in Indian Society;

**Social Institutions:** Evolution of Varna, Caste and Family.

**Unit 2 Vedic Schools of Philosophy (An outline):** Samkhya, Yoga, Vaishesika, Nyaya, Mimamsa, Vedanta;

**Shramnic Schools of Philosophy (An outline):** Jainism, Buddhism.

**Unit 3 Artistic Heritages:** Buddhist Stupa; Temple Architecture; Cave Paintings;

**Synthesis through Art:** Indo-Islamic Architecture; Performing and Visual Arts

**Unit 4 Development of Educational Institutes:** Nalanda; Firangi Mahal; Visva Bharati;

**Literary Traditions:** Kalidas; Kabir; Premchand.

**Unit 5 Science in Pre-Colonial India:** Contribution of Aryabhata and Charak; Military Technology in Medieval times; Raman Effect;  
**Science in Independent India:** Green Revolution; ISRO, HJ Bhabha and APJ Abdul Kalam.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Understand the evolution of Indian society and culture.
- Analyse the philosophy of Indian thought process.
- Explore the Indian contribution to the field of science and education.

**Recommended Books:**

1. Chattopadhyay, D.P. (1986). *Indian Philosophy*. New Delhi: Popular Publishing House.
2. Gupta, S. K. and Kamalnayan. (2005). *Bharatiya Sanskriti ke Muladhar*. Jaipur: College Book House.
3. Jayapalan, N. (2001). *A History of Indian Culture*. Delhi: Atlantic.
4. Nehru, J. L. (2002). *Discovery of India*. Delhi: Penguin.
5. Prabhu, P. H. (1979). *Hindu Social Organization*. Bombay: Popular Prakashan.
6. Raza, Moonis. ed. (1961). *Introducing India*. Aligarh: Aligarh Muslim University.
7. Sen, Amartya. (2005). *The Argumentative Indian*. New Delhi: Penguin.
8. Qaisar, Ahsan Jan (1982). *The Indian Response to European Technology and Culture, 1498-1707*. Delhi : Oxford University Press.
9. गुप्ता, एस. के. और कमलनयन (2005). *भारतीय संस्कृति के मूलधार*, जयपुर, कॉलेज बुक हाउस.

**Suggested E-Resources:**

- Mookerjee, R. K. ‘Ancient Indian Education’,  
<https://archive.org/details/in.ernet.dli.2015.216828/page/n7>

- Menon, M.G.K. 'An Extraordinary Indian', <https://www.jstor.org/stable/pdf/23006442.pdf?refreqid=excelsior%3A8a9547d999a27d90bc9e3f4ee6caa972>.
- Shrivastava, Nripendra Kumar. 'Indo-Islamic Medical Tradition: A Move Towards Synthesis During the Delhi Sultanate Period'. <https://www.jstor.org/stable/pdf/44146747.pdf>.

## HIST 307 Trends in the Understanding of History

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Unit 1** Annals School; Quantitative History; Environmental History

**Unit 2** Folklore and Oral History; Cinema and Society; Literature and History

**Unit 3** Regional History; Diaspora Studies; sports history

**Unit 4** Postmodernism; Debates on the End of history

**Unit 5** Writings on Indian Nationalism: Imperialist, Nationalist and Marxist School.

**Learning Outcomes:** After the completion of the course, students will be able to:

- Understand key philosophical development of 20th century.
- Develop idea about the social history.
- Develop a critical thinking with regard to the oral history and quantitative techniques.
- Discuss the various eminent historians and the new historical trends.

### Recommended Books:

1. Brudel, F. (1972). *The Mediterranean and the Mediterranean World in the Age of Philip II*, in 2 vols.
2. Febvre, Lucien & Martin, H.J. (1976). *The Coming of the Book: The Impact of Printing 1450-1800*. London: New Left Books.
3. Foucault, Michel. (2002). *Archaeology of Knowledge*. Routledge.
4. Fukuyama, F. (1992). *The End of History and the Last Man*. Free Press.

5. Guha, R. (1982). *Subaltern Studies*, Vol. I. NY: Oxford University Press.
6. Kumar, Sanjeev H. M. (2013). Constructing the Nation's Enemy: Hindutva, popular culture and the Muslim 'other' in Bollywood cinema. *Third World Quarterly*, 34:3.
7. Prasad, M. (1998). *Ideology of Hindi Film: A Historical Construction*. Delhi: Oxford University Press.
8. White, Hayden. (1973). *Meta History: The Historical Imagination in Nineteenth-century Europe*: John Hopkins University.

**Suggested E- Resources:**

- Cliometrics or the Quantitative Projection of Social Sciences in the Past, Claude Diebolt. Retrieved from <https://www.jstor.org/stable/20762195?Search=yes&resultItemClic=true&searchText=2>
- Schinkel, Anders. History and Historiography in Process. Retrieved from <https://www.jstor.org/stable/pdf/3590742.pdf>.

## **HIST 305 An Outline of the History of South India**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Unit 1** (i) South Indian History: Archaeological and Literary Sources.

(ii) The Cultural Contact between North and South India

(iii) The Satavahanas: Importance in South Indian History

**Unit 2** (i) The Sangam Age: Development of Religious and Social Institutions

(ii) The Emergence of New Dynasties: Chalukya of Badami, Pallava & Pandya

(iii) The dominance of Chola Empire

**Unit 3** (i) Rashtrakutas: Religion & Society

- (ii) Chalukyas of Kalyani: Social and Religious life
- (iii) Administrative & Military Reforms of Cholas

- Unit 4**
- (i) Vijayanagar and Bahmani Empires: Origin & Development
  - (ii) Vijayanagar Administration: The Nayaka System
  - (iii) Cultural life in Vijayanagar.

- Unit 5**
- (i) An outline of Dravidian Style of Architecture
  - (ii) Main features of Chalukyan Temple architecture
  - (iii) Rock Cut Temple Architecture: Pallava and Rastrakuta Contributions

**Learning Outcomes:** After the completion of the course, students will be able to:

- Familiarize themselves with contributions of South Indian dynasties to Indian History.
- Understand dynamics of socio-economic life in South India.
- Assess the evolution of South Indian Art & architecture.

**Recommended Books:**

- Sastri, K.A.N. (2010). *History of South India*. London: Oxford University Press.
- Karashima, Noboru. (2014). *A Concise History of South India: Issues and Interpretations*. New delhi: Oxford University Press.
- Veluthat, Kesavan. (2010) . *The Early Medieval in South India*. New Delhi: Oxford University Press.
- Altekar, A.S. (1967). *Rastrakutas and their times*. London: Orient Book Agency.
- Stein, Burton. (1989). *The New Cambridge History of India: Vijayanagara*.I.2.Cambridge: Cambridge University Press.
- Subbarayalu, Y. (2011). *South India under the Cholas*. New Delhi: Oxford University Press.
- गोयल, एस. आर. (1995). *दक्षिण का इतिहास*. जोधपुर : कुसुमांजली प्रकाशन.
- तिवासी, मारुतिनंदन और कमलगिरि. (1991). *मध्यकालीन भारतीय मूर्तिकला*. वाराणसी: विश्वविद्यालय प्रकाशन.

- वर्मा, हरिशचंद्र. (2008). *मध्यकालीन भारत (750-1540 ई.)*. दिल्ली: हिन्दी माध्यम कार्यान्वयन निदेशालय, .
- यजदानी, जी. (1977). *दक्कन का प्राचीन इतिहास*. दिल्ली : मेकमिलन.

### Suggested E- Resources:

- Maloney, Clarence.(1970). The Beginnings of Civilization in South India. *The Journal of Asian Studies*,Vol. 29, No. 3, pp. 603-616.  
<https://www.jstor.org/stable/2943246?Search=yes&resultItemClick=true&searchText=history&searchText>
- Tartakoy, Gary Michael. (1980). The Beginning of Dravidian Temple Architecture in Stone. *Artibus Asiae*,Vol. 42, No. 1, pp. 39-99.  
<https://www.jstor.org/stable/3250008?Search=yes&resultItemClick=true&searchText=chalukya&searchTe>

## HIST 308 Agriculture in Indian History

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

- Unit 1** Historiography on Agrarian History: Interpretations of the Nature, Structure, Agricultural technology and Agrarian Change in India
- Unit 2** Agrarian System in Pre-Colonial: Rural Stratification; Ownership of Land and Agrarian Relations; Agricultural and Animal Husbandry
- Unit 3** Structure of the Pre-Colonial Rural Economy: Debate on ‘Village Self -Sufficiency’ and ‘Village Community
- Unit 4** Agrarian Structure under the British Raj: Land Tenure System and Changes; Commercialization of Crops, Land Settlements Change in Land Ownership; Growth of Agricultural Laborers; New Agricultural Technology
- Unit 5** Changing Forms of Peasantry; Rise of ‘Rich Peasantry’ with particular reference to the Punjab, U.P, Haryana; Green Revolution and Land Reforms

**Learning Outcomes:** After the completion of the course, students will be able to:

- Trace the antiquity of Agriculture in India.
- Understand the development of Agriculture in India.

- Know about the agrarian relation in ancient, medieval and colonial India.

### **Recommended Books:**

- Amartya, K.Sen. (1998). *Poverty and Famine: An Essay in Entitlement and Deprivation*. Oxford: Oxford University Press.
- Bose, Sujata. (1993). *Peasant, Labour and Colonial Capital: Rural Bengal since 1770*. Cambridge University Press.
- Guha, Dipankar.(1999). *Rivalry and Brotherhood : Politics in the Life of Farmers in Northern India*. India: OUP.
- Guha, Ramchandra.(1992). *The Unquiet Woods : Ecological Changes and Peasant Resistance in the Himalaya*. India: OUP.
- Habib, Irfan.(2013). *The Agrarian System of Mughal India*. Oxford: Oxford university Press.
- Randhawa, M.S.(1986). *A History of Agriculture in India, 4 Volumes*. ICAR New Delhi.
- Sahu, B.P. (1997). *Land System and Rural Society in Early India*. Delhi
- Sharma, R.S. (2003). *Perspectives in Social and Economic History of India*. Munshiram Manoharlal Publication.

### **Suggested E- Resources:**

- Gupta, Anil K. (2004), "Origin of agriculture and domestication of plants and animals linked to early Holocene climate amelioration", *Current Science*, 87 (1), Indian Academy of Sciences.
- Irfan Habib, Dharna Kumar, Tapan Raychaudhuri (1987). *The Cambridge Economic History of India*. 1. Cambridge University Press.
- Irfan Habib (2011), *Economic History of Medieval India, 1200-1500*, page 53, Pearson Education
- *The History of Agriculture*. Britannica Educational. December 2012. ISBN 9781615309214.

## **Home Science**

### **First Semester**

#### **HSC 101 Basics of Home Science and Resource**

#### **Management**

**Max. Marks : 100**

**L T P C**

(CA: 40 + ESA: 60)

6 0 0 6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Interpret concept and scope of Home Science discipline
- Develop an insight into fundamentals of Resource and their management

**Syllabus:**

**Unit 1 Fundamentals of Home Science**

1. Definition, Philosophy and objectives of Home Science
2. Historical development of the field of Home Science in India (in brief)
3. Scope of Home Science - Educational and Vocational

**Unit 2 Resource Management**

1. Definition and concept of Resource Management
2. Systems Approach to Management
3. Family Resource Management as a system

**Unit 3 Decision Making and Work Study**

1. Decision making-Concept, Steps and Classification of decisions
2. Work Simplificaion-Work Study techniques, Classes of change
3. Management Process

**Unit 4 Resources**

1. Importance, types and characteristics
2. Obstacles to the improvement of resource management-lack of awareness of resoures and management, failure to evaluate results, seeking readymade answers, lack of information etc.
3. Resources constraints continuum.
4. Guidelines to increase satisfaction from resources

**Unit 5 Factors Motivating Management**

1. Values - sources, classification
2. Goals - types, characteristics
3. Standards - types, characteristics

**References:**

1. Bansal, I., & Kumari, C. (2010). *Home Science: An Introduction*. Newai (Raj) : Navjeevan Publishers.
2. Chandra, A. (1978). *Introduction to Home Science*. New Delhi: Metropolitan Book Company, Ltd.
3. Daecon, R.E., & Firebaugh, F.M. (1975). *Context and concepts of Management*. USA: Houghton Mifflin Company.
4. Gross, I.H., & Crandall, E.W. (1980). *Management for modern families* (3<sup>rd</sup> ed.). New Jersey: Prentice Hall Inc. Engle Wood Cliffs.
5. Jain, V. (2002). *Grih Prabandh, Sadhan Vyavastha awem aantrik sazza*. Jaipur: Abhishek Publication.
6. Koontz, H., & Weihrich, H. (2009). *Essentials of Management*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
7. Patni, M., & Sharma, L. (2017). *Grih prabandh* (25<sup>th</sup>ed.). Agra: Star Publication.
8. Stoner, J.,Freeman,R., & Gilbert, D. (1995). *Management* (6<sup>th</sup>ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
9. Tripathy, P.C., & Reddy, P.N. (2001). *Principles of Management*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
10. Wangundy, A.B. (1981). *Techniques of structured problem solving*. New York :Van Nostrand Reinhold Company.

## **HSC 108L Interior Decoration Lab**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 4 2**

**Learning Outcomes:** After the completion of the course, students will be able to:

- Design and draw floor plans to meet a given set of requirements
- Apply informed judgments in designing interiors

### **Syllabus :**

1. Floor Plan drawing using engineering scales
2. Elements of Art
3. Principles of Design
4. Development of Colour Wheel
5. Development of Value Chart
6. Development of Colour Schemes

7. Furniture Arrangement using cut-outs for residential interiors
  - (a) Living Room
  - (b) Bed Room
  - (c) Kid's Room
  - (d) Space Planning for Kitchen
8. Development of motifs- Naturalistic, Geometric and Stylized

## Second Semester

### HSC 102 Basics of Human Development

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** After the completion of the course, students will be able to:

- Get insight into concept and various aspects of Human Development
- Appraise concerns and issues related to parenting and development aspects
- Relate theories to developmental aspects

**Syllabus :**

**Unit I** Human Development : An Overview

- a) Scope and significance of Human Development
- b) Human Development as multi disciplinary science
- c) Methods of child study

**Unit II** Orientation to Growth and Development

- a) Understanding growth and development (definitions)
- b) General principles of development
- c) Role of heredity and environment
- d) Maturation and learning (with reference to Gessell's Maturation point of view and Watson and skinner's Behaviorist point of view)

**Unit III** Important Child Care Aspects

- a) Fundamental needs of children
- b) Child rearing practices, disciplinary practices and their impact on children

- c) Importance of early years of life (with brief description of Freudian Psycho-analytic view)

**Unit IV** Dimensions of Development

- a) Physical and Motor development – factors influencing motor development
- b) Language development – functions, factors influencing
- c) Moral development – meaning, factors influencing development (with special reference to Kohlberg’s theory)

**Unit V** Dimensions of Development

- a) Cognitive development across the life span (with brief introduction to Piaget’s theory)
- b) Emotional development – development of different emotions, factors predisposing to emotional development, characteristics of children’s emotion
- c) Social Development – Importance, factors influencing social development, agents of socialization

**References :**

1. Gupt Ram Babu (1996). *Vikasatmak Monovigyan*, Agra : Ratan Prakashan Mandir.
2. Hurlock Elizabeth B. – *Bal Manovigyan* (5th & 6th Edition), New Delhi: Tata Mc Graw Hill.
3. Hurlock Elizabeth B. (1978). *Child Development* (6th ed.). New Delhi : Mc. Graw Hill Publishers Ltd..
4. Laura.E.Berk (2013). *Child Development*. Illinois : Pearson.
5. Musson P., Conger J.J., Kegan J. and Haston A.C. (1990). *Child Development and Personality*. New York: Harper & Row.
6. Singh Vrinda (2006) *Manav Vikas evam Parivarik Sambandh*. Jaipur: Panchsheel Parkashan.
7. Verma, Priti, & Srivastava, D.N. (1996). *Bal Manovigyan – Bal Vikas*. Agra : Vinod Pustak Mandir.

## HSC 107 Fundamentals of Foods and Nutrition

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Describe the functions of food and role of various nutrients, dietary requirement of various nutrients, and effect of deficiencies and excesses
- Explain the methods of food preparation and principles applied in food preservation.
- Apply and incorporate the knowledge of nutritional requirement in various life stages.

**Syllabus :**

### Unit I

- a) Nutrition as a Science – Definition and explanation, Nutrition health relationship, Nutrition as a process
- b) Definition of terms – ‘Food’, ‘Diet’ and ‘Nutrients’
- c) Changes that occur in food in human body; Digestion, Absorption, Transport and Utilization

### Unit II

A brief discussion pertaining to the nutritional importance and functions, deficiencies, sources and requirements of the following Macronutrients:

- Carbohydrates
- Fat
- Protein
- Water
- Dietary fiber

**Unit III** A brief discussion pertaining to the nutritional importance and functions, deficiencies, sources and requirements of the following Micronutrients:

- Fat soluble vitamins – A,D,E & K
- Water soluble vitamins – Vitamin C, Thiamine, Riboflavin, Pyridoxine, Folic acid and B12

- Minerals – Calcium, Phosphorus, Iron, Iodine, Sodium, Potassium, Chlorine, Zinc (Elementary idea about dietary and functional importance)

#### Unit IV

- a) Description of five-food group system and importance in meal planning, concept of balanced diet, selection of foods based on five food group system.
- b) Factors to be considered while doing meal planning (Elementary Idea)
- c) Recommended dietary allowances for infancy, childhood, adolescence, adulthood, old age, pregnancy and lactation (Elementary Idea)

#### Unit V

- a) Methods of food preparation: use of moist and dry heat; changes occurring in foods during cooking
- b) Brief discussion of factors contributing to food spoilage and principles applied in household preservation

#### References:

1. Khanna, K., Gupta S, Mahna R, Puri S, Seth R and Passi SJ. (1997). *Text book of Nutrition & Dietetics*. New Delhi : Phoenix Publishing House Pvt. Ltd..
2. Mehtab, S. Bamji, K. Krishnawamy and GNV Brahmam.(1996). *Text Book of Human Nutrition*, New Delhi : Oxford & IBH Publishing Co. Pvt. Ltd..
3. Sharma,V .(1995) .*Food & Nutrition Science(2<sup>nd</sup> ed.)*. Meerut : Loyal Book House.
4. Singh,V. (2006).*Food & Nutrition Science (3<sup>rd</sup> ed.)*. Jaipur: Panchsheel Prakashan.
5. Srilakshmi, B. (2004). *Nutrition Science*, New Delhi: New Age International Pvt. Ltd.
6. Swaminathan, M. (1985). *Essentials of Foods and Nutrition Vol.1* Madras : Ganesh and Co.
7. Wilson, E.D., Fisher K. H. & Fuqua M.E. (1975). *Principles of Nutrition*. Canada : John Wiley and Sons.

#### E- resources:

- Function of food, food groups, food chart  
<https://www.slideshare.net/chefkaushal84/food-56547837>

- Methods of cooking  
<https://www.slideshare.net/laurahuang/methods-of-cooking-ppt-5914731>
- Importance of nutrition, consumer rights, special diets, menu panning  
<https://www.slideshare.net/itchomecare/8-nutrition-and-food-preparation-15193848>

## Third Semester

### HSC 215 Nutrition in Health and Disease

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After the completion of the course, students will be able to:

- Describe the role of nutrition and nutrients in health, disease and various life stages
- Explain the causes of food spoilage and types of food preservation
- Apply and incorporate the knowledge of therapeutic diet for various disease conditions

#### **Syllabus :**

##### **Unit I**

- a) Nutrition and Health – its relationship
- b) Role of Nutrients in Health: Protein, Fat, Carbohydrate, Iron, Calcium, Sodium, Iodine & Potassium
- c) Role of Nutrients in Disease conditions (PEM, Obesity, Anemia, Diabetes Mellitus, Hypertension, Goitre, Osteoporosis/ Osteomalacia)
- d) Animal and plant proteins, mutual supplementation, protein quality.
- e) Malnutrition – Under and over nutrition, its relationship with nutrient intake (fundamental aspects)

##### **Unit II**

- a) Unit of energy, concept of BMR – activity and calorogenic effect of food

- b) Calorific value of carbohydrate, protein and fat (food value)
- c) Factors affecting energy requirement
- d) Food hygiene, food spoilage and food preservation

### Unit III

- a) Benefits of good nutrition and health habits for body functioning
- b) Nutrition during (fundamental aspects)
  - a) Infancy
  - b) Adolescence
  - c) Pregnancy
  - d) Lactation

### Unit IV

- a) Concept of diet therapy
- b) Objectives and principles of diet therapy
- c) Normal diet
- d) Therapeutic adaptations of normal diet

### Unit V Basic overview of definition, causes symptoms & dietary Management in -

- a) Fevers (Acute, Chronic)
- b) Diarrhoea
- c) Constipation
- d) Obesity
- e) Diabetes Mellitus
- f) Hypertension

### References :

1. Khanna, K, Gupta S.,Mahna R,Puri S,Seth R and Passi SJ. (1997).*Text book of Nutrition & Dietetics*. New Delhi: Phoenix Publishing House Pvt. Ltd..
2. Sharma,V. (1995). *Food & Nutrition Science (3<sup>rd</sup> ed.)*. Meerut: Loyal Book House.
3. Singh,V. (2006). *Food & Nutrition Science (3<sup>rd</sup> ed.)*. Jaipur : Panchsheel Prakashan .
4. Srilakshmi, B. (2004). *Nutrition Science*. New Delhi : New Age International Pvt. Limited.
5. Swaminathan, M. (1985). *Essentials of Foods and Nutrition Vol.2* Madras: Ganesh and Co..

**E- resources :**

- Causes of food spoilage, sources, factors and its prevention  
<https://www.slideshare.net/MAMATHESH/food-spoilage-microbiology>
- Therapeutic diet in various diseases  
<https://www.slideshare.net/sapnamanger/therapeutic-diet>
- Basic nutrition  
<https://www.slideshare.net/jinulazer/ppt-on-nutrients>

**HSC 205L Food and Nutrition Lab**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	4	2

**Learning Outcomes:** After the completion of the course, students will be able to:

- Plan and prepare different types and specific nutrient rich diets using different cooking methods
- Plan and prepare diets for various disease conditions
- Prepare food products using various preservation methods

**Syllabus :**

- \* **Planning and Preparation of -**
  - Energy dense recipe
  - Protein rich recipe
  - Balanced diet
  - Full fluid diet
  - Soft diet
  - Diet in acute and chronic fever
  - Diet in diarrhoea
  - Diet in constipation
  - Low energy diet for obesity
  - Diet in diabetes mellitus
  - Diet in hypertension
- \* **Preparation of recipes involving -**

- Pressure cooking
- Steaming
- Roasting
- \* **Food Preservation -**
  - Jam/Jelly
  - Squash
  - Oil free pickle

## **Fourth Semester**

### **HSC 210 Introduction to Community Nutrition and Extension**

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Explain the linkages between nutrition, environment, health and disease
- Recognize the importance of malnutrition as a conditioning factor in relation to many diseases in community
- Get acquainted with the roles of national & international agencies in community nutrition
- Explain importance of extension programmes for the betterment of QOL in rural areas and develop skills for effective communication

#### **Syllabus :**

**Unit I** Concept of extension education

- a) Meaning, nature of extension education
- b) Principles of extension education
- c) Philosophy of extension education
- d) Objectives of extension education
- e) Methods of extension teaching

**Unit II** Communication in Home Science extension

- a) Communication – meaning, nature, key elements
- b) Audio- Visual aids– definition, classification, selection, and use in Home Science education as per need of the community

**Unit III**

- a) An introduction of the concept of Nutrition and health education in India. Health and nutrition as indices of national progress.
- b) A brief introduction of role of national and international agencies engaged in the cause of Nutrition and health: National- ICMR, ICAR, CSIR, CFTRI, NIN; International- FAO, WHO, UNICEFF and CARE.

#### Unit IV

- a) Major nutritional problems in India, their prevalence, causes, signs and symptoms -  
PEM, Iron deficiency Anaemia, Iodine deficiency disorders and Vitamin A deficiency disorders
- b) National & state programmers running to uplift the nutritional status of population – ICDS, Mid day meal programme, Iron deficiency Anaemia Control programme, Vitamin A prophylaxis programme

#### Unit V

- a) Importance of water, potable & polluted water, water purification at domestic level.
- b) Causes, signs & symptoms, case & preventive measures (in brief) of following diseases.
  - (i) Water, food & milk born disease- Cholera, typhoid, diphtheria, hepatitis & tuberculosis.
  - (ii) Worm infestations – caused by round worm, hookworm & ant amoeba hystolitica (causing amoebiosis)
- c) Introduction to immunity- Innate, acquired, passive, active, principles of immunization, immunization schedule

#### References:

1. Bamji, M. S., Rao, P.N., & Reddy, V. (1996). *Text book of Human Nutrition*. New Delhi : Oxford and IBH publishing Co Pvt. Ltd.
2. Bhargava, B. (1999). *Parivarik Swastha avm samajik Kalyan* (2<sup>nd</sup> ed.). Jaipur: University Book House Pvt. Ltd.
3. Dhama, O.P., & Bhatnagar, O.P. (2010). *Education and communication for development*. New Delhi: Oxford & IBH Publishing Co.

4. Harpilini, B.D. (1994). *Grahavigyan mai Prasar Shiksha*. Agra: Star Publication.
5. Kalla, P. N., & Gakkhar, A. (2010). *New Dimension of Extension and Communication*. Jaipur: University Book House.
6. Kalla, P.N., & Gakkhar, A. (2005). *Prasar Shiksha ke naye Aayam*. Jaipur: Hindi Granth Academy.
7. Singh, V. (2005). *Food and Nutrition Science* (3rd ed.). Jaipur : Panchsheel Prakashan.

## HSC 212 Life Span Development

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** After the completion of the course, students will be able to:

- Understand important aspects of development during the whole life span
- Understand the issues faced and adjustments required at each stage across the life span

### Syllabus :

#### Unit I

##### (a) Prenatal Development

- Stages of Prenatal Development
- Birth process
- Influences of genetic and environmental factors.
- Types of delivery
- Factors affecting and complications during Pregnancy.

##### (b) Infancy

- Developmental tasks
- Physical, motor, and language development during infancy, common emotions in infancy

#### Unit II Early childhood

- Developmental tasks.
- Physical, motor, social and language development during early childhood.
- Role of Pre-school education.
- Importance of play and creative activities during childhood

#### Unit III Middle childhood years

- Developmental tasks.
- social development during middle childhood.
- Role of parents, peers and siblings
- Importance of schooling.

**Unit IV** Adolescence

- Developmental tasks.
- Concept of puberty and growth spurt
- social and emotional development during adolescence

**Unit V** Adulthood & Old Age

- Developmental Tasks
- Physical and psychological changes during adulthood
- Adjustment problems in old age

**References:**

1. Cole, M., & Cole, S. (1995). *The Development of Children*. New York, NY: Freeman & Co.
2. Craig, G. (1999). *Human Development*. New Jersey, NJ: Prentice Hall.
3. Gupta, R. (1998). *Matra Kala Shishu Palan avam Bal Vikas*. Agra: Ratan Prakashan Mandir.
4. Hurlock, E.B. (1978). *Child Development* (6th ed.). New York: McGraw Hill Ltd.
5. Hurlock, E.B. (1980). *Developmental Psychology – A life span Approach* (5th ed.). New York, NY: Tata McGraw Hill Publishing Co. Ltd.
6. Hurlock, E.B. (1990). *Vikas Manovigyan*. Pratham Khand/Dutiya Khand, Hindi Madhyam Karyanvay Nideshalaya, Delhi University Dwara Prakashit.
7. Verma, P. & Srivastava, D.N. (1996). *Bal Manovigyan – Bal Vikas*. Agra: Vinod Pustak Mandir.

**E-resources:**

- Life Span Development  
[www.pdfdrive.com/life-span-development-e33437743.html](http://www.pdfdrive.com/life-span-development-e33437743.html)
- Life-Span Human Development  
[www.pdfdrive.com/life-span-human-development-e58160481.html](http://www.pdfdrive.com/life-span-human-development-e58160481.html)
- Life-Span Human Development 7<sup>th</sup> Edition  
[www.pdfdrive.com/life-span-human-development-7th-ed-e901075.html](http://www.pdfdrive.com/life-span-human-development-7th-ed-e901075.html)

## Fifth Semester

### HSC 308 Introduction to Textiles

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Get basic knowledge about different fibers used in textile Industry, their physical and chemical characteristics and end use
- Identify different methods of yarn and fabric manufacturing and their characteristics and utility
- Analyze different techniques used to enrich the surface of fabric through dyeing and printing and finishing
- Discuss the use of different types of washing methods , equipments and different agents used in care and maintenance of fabric
- Evaluate different practices involved in Textile Industry and at household level

#### **Syllabus :**

#### **Unit I** Introduction and classification of textile fibers

Physical and Chemical properties of cotton, wool, silk, nylon, polyester, acrylic, acetate and their importance to the consumer

#### **Unit II** Construction of yarn and fabric

Yarn manufacturing – natural and man – made fiber spinning process

Fabric manufacturing – weaving, basic weaves, loom and its parts, knitting

#### **Unit III**

- a) Dyeing with synthetic dyes
- b) Printing : styles and various methods of printing
- c) Basic or routine finishes

#### **Unit IV**

- a) Laundering methods and equipments.
- b) Soaps and detergents.
- c) Water; hard and soft
- d) Other laundry agents – brief introduction to bleaches, stiffening agents and blues

### Unit V

- a) Stain removal – domestic and chemical methods
- b) Dry cleaning
- c) Washing, drying, ironing and folding of different garments
- d) Care and storage of various garments
- e) Mending and renovation of garments

### References :

1. Corbman, B. P. (1985). *Textile Fibres to Fabric*. New Delhi: Gregg Division - Mc. Graw Hill Inc.
2. Dantyagi, S. (1967). *Fundamentals of Textiles and Their Care*. New Delhi: Orient Longman.
3. Deolkar, D. (1971). *Household Textiles and Laundry Work*. New Delhi: Atmaram and sons.
4. Hollen, N. & Saddler, J. (1964). *Textile*. (5th ed.). New York, NY: Mc. Millan Publishing Co.
5. Joseph, L. M. (1986). *Introductory Textile Science*. America: Halt, Rinehart and Winston.
6. Kadolph, S. J. & Langbord, A. L. (11th ed.). (2014). *Textiles*, New Jersey: Prentice - Hall Inc.
7. Tortora, P.G. (1978). *Understanding Textiles*, New York, NY: Macmillan Publishing Company.

## Discipline Elective – I

### HSC 305 Family Dynamics and Parent Education

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Gain information about importance, problems and adjustment in marriage life and family
- Attain knowledge about role of parents and their involvement for overall development of the child
- Get awareness about parent and community education for betterment of society

**Syllabus :**

**Unit I**

- a) Concepts of marriage – Definition, meaning & goals of marriage.
- b) Types and forms of marriage
- c) Factors influencing mate selection
- d) Dating, Courtship and Engagement - Meaning and objectives

**Unit II**

- a) Adjustment in marriage – meaning, factor affecting marital adjustment and major areas of adjustment
- b) Social problems and their impact on family relations – child marriage, dowry system, widowhood, remarriage & extra marital relations.
- c) Marriage Counseling – meaning , need and importance

**Unit III**

- a) Family – definition and meaning
- b) Functions of family
- c) Types of family
- d) Breakup of family – division, separation, desertion.
- e) Changing trends in family structure and roles

**Unit IV**

- a) Meaning, need of parent education and community education
- b) Principles and objectives of Parent education
- c) Brief introduction of methods of parent education – Home visit, school visit and parent teacher meeting

- d) Programme planning for parents and community education – factors and evaluation procedure

**Unit V** (i) Concept of mental health & role of parent in maintaining good mental health.

(ii) Some problem behaviours, - cure and prevention

- a) Bedwetting
- b) Sibling Rivalry
- c) Aggression & Hostility
- d) Isolated Child
- e) Drug Abuse
- f) Masturbation

**References:**

1. Bhushan V, & Sachdeva R. (1983). *Introduction to Sociology*. Allahabad: Kitab Mahal.
2. Gupt R.B. (1996). *Vikasatmak Manovigyan*. Agra: Ratan Prakashan Mandir.
3. Mukharjee, R.K. (1979). *Indian Society*. Jaipur, Chaura Rasta: College Book Centre.
4. Rice F.P. (1983). *Marriage and Family*. Boston: Allyn & Bacan.
5. Schaefer, C.E., & Millman, H.L. (1981). *How to Help Children with Common Problems*. New York, NY: New American Library.
6. Tomar, R. B. (1976). *Parivarik Samaj Shastra*. Agra: Shree Ram Mehra & Co.

**E-resources:**

- Building Stronger Marriages and Families  
<https://www.pdfdrive.com/building-stronger-marriages-and-families-e22030924.html>
- Community Education as a Home for Family Support and Education Programs.  
<https://www.pdfdrive.com/community-education-as-a-home-for-family-support-and-education-programs-e36264845.html>
- Handbook of Parenting Volume 1 Children and Parenting

**HSC 320 Family and Child Welfare**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** After the completion of the course, students will be able to:

- Get an insight into the family as a social system
- Understand about the family disharmony due to changing socio-economic conditions in the country.
- Gain an understanding of the needs and problems of children, youth, women, the aged and the family as a whole.
- Acquire knowledge about welfare services for family and children India

**Syllabus :**

**Unit- I**

1. Changing pattern of family in India :
  - Structural and functional changes as result of modernization
2. Causes and effects of family disharmony
3. Implications of family changes:
  - Female headed households,
  - Single –parent families,
  - Families with working women
  - DINK families

**Unit- II** Problems and needs of families in specific situations

- Families affected by natural calamities – earthquake, flood, famine.
- Families affected by war, riots and terrorism.
- Families with chronically ill patients and disabilities
- Families in extreme poverty conditions
- Families with marital discord.
- Migrant families
- Families with adopted children

**Unit –III**

1. Issue related to children- Health and nutrition, literacy and education, drop outs, recreation, self help and vocational training.
2. Children in difficult circumstances – Gender disparities, latch key children, homeless children, abused children, young offenders
3. Children in conflict with self and others : emotional and psychological aspects

#### **Unit – IV**

1. Situation of women in India : health , reproductive health and nutrition, education, employment, sexual harassment and domestic violence, role of conflict in women, marginalization of women – widows , divorced, deserted women , women with dependent children
2. Problems of adolescents and youth : substance abuse , unemployment , antisocial active
3. Specific problems of aging population : health and medical care, housing and family support and financial assistance

#### **Unit V**

1. Welfare programmes : meaning , need and status in India
2. Different types of welfare programme pertaining to family in India:
  - Maternal and child help services
  - Institutional services for women and children in distress
  - Services for children with disabilities and youth
  - Services for aged

#### **References :**

1. Acchpal, B and Verma, A (1988): Towards better Families : An Intergrated Approach to Family Life Education, Baroda
2. Augustine, J.S. (Ed) (1992) : The Indian family in transition, New Delhi : Vikas Publishing House, Unit I & II (entire book)
3. Bhatia, M.S. (1993) Ageing and Society, Udaipur: Arya's Book Centers. Unit IX. Chapter III to VIII, pp40-208
4. Choudhary D.P. (1985) : Child welfare development , Atma Ram & Son Delhi

5. Desai, K.G. (Ed.) (1988): Ageing in India, Bombay: Tata institute of Social Sciences. Unit IX (entire book)
6. Desai, N. and Krishnaraj, M(1987) : Women and society in India, Delhi: Ajanta Publications, Unit IV (entire book).
7. NIPCCD (1994): Child in India: A statistical profile, New Delhi NIPCCD
8. Sinha, J.M.P. (1989): Problems of Ageing, New Delhi : Classical Publishing company, Unit IX, Chapter V pp 63-98
9. TISS (1991): Research in Families with problems in India, Volume I and II Bombay : TISS Unit V, Part IV pp147-187, 204-246, Vol II Part I, pp 269-289, 299-312
10. UNICEF (1990) : Children and Women in India: A Situation Analysis Unit VI, VII.

## Sixth Semester

### HSC 312L Textile care and Clothing Construction Lab

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Learn basic garment construction and embroidery skills
- Use learned skills in garment construction for different age groups and figure types
- Learn basic knitting stitches and their use for knitting different garments
- Apply theory in taking care of household textiles and garments

**Syllabus :**

1. Washing of garments – cotton, silk and wool  
 Starching and Ironing  
 Removal of stains
2. Construction process in garment making, simple stitches, seams and seam finishes, darts, pleats, tucks, gathers, finishing of raw edges – hemming, piping, facing etc., placket opening, fastners

3. Embroidery stitches: Samples of different stitches: using at least two types of stitches on any article
4. Drafting and stitching of the following garments:  
Jhabla, Jangia, Romper or Frock for Children, saree blouse or Punjabi kurta, salwar or churidar
5. To knit anyone of the following:-  
Babasuit, Cardigan, Pullover

## **Discipline Elective – II**

### **HSC 307 Introduction to Clothing**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Understand the basic essentials of clothing construction
- Assess the various steps involved in the process of garment making
- Gain the skills required for apparel construction

#### **Syllabus :**

##### **Unit I**

- a) Sociological, Physical and Psychological aspects of clothing
- b) Selection of fabrics, design, colour for children garments according to age Clothing for adolescents, middle age and old age

##### **Unit II**

- a) Fundamentals of clothing construction – its importance; terms used in clothing construction.
- b) Equipments – Measuring, Marking, Cutting, Stitching Sewing machine – types, parts, care, handling and problems

##### **Unit III**

- a) Principles and elements of art in clothing design
- b) Factors affecting selection of fabric – age, sex, occupation, figure, garment style, fashion

##### **Unit IV**

- a) Body measurements and proportion, figure types

- b) Preparation of fabric for garment cutting
- c) Layout types and cutting of the fabric

### Unit V

- a) Hand knitting – abbreviations, types and selection of needles and yarn, patterns
- b) Machine knitting – Simple hand knitting machine, its parts and operations

### References :

1. Bendell, P. & Reader's Digest (1995). *Complete guide to sewing*. Montreal, Canada: Penguin printing trade Ltd.
2. Doongaji, (2002). *Basic processes of clothing construction*. Delhi: Raaj Prakashan.
3. Mc-Call's (1963). *Sewing Book*. New York: Random House, Inc.
4. Smith, A. (1981). *Sew simple : A step by step guide to dress making*. Hutchinson, MA: English Sewing Ltd. .

## HSC 322 Fundamentals of Family Clothing

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, students will be able to:

- Describe the selection factors for fabrics and clothes of individuals of different age group.
- Understand specific property of fabric required for different types of garments.
- Elaborate various functions of clothing.
- Use different principles and elements of art while selecting or designing dress for different figure types.

**Syllabus :**

- Unit I** Selection of fabric for different garments. Garment type and their selection- outer garments and under garments. Readymade and home made garments.
- Unit II** Family clothing decisions- steps and factors. Family wardrobe principles- community, budget, occasion, climate, occupation, interest, size, composition of the family, fashion, quality and accessories.
- Unit III** Body measurements and proportion, figure types. Principles and elements of art in clothing design. Preparation of fabric for garment cutting. Layout types and cutting of the fabric.
- Unit IV** Sociological, physical and psychological aspect of clothing. Factors influencing consumption of textiles
- Unit V** Children’s clothes: selection of fabrics, design, colour for children garments according to age. Clothing for adolescence, middle age and old age.

**References:**

1. Alexander (1972). *Textile Products, Selection, Use and Care*. London: Miffen Co.
2. Frings, G.S. (1999). *Fashion from concept to Consumer*. New Jersey: Prentice Hall.
3. Lewis, D.S. & Bowers, M.G. (1960). *Clothing construction and wardrobe planning*. New York: Macmillan Book Company.
4. Tate, M.T. and Glisson, O. (1967). *Family clothing*. New York: John Wiley and Sons.
5. Wingate, Isabel B. (1965). *Textile Fabrics and Their Selection*. London: Prentice-Hall, INC.

## Indian Music

### First Semester

#### MUS 101 Literature of Indian Classical Music – I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Students will be able to understand the literary terms of music.

- Will be able to differentiate the ragas and have the command over writing the notations which is vital part of music.

**Content -**

**Unit 1** (a) Definition & Explanations of the following-

Naad, Shruti, SwarSaptak, That, Raga, Mukhra, Sthai, Antara, Vadi, Samvadi, Anuvadi, Vivadi, Taal, Laya, Matra, Sam, Khali, Avartan, Theka, Alap, Taan, Bolalap, Boltaan, Sargam.

(b) Descriptive study of Khayal, Razakhani Gat and Masitkhani gat.

**Unit 2** (a) Developing the understanding of fundamental principles of music.

(b) Detailed study of the Notation system of Pt. Vishnu Narayan Bhatkhande.

**Unit 3** (a) Recognition of Ragas from given notes.

Critical and comparative study of prescribed Ragas.

**Unit 4** (a) Notation writing of prescribed Talas with Dugun, Tigun, Chougun and Chhagun.

(b) Notation writing of either “ChotaKhayal or Razakhani Gat” in any raga mentioned in the syllabus.

**Unit 5** (a) Life sketches and contribution of the following musicians.

Pt.-Vishnu Narayan Bhatkhande and Ustad Ali Akbar Khan.

(b) General study of the evolution and development of Tanpura/Sitar/Violin/Sarod or the instrument offered.

**Prescribed Ragas:** Yaman, Alhaiya-Bilawal, Bhupali, Deshkar, Vrindabani Sarang.

**Prescribed Talas:-** Dadra, Kaharva, Trital.

## MUS 101L Performance of Indian Classical Music – I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 8 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Recognition of musical piece and rendering the technical transitions may increase the knowledge of the structure of music and instruments as well.

- Ability to perform in different formations of TIME by practicing/performing with percussions.

### **Content -**

Vocal/Instrumental Duration 45 min. per candidate.

1. Ability to recognize and perform a musical piece/raga after listening to its sung rendition.
2. Recitation of the Tala and its Bols in Dugun and Chaugun while marking the time on hands and recognize the prescribed Talas when they are being played.
3. Enable to reveal the raga through SwarVistar by using Aroh, Avroh and Pakad.
4. Ability to differentiate ragas with each other through Alaap.
5. Ability to perform one BadaKhayal and one ChotaKhayal with five alaap and taans with accompaniment of Tabla.
6. Ability to perform one Masitkhani gat and one Razakhani gat with five alaps and taans with the accompaniment of Tabla.
7. To perform a ChotaKhayal / a Tarana with sufficient alaaps and taans in any two prescribed ragas not used formerly with accompaniment of Tabla.
8. To perform a Razakhani gat with sufficient taans and jhala in any three of the prescribed ragas not used formerly with accompaniment of Tabla.
9. One Razakhani gat should be played in a tala prescribed, other than Teentaal with accompaniment of Tabla.
10. To sing a SargamGeet and LakshanGeet in a same raga which is not used previously.
11. One Bhajan or Lok-Geet.
12. One Dhun or Folk tune for Instrumental.
13. Knowledge of tuning and playing Tanpura.
14. Knowledge of standard tuning of Sitar.
15. Variety of Alankars in any two of prescribed ragas.
16. Ability to pull the Meends of two notes on Sitar.

**Prescribed Ragas:-** as per theory syllabus.

**Prescribed Talas:-** as per theory syllabus.

**E-Resources -**

RaagYaman | Ustad Rashid Khan | Jashn-e-Rekhta 4th Edition 2017

<https://www.youtube.com/watch?v=xZbcMHiE7XM>

Vilayat Khan Raga Yaman

<https://www.youtube.com/watch?v=tGBKs7swowk&t=2239s>

padmatalwalkaralhaiyabilawalja re jarejakagavatarana

<https://www.youtube.com/watch?v=UjLQvDXxVpY>

Vilayat Khan Raga AlhaiyaBilawal

<https://www.youtube.com/watch?v=77vtFARtAso>

RaagBhoopali (Khayal&Tarana) -byLegendary Duet of  
Nazakat~Salamat

<https://www.youtube.com/watch?v=e95HDnxKf3g>

UstadShahidParvez Khan - RaagBhopali - ( Sitar And Tabla )

<https://www.youtube.com/watch?v=UHXXyYV3cpQ>

Venkatesh Kumar: RaagDeshkar

<https://www.youtube.com/watch?v=E8CFmo7tRWA>

## Second Semester

### MUS 102 Literature of Indian Classical Music – II

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Student will be able to increase their knowledge by descriptive and comparative study of evolution of music from ancient era to till date by inclusively added the forms of music and dances.
- This will be making the students more competitive in the field of fine arts.

**Content -**

**Unit 1** (a) Descriptive study of Shruti-Swar, Vibhajan, in ancient, medieval & modern eras.

(b) Comparative study of Thaata and Raga.

**Unit 2** (a) General study of the development of music from 1<sup>st</sup> to 12<sup>th</sup> century.

(b) Detailed study of the Notation system of Pt. Vishnu Digambar Paluskar.

**Unit 3** (a) Recognition of Ragas from given notes

(b) Critical and comparative study of prescribed Ragas.

**Unit 4** (a) Notation writing of prescribed Tal with Dugun, Tigun, Chougun and Chhagun.

(b) Notation writing of a ChotaKhayal or Razakhani Gat in any raga mentioned in the syllabus

**Unit 5** (a) Life sketches and contribution of the following musicians.

Pt. Vishnu Digambar Paluskar and Ustad Vilayat Khan.

(b) Knowledge of the salient features of the following Dance Forms-Kathak, Bharatnatyam, Kathkali, Manipuri.

**Prescribed Ragas:-**Bhairvi, Bihagi, Shankara, Kafi, Durga.

**Prescribed Talas:-**Jhaptaal, Ektal and Chautal

## MUS 102L Performance of Indian Classical Music-II

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Students will be able to handle the instruments and tune them in the certain scales. This will increase the opportunities for them to start their own business.
- They will be able to seek a career in composing equally in Indian and filmy/light music by developing the ability of composing the musical pieces.

### **Content:**

Vocal/instrumental Duration 45 min./Candidate

1. Ability to identify and perform a musical piece/raga after listening to its rendition.
2. Recitation of the Tala and its Bols in Dugun and Chaugun while marking the time on hands and identify the prescribed Talas when they are being played.
3. Enable to reveal the raga through SwarVistar by using Aroh, Avroh and Pakad.
4. Ability to differentiate ragas through Alaap.
5. Ability to perform one Bada Khayal and one Chota Khayal with five alaap and taans with accompaniment of Tabla.
6. Ability to perform one Masitkhani gat and one Razakhani gat with five alaps and taans with the accompaniment of Tabla.
7. To perform a ChotaKhayal/a Tarana with sufficient alaaps and taans in any two prescribed ragas not used formerly with accompaniment of Tabla.
8. To perform a Razakhani gat with sufficient taans and jhala in any three of the prescribed ragas not used formerly with accompaniment of Tabla.
9. Ability to perform one Dhrupad with Dugun and Chaugun with accompaniment of Pakhawaj or Tabla.
10. One Gat (either fast or drut) should be played in a tala prescribed, other than Teentaal by using layakaries with accompaniment of Tabla.

11. One Bhajan or Lok-Geet.
12. One Dhun or Folk tune for Instrumental.
13. Knowledge of tuning and playing Tanpura.
14. Knowledge of standard tuning of Sitar.
15. Variety of Alankars in any two of prescribed ragas.
16. Ability to pull the Meends of two notes on Sitar

**Prescribed Ragas:-** as per theory syllabus.

**Prescribed Talas:-** as per theory syllabus.

**E-resources:-**

<https://www.youtube.com/watch?v=R34akeCzJIU>

Prabhaatre-Raagbhairav Bismillah Khan Raga Bhairav

<https://www.youtube.com/watch?v=uqNV2eolOII&t=1020s>

Vidushi late Smt Veena Sahasrabuddhe Raag, Bihag

<https://www.youtube.com/watch?v=j6DImUaxnhQ&t=1514s>

Raag Bihag Live ~ Ustad Bade Ghulam Ali Khan & Ustad Munawar Ali Khan

<https://www.youtube.com/watch?v=5dE6goFUraW>

Raag Behag by Pandit Budhaditya Mukherjee and Anindo Chatterjee (Tabla) LIVE IN Winterthur, Zurich

<https://www.youtube.com/watch?v=mSn4dq7SLw&t=3058s>

## Third Semester

### MUS 201 Literature of Indian Classical Music – III

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Students will be able to understand the procedure of making Thaats and its importance in music.
- Students will have the knowledge of compilation of various transitions along with a specific TIME on the paper, to get more expertise in descriptive side of music.
- Will be making a student more illustrative and imaginary.

**Content:**

- Unit 1** (a) Concept and creation of Thaats, selection of 10 thaats out of 32 by Pt. Bhatkhande.  
 (b) History of Indian music from 13<sup>th</sup> to 18<sup>th</sup> century.
- Unit 2** (a) Definitions of meend, murki, Ghasit, Jamjama, Krintan and Khatka.  
 (b) Comparative study of Swaras and Thaats of north and south Indian music.
- Unit 3** (a) Identification of ragas from given notes and ability to write minimum 2 Alaps, Taans and Todas.  
 (b) Critical and comparative study of prescribed Ragas.
- Unit 4** (a) Notation writing of prescribed Tal with Dugun, Tigun, Chougun and Chhagun.  
 (b) Notation writing of a ChotaKhayal or Razakhani Gat in any raga mentioned in the syllabus.
- Unit 5** (a) Life sketches and contribution of the following musicians.  
 Pt.OmkarNath Thakur and UstadAllauddin Khan.  
 (b) Short essay on any of the following-  
 1. Importance of music in Human life.  
 2. Laya in Indian music.  
 3. Relation of classical and Folk music.

**Prescribed Ragas :** Bageshree, Bhimpalasi, Khamaj, Jaunpuri, Asawari

**Prescribed Talas :** Rupak, Tivra, Addha.

### **MUS 201L Performance of Indian Classical Music –III**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 8 4**

#### **Learning Outcome :**

- Students will be getting the ability to handling and playing instruments.
- They will have a guideline to use different transitions with each other, by help of these, they can furbish their pursued command with a more excellence.

#### **Content:**

Vocal/instrumental Duration 45 min./Candidate

1. Knowledge of tuning your own instruments.

2. Ability of singing Alankar in three Ragas in Dugun, Tigon and Chougun.
3. Ability to identify and perform a musical piece/raga after listening to its rendition.
4. Knowledge of difference of Ragas by means of characteristics combination of notes.
5. Knowledge of meend.
6. Recitation of the Tala and its Bols in Dugun and Chaugun while marking the time on hands and identify the prescribed Talas when they are being played.
7. To sing or play Aroh, Avroh and pakad of all prescribed Ragas with swarvistar.
8. Ability to sing two BadaKhayal and one ChotaKhayal using sufficient Alaps, Bolalaps, Sargam and Taans with accompaniment of Tabla.
9. Ability to perform two Masitkhani Gat and one Razakhani Gat with sufficient Alaps, Jod and variety of Taans with accompaniment of Tabla.
10. Ability to perform one Dhrupad with Dugun, Tigon and Chaugun with accompaniment of Pakhawaj or Tabla.
11. To perform a ChotaKhayal / a Tarana with sufficient alaps and taans in any three prescribed ragas not used formerly with accompaniment of Tabla.
12. To perform a Razakhani gat with sufficient taans and jhala in any three of the prescribed ragas not used formerly with accompaniment of Tabla.
13. One Razakhani Gat should be played in a tala prescribed, other than Teentaal with accompaniment of Tabla.
14. Rendition of one Bhajan or Dhun.

### **E-Resources**

BAGESHREE by KaushikiChakraborty

<https://www.youtube.com/watch?v=I9tM2wKGt9I>

RaagBageshree | UstadShahidParvez Khan | Sitar | Bazm e Khas | live concert

[https://www.youtube.com/watch?v=zLGHqbG\\_OeU](https://www.youtube.com/watch?v=zLGHqbG_OeU)

Bharat RatnaPanditBhimsen Joshi sings Raga Bhimpalas.

<https://www.youtube.com/watch?v=-lzurpNhpIQ>

KishoriAmonkar - RaagBhimpalasi Live

<https://www.youtube.com/watch?v=ddimw49-waw>

Pt. Nikhil Banerjee - Raga Bhimpalasi (complete)

<https://www.youtube.com/watch?v=YdHe4dTc4Dw>

Pt.Ulhaskashalkar - Khamaj

<https://www.youtube.com/watch?v=Q02VzLfTv8c>

## Fourth Semester

### MUS 202 Literature of Indian Classical Music – IV

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Students will be having the idea of complex components of music, like – raga theory and different forms of music along with taal system. It will help them to showcase their intense knowledge of vital elements of music.
- Students will be able to achieve the ability to write essays on musical topics and understand the valuable contribution of Pandits and Ustads of Indian Music.

#### **Content:**

**Unit 1** (a) Placement of shuddhaswaras on the string of Veena by Pt. Shriniwas and Bhatkhande.

(b) System of 72 “Melas” by Pt. Vyankatmukhi.

**Unit 2** (a) Descriptive study of Dhrupad, Dhamar, Tarana, Thumri, Dadra, Tappa.

(b) Detail Study of – Poorvang- Uttarang, Shuddha-Chhayalag and sankeerna Ragas, Sandhiprakash Ragas, Parmel-praveshak Ragas and Ritukalik Ragas (Ragas of the seasons)

**Unit 3** (a) Identification of Ragas from given notes and writing some Alaps, Tanas and Todas.

(b) Critical and comparative study of prescribed Ragas.

**Unit 4** (a) Notation writing of prescribed Tals with Dugun, Tigun, Chougun and Chhagun.

(b) Notation writing of a ChotaKhayal or Razakhani Gat in any raga mentioned in the syllabus.

- Unit 5** (a) Life Sketches and contribution of the following musicians-Pt. Ravi Shankar and Pt. Bhimsen Joshi.
- (b) Write short essay on any of the following-
- (i) Role of music in Indian society
  - (ii) Vocational opportunities in music

**Prescribed Raagas:** Darbarikanhara, Malkauns, Des, TilakKamod, Bhairavi, Chayanat

**Prescribed Taals:** Ada-Chautal, Dhamar and Panjabi

### **MUS 202L Performance of Indian Classical Music –IV**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 8 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Understand the implementation of technical terms of performing in various formations of taal.
- Having command over different raga and taal excluding Teen taal which is considered as a basic, primary taal but the most beautiful and used taal in Indian Music system.
- Play with the accompaniment of rhythm in various tempos and taal by using variety of technical transitions and plucking formations.

#### **Content-**

Vocal/instrumental Duration 45 min./Candidate

1. Knowledge to tuning your own instruments.
2. Ability of singing Alankar in three Ragas in Dugun, Tigun and Chougun.
3. To sing a given musical piece and identify the Ragas when sung.
4. Knowledge of difference of Ragas by means of characteristics combination of notes.
5. Knowledge of Meend.
6. Recitation of the Tala and its Bols in Dugun and Chaugun while marking the time on hands and identify the prescribed Talas when they are being played.
7. To be rectified enabling to reveal all the prescribed Ragas through SwarVistar by using Aroh, Avroh and Pakad.

8. Ability to sing two BadaKhayal and ChotaKhayal using sufficient Alaps, Bolalaps, Sargam and Taans with accompaniment of Tabla.
9. Ability to perform two Masitkhani Gat and Razakhani Gat with sufficient Alaps, Jod and variety of Taans with accompaniment of Tabla.
10. Ability to perform one Dhamar with Dugun, Tigun and Chaugun with accompaniment of Pakhawaj or Tabla.
11. To perform a ChotaKhayal / a Tarana with sufficient alaaps and taans in any three prescribed ragas used formerly with accompaniment of Tabla.
12. To perform a Razakhani gat with sufficient taans and jhala in any three of the prescribed ragas not used formerly with accompaniment of Tabla.
13. One Razakhani Gat should be played in a tala prescribed, other than Teentaal with accompaniment of Tabla.
14. Rendition of one Bhajan or Dhun.

#### **E-resources:-**

Begum Parveen Sultana- DarbariKanada- GharJaane De Chhand Mori Baiyan

<https://www.youtube.com/watch?v=ZsnS-4lCffI>

Pt. Budhaditya Mukherjee, Raga Darbari, Mehfil festival Nagpur 1982, University Convocation hall

<https://www.youtube.com/watch?v=moaiMLIC0nk>

N. Rajam Raga DarbariKanada

<https://www.youtube.com/watch?v=0PQG5fCEwug>

Malkauns by KishoriAmonkar

<https://www.youtube.com/watch?v=Pjf6fqwKsqE>

RaagMalkaunsPanditBudhaditya Mukherjee with AbhijeetMazumdar

<https://www.youtube.com/watch?v=Cwp4xIrKvh8>

Pt. UlhasKashalkar - Raag Des

[https://www.youtube.com/watch?v=H93FF\\_7dzgt](https://www.youtube.com/watch?v=H93FF_7dzgt)

Pt. BrijBhushanKabra, the great guitar virtuoso playing Raga Desh

<https://www.youtube.com/watch?v=DWPjermYrD0>

## MUS 301L Performance of Indian Classical Music –V

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Command over Shuddha and Mishra ragas.
- Will be knowing the method of tuning the instruments. Will be able to the and instrument.
- Will be developing the ability to use the complex and more advanced musical pieces to elaborate a raga by singing Khayals and playing Gats.
- Will be preparing the students to understand and perform through traditional styles of music rendition.

### **Content -**

Vocal/instrumental Duration 45 min./Candidate

1. Knowledge of Tuning Tanpura, Sitar and Voilin.
2. Ability to sing or play Alankars in any two Ragas in Dugun, Tigun and Chougun.
3. To sing or play given musical piece and identify the ragas.
4. To show the difference of ragas by means of combination of notes.
5. Knowledge of Meed.
6. Recitation of the Tala and its Bols in Dugun, Tigun and Chaugun while marking the time on hands and identify the prescribed Talas when they are being played.
7. To be rectified enabling to reveal all the prescribed Ragas through SwarVistar by using Aroh, Avroh and Pakad.
8. Ability to sing one Bada Khayal and Chota Khayal using Alaps, Bolalaps, Sargam and Taans in any two prescribed ragas with Tabla.
9. Ability to perform two Masitkhani Gat and Razakhani Gat with sufficient Alapas, Jod and variety of Taans with accompaniment of Tabla.
10. Ability to perform one Dhrupad with Dugun, Tigun, Chougun and Chhagun with accompaniment of Pakhawaj or Tabla.

11. One Razakhani Gat should be played in a tala prescribed, other than Teentaal with accompaniment of Tabla.
12. To perform a Chota Khayal / a Tarana with alaaps and taans in any four prescribed ragas not used formerly with accompaniment of Tabla.
13. To perform a Razakhani gat with taans and jhala in any four of the prescribed ragas used formerly with accompaniment of Tabla.
14. Rendition of one Bajan or Dhun.

**Prescribed Ragas:-** Hindol, Kamod, Bahar, Kedar, Shuddhakalyan, Miyan Malhar, Pooriyadhanashree

**Prescribed Talas:-**Tilwada, Addha

**E-resources:-**

Ustad Rashid Khan - RaagHindol

<https://www.youtube.com/watch?v=dIPq6NpICaA>

GoswamiGokulotsavjiMaharaj, RaagHindol

<https://www.youtube.com/watch?v=SIK1CGx6EWQ>

NiraliKartik- EriJaane Na Doongi

<https://www.youtube.com/watch?v=Vk6bC266Zp0>

Shujaat Khan - "Raga Kamod"

<https://www.youtube.com/watch?v=bvFXJOyT5Ss>

RaagBahar by Pt.Budhaditya Mukherjee and Pt. AnindoChatterjee

<https://www.youtube.com/watch?v=qyYmFe5n-9U>

Bhimsen Joshi-Raag Bahar.wmv

<https://www.youtube.com/watch?v=8W1n5O7eDa0>

PanditVenkatesh Kumar, Raag :Kedar

<https://www.youtube.com/watch?v=iErLWp8u3S0>

RaagKedar by Kala Ramnath on violin

<https://www.youtube.com/watch?v=ftNI33Bbvqc>

## Sixth Semester

### MUS 302L Performance of Indian Classical Music –VI

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 8 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- To promote the understanding of ragas & mishra ragas.
- Ability to tune your own instrument to enable the student understanding and grip.
- Ability to develop vakrachalan of swar instead of straight aaroh & avroh.
- Ability to sing/play badakhayal & chotakhayal / masitkhani & razakhani gats in different taal with different laykari.
- To prepare the students for conventional & traditional style of singing.

**Content:**

Vocal/instrumental Duration 45 min./Candidate

1. Ability to tune in your own Instrument.
2. Ability to sing or play Alankars in any two Ragas in Dugun, Tigon and Chougun.
3. To sing or play given musical piece and to recognize the ragas when sing.
4. To show the difference of ragas by means of combination of notes.
5. Knowledge of Meed.
6. To know usually the bols with Dugun, Tigon and Chougun to mark time by hands and to identify the prescribed talas when played on Tabla.
7. To be rectified enabling to reveal all the prescribed Ragas through SwarVistar by using Aroh, Avroh and Pakad.
8. Ability to sing two Bada Khayal and Chota Khayal using sufficient Alaps, Bolalaps, Sargam and Taans in any two prescribed ragas with accompaniment of Tabla.
9. Ability to perform two Masitkhani Gat and Razakhani Gat with sufficient Alaps, Jod and variety of Taans with accompaniment of Tabla.
10. Ability to perform one Dhamar with Dugun, Tigon and Chaugun with accompaniment of Pakhawaj or Tabla.
11. One Razakhani Gat should be played in a tala prescribed, other than Teentaal with accompaniment of Tabla.
12. To perform a ChotaKhayal / a Tarana with sufficient alaps and taans in any four prescribed ragas not used formerly with accompaniment of Tabla.
13. To perform a Razakhani gat with sufficient Alaps, taans and jhala in any four of the prescribed ragas used formerly with accompaniment of Tabla.

14. Rendition of one Bajan or Dhun.

**Prescribed Raagas:-** Marva, Multani, Patdeep, Hamir, Todi, Jaijaiwanti, Poorvi

**Prescribed Taalas:-** Jhumra, Deepchandi, Sooltal.

**E-resources:-**

UstadRais Khan - Raga Marwa

<https://www.youtube.com/watch?v=p4Ow6xn3yU0&t=1266s>

PtAjoyChakrabortyRaagMarwa- jab loyinachalesaath& guru bin gyan

[https://www.youtube.com/watch?v=Kd5B\\_UoE5Vk](https://www.youtube.com/watch?v=Kd5B_UoE5Vk)

UstadImrat Khan, sitar, RaagMarwa

<https://www.youtube.com/watch?v=WUn0FQVpLnk&t=2041s>

Smt. Padma Talwalkar Raga: Multani and Des part 1 of 2

<https://www.youtube.com/watch?v=4duPf4uRwFs>

UstadAmzad Ali Khan - Raga Multani

<https://www.youtube.com/watch?v=WWOBuAAK96E>

RaagPatdeep by Smt. ShrutiSadolikar

[https://www.youtube.com/watch?v=w\\_vxQ7NbgmE](https://www.youtube.com/watch?v=w_vxQ7NbgmE)

Sitar Samrat Nikhil Banerjee: Raga Patdeep: AnindoChaterjee: Improved Sound

<https://www.youtube.com/watch?v=fC7SB8bO4J8>

PtVenkatesh Kumar | Raga Hameer- ChameliPhooliChampa- LIVE in Delhi

<https://www.youtube.com/watch?v=A79y7Kcxooo>

## Discipline Electives

### MUS 308L Performance of Indian Classical Music (Tabla)

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 8 4**

**Learning Outcomes :** After the completion of the course, the students will be able to:

- Definition of terminology such as sam, kaal, khanda, maatra, laya etc.

- General information about the origin of tabla.
- Definition of terminology such as kayada, palta, mukhra, tukra,ect.
- Basic knowledge of Bhatkhande notation system.

**Content:**

- a) Ability to play ten alphabets in Tabla
- b) Ability to play TeenTal, Kaharwa Tal, Dadra Tal and Rupk Tal in Thah, Dugun and chaugun Laya.
- c) Ability to play Two Kayada and his four Prastar with his Tihai.
- d) Ability to play Two Theke ke Prakar and Two tukda and Two Mohara and Two Tihai.
- e) Ability to recognize.

## **MUS 307L Performance of Indian Classical Music (Harmonium)**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>

**Learning Outcomes :** After the completion of the course, the students will be able to:

- A formal training initiate to students about basic terms like types of notes, different patterns of notes (Alankaars), rhythm and its components with an initial start of learning ragas.
- Encourage students to play/sing with zeal to get improved at beginning level and heading towards pro level.
- Will be able to handle the instruments carefully and maintain them by his/her own.

### **Content -**

1. Practical knowledge of Natural (Shudhha) & Converted (Vikrit) notes of the prescribed ragas.
2. Recitation of taals with marking time signature on hands.
3. Practical knowledge of Aroh-Avroh and Pakad in prescribed ragas.
4. One Chhota Khayal with four alaps and four taans or Razakhani/drut gat with four taans in any two ragas from the prescribed ragas.
5. Singing/playing ability to perform ten-ten alankars in all ten thaats.
6. Name of the prescribed ragas- Yaman, Bhoopali and Alhaiya Bilawal.
7. Prescribed taal- Teentaal, Keharwa and Dadra.
8. One Bhajan or National Song (National Anthem for Instrumental music students).
9. Sargam in any two ragas.

### **E-Resources:-**

#### **Yaman**

RaagYaman | Ustad Rashid Khan | Jashn-e-Rekhta 4th Edition 2017

<https://www.youtube.com/watch?v=xZbcMHiE7XM>

Vilayat Khan Raga Yaman

<https://www.youtube.com/watch?v=tGBKs7swowk&t=2239s>

#### **AlhaiyaBilawal**

padmatalwalkaralhaiyabilawalja re ja re jakagavatarana

<https://www.youtube.com/watch?v=UjLQvDXxVpY>

Vilayat Khan Raga AlhaiyaBilawal

<https://www.youtube.com/watch?v=77vtFARtAso>

### **Bhoopali**

RaagBhoopali (Khayal&Tarana) -byLegendary Duet of  
Nazakat~Salamat

<https://www.youtube.com/watch?v=e95HDnxKf3g>

UstadShahidParvez Khan - RaagBhopali - ( Sitar And Tabla )

<https://www.youtube.com/watch?v=UHXXyYV3cpQ>

## **MUS 303L Basic Technical Skills for Audio Production**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 8 4**

**Content –**

### **1. Basics of Sound**

Sound and audio, Frequency of sound, Frequency range of Audible spectrum, Sound recording frequency spectrum.

### **2. Musical Instruments/Microphones & audio cables**

Frequency spectrum of different musical instruments, Characteristics and properties of different microphones, Identifying different microphones and placement techniques according to the instruments during recording, Identifying different audio cables and connectors.

### **3. Musical Recording**

Basic idea of recording mixing console, Musical recording using single track and multitrack recording software like WAVELAB 4.0, ADOBE AUDITION 3.0, NUENDO 3.0

### **4. Editing & Mixing**

Musical editing & mixing using single track and multitrack recording software like WAVELAB 4.0, ADOBE AUDITION 3.0 and NUENDO 3.0

## Indian Music (Tabla)

### First Semester

#### MUS 103 Literature of Indian Classical Music – I (Tabla)

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to.

1. Develop the knowledge of the origin of Tabla and technical terms.
2. Recognize and apply the hand movements on Tabla.
3. Execute basic etiquettes of the various Taals.

**Content:**

**Unit** (a) Definition & explanation of following .

Matra (Beat), Laya, Vibhag, Sum, Tali, Khaali, Avritti or Avartan, Tihai, Nauhakka, Kayada, Prastar (Palta), Mukhda or Mohra, Tukda, Rela.

(b) Basic Knowledge of BaJ.

**Unit 2** (a) A general knowledge of the origin of Tabla.

(b) Detailed study of the Notation system of Pt. Vishnu Narayan Bhatkhande.

**Unit 3** (a) Described and study of the various parts of Tabla

(b) Technique of the instrument concerned and how to produce syllabus on it individually and jointly.

**Unit 4** (a) Method of writing in notation all the prescribed Talas with their Thekas and Bols.

(b) Notation writing of any Kayada with his prastar and Tihai and Tukda from prescribe Talas.

**Unit 5** (a) Life sketch of great exponents of Tabla

1) Pt. Ram Sahai 2) Pt. Visnu Narayan Bhatkhande

(b) Basic knowledge of Gharana.

**Prescribed Talas** (a) Tintal (b) Jhaptal, Dadra, Kaharwa

**Suggested Readings:**

1. Mishra, Pt. Chotelal, (2012), Tal Prasun, New Delhi, Kaniska Publication.

2. Garg, Dr. Laxmi narayan (2013), Tal Parichaya, Hataras, Sangeet karyalaya.
3. Srivastava, Girish Chandra (2017), Tal Kosh, Allahabad, Rubi Prakashan.

**Online references:**

1. [www.gandharvapune.org](http://www.gandharvapune.org)
2. <https://www.youtube.com/watch?v=dImXRR8x5qQ>
3. <https://www.youtube.com/watch?v=EiXW3ILVjK8>
4. <https://www.youtube.com/watch?v=Ub1ltSa37KA>

**MUS 105L Performance of Indian Classical Music - I  
(Tabla)**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes** : After completion of this course, the students will be able to.

1. To introduces the student to the basics of tabla playing.
2. Perform combined and single hand movements of fingers.
3. To introduce the student basic knowledge of Baj.
4. It is only when these concepts are strong that the learner can take her next steps confidently.

**Content:**

Practical demonstration of the following:

1. Ability to play Ten Varnas.
2. To play with accompaniment of Harmonium two basic Kayada and his five Prastar and end with Tihai (category - A).
3. To play with accompaniment of Harmonium two basic Rela and his five Prastar and end with Tihai (category - A).
4. To play with accompaniment of Harmonium two basic Mukhdas (category - A).
5. To play with accompaniment of Harmonium two Sada Tukda (category - A).
6. Ability to play all the Talas in Tha and Dugun Laya (category - B).

**Prescribed Talas** As per Theory Syllabus.

## Second Semester

### MUS 104 Literature of Indian Classical Music - II (Tabla)

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes :** After completion of this course, the students will be able to:

1. To introduce the students with complex Tall's and a step higher from the basic level.
2. To give the students merits and demerits of the Tabla players.
3. To prepare students to stage performance and boost confidence.
4. To take the student a step ahead and introduces different laya and some basic embellishments of the taals studied before.
5. To prepare students to stage performance and boost confidence.
6. To invoice of the knowledge of Pt.Vishnu Digambar Paluskar notation system.

**Content:**

**Unit 1** (a) Merits and demerits of the Tabla Players.

(b) A general knowledge of the different Prans of Tabla.

**Unit 2** (a) Definition of the following terms with examples. Paran, Delhi Peshkar, Uthan, Chakradar.

(b) General study of the evolution and development of your instrument.

**Unit 3** (a) The Talas that are used in accompaniment to the following style of singing Bada Khyal, Chota Khyal.

(b) A general knowledge of the varieties of Vadya.

**Unit 4** (a) Writing in notation of all the Tala prescribed in Taha and Dugun Laya.

(b) Life sketch and the contribution of the following Tabla player

- 1) Pt. Anokhelal Mishra
- 2) Ustd. Karamatulla Khan

- Unit 5** (a) Notation writing of any Kayada with his Prastar and Tihai and Tukda from prescribe Talas.  
 (b) Detailed study of the notation system of Vishnu Digambar Paluskar.

**Prescribed Talas** (a) Tintal, Jhaptal (b) Tilwara, Rupak, Ektal

**Suggested Readings:**

1. Srivastava girish Chandra Tal Kosh(1996), Allahabad, Rubi Prakashan
2. Singh Dr. jogindar, Bharatiya sangeet ki utpatti avam vikas,(1994) Jalandhar, A.B.S. Prakashan,
3. Mistri Dr. Aban A, Pakawaj Avam Table ke Gharane avam paramparaye,(1984),Mumbai, Pt. k.k.s. jijana swar sadhana samiti.

**Online references:**

1. <https://www.youtube.com/watch?v=zkyTekthsQ>
2. <https://www.youtube.com/watch?v=Fo7HvzYkpdA>
3. <https://www.youtube.com/watch?v=Yx0LO281JNs>

## **MUS 106L Performance of Indian Classical Music - II (Tabla)**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes:** After completion of this course, the students will be able to

1. The students is Advance bols that are played on tabla.
2. The students should be able to show these taals with the hands through claps, showing the taali and khaali.
3. The students play theka of taals learnt in the previous course in single as well as double tempo.
4. Students will be ready to play Teental, Rupak, jhaptal, Ektal, Rupak, Tilwara.

**Content:**

1. To play with accompaniment of Harmonium Two Basic Kayada and his five Prastar and end with Tihai (category A).

2. To play with accompaniment of Harmonium Two Basic Rela and his five Prastar and end with Tihai (category A).
3. To play with accompaniment of Harmonium Two Sada Tukra (category A).
4. To play with accompaniment of Harmonium Two Chakrdar Tukra (category A).
5. Ability to play prescribe Talas in Taha and Dugun Laya (category B).

**Prescribed Talas** - As per Theory Syllabus.

## **Third Semester**

### **MUS 203 Literature of Indian Classical Music - III (Tabla)**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes :** After completion of this course, the students will be able to:

1. Delivering the extended understanding to the students about evolution and principles of different aspects study of Indian taal system.
2. To developed the students his mastered the skill of creativity elaborating on a taal learnt, for booth solo performances and as accompaniment.
3. The students able to play a given laya through the presentation.

**Content:**

- Unit 1** (a) Definitions & explanations of Ati Vilambit, Ati drut, jati, Yati, Dupalli, Chaupalli, Lal kila, Gat Quida,  
(b) A general study of the South Indian Taal System.
- Unit 2** (a) The main characteristics of the different Gharanas of Tabla, how it differentiate between them.  
(b) Knowledge of and difference between the two prevalent Tal notation systems Bhatkhande and Vishnu Digamber.
- Unit 3** (a) Basic knowledge of ten Parans of Tabla  
(b) Writing taal notation in Adi, Kaudi Layakaries.
- Unit 4** (a) Life Sketch of any of the following ustad ahamad jan Thkirawa ustad habiduddin khan

(b) A basic knowledge of Tal Jati System.

**Unit 5** (a) Detailed study of the Vadya Vargikaran system.

(b) The Tal are used in accompany to the following style of singing 1 Bhajan, 2 Dadra, 3 Thumri.

**Prescribed Talas** (a) Tintal, Ektal (b) Deepchandi, Addhatal

**Suggested Readings:**

1. Godbole Ganesh Madhukar, (1999), Tabla Shastra, Allahabad, Ashok Prakashan Mandir
2. Mayankar Sudhir, (1969), Tabla Vadan kala aur Shastra, Miraz, Sri balav joshi, Gandarv mandal Miraz

**Online references:**

1. <https://www.youtube.com/watch?v=q4u0AEI7xHw>
2. <https://www.youtube.com/watch?v=-HhLQTm8yTg>
3. <https://www.youtube.com/watch?v=T4vDUfl-7hw>

## **MUS 205L Performance of Indian Classical Music - III (Tabla)**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes:** After completion of this course, the students will be able to:

1. knowledge of solo performance and accompaniment.
2. Play complex kayada in prescribe taal.
3. The student plays competent enough to elaborate Teen Tal and prescribe taal.
4. The students ability to play jaati style.
5. The students ability to play jaati style.

**Content -**

1. knowledge of the tuning your own instrument.
2. To play with accompaniment of Harmonium Delhi Advance Peshkar and his five Prastar and end with Tihai (category A).
3. To play with accompaniment of Harmonium Delhi Advance Kayda and his five Prastar and end with Tihai (category A).

4. To play with accompaniment of Harmonium Bant and his five Prastar and end with Tihai (category A).
5. To play with accompaniment of Harmonium Advance Rela and his five Prastar and end with Tihai (category A).
6. To play with accompaniment of Harmonium Sada and Faarmayasi Chakradar Tukda (category A).
7. To play with accompaniment of Harmonium Sada Gat (category A).
8. Ability to play all the Talas in Tha and Dugun Laya (category B).

**Prescribed Talas** As per Theory Syllabus.

## Fourth Semester

### MUS 204 Literature of Indian Classical Music - IV (Tabla)

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to

1. To recognize, what is gharana.
2. The objective of practical is to convey the one step advance understanding of recitation and presentation of a raga and taal.
3. Practical knowledge of handling and tuning the instruments.
4. To give the student detail and comparative study of the development of tabla.

**Content:**

**Unit 1** (a) A Comparative study of the different baj of Tabla.

(b) History of Indian Music from 13th to 18th century.

**Unit 2** (a) Definition of the following terms giving examples Rau, Chala or chalan Misil, Bant, Pench, Angushthana, Fard, Charbagh, Dupalli.

(b) Critical and comparative study of prescribe Talas.

**Unit 3** (a) Notation writing of prescribe Tal with Dugun, Tigon, Chaugun and Chhagun.

(b) Notation writing of any kayada with four Prastar and Tihai.

**Unit 4** (a) Life sketches and contribution of the following musicians. ,  
Pt. Samta Prasad, Ustad Habibudiin Khan Ustad Ahamad jan Thkiraswa

(b) Short essay on any of the following

1. Laya in Indian music.
2. Importance of music in Humam Life

**Unit 5** (a) Basic knowledge of Gharana.

(b) A Detail and comparative study of the devlopment of tabla.

**Prescribed Talas** - Tintal ,Rupak, (b) Adachartal, Dhamar

**Suggested Readings:**

1. Sharma Sharan Vagawati, (1996), Tal Prakash, Hatras, Sangeet karyalaya.
2. Mishra Pt. Chhotelal,(1996), Tal Prasun, New Delhi, Kaniska Prakashan
3. Mulgaonkar Aravand,(199.....), Tabla, Mumbai, Ramdas bhatkall, Popular Prakashan.

**Online references:**

1. <https://www.youtube.com/watch?v=ASxEJ81lnBw&pbjreload=10>
2. <https://www.youtube.com/watch?v=Yx0LO281JNs>

## **MUS 206L Performance of Indian Classical Music - IV (Tabla)**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Learning Outcomes:** After completion of this course, the students will be able to:

1. Develop appreciation for the art form.
2. Knowledge of tuning your own instrument.
3. The student should be able to play kaaydas, and rela in Teental and Rupak tal solo for fifteen minutes with the accompaniment of the levara.

4. The students also being able to read and play bols written on paper is an important skill that has to be mastered her.

**Content:**

1. Knowledge of tuning your own instrument.
2. To play with accompaniment of Harmonium Delhi Peshkar and his five Prastar and end with Tihai (category A).
3. To play with accompaniment of Harmonium Two advance Kayada and his five Prastar and end with Tihai (category A).
4. To play with accompaniment of Harmonium Two advance Rela and his five Prastar and end with Tihai (category A).
5. One Bant and his five Prastar and end with Tihai (category A).
6. Ability to play all the Talas in Tha and Dugun Laya (category B).

**Prescribed Talas** As per Theory Syllabus.

## Fifth Semester

### MUS 305L Performance of Indian Classical Music - V (Tabla)

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 8 4**

**Learning Outcomes:** After completion of this course, the students will be able to

1. The students able to play various thekas at both ati vilambit as well as drut laya.
2. The students should have the expertise of playing both common taals such as Teental, Jhaptal, Ektal, Rupak.
3. The students also be able to show with the hands the same kayada of a gharana in different taals.
4. The students able to make a comparative study of the styles of playing of different gharanas.
5. The students will be taught some kayadas that begin with the left hand.

**Content:**

To play with accompaniment of Harmonium Two Kayada and his five Prastar and end with Tihai (category A).

1. To play with accompaniment of Harmonium Two Rela his five Prastar and end with Tihai (category A).
2. To play with accompaniment of Harmonium Two gat kayada and his five Prastar and end with Tihai (category A).
3. To play with accompaniment of Harmonium One Sada Gat and One Darje Dar Gat (category A).
4. To play with accompaniment of Harmonium Two Mukhadas of advance pattern (category A).
5. Padhant by beat of hands of the Thekas of all the prescribed talas with kayada, Gat, Tukda etc.

**Prescribed Talas** (a) Tintal, Adachartal (b) Pancham Sawa

## Sixth Semester

### MUS 306L Performance of Indian Classical Music - VI (Tabla)

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 8 4**

**Learning Outcomes:** After completion of this course, the students will be able to:

1. To enable the students understanding and grip over Layakari.
2. To maximize the potential of students in terms of creativity, and command over every Taal.
3. To enhance the knowledge of students Gat and his three patterns.
4. To give them knowledge of tune your own instrument.
5. Knowledge of prescribed Taal in the syllabus.

**Content:**

Practical demonstration of the following:

1. Ability to tune your own instrument

2. To play with accompaniment of Harmonium Two Kayada and his five Prastar and end with Tihai (category A).
3. To play with accompaniment of Harmonium Two Rela his five Prastar and end with Tihai (category A).
4. To play with accompaniment of Harmonium Two gat kayada and his five Prastar and end with Tihai (category A).
5. To play with accompaniment of Harmonium One Gat Tukda , and One Fard Gat (category A).
6. To play with accompaniment of Harmonium Two Mukhadas of advance pattern (category A).
7. Padhant by beat of hands of the Thekas of all the prescribed talas with kayada, Gat, Tukda etc.

**Prescribed Talas** (a) Trital, Adachartal (b) Dhamar, Jat Tal

## Discipline Electives

### MUS 309L Performance of Indian Classical Music (Vocal)

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 8 4**

**Content -**

1. Practical knowledge of Natural (Shudhha) & Converted (Vikrit) notes of the prescribed ragas.
2. Recitation of taals with marking time signature on hands.
3. Practical knowledge of Aroh-Avroh and Pakad in prescribed ragas.
4. One Chhota Khayal with four alaps and four taans or Razakhani/drut gat with four taans in any two ragas from the prescribed ragas.
5. Singing/playing ability to perform ten-ten alankars in all ten thaats.
6. Name of the prescribed ragas- Yaman, Bhoopali and Alhaiya Bilawal.

7. Prescribed taal- Teentaal, Keharwa and Dadra.
8. One Bhajan or National Song (National Anthem for Instrumental music students).
9. Sargam in any two ragas.

### **MUS 307L Performance of Indian Classical Music (Harmonium)**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Content -**

1. Practical knowledge of Natural (Shudhha) & Converted (Vikrit) notes of the prescribed ragas.
2. Recitation of taals with marking time signature on hands.
3. Practical knowledge of Aroh-Avroh and Pakad in prescribed ragas.
4. One Chhota Khayal with four alaps and four taans or Razakhani/drut gat with four taans in any two ragas from the prescribed ragas.
5. Singing/playing ability to perform ten-ten alankars in all ten thaats.
6. Name of the prescribed ragas- **Yaman, Bhoopali and Alhaiya Bilawal.**
7. Prescribed taal- **Teentaal, Keharwa and Dadra.**
8. One Bhajan or National Song (National Anthem for Instrumental music students).
9. Sargam in any two ragas.

### **MUS 303L Basic Technical Skills for Audio Production**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	8	4

**Content -**

**1. Basics of Sound**

Sound and audio, Frequency of sound, Frequency range of Audible spectrum, Sound recording frequency spectrum.

**2. Musical Instruments/Microphones & audio cables**

Frequency spectrum of different musical instruments, Characteristics and properties of different microphones, Identifying different microphones and placement techniques according to the instruments during recording, Identifying different audio cables and connectors.

### 3. Musical Recording

Basic idea of recording mixing console, Musical recording using single track and multitrack recording software like WAVELAB 4.0, ADOBE AUDITION 3.0, NUENDO 3.0

### 4. Editing & Mixing

Musical editing & mixing using single track and multitrack recording software like WAVELAB 4.0, ADOBE AUDITION 3.0 and NUENDO 3.0

## Mathematics

### First Semester

#### MATH 106 Introduction to Calculus

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**Learning Outcomes:** On completion of the course, the student will be able to,

- Apply the concept and principles of differential and integral calculus to solve geometric and physical problems.
- Evaluate various limit problems both algebraically and graphically
- Differentiate and integrate the functions which are applicable in real life situations.
- Interpret the geometric meaning of differential and integral calculus
- Apply differentiation to find linear approximation, extrema, monotonicity, and concavity of functions.

**Unit 1** Tangents and normals, Subtangent and sub-normal (Cartesian & polar forms), Derivative of an arc (Cartesian and polar), Pedal equations, Curvature.

**Unit 2** Partial differentiation with Euler's theorem and its applications, Total derivative, Change of variables (polar to Cartesian and Cartesian to polar), Concept of tangent plane and normal to a

surface. Maxima and minima of two variables including method of undetermined multipliers.

**Unit 3** Asymptotes, Multiple points, Curve tracing (Cartesian, Parametric and Polar), Envelops & Evolutes.

**Unit 4** Reduction Formulae, Double and Triple Integrals, Change of order of integration in double integrals, Change of variables in multiple integration.

**Unit 5** Quadrature, Rectification, Volume and Surface of solids formed by revolution.

**Text Books:**

1. Narayan S., & Mittal P. K. (2007). *Differential Calculus* (30<sup>th</sup> ed.). New Delhi, Sultan Chand & Sons.
2. Narayan S., & Mittal P. K. (2007). *Integral Calculus* (36<sup>th</sup> ed.). New Delhi, Sultan Chand & Sons.

**Reference Books:**

1. Kishan H. (2007). *Differential Calculus*, New Delhi , Atlantic Publishers.
2. Ram Babu (2010). *Engineering Mathematics*, Pearson Education.
3. Kreyszig E. (2007). *Advanced Engineering Mathematics* (9<sup>th</sup> ed.), John Wiley.

**Suggested E-learning material:**

1. Single Variable Calculus  
<https://ocw.mit.edu/courses/mathematics/18-01sc-single-variable-calculus-fall-2010/>
2. Differentiation of two variables  
<https://nptel.ac.in/courses/111104085/21>
3. Multiple Integral  
<https://nptel.ac.in/courses/111104085/29>

## STAT 104 Introduction to Probability and Statistics

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On completion of the course, the student will be able to:

- Compute numerical quantities that measure the central tendency and dispersion of a set of data.
- Understand basic probability axioms and rules and the moments of discrete and continuous random variables as well as be familiar with common named discrete and continuous random variables.
- Apply general properties of the expectation and variance operators.
- Understand the properties and fitting of the Normal, Binomial and Poisson distribution.
- Fit the straight line, second degree parabola and curves of type:  $ab^x$  and  $ax^b$
- Understand the concept of Correlation (Karl Pearson) and Linear Regression.

**Unit 1** Theory of probability, Law of total and compound probability, Conditional probability, Baye's theorem, Random variable, Discrete random variable, Continuous random variable, Distribution function.

**Unit 2** Measures of central tendency, Measures of dispersion, Moments, Sheppard's correction (without proof), Skewness and Kurtosis.

**Unit 3** Mathematical expectation, Addition and multiplication theorem of expectation, Moment generating functions, Cumulants and cumulant generating functions.

**Unit 4** Discrete and continuous probability distributions: Binomial, Poisson and Normal distributions with important properties. Fitting of Binomial, Poisson and Normal distributions.

**Unit 5** The principle of least squares and curve fitting, Fitting of straight line and second degree parabola, Fitting of the curves of type:  $ab^x$  and  $ax^b$ ; Correlation (Karl Pearson) and Linear regression.

#### **Text Books:**

1. Goon, A. M., Gupta, M. K. & Gupta, B. D. (1968). *Fundamental of Statistics*. (Volume I). Kolkata, The World Press Pvt. Ltd.
2. Rohtagi, V. K. (2008). *An Introduction to probability Theory and Mathematical Statistics*. (2<sup>nd</sup> ed.). John Wiley & Wiley Eastern.

#### **Reference Books:**

1. Mood, A. M., Graybill, F. A. & Boes, D. C. (1974). *Introduction to Theory of Statistics*. McGraw-Hill International.

2. Johnson. R. A., Miller, I. & Freund. J. (2011). *Probability and Statistics For Engineers*. Prentice Hall.
3. Feller, W. (1968). *An introduction to probability theory and its applications. (Volume I)*, (3<sup>rd</sup> ed.), John Wiley & Sons.
4. Gupta, S. C. & Kapoor, V. K. (2013). *Fundamental of Mathematical Statistics* (11<sup>th</sup> ed.). Sultan Chand Publication, New Delhi.
5. Gupta, S. P. (2017). *Statistical Methods* (17<sup>th</sup> ed.). Sultan Chand & Sons, New Delhi.

**Suggested E-learning material:**

1. Probability and Mathematical Statistics; Platform:  
<http://www.math.louisville.edu/~pksaho01/teaching/Math662TB-09S.pdf>

## Second Semester

### MATH 101 Analytical Solid Geometry

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the basic applications of analytic and solid geometry.
- Understand geometrical terminology for planes, tetrahedron, spheres, paraboloids, hyperboloids and ellipsoids.
- Visualize and represent geometric figures and classify different geometric solids.

**Unit 1** Plane, Straight line.

**Unit 2** Equations of two skew lines in simplest form, Line intersecting two lines, Locus of a line intersecting three given lines, Intersection of three planes, Volume of a tetrahedron.

**Unit 3** Sphere: Equation of Sphere through four given points, Plane Section of a sphere, Intersection of two spheres, Intersection of a sphere and line, Power of a point, Tangent plane, Plane of Contact, Pole and Polar, Condition for orthogonality, Radical- Plane, Line, center, Coaxial system of spheres. Cylinder.

**Unit 4** Cone, Enveloping Cone, Enveloping Cylinder

**Unit 5** The Central Conicoids (Referred to principal axes), Tangent plane, Polar plane, Equation of the normal to an ellipsoid, Number of normals from a given point to an ellipsoid, Cone through six normal.

**Text Books:**

1. Golas P. C., Tandon O. P., & Bhargava S. L. (1999). *Analytical Solid Geometry*. Jaipur Publishing House.

**Reference Books:**

1. Narayan, S. & Mittal, P. K. (2004). *Analytical Solid Geometry*. New Delhi, S. Chand.
2. Loney, S. L. (1962). *Co-ordinate Geometry*. London, MacMillan.
3. Chatterji, P. N. (2009). *Solid Geometry*. Meerut, Rajhans Agencies.
4. Sharma, B. D., Tyagi, B. S. & Brahma Nand (2016). *Co-ordinate Solid Geometry*. Meerut, Kedarnath Publishing House.

**Suggested E-learning material:**

1. Plane and solid Geometry:  
<http://www.aproged.pt/biblioteca/planeandsolidgeometry.pdf>
2. Solid Geometry introduction:  
[http://altairuniversity.com/wp-content/uploads/2014/02/HM\\_SolidGeomintro.pdf](http://altairuniversity.com/wp-content/uploads/2014/02/HM_SolidGeomintro.pdf)
3. Math handbook of formulas, Process & Trics:  
<http://www.mathguy.us/Handbooks/GeometryHandbook.pdf>

## MATH 104 Differential Equations

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** On completion of this course, the student will be able to:

- Identify the type of a given differential equation and apply the appropriate analytical technique for finding the solution.
- Solve first order differential equations utilizing the standard techniques for separable, exact, linear, homogeneous, or Bernoulli cases.

- Create and analyze mathematical models using first order differential equations to solve application problems.
- Determine solutions to the linear and nonlinear ordinary differential equations of first and second order.
- Determine the complete solution of a differential equation with constant coefficients by variation of parameters
- Evaluate the Laplace and Inverse Laplace transform of functions of one variable

**Unit 1** Solution of differential equations of first order and first degree, Solution of differential equations of first order and any degree, Applications of first order differential equations.

**Unit 2** Singular solutions & extraneous loci, Trajectories of a family of curves, Orthogonaltrajectories.

**Unit 3** Linear differential equations with constant coefficients, Homogeneous linear differential equations.

**Unit 4** Linear differential equations of second order: The complete solution in terms of known integral, Method of removal of first derivative (or Reduction to normal form or Change of dependent variable), Transformation of equations by changing the independent variable, Method of variation of parameters.

**Unit 5** Laplace transform: Definition, Laplace transform of certain elementary functions, Change of scale property, First and second translation properties, Laplace transform of derivatives, Inverse Laplace transform: Definition, Change of scale property, First and second translation properties, Inverse Laplace transform of derivatives.

**Text Books:**

1. Raisinghania, M. D. & Aggarwal, R. S. (1983). Ordinary and partial differential equations (2nd ed.). New Delhi, S. Chand.
2. Sneddon, I. N. (1979). The use of integral transforms. New Delhi, Tata Mac Graw-Hill.

**Reference Books:**

3. in SI metric units (1<sup>st</sup> ed.). Singapore, McGraw-Hill Book Company.

**Suggested E-learning material:**

1. Separable, homogeneous, exact, Linear differential equations, Laplace transform <https://nptel.ac.in/courses/122104018/7>

2. Open course in Differential Equations (All topics)  
<https://nptel.ac.in/courses/111106100/>
3. Open course in Differential Equations (All topics)  
<https://swayam.gov.in/course/3787-differential-equations>
4. Second order linear differential equation with constant coefficient  
<https://ocw.mit.edu/courses/mathematics/18-03sc-differential-equations-fall-2011/>
5. Laplace transform <https://www.math.ust.hk/~machas/differential-equations.pdf>

## Third Semester

### MATH 201 Abstract Algebra

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After completion of this course, the students will be able to:

- To demonstrate the mathematical maturity of understanding the proof.
- To understand the definition of a group and be able to test a set with binary operation to determine if it is a group.
- To find the order of elements of groups.
- To identify subgroups of a given group, cycle groups, normal groups.
- To understand permutation groups and be able to decompose permutations into 2-cycles.
- To grasp the significance of the concepts of homomorphism, isomorphism, and automorphism and be able to check a given function is one of these.
- To classify groups up to isomorphism.
- To identify a set with to binary operation forms a ring or not.
- To really understand the special types of rings and be able to construct new examples from the old ones.
- To check a subset of a ring is an ideal or not and be able to identify proper and maximal ideal.

- Unit 1** Divisibility in  $Z$ , division algorithm, greatest common divisor, Euclidean Algorithm, modular arithmetic, Binary Operations, Group: Definition, examples and properties of group.
- Unit 2** Subgroups, Cyclic groups, Permutation group, symmetric and alternating groups of degree  $n$ , external direct products of groups.
- Unit 3** Cosets, Lagrange's theorem, Homomorphism and Isomorphism of group, Cayley's theorem, Normal subgroups and Factor groups.
- Unit 4** Fundamental theorem of homomorphism of group (First, Second and third theorem of isomorphism).  
**Rings:** Definition and examples, Integral Domain, Division ring, fields
- Unit 5** Ideal, Principal ideal, Principal ideal domain, Factor ring, Prime ideal, Maximal ideal, Ring homomorphism and ring isomorphism.

**Text Books:**

1. Gallian, J. A. (2013). *Contemporary Abstract Algebra* (8<sup>th</sup> Ed.). Cengage Learning.

**Reference Books:**

1. Hillman, A. P. & Alexandersor, G. L. (2015). *Abstract Algebra: A First Undergraduate Course* (5<sup>th</sup> Ed.) CBS Publishers & Distributors Pvt. Ltd.
2. Fraleigh, J. B. (2003). *A First Course in Abstract Algebra* (7<sup>th</sup> Ed.). Pearson.
3. Sen, M. K., Ghosh, S., Mukhopadhyay, P. & Maity, S. K. (2019). *Topics in Abstract Algebra* (3<sup>rd</sup> Ed.). University Press.
4. Khanna, V.K. & Bhambri, S. K. (2008). *A Course in Abstract Algebra* (3rd ed. ). New Delhi: Vikas Publication House.
5. Herstein, I. N. (1991). *Topics in Algebra* (2<sup>nd</sup> ed.). New Delhi: Wiley Eastern

**Suggested E-learning material:**

1. <https://ocw.mit.edu/courses/mathematics/18-703-modern-algebra-spring-2013/related-resources/>
2. <https://www.extension.harvard.edu/open-learning-initiative/abstract-algebra>

## MATH 206 Real Analysis

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Think about basic proof techniques and fundamental definitions related to the real number system.
- Understand the concept of real-valued functions, limit, continuity, and differentiability.
- Find expansions of real functions in series forms.
- Demonstrate some of the fundamental theorems of analysis.
- Develop the capacity to solve real integral while understanding of integrable functions.

**Unit 1** Set, Function, Bounded and unbounded set, Supremum and Infimum of a set, Limit point, Closure of a set, Closed and Open set, Interior and boundary point. Description of the real number system as a complete ordered Field, Analytic properties of real number system.

**Unit 2** Real sequences and their convergence, Cauchy sequence, Convergence of series: Comparison test, Root test, Ratio test, Raabe's test, De Morgan's and Bertrand's test, Gauss test, Logarithmic and Integral test, Leibniz test.

**Unit 3** Real valued function, Limit of a function, Continuous function and their properties, Heine's theorem, Uniform continuity.

**Unit 4** Derivability, Rolle's theorem, Lagrange's mean value theorem, Cauchy's mean value theorem, Taylor's and Maclaurin's theorem, Power series, Expansion of  $\sin x$ ,  $\cos x$ ,  $\log(1+x)$ ,  $(1+x)^n$  and  $e^x$ .

**Unit 5** Riemann integration, Properties of Riemann integrals, Fundamental theorem of integral calculus, Pointwise and uniform convergence,  $M_n$ -test, Weierstrass M-test, Abel's test, Dirichlet's test, Uniform convergence and continuity, Term by term differentiation and integration.

**Text Books:**

1. Malik, S.C. (2004). Principles of Real Analysis. New Delhi, India: New Age International.

**Reference Books:**

1. Apostol, T.M. (1985). Real Analysis. New Delhi, India: Narosa Publishing House.
2. Royden, H.L. (1993). Real Analysis. New York: Macmillan.
3. Rudin, W. (1985). Principles of Mathematical Analysis. Auckland: McGraw Hill.

**Suggested E-learning material**

1. Real Analysis; NPTEL:<https://nptel.ac.in/courses/111106053/>

## Fourth Semester

### MATH 202 Introduction to Linear Algebra

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand vector spaces over a field and subspaces and apply their properties.
- Understand linear independence and dependence.
- Find basis and dimension of a vector space, and understand change of basis.
- Compute linear transformations, kernel and range, and inverse linear transformations, and find matrices of general linear transformations.
- Find eigenvalues and eigenvectors of a matrix and of linear transformation.
- Understand inner product on a vector space.
- Understand the concept of orthogonality in inner product spaces.
- Create orthogonal and orthonormal bases: Gram-Schmidt process.

**Unit 1** Vector space over a field, Vector subspaces, Algebra of vectors, Linear sum and direct sum of subspaces, Linear combination, Linear span, Linear dependence and independence of vectors and its properties.

- Unit 2** Basis and dimension of vector space and subspace, Linear mappings, Kernel and Range of linear mapping, Singular and non-singular mappings, Linear operator, Algebra of linear operators, Invertible operators.
- Unit 3** Matrix representation of a linear transformation, Change of basis, Range rank and Kernel nullity of a matrix, Elementary transformations, Matrix inversion with elementary transformations, Normal form of a matrix.
- Unit 4** Matrix polynomials, Characteristics polynomial of a matrix, Characteristics values, Characteristics vector, Cayley-Hamilton theorem, system of linear equations.
- Unit 5** Inner product spaces, Orthogonality, Orthogonal sets and bases, Projection of a vector, Gram-Schmidt orthogonalization process, Fourier coefficients, Introduction to Linear Functional with simple examples.

**Text Books:**

1. Sheldon, A. (1996). *Linear algebra done right* (2<sup>nd</sup> ed.). Springer.
2. Krishnamurthy, V., Mainra, V. P. & Arora, J. L. (1976). *An introduction to linear algebra*. New Delhi, East-West Press.

**Reference Books:**

1. Friedberg, S. H., Insel, A. & Spence, L. (2016). *Linear algebra*. (4<sup>th</sup> Ed.). Noida (U.P.), India Pearson
2. Halmos, P. R. (2013). *Finite dimensional vector spaces*. (2<sup>nd</sup> Ed.). S.I.: Literary Licensing, LLC
3. S. Kumaresam, S. (2000). *Linear algebra: A geometrical approach*, New Delhi: PHI Learning.
4. Hoffman, K. & Kunze, R. A. (2010). *Linear algebra*. New Delhi: PHI Learning.

**Suggested E-learning Material:**

1. Video Lectures: <https://www.edx.org/learn/linear-algebra>
2. Video Lectures: <https://ocw.mit.edu/courses/mathematics/18-06-linear-algebra-spring-2010/>
3. Video Lectures: [https://onlinecourses.nptel.ac.in/noc17\\_ma04/preview](https://onlinecourses.nptel.ac.in/noc17_ma04/preview)

## MATH 301 Complex Analysis

**Max. Marks: 100**

**L T P C**

(CA: 40+ESA: 60)

4 0 0 4

**Learning Outcomes:** After completion of this course, the students will be able to:

- Demonstrate understanding of the basic concepts and fundamental definitions underlying complex analysis.
- Investigate complex functions, concept of limit, continuity and differentiability of complex functions.
- Demonstrate capacity for mathematical reasoning through analyzing analytic functions.
- Prove and explain concepts of series and integration of complex functions.
- Understand problem-solving using complex analysis techniques.
- Enjoy the roll of complex functions in analysis and applied contexts.

**Unit 1** Complex Numbers, concept of limit, continuity and differentiability, Analytic Functions, Necessary and sufficient condition for a function to be analytic, Polar form of Cauchy-Riemann equations, Construction of an analytic functions.

**Unit 2** Conformal Transformation and representation, Bilinear Transformation, Transformations  $w = z^2$ ,  $w = \sqrt{z}$ ,  $w = e^z$  and  $w = \log z$ .

**Unit 3** Complex Integration - Definition, Cauchy's theorem, Cauchy's Goursat's Lemma, Cauchy's theorem, Cauchy's integral formula and its generalized form, Morera's theorem, Liouville's theorem, Taylor's and Laurent's expansion

**Unit 4** Singularities: Zeros of an analytic function, Singular points, Different type of singularities, Residue at a pole, Residue at infinity, Cauchy's residue theorem, Computation of residue at a (i) simple pole, (ii) multiple pole.

**Unit 5** Integration round the unit circle, Integration of  $f(z)$  when it has no pole on the real line, Integration of  $f(z)$  when it has poles on real line.

**Suggested Reference Books:**

1. Lang, S. (1999). *Complex Analysis*. New York : Springer.
2. Ahlfors, L. (1988). *Complex Analysis*. Auckland: McGraw-Hill.

3. Churchill, R.V. & Brown, J.W. (1995). *Complex Variables and Applications* (6<sup>th</sup> ed.). New York: McGraw-Hill.

**Suggested E-learning material**

1. Complex Analysis; NPTEL <https://nptel.ac.in/courses/111103070/>

## Fifth Semester

### Core Paper

#### MATH 302 Introduction to Discrete Mathematics

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**Learning Outcomes:** After completion of this course, the students will be able to:

- Write an argument using logical notation and determine the validity of an argument.
- Demonstrate the ability to write and evaluate a proof or outline the basic discrete structure.
- Understand the basic principles of sets and operations on sets.
- Apply counting techniques to solve the problems.
- Demonstrate an understanding of relations and functions and their properties.
- Demonstrate an understanding of core ideas and basic concepts of graph theory.
- Model the problems and solve them using graph algorithms.
- Understand the numeric functions, generating functions and linear recurrence relation.
- Understand the basic principle of lattice and Boolean algebra.

**Unit 1** Sets and Multisets, Relations and Functions, Equivalence relations, Partial order relations, Chains and Antichains. Permutations, Combinations, selection with & without replacement, Permutation

and Combinations of multisets. Discrete probability. The rules of sum and product.

- Unit 2** Basic concepts of graph theory, Multi-graphs, Paths & Circuits, Eulerian path and circuits, Hamiltonian path and circuits, weighted graphs, Shortest path in weighted graph, Planar graphs, Vertex connectivity and edge connectivity of graphs.
- Unit 3** Vertex coloring and edge coloring of graphs, Vizing's theorem, Trees and cut sets- Trees, Rooted tree, Path lengths in rooted trees, Spanning tree and cut set, Minimum spanning tree, Matrix representation of graphs.
- Unit 4** Pigeon hole principle, Inclusion-exclusion principle. Discrete numeric functions-manipulation of numeric functions. Asymptotic behavior of numeric functions. Generating functions and recurrence relations. Linear recurrence relation with constant coefficients and their solutions.
- Unit 5** Mathematical logic: Basic Connectives, normal forms (CNF and DNF), proof of Validity, Predicate logic, Lattices and Boolean algebra. Uniqueness of finite Boolean algebra. Boolean functions and Boolean expressions. Propositional Calculus.

**Text Books:**

1. Rosen, K.H. (1999). Discrete Mathematics and it's Applications. McGraw Hil.
2. Liu, C.L. & Mohapatra, D.P. (2008). Elements of Discrete Mathematics, Tata McGraw Hill.
3. Deo, N. (2004). Graph Theory. Prentice Hall of India, New Delhi.

**Reference Books:**

1. Biggs, N.L. (1985). Discrete Mathematics. Oxford Science Publication.
2. Koshy, T. (2005). Discrete Mathematics with Applications. Academic Press.

**Suggested E-learning material:**

1. <https://www.geeksforgeeks.org/engineering-mathematics-tutorials/>
2. <http://mathworld.wolfram.com/DiscreteMathematics.html>

## Sixth Semester

## Core Paper

### MATH 303 Introduction to Numerical Analysis

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Apply numerical methods to obtain approximate solutions to mathematical problems.
- Solve the nonlinear equations, system of linear equations and interpolation problems using numerical methods.
- Examine the appropriate numerical differentiation and integration methods to solve problems.
- Apply the numerical methods to solve differential equations.

**Unit 1 Error analysis:** Exact and approximate numbers, rounding of numbers, Significant digits, various types of errors encountered in computations, error in function approximation, the general error formula, Taylor's series, error in series approximation. **Numerical solution of system of linear equations:** Direct methods: The matrix inversion method, Gauss elimination method with pivoting strategies, Gauss–Jordan method, Factorization methods (LU-Doolittle, Crout,  $LDL^T$ , Cholesky), computing inverse of a matrix. Iterative methods: Gauss-Jacobi Method, Gauss-Siedel method.

**Unit 2 Finite differences:** forward, backward, central and divided difference operators, their properties and difference tables, propagation of error in difference table, missing data calculation, Relation between difference and derivatives, differences of polynomials. **Polynomial interpolation:** Newton-Gregory forward and backward interpolation, Gauss's forward and backward, Stirling's, Bessel's interpolation, Lagrange's and Newton's divided differences interpolation, inverse interpolation, computation errors in these formulae and analysis of errors.

**Unit 3 Numerical differentiation, Numerical integration:** Newton's Cotes Quadrature formula, Simpson's, Weddle's and Trapezoidal rules, Gauss Quadrature formula.

**Unit 4 Root finding for nonlinear equations** (Transcendental and Algebraic equations), Iterative method, Bisection method, Regula-Falsi method, Newton Raphson's method, order of convergence.

**Unit 5 Numerical solution of first and second order differential equations:** Euler's Method, Picard's Method, Taylor's series approximation, Runge-Kutta's Method.

**Text Books:**

1. Sastry, S.S. (2012). *Introductory methods of numerical analysis*. New Delhi, ND: PHI Learning Private Limited.
2. Chauhan, D. S., Vyas, P. & Soni, V. (2005). *Studies in numerical analysis*. Jaipur, Jaipur Publishing House.

**Reference Books:**

1. Jain, M. K., Iyengar, S. R. K. & Jain, R. K. (2007). *Numerical methods for scientific and engineering computations*. New Delhi, ND: New Age International.
2. Rajaraman, V. (1984). *Computer oriented numerical methods*. New Delhi, ND: Prentice Hall of India.
3. Phillips, G.M. & Taylor, P.J. (1996). *Theory and applications of numerical analysis*. Academic Press, Elsevier.
4. Burden, R.L., Faires, D.J. & Burden, A.M. (2016). *Numerical Analysis*. Cengage learning.

**Suggested E-learning material:**

1. Elementary Numerical Analysis; Platform: Nptel <https://nptel.ac.in/courses/111101003/>
2. Numerical Differentiation and Numerical Integration; Platform: MIT open courseware [https://ocw.mit.edu/courses/mechanical-engineering/2-993j-introduction-to-numerical-analysis-for-engineering-13-002j-spring-2005/lecture-notes/lect\\_9.pdf](https://ocw.mit.edu/courses/mechanical-engineering/2-993j-introduction-to-numerical-analysis-for-engineering-13-002j-spring-2005/lecture-notes/lect_9.pdf)
3. Computational Error; Platform: Nptel <https://nptel.ac.in/courses/111107062/>

## Discipline Electives

## MATH 203 Introduction to Mechanics

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Explain the geometry of the motion of particle in plane curve, i.e. position, velocity, and acceleration, and how those quantities are related through calculus.
- Learn Newton's laws of motion and examines their application to a wide variety of problems.
- Learn the basic concept of composition and resolution of forces and friction.
- Understand and visualize the real physical problem in terms of Mathematics.
- Learn one-dimensional (SHM), multi-dimensional (Projectile motion), and constrained motion, motion of particle with or without connecting with string.

**Unit 1** Motion in a Plane Curve: Velocity and acceleration (radial, transverse, tangential and normal), Motion of two particles connected by a string.

**Unit 2** Projectile on a horizontal plane, Simple harmonic motion.

**Unit 3** Constrained motion: Motion along a smooth vertical circle and smooth cycloid, Hooke's law, Motion of a particle attached to an elastic string.

**Unit 4** Composition and resolution of forces, Equilibrium of forces acting at a point (Lami's theorem only), Parallel forces, Moments.

**Unit 5** Friction-definition, Statical friction, Dynamical friction, Limiting equilibrium-an inclined plane, Common catenary.

**Text Books:**

1. Ray, M. & Sharma, G. C. (2006). *A Text Book on Dynamics* (13th revised ed.). New Delhi, S. Chand and Company.
2. Gokhroo, D. C. & Bhargava, S. L. (2009). *Elementary Mechanics*, Jaipur: Jaipur Publishing House (JPH).
3. Gokhroo, D. C., Saini, S. R. & Arora, R. K. (2017). *Elements of Dynamics*, Jaipur: Jaipur Publishing House (JPH).

**Reference Books:**

1. Ramsay, A. S. (2004). *Statics* (2nd ed.). CBS Publishers and Distributors.
2. Ramsay, A. S. (2002). *Dynamics* (2nd ed.). CBS Publishers and Distributors.
3. Gaur, Y. N., Mathur, A. K., Goyal, M. C. & Manohar, P. (2018-19). *Dynamics*, Jaipur & New Delhi: Ramesh Book Depot Publishing House.
4. Goyal, M. C., Sharma, O. P. & Goyal, M. (2018-19). *Statics*, Jaipur & New Delhi: Ramesh Book Depot Publishing House.
5. Sharma, K.C., Gokhroo, D. C. & Saini, S. R. (1996). *Elements of Statics*. Jaipur: Jaipur Publishing House (JPH).

#### **Suggested E-learning material:**

1. Engineering Mechanics: Statics & Dynamics; Platform: cosmolearning, <https://cosmolearning.org/courses/engineering-mechanics-statics-dynamics/>
2. Engineering Mechanics: Statics & Dynamics; Platform: nptel <https://nptel.ac.in/courses/112106180/>
3. Engineering Dynamics; Platform: MIT Open courseware, <https://ocw.mit.edu/courses/mechanical-engineering/2-003sc-engineering-dynamics-fall-2011/>

### **MATH 304 Linear Programing and Its Applications**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Formulate the LPP.
- Conceptualize the feasible region.
- Solve the LPP with two variables using graphical method.
- Solve the LPP using simplex method.
- Formulate the dual problem from primal.
- Solve Transportation and Assignment problems

- Solve the problems of competitive situations between two competitors.

**Unit 1** Linear Programming Problem: Definition, Formulation of LPP, Graphical Method

**Unit 2** Simplex Method, Big-M and Two-Phase Method, Degeneracy, Resolution of degeneracy. Limitation of LPP.

**Unit 3** Duality in LPP, Important results in Duality, Dual Simplex Method.

Integer Programming: Definition, Gomory's Method.

**Unit 4** Transportation: Definition, Solution by Simplex Method.

Assignment: Definition, Solution by Simplex Method.

**Unit 5** Game Theory: Definition, 2 person zero-sum Game, Game with mixed strategies Solution by using Simplex Method.

#### **Text Books :**

1. Kambo, N. S. (1991). *Mathematical programming techniques*. New Delhi: East-West Press.
2. Chatterjee, D. (2005). *Linear programming and game theory*. New Delhi: Prentice-Hall of India Private Ltd.

#### **Reference Book:**

1. Swarup, K., Gupta, P. K. & Mohan, M. (1977). *Operations Research (Answers to problems)*. New Delhi: Sultan Chand & Sons.
2. Pant, J. C. (2004). *Introduction to optimization: Operations Research*. New Delhi: Jain Brothers.
3. Taha, H. A. & Pearson Education. (2017). *Operations research: An introduction*. Harlow [i 21 pozostałych: Pearson.
4. Hillier, F. S. & Lieberman, G. J. (1972). *Introduction to operation research*. San Francisco: Holden-Day.

#### **Suggested E-learning material**

1. Linear Programming, a CPLEX tutorial  
[https://ibmdecisionoptimization.github.io/tutorials/html/Linear\\_Programming.html](https://ibmdecisionoptimization.github.io/tutorials/html/Linear_Programming.html)
2. Linear Programming Tutorial | Sophia Learning  
<https://www.sophia.org/tutorials/linear-programming--5>
3. Lectures – nptel: <https://nptel.ac.in/courses/111102012/>

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** On completion of this course, students will be able to,

- Manipulate vectors to perform geometrical calculations in three dimensions.
- Use Green's theorem and the Divergence theorem to compute integrals. Explain how Green's Theorem is a generalization of the Fundamental Theorem of Calculus.
- Communicate Calculus and other mathematical ideas effectively in speech and in writing.
- Recognize when it is appropriate to use a scalar and when to use a vector in problem solving.

**Unit 1** Definition and examples of vector and scalar; Basic operations: addition, subtraction, multiplication and scalar product of vectors, geometric representation of vectors, magnitude and direction, dot product and cross product.

**Unit 2** Scalar and vector product of three vectors, product of four vectors, vector-valued function; Scalar-valued function, limit, Continuity, differentiability and Integration of vector-valued functions of one variable.

**Unit 3** Partial derivatives: chain rule, exact differentials, Del Applied to scalar valued Function (gradient), Del applied to vector point function (Divergence, Curl), Physical interpretation of divergence, Physical interpretation of curl, Irrotational and Solenoidal vector-valued function.

**Unit 4** Directional derivative, tangent planes and normals lines, Tangential line integral, Circulation, Work, Independence of path, Conservative fields, Normal Surface integral, Flux across a surface.

**Unit 5** Vector fields, characterization of Irrotational and Solenoidal vector fields, Green's theorem in a plane, Gauss divergence theorem and Stoke's theorem, Simple applications.

**Text / Reference Books**

1. Thomas, G.B., Weir, M.D. & Hass, J. (2011). *Thomas' Calculus*, (11<sup>th</sup> ed.). Pearson Education.
2. Grewal, B.S. & Grewal, J.S. (2005). *Higher Engineering Mathematics* (37<sup>th</sup> ed.). New Delhi: Khanna Publishers.

3. Davis, H. F. & Snider, A. D. (1998). *Introduction to Vector Analysis* (7<sup>th</sup> ed.). William C. Brown Pub.
4. Matthews, P. C. (1998). *Vector Calculus*. Springer-Verlag.

### Suggested E-learning material

<https://www.brightstorm.com/tag/scalar/>

## MATH 310 Number Theory

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the concept of divisibility and able to find greatest common divisor of large integers using Euclidean algorithm.
- Appreciate the importance of prime numbers and their distribution.
- Solve linear congruences and system of linear congruences.
- Know Euler's theorem, Fermat's theorem and Wilson's theorem.
- Demonstrate the applications of number theory in cryptography.

**Unit 1** Integers, well-ordering principle, induction, Fibonacci numbers, divisibility, Greatest Common Divisor, least common multiple, Euclidean algorithm, prime numbers, distribution of primes, fundamental theorem of arithmetic.

**Unit 2** Congruences, linear congruences, Chinese remainder theorem, congruences with prime power moduli. linear Diophantine equations.

**Unit 3** Arithmetic fuction, Euler's Theorem, Fermat's little theorem, Wilson's theorem, primality testing and pseudoprimes and Carmichael numbers.

**Unit 4** Group of units, Euler's fuction, primitive root, the group  $U_p^c$  and  $U_2^c$ . Mobius inversion formula, Quadratic residues, Legendre symbol, Gauss's lemma, quadratic reciprocity,

**Unit 5** Perfect numbers, Fermat and Mersenne prime. Applications of number theory in cryptography.

### Text Books:

1. Burton, D. M. (2012). *Elementary number theory*. McGraw-Hill Education (India).

**Reference Books:**

1. Niven, I., Zuckerman, H. S. & Montgomery, H. L. (2013). *An introduction to the theory of numbers*. New York: Wiley.
2. Rosen, K. H. (2005). *Elementary number theory and its applications*. Boston: Pearson/Addison Wesley.

**Suggested E-learning Material:**

1. Lecture Notes: NPTEL: <https://nptel.ac.in/courses/111103020/>
2. Lecture Notes: MIT OPEN COURSE WARE: <https://ocw.mit.edu/courses/mathematics/18-781-theory-of-numbers-spring-2012/index.htm>

**MATH 313 Multivariable Calculus****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Locate points in  $R^3$  given in rectangular, cylindrical and spherical coordinates.
- Recognize and find equations of cylindrical surfaces, quadric surfaces and surfaces.
- Use the method of Lagrange multipliers to solve constrained optimization problems.
- Evaluate triple integrals and use them to find volumes in rectangular, cylindrical and spherical coordinates.
- Use a Jacobin to make a change of variables in a double integral.
- Use Green's theorem to evaluate line integrals.
- Solve applied optimization problems involving functions of two or three variables.

**Unit 1** Three-Dimensional coordinate system, Vectors, The dot product, The Cross product, Equations of lines and Planes, Cylinders and Quadric surfaces, Cylindrical and Spherical coordinates, Vector function and Space curves, Derivatives and Integrals of vector functions , Arc length and Curvature.

**Unit 2** Function of several variables, Level curves, Limits and Continuity, Partial derivatives, Tangent planes and linear approximation, The Chain rule, Directional derivatives and gradient vector.

**Unit 3** Maximum and minimum, Lagrange multipliers, Double Integrals over rectangles, Double Integral over general regions, Double Integral in polar coordinates, Surface area.

**Unit 4** Triple integral, Triple Integral in cylindrical and spherical coordinates, Change of variable in multiple integral, Vector fields, line integrals, The Fundamental theorem for line integrals.

**Unit 5** Green's Theorem, Curl and Divergence, Parametric surfaces and their Areas, Surface Integrals, Stokes Theorem.

**Text Books:**

1. Stewart, J. (2007). *Calculus: Early transcendentals*. Belmont, CA: Thomson Higher Education.

**Reference Books:**

1. Hass, J., & Weir, M. D. (2008). *Thomas' calculus: Early transcendentals*. Boston: Pearson Addison-Wesley.

## POLITICAL SCIENCE

### First Semester

#### POL 102 Foundations of Political Science

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1** Introduction to Political Science: Meaning, Nature and Scope of Political Science: Traditional and Modern Perspective, Significance of the discipline of Political Science.

**Unit 2** Approaches to the study of Political Science: Normative, Historical and Behavioral Approach.

Relationship of Political Science with other Social Sciences : Philosophy, Geography, History, Sociology and Economics.

**Unit 3** State : Meaning, Origin, Development and elements. Sphere of State Activity: Laissez-faire, Socialist and concept of Welfare State.

**Unit 4** Sovereignty : Meaning, Monistic and Pluralistic theory of sovereignty, Challenges to Sovereignty in Post Globalised Era.

Liberty : Meaning, Types and Evaluation of the Concept.

Equality : Meaning and Types, Relationship between Liberty and Equality.

**Unit 5** Justice: Meaning, Sources and Types, Citizenship: Meaning and Types, Rights: Meaning, types.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Comprehend the ideas and concept of Political Theory in depth .
- Identify the significance and relevance of political theory in present scenario.
- Analyze and discuss political ideas critically.
- Underst and their rights and duties.
- Perceive the idea of citizenship and this will help them to develop as good citizens of India.

**Recommended Books:**

1. Asirvatham, Eddy. (1968). *Political Theory*. University of California: Upper Indian Publishing House. (Hindi and English Ed.)
2. Pennock, J.R. & Smith, D.G. (1964). *Political Science-An Introduction*. New York: Macmilillon Company.
3. Dubey, S .N. (1996). *Rajniti Shastra Ke Siddhant*. Agra: Shivlal Agrawal and Co. Agra.
4. Pant, A. D. (1968). *Rajniti Shastra Ke Mool Adhar* Allahabad: Marg I Kitabghar.
5. Das, Hari Har (1997). *Analytical study of Political science*. New Delhi: Anmol Publications Pvt. Ltd.
6. Ramaswamy, Sushila. (2015). *Political Theory: Ideas & Concepts*. New Delhi: Macmillan.
7. Johri, J.C. (2009). *Principles of Modern Political Science*. New Delhi: Sterling Publishers Pvt. Ltd.
8. Agarwal, R.C. (2014). *Political Theory*. New Delhi: S.Chand, & Co. Ltd.
9. Das, Heri Har & Choudhary, B. C. (1999). *Political Theory: Traditional and Modern Theory*. New Delhi: National Publishing House Jaipur.
10. Held, D. (1989). *Political Theory and the Modern state*. New Delhi: Maya Publishers Pvt. Ltd.

**Suggested e-resources-**

- <https://eggp.inflibnet.ac.in/ahl.php?csrno=29> Annual Review of Political Science, <http://www.annualreviews.org/journal/polisci>, Annual Reviews
- Political Methodology, <http://www.jstor.org/action/showPublication?journalCode=polimethod>, Oxford University Press; Society for Political Methodology
- Annual Review of Political Science <http://www.annualreviews.org/journal/polisci>
- PS: Political Science and Politics <http://www.jstor.org/action/showPublication?journalCode=pspolisciepoli>
- Proceedings of the Academy of Political Science in the City of New York <http://www.jstor.org/action/showPublication?journalCode=procacdpolisci2>

### **POL 103 Indian Political Thinkers**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

- Unit 1** Kautilya: Social Ideas: Varna Ashrama System; Political Ideas: Origin of State, Saptang Theory and Dand Niti; Administrative Ideas and Mandal Theory.
- Unit 2** Raja Ram Mohan Roy: Social Ideas, Economic Ideas and Political Ideas.  
Swami Vivekanand: Social Ideas, Religious Idea and Political Ideas.
- Unit 3:** Gokhale: Economic Ideas; Spiritualization of Politics, Liberal Ideas and Political Testament. Tilak: Social Ideas, Political Ideas: Nationalism and Concept of Swaraj.
- Unit 4** Gandhi: Social Ideas, Economic Ideas, Political Ideas: Concept of State, Staya, Ahimsa, Satyagrah.
- Unit 5** Nehru: Political Ideas: Democratic Socialism, Humanism, Nationalism and Internationalism. Ambedker: Social Ideas, Economic Ideas and Political Ideas.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the social, political and economic ideas of Indian political thinkers.
- Compare the ideas of key political thinkers in India.
- Analyze political thought from ancient to the modern era.

**Recommended Books:**

1. Verma, V. P. (2017). *Modern Indian Political Thought*. Lakshmi Narayana Educational publishers.
2. Nehru, J. L. (2002). *The Discovery of India*. New Delhi: Oxford University Press.
3. Bhagavan, V. (1999). *Indian Political Thinkers*. New Delhi: Atma Ram & Son.
4. Gaba, O.P.(2016) *Indian Political Thought*. Delhi: Mayur Paper back.
5. Roy, Himanshu and Singh , M.P.(2003). *Indian Political Thought*. Delhi:
6. Narayan, J.P., and Chakravarty, Bidut (2009). *Modern Indian Political Thought* .New Delhi: Sage Publishares.
7. Mehta,V.R. (1995). *Foundation of Indian Political Thought*. Delhi: Manohar Publishers

**Suggested e-resources-**

- <https://epgp.inflibnet.ac.in/ahl.php?csno=29>
- Social Justice  
<http://www.jstor.org/action/showPublication?journalCode=socijust>
- Section of Individual Rights and Responsibilities Newsletter  
<http://www.jstor.org/journal/secindrigresnew>

## Second Semester

### POL 105 National Movement and Constitutional Development of India

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1** Indian Nationalism : Genesis of the Indian National Congress: Moderates and Extremists

Revolutionary Perspective of National Movement.

**Unit 2** Home Rule Movement, Non-Cooperation Movement, Swaraj Party, Nehru Report, Civil Disobedience Movement

**Unit 3** Emergence of Communal Politics : Muslim League, Fourteen Points of Jinnah, Two nation Theory, Communal Award, Poona Pact, Hindu Revivalism.

**Unit 4** Towards Freedom: Cripps Mission, Quit India movement, Cabinet Mission, Mount Batten Plan, Partition of India. Role of Women in National movement in India

**Unit 5** An introduction to the constitutional development in India.  
Main features and provisions of the Acts of 1909, 1919, 1935 and 1947.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the National Movement and Constitutional Development in India.
- Analyze the National Movement from various perspectives.
- Comprehend the women's participation in National Movement.

**Recommended Books:**

1. Agarwal, R.C. (2001). *Indian Government and Politics*. New Delhi: S. Chand & Company Ltd.
2. Chandra, B. (1981). *All India's Struggle for Independence*. New Delhi: Penguin.
3. Chattopadhyaya, K. D. (1983). *Indian's Women's struggle for freedom*. New Delhi: Abhinav Publications.
4. Kasturi, I. & Majumdar, V. (1994). *Women and Indian Nationalism*. New Delhi: Vikas Publishing House
5. Kaur, M. (1968). *Role of Women in the Freedom Movement 1859-1947*. New Delhi: Starly.
6. Sharma, R.K. (1981) – Nationalism, *Social Reform and Indian Women*. New Delhi: Janki Prakashan.
7. Chandra, B. and et. Al., (1989). *India's Struggle for Independence*. New Delhi: Penguin. (In Hindi also)
8. Jones, M. (1974). *Government and Politics in India*. Delhi: BI Publications.
9. Munshi, K.M. (1963). *The President Under the Indian Constitution*. Bombay: Bharatiya Vidya Bhavan.

10. Myrdal, G. (1968). *Asian Drama: An Inquiry into the Poverty of Nations*. Harmondsworth: Penguin.
11. Narain, I. (ed.), (1967). *State Politics in India*. Meerut: Meenakshi Prakashan.
12. Kaushik, S. (ed.,) (1990). *Indian Government and Politics*. Delhi University: Directorate of Hindi.
13. Kaviraj, S. (1998). *Politics in India*. Delhi: Oxford University Press.

#### Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- The National Interest  
<http://www.jstor.org/action/showPublication?journalCode=nationalinterest>
- Nationalism and Ethnic Politics-  
<http://www.tandfonline.com/loi/fnep20>

### POL 108 Principles of Political Science

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

- Unit 1** Government: Meaning, Organs: Legislature, Executive and Judiciary and their relationship.
- Unit 2** Forms of Government: Democracy: Meaning, Types, Theories of Democracy- Classical, Liberal and Marxist. Models of Democracy – Representative, Participatory and Deliberative. Dictatorship: Meaning, Types. Authoritarian and Totalitarian.
- Unit 3** Forms of Government: Unitary Government; Meaning, Main Features, Merits and Demerits, Federal Government; Meaning, Main Features, Essential Conditions, Merits and Demerits.
- Unit 4** Forms of Government: Parliamentary Government; Meaning, Main Features, Merits and Demerits. Presidential Government: Meaning, Main Features, Merits and Demerits.
- Unit 5** Party System: Meaning and Importance of Political Parties, Basic Characteristics and Types of Party System. Role of Political Parties in the Political System.

Pressure Groups: Meaning, Classification and Methods, Importance of Pressure Groups in Democracy.

**Learning Outcomes:** After completion of the course, the students will be able to:

- Comprehend the ideas and concept of political theory in depth.
- Develop their knowledge about the various forms of government
- Compare governments of various countries.
- Critically analyze and discuss political Systems.
- Understand the qualities of a democracy and conditions of successful working of a democracy.

**Recommended Books :**

1. Asrivatham, Eddy. (1968), *Political Theory*. University of California: Upper Indian Publishing House. (Hindi and English Ed.)
2. Pennock, J.R., & Smith, D.G.(1964). *Political Science-An Introduction*. NewYork: Macmillon Company.
3. Dubey, S.N. (2017). *Rajniti Shastra Ke Siddhant*. Agra: ShivalAgrawal and Co.
4. Das, Hari Har (1997). *Analytical study of Political science*. New Delhi: Anmol Publications Pvt. Ltd.
5. Ramaswamy, S. (2015). *Political Theory: Ideas & Concepts*. New Delhi : Macmillan.
6. Johri, J.C. (2009). *Principles of Modern Political Science*. New Delhi: Sterling Publishers Pvt. Ltd.
7. Agarwal, R.C. (2014). *Political Theory*. New Delhi: S.Chand, & Co. Ltd
8. Das, Heri Har & Choudhary, B.C. (1997). *Political Theory: Traditional and Modern Theory*. New Delhi : National Publishing House.
9. Held, D. (1989). *Political Theory and the Modern state*. New Delhi: Maya Publishers Pvt. Ltd.

**Suggested e-resources-**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>

- Political Theory-  
<http://www.jstor.org/action/showPublication?journalCode=politicaltheory>
- Political Science Quarterly-  
<http://www.jstor.org/action/showPublication?journalCode=polisciequar>
- Policy Sciences  
<http://www.jstor.org/action/showPublication?journalCode=policysciences>

## Third Semester

### POL 201 Indian Political System - I

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

- Unit 1** Constitution of India: Sources and Salient features, Philosophical Foundations, Preamble.
- Unit 2** Fundamental Rights, Fundamental Duties and Directive Principles of state policy in India.
- Unit 3** Union Executive: President, Prime Minister and Council of Ministers.
- Unit 4** Union Legislature: Organization and functions of Lok Sabha and Rajya Sabha, Speaker of Lok Sabha, Relationship between Lok-Sabha and Rajya Sabha, Amendment Process of the Indian Constitution.
- Unit 5** Union Judiciary: Composition and Jurisdiction of Supreme Court, Judicial Review and Judicial activism.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the Salient features of the Indian Constitution
- Comprehend the Rights and Duties of citizens
- Analyze the working of the Central Government of India.

**Recommended Books:**

1. Palmer, N.D. (1971). *The Indian Political System*. Boston: Houghton Mifflin.
2. Kothari, R. (1972). *Bharat Mein Rajniti*. New Delhi: Orient Longmans.
3. Hardgrave, J. R. (1970). *Indian government and politics in a developing Nation*. New York: Harcourt Brace and World, INC.
4. Siwach, J.R. (1985). *Dynamics of Indian Government and politics*. New Delhi: Sterling Publisher.
5. Pandey, R.K. & Chakrabarty, B. (2008). *Indian Government and politics*. New Delhi: Sage Publication.
6. Pylee, M.V. (1965). *Constitutional Government in India*. Mumbai: Asia Publishing House.

- 7 Kashyap, Subhas (2004). Bharat Ka Samvaidhanik Vikash Aur Rajniti. New Delhi: Jagriti Josh. (hindi)
- 8 Kothari, Rajani (2010). Bharat Mein Rajniti- KalaurAaj. New Delhi: Vsani Prakashan. (Hindi)
- 9 Singhvi, L.M.(1971). Indian Parties & Politics (in Hindi & English). Delhi: The Institute of Constitutional and Parliamentary Studies Research.
- 10 Jeanings, Sir Ivor (1953). Some Characteristics of the Indian Constitution. Indian branch: Oxford University Press.
- 11 Jones, Morris W.H. (1976). Parliament in India. USA: Greenwood Press.
- 12 Park, Rechar L & Tinker Irene (ed) (1959). Leadership and Political Institutions in India. New Jersey: Princeton University Press.

#### Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Asian Journal of Social Science  
<http://www.jstor.org/action/showPublication?journalCode=asiajso>  
ciscie
- The Indian Journal of Political Science  
<http://www.jstor.org/action/showPublication?journalCode=indijpol>  
iscie

### POL 205 Major Governments of the World

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** UK : Characteristics, Conventions, Queen and Crown; Organization and Powers of Parliament and Executive; Supreme Court : Organization and Powers.

**Unit 2** U.S.A.: Characteristics, Federalism, Organization and Powers of Congress; President : Election and Powers; Supreme Court : Organization and Powers.

**Unit 3** France: Evolution and Development of the French Constitution; Characteristics of the Vth Republic; Organization and Powers of Parliament, Executive: President and Prime Minister; Judiciary: Characteristics, Organization and Functions.

**Unit 4** Switzerland: Characteristics, Federalism, Organization and Powers of Federal Assembly; Plural Executive and Direct Democracy.

**Unit 5** China: Characteristics, National People's Congress, President and Party system.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the political system and process of the major countries of the world.
- Identify and distinguish between the functions of various political systems.
- Analyze the outputs of political systems.

**Recommended Books:**

1. Kapoor, A. C. & Mishra, K.K. (2010). *Selected Constitutions*. (Latest edition – Hindi & English. New Delhi: S. Chand & Company)
2. Goyal, O.P. (2007). *Comparative Governments*, New Delhi: Macmillan.
3. Neal, P.O. (2004). *Essentials of Comparative Politics*.
4. Bagehot, W. (1963). *The English Constitution*. London: Fontana.
5. I. Derbyshire, I. (1991). *Politics in China*. London: Chambers.
6. Finer, H. (1969). *Theory and Practice of Modern Government*. London: Methuen.
7. Laski, H.J. (1948). *American Democracy: A Commentary and An Interpretation*, London: Unwin.
8. Maddex, R. (2000). *Constitutions of the World*, 2<sup>nd</sup> edn., Washington DC and London: CQ Press.
9. Ogg, F. A. & Zink. (1964). *Modern Foreign Governments*. New York: Macmillan.
10. Tocqueville, A. de. (1886). *Democracy in America*, 2 Volumes, Bombay: Popular.

**Suggested e-resources:**

- <https://epgp.inflibnet.ac.in/ahl.php?csno=29>
- Presidential Studies Quarterly  
<http://www.jstor.org/action/showPublication?journalCode=presstudq>

- Review of International Studies  
<http://www.jstor.org/action/showPublication?journalCode=revinterstud>
- International Studies Quarterly  
<http://www.jstor.org/action/showPublication?journalCode=intestudquar>

## Fourth Semester

### POL 202 Indian Political System – II

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Unit 1** Federal System in India – Characteristics, nature, emerging trends. Demand for state autonomy.

**Unit 2** Union-State Relations - Legislative, Administrative, Financial Relations and need of reforms.

**Unit 3** Office of the Governor, Chief Minister- Role, Powers and Functions.

**Unit 4** Party system in India: Features and trends, Role of regional parties.

Electoral process, Determinants of electoral behavior and need of electoral reforms.

**Unit 5** Problems of Indian Democracy: Regionalism, Language, Caste and Communalism.

Coalition government and Participation of women in Indian politics.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the basic structure of federal system
- Know about electoral process in India .
- Critically Analyze India’s Democracy.

**Recommended Books:**

- 1 Palmer, N.D. (1971). *The Indian Political System*. Boston: Houghton Mifilion.

- 2 Kothari, R. (1972). *Bharat Mein Rajniti*. New Delhi: Orient Longmans.
- 3 Hardgrave, J. R. (1970). *Indian government and politics in a developing Nation*. New York: Harcourt Brace and World, INC.
- 4 Siwach, J.R. (1985). *Dynamics of Indian Government and politics*. New Delhi: Sterling Publisher.
- 5 Pandey, R.K., Chakrabarty, B. (2008). *Indian Government and politics*. New Delhi: Sage Publication.
- 6 Austin, G. (1966). *The Indian Constitution: Corner Stone of a Nation*. Oxford: Oxford University Press.
- 7 Basu, D.D. (1994). *An Introduction to the Constitution of India*. New Delhi: Prentice Hall.

#### Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Indian Journal of Asian Affairs  
<http://www.jstor.org/action/showPublication?journalCode=indijasi>  
aaffa
- The Indian Journal of Political Science  
<http://www.jstor.org/action/showPublication?journalCode=indijpol>  
iscie

### POL 204 Major Governments of South Asia

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1 Pakistan:** Characteristics of the Political System. Role of Army and struggle for democracy in Pakistan, Federalism: Characteristics of the federal system.

**Unit 2 Pakistan:** Composition, Powers and functions of Executive: President and Prime minister. Judiciary.

**Unit 3 Bangladesh:** Characteristics of the Political System, Powers and functions of President (Executive), Composition and Powers of Legislature.

**Unit 4 Sri Lanka:** Characteristics of the Political System, Powers and Functions of the President, Composition and Powers of the Legislature, Role of Judiciary.

**Unit 5 Nepal:** Characteristics of the Political System, Genesis of Democratic Republic and end of Monarchy. Election and Powers of the President and Prime Minister. Composition and Powers of the Legislature, Emerging issues and Challenges.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the working of political systems of major countries of south Asia.
- Identify the issues and challenges of the political systems in south Asia.
- Analyze the working of political systems in south Asia.

**Recommended Books:**

1. Sayeed, K.B. (1967). *The Political System of Pakistan*. Boston: Houghton Muffin Co.
2. Wriggings, H. (2015). *Ceylon - Dilemmas of a New Nation*. New York: Princeton University Press.
3. Gupta, A. (1974). *Politics in Nepal*. New Delhi: Allied Publishers.
4. Johari, J. C. (1991). *Government and Politics of South Asia*. New Delhi: Sterling Publisher.
5. Mathur, P.C. (1985). *Governments and Politics of South Asia*. vol. II. Jaipur: Printwell Publisher.
6. Vorys, K. (1965). *Political Development in Pakistan*. New Jersey: Princeton University Press.
7. Kodikara, S.U. (1965). *Indo - Ceylon Relations Since Independence*. Colombo: Ceylon Institute.
8. Rose, S. (1963). *Politics in Southern Asia*. Oxford: St. Martin Press.
9. Chadda, M. (2000). *Building democracy in South Asia : India, Nepal, Pakistan*. Boulder Colorado: Lynne Rienner.

**Suggested e-resources-**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Pakistan Horizon  
<http://www.jstor.org/action/showPublication?journalCode=pakistanhorizon>

- Presidential Studies Quarterly  
<http://www.jstor.org/action/showPublication?journalCode=presstudq>
- Asian Affairs  
<http://www.jstor.org/action/showPublication?journalCode=asianaffairs>
- Asian Journal of Social Science  
<http://www.jstor.org/action/showPublication?journalCode=asiajsoiscie>

## Fifth Semester

### POL 304 Western Political Thinkers

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Plato: Justice, Education, Communism, Ideal State and Rule of Philosopher.

**Unit 2** Aristotle: State, Justice, Ideas on Family, Property and Slavery, Citizenship, Classification of Constitutions and Revolution.

**Unit 3** Machiavelli: Child of his times, Human Nature, Religion and Morality, State, Father of Modern Political Thought.

Hobbes: Social Contract, Doctrine of Sovereignty and Individualism.

**Unit 4** Locke: Social Contract, Government and Natural Rights, Liberalism.

Rousseau: Social Contract, General Will, Sovereignty and Comparative reflection on Hobbes, Locke and Rousseau's Social Contract Theory.

**Unit 5** Marx: Dialectical and Historical Materialism, Surplus Value, Class Struggle and Marxian State.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Comprehend the diverse intellectual political traditions in the west.
- Understand the conceptual debate of fundamental political ideas in the west.
- Critically analyze the political philosophy of western political thinkers.

**Recommended Books:**

1. Davidson, W.L. (1957). *Political Thought from Bentham to J. Mill*. Oxford: Oxford University Press.
2. Dunning, W.A (1902). *History of Political Theories Vol. I, II & III*, New York: Macmillan.
3. Jones, W.T. (1973). *Master of Political Thought*, Volume II. Chicago: The University of Chicago Press Journal.
4. Sabine, G.H. (1973). *A History of Political Theory*, 4<sup>th</sup> edn. Revised by T.L Thorson, New Delhi: Oxford University Press.

5. Allen, J.W. (1967). *A History of Political Thought in the Sixteenth Century*. London: Methuen.
6. Ashcraft, A. (1986). *Revolutionary Politics and Locke's Two Treatises of Government*. London: Allen and Unwin.
7. Chapman, J.W. (1956). *Rousseau- Totalitarian or Liberal*. New York: Columbia University Press.
8. Germino, D. (1972). *Modern Western Political Thought: Machiavelli to Marx*. Chicago: University of Chicago Press.

#### Suggested e-resources-

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- The Western Political Quarterly  
<http://www.jstor.org/action/showPublication?journalCode=westpoliquar>
- Advocate of Peace through Justice  
<http://www.jstor.org/action/showPublication?journalCode=advopeacjust>
- The European Journal of Social Quality  
<http://www.jstor.org/action/showPublication?journalCode=eurojsoical>
- Studies in East European Thought
- <http://www.springerlink.com/openurl.asp?genre=journal&issn=0925-9392>

## Sixth Semester

### POL 303 Major Political Ideologies

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Idealism: Meaning, Definitions, Main principles, merits and demerits, Hegel and Green's thought on idealism.

**Unit 2** Liberalism: Meaning, Definitions, Historical Evolution, Main principles, merits and demerits. Pluralism: Meaning, Definitions, Main principles, merits and demerits, Laski's view on Pluralism.

**Unit 3** Utilitarianism: Meaning, Definitions, Main principles, merits and demerits, Bentham's Utilitarianism and Mill's revision of Bentham's Utilitarianism.

**Unit 4** Socialism: Meaning, Definitions, Historical Evolution, Main principles, merits and demerits.

Nationalism: Meaning, Definitions, Main principles, merits and demerits

**Unit 5** Feminism: Meaning, Definitions, Waves, issues and challenges.

Environmentalism: Meaning, Definitions, Development, issues and challenges.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the major political ideologies, their basic principles and relevance.
- Compare the diverse perspectives of political ideologies.
- Analyze the major political ideologies.

**Recommended Books:**

1. Ebenstein, W. (1958). *Today's isms*. Angelwood Cliffs: N.J Prentice Hall.
2. Coker, F.W (1962). *Recent Political Thought*. Appleton century crofts.
3. Suda, J.P. (2017). *History of Modern Political Thought*, I to IV Volume. Meerut: Jai Prakash Narayan & Company.
4. Mahajan, V.D. (1990). *Recent Political Thought*. New Delhi: S. Chand & Co.
5. Laski, H.J. (1920). *Political Thought from Locke to Bentham*. Oxford: Oxford University Press.
6. Heywood, A. (1999). *Political Theory: An Introduction*. London: Macmillan.
7. Kateb, G. (1968). *Political Theory: Its Nature and Uses*. New York: St. Martin's Press.
8. Kuhn, T. (1970). *The Structure of Scientific Revolution*. Chicago: University of Chicago Press.
9. Kymlicka, W. (1990). *Contemporary Political Philosophy: An Introduction*. Oxford: The Clarendon Press.
10. Varma, S.P. (1983). *Modern Political Theory*. New Delhi: Vikas.
11. Gellner, E. (1983). *Nations and Nationalism*. Oxford: Blackwell.
12. Kymlicka, W. (1990). *Contemporary Political Philosophy: An Introduction*. Oxford: The Clarendon Press.

**Suggested e-resources-**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Political Theory  
<http://www.jstor.org/action/showPublication?journalCode=politicaltheory>
- Socialism and Democracy-<http://www.tandfonline.com/loi/csad20>
- Theoria: A Journal of Social and Political Theory  
<http://www.jstor.org/action/showPublication?journalCode=theoria>

## Discipline Electives

### POL 302 International Relations since 1945

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1:** International Relations: Meaning, Evolution and significance. Major approaches of International relations: Idealist, Realist and Systems.

**Unit 2:** UN: Objectives, Organization with special reference to General Assembly and Security Council; Achievements, Limitations and prospects of UN in 21st century.

**Unit 3:** Cold War: Stages- Detente, New Cold War, factors leading to Post Cold War Era, Uni-Polarity and Polycentrism.

**Unit 4:** International Political Economy: IMF, World Bank and WTO North South Dialogue, South-South cooperation.

**Unit 5:** Emerging Trends in Post Cold War Era: Human Rights, Gender, Conflict Resolution and Environment Protection.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Analyze and explain contemporary international phenomena, including identifying and assessing the International Scenario.
- Identify important historical changes in International Relations.
- Recognize key aspects of International Organizations and processes.

**Recommended Books:**

1. Malhotra, V.K. (2008). *International Relations*, New Delhi: Anmol Publication.

2. Paimier & Perkins, (2001). *International Relations*, 3<sup>rd</sup> ed., Boston: CBS Publication.
3. Khanna, V.N. (2013). *International Relations*. New Delhi: S. Chand Company Ltd.
4. Wilkison, P. (2007). *International Relations: A Very Short Introduction*, Oxford: Oxford University Press.
5. Bareth, R.S. & Gupta, D. (2010). *State and Globalization*. Jaipur: Rawat Publication.
6. Singh, S. & Mohenkumar, S. (2012). *Climate Change: An Asian Perspective*. Jaipur: Rawat Publication.
7. Poddar, G.D. (2009). *Globalization, Liberalization and Environmentalism*. Jaipur: Rawat Publication.
8. Joshi, S. J. (2005). *International Relations*. New Delhi: Krishna Prakashan.
9. Cranston, M. (1973). *What are Human Rights?* London: Bodley Head.
10. Couloumbis, A. A. & Wolf, J. H. (1989). *Introduction to International Relations: Power and Justice*. New York: Praegar.
11. Coplin, W. D. (1971). *Introduction to International Politics*, Chicago, Markham.
12. Dalton, R. & Kuechler, M. (1990). *Challenging the Political Order: New Social and Political Movements in Western Democracies*. Cambridge: Cambridge University Press.
13. Wattenberg, M. (2000). *Politics without Partisans: Political Change in Advanced Industrial Democracies*. Oxford: Oxford University Press.
14. Deutsch, K.W. (1989). *The Analysis of International Relations*, New Delhi, Prentice Hall.
15. Dougherty, J. E. (1962). *How to think about Arms Control and Disarmament*. New York: Macmillan.

**Suggested E-Learning Resources:**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- India International Centre Quarterly,  
<http://www.jstor.org/action/showPublication?journalCode=indiaintcentq>, India International Centre

- Chronology of International Events and Documents,  
<http://www.jstor.org/action/showPublication?journalCode=chrointevendoc>, Royal Institute of International Affairs
- International Affairs Review Supplement  
<http://www.jstor.org/action/showPublication?journalCode=inteaffarevisupp>
- International Studies Quarterly  
<http://www.jstor.org/action/showPublication?journalCode=intestudquar>
- World Politics  
<http://www.jstor.org/action/showPublication?journalCode=worldpolitics>
- The Journal of International Relations  
<http://www.jstor.org/action/showPublication?journalCode=jinterrelations>

### **POL 305 Decentralized Democracy in India**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1** Democracy in India: Dimensions, Features; Decentralized Democracy: Concept and Historical Development of Local Self Government

**Unit 2** Rural Local Self Government: Organization, Structure, Power and Function of Zila Parishad, Panchayat Samiti, Gram Panchayat and Gram Sabha: With Special Reference to 73<sup>rd</sup> Constitution Amendment

**Unit 3** Urban Local Self Government: Organization, Structure, Power and Function of Municipal Corporation and Municipal Council: With Special Reference to 74<sup>th</sup> Constitutional Amendment

**Unit 4** Financial Recourses of Local Self Government, Control Over Local Government: Legislative, Administrative and Financial.

**Unit 5** Trends in Decentralized Democracy in India: Women and Marginalized Section of Society, Good Governance, Good Governance Initiatives in India, E- Governance

**Learning Outcomes:** After completion of this course, the students will be able to:

- Comprehend the origin and development of Indian local self-government.
- Understand the Indian system of democratic decentralization, including rural and urban bodies.
- Analyze the working of local self-government in India.

### Recommended Books:

1. Kohli, Atul. (2001). *The Success of India's Democracy*. Cambridge: Cambridge University Press.
2. Deva, Vasu. (2005). *E-Governance in India: A Reality*, New Delhi: Common wealth Publishers,
3. Sharma, Pankaj. (2004). *E-Governance: The New Age Governance*. APH Publishers,
4. Maheshwari, Sriram (1984). *Bharat me Sthaniye Sarkare*. Delhi: Oriental. (Hindi)
5. Rajini, Kothari. (1970). *Politics in India*. Delhi: Orient Longman.
6. Basu, Rumki. (ed). (2015). *Democracy and Good Governance. Reinventing the Publicservice Delivery System in India*. New Delhi: Bloomsbury India, 2015.

### E- Resources:

- [https://books.google.co.in/books/about/Local\\_Governance\\_in\\_India.html?id=2YkLfe-USckC&redir\\_esc=y](https://books.google.co.in/books/about/Local_Governance_in_India.html?id=2YkLfe-USckC&redir_esc=y)
- [https://books.google.co.in/books/about/Local\\_Government\\_in\\_India.html?id=tb5PmSon1rsC&redir\\_esc=y](https://books.google.co.in/books/about/Local_Government_in_India.html?id=tb5PmSon1rsC&redir_esc=y)  
[https://books.google.co.in/books/about/Democratic\\_Politics\\_and\\_Governance\\_in\\_India.html?id=Q9Fj8e0CtIoC&redir\\_esc=y](https://books.google.co.in/books/about/Democratic_Politics_and_Governance_in_India.html?id=Q9Fj8e0CtIoC&redir_esc=y)
- [https://books.google.co.in/books/about/Party\\_Politics\\_and\\_Democratic\\_Governance.html?id=lwOXJyauLzIC&redir\\_esc=y](https://books.google.co.in/books/about/Party_Politics_and_Democratic_Governance.html?id=lwOXJyauLzIC&redir_esc=y)
- [https://books.google.co.in/books/about/The\\_Challenges\\_of\\_Governance\\_in\\_Indian\\_D.html?id=q\\_5A6Bm9gs0C&redir\\_esc=y](https://books.google.co.in/books/about/The_Challenges_of_Governance_in_Indian_D.html?id=q_5A6Bm9gs0C&redir_esc=y)

## POL 301 India's Foreign Policy

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Unit 1:** Foreign Policy: Meaning, Approaches and Significance, India's Foreign Policy: Evolution, Features and Determinants, Continuity and Change in 21<sup>st</sup> Century

**Unit 2:** India's Foreign Relations with Major Powers Since 1991: USA, Russia and China

**Unit 3:** India's Relations with neighbors: Pakistan, Bangladesh, Sri Lanka and Nepal

**Unit 4:** India's Interaction with Global and Regional Institutions: UN, NAM, BRICS, SAARC and ASEAN

**Unit 5:** Contemporary Issues and Trends of India's Foreign Policy: Globalization, Neo-Colonialism, Terrorism and Climate Change

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the determinants and relevance of foreign Policy.
- Critically analyze India's bilateral relations with major powers and its neighbouring countries.
- Explore the various issues and challenges in international politics

**Recommended Books:**

- 1 Sharma, R.R. (2005). *India and Emerging Asia*, New Delhi: Sage.
- 2 Chellaney, Brahma. (1999). *Securing India's Future in the New Millennium*. New Delhi: Orient Longman.
- 3 Perkovitch, George. (2002). *India's Nuclear Bomb - The Impact of Global Proliferation*. New Delhi: OUP.
- 4 Cohen, S. P. (2001). *India: Emerging Power*. New Delhi: OUP.
- 5 Ghai, U.R. (2012). *Foreign Policy of India*. Jalandhar: New Academic Publishing.
- 6 Vinayak, Achin. (1995). *India in a Changing World: Problems, Limited and successes of its Foreign Policy*. New Delhi: Vikas publisher.
- 7 Gupta, K. (1958). *India in world Politics*. New Delhi: Sterling Publisher.
- 8 Mehrotra, S.R. (1965). *India and the Commonwealth*. New York: F.A. Prager.
- 9 Macridis, R.C. (1976). *Foreign Policies in World Politics*. New Delhi: Prentice-Hall.

**Suggested e-resources-**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- Review of Middle East Studies  
<http://www.jstor.org/action/showPublication?journalCode=revimiddeaststud>
- The Journal of International Relations  
<http://www.jstor.org/action/showPublication?journalCode=jinterelations>
- Foreign Policy  
<http://www.jstor.org/action/showPublication?journalCode=foreignpolicy>
- Foreign Affairs  
<http://www.jstor.org/action/showPublication?journalCode=foreignaffairs>

## POL 306 Research Methodology in Political Science

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

**Unit 1** Research in Political Science : Meaning, Nature, Problems and emerging fields; Scientific Method.

**Unit 2** Research Design : Meaning, objectives, Components and Types; Hypothesis : Meaning and types.

**Unit 3** Sampling; Data: Meaning, types, difference between Primary and Secondary data, Sources of data collection.

**Unit 4** Techniques of Data Collection: Questionnaire, Schedule and Interview

**Unit 5** Data Processing and Analysis: Classification and Tabulation; Measures of central tendency : Mean, Median and Mode.

### Learning Outcomes:

After completion of the course students will be able to:

- Understand the basics of political science research and develop aptitude for political science research.
- Identify various sources of primary and secondary data.
- Use and apply various methods and techniques of research.

### Recommended Books:

1. Kothari, C. R. (2008). *Research Methodology- Methods and Technique*. New Delhi: Wiley and Eastern Limited.
2. Sellitz, et al. (2003). *Research Methods in Social Relations*. New York.
3. Goode, W. J. & Hatt, P. K. (1987). *Methods of Social Research*. New York: Free Press.
4. Babbie, E. R. (2005). *Survey Research Methods*. Belmont California: Wadsworth Publishing Company.
5. Sijoberg, G. & Nett, R. (2002). *A Methodology for Social Research*. Jaipur: Rawat Publication.
6. Rosenburg, K. (1990). *Statistics for Behavioural Sciences*. W. C. Brown Publishers.
7. Black, T. (2001). *Understanding Social Sciences Research*. New Delhi: Sage Publication.
8. वर्मा, एस. एल. (2017). *अनुसंधान प्रविधि*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.

**Suggested E-resources:**

- Social Research Methods: Qualitative and Quantitative Approaches. Retrieved from  
[http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods\\_qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf](http://letrunghieutvu.yolasite.com/resources/w-lawrence-neuman-social-research-methods_qualitative-and-quantitative-approaches-pearson-education-limited-2013.pdf)
- Fundamental of Research Methodology and Statistics. Retrieved from  
<http://cache3.pdfdrive.com/dl.php?id=10442087&h=e90bd7771c3cf9674c6672e678aea224&u=cache>
- Research Methodology a step-by-step guide for beginners. Retrieved from  
[http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_Methodology\\_A\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_Methodology_A_Step-by-Step_G.pdf)

**POL 308 Social Movements in India: Since Independence****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4**

- Unit 1** Social Movement: Concept, Elements, Characteristics and Types.
- Unit 2** Theories of Social Movement, Emerging trends in study of Social Movements.
- Unit 3** Social Movement in India: Concept, Elements, Background and Characteristics.
- Unit 4** Social Movement in India: Movement of Deprived section, Tribal Movement, Dalit Movement, Women's Movement.
- Unit 5** Social Movement in India: New Dimensions, Environment Movement, Human Rights Movement, Youth Movement.

**Learning Outcomes:**

After completion of the course students will be able to:

- Understand the concept and Nature of the Social Movements.
- Familiarize themselves with the Theories of social movement.
- Analyze the various Social Movements.

**Recommended Books:**

1. Reissued, 1995. Ghanshyam Shah (ed.)(2002). *Social Movements and the State*, New Delhi. Sage.

2. Gail Omvedt,(1993). *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, Sharpe.
3. James Petras,(2005). *The Centrality of Peasant Movements in Latin America: Achievements and Limitations Synthesis/Regeneration*, No.38, Fall .
4. Manoranjan Mohanty, Partha Nath Mukherji with Olle Tornquist (eds.)(1998). *People's Rights: Social Movements and the State in the Third World*, Sage.
5. Rajendra Vora and Suhas Palshikar (ed.),(2004).*Indian Democracy, Meanings and Practices*, Sage.
6. Ralph Miliband and John Saville eds.(1972). *The Socialist Register, 1972*, , London, The Merlin Press .
7. Shahnaz Rouse, (2004) *Shifting Body Politics, Gender, Nation, State in Pakistan, Women Unlimited*.
8. Tom Mertes (ed.),(2004). *A Movement of Movements, Is Another Really World Possible?*, , London: Verso.

#### Suggested E-resources:

- <https://www.dailyo.in/variety/historic-protests-anna-hazare-narmada-bachao-andolan-medha-patkar-telangana-kashmir-jessica-lal-mandal-protests-afspa/story/1/7821.html>
- <http://ncert.nic.in/ncerts/l/lesy208.pdf>
- <http://www.arvindguptatoys.com/arvindgupta/movement-shah.pdf>
- <https://www.scribd.com/document/119348728/Social-Movements-After-Independence>

### POL 307 Political Obligation

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1** Political Obligation: Meaning, Nature and Scope; Evolution and Development of the concept of the Political Obligation.

**Unit 2** Political obligation and Right; Political Obligation and Duties; Dimension of political obligation.

**Unit 3** Theories of Political Obligation - T.H.Green and D.H.Thoreau; Gandhian Principles.

**Unit 4** Political Obligation and the Right to Dissent; Political Obligation and Revolution.

**Unit 5** Role of state in balancing Political Obligation; Role of International Society in Political Obligation of the State.

**Learning Outcomes:**

After completion of the course students will be able to:

- Understand the concept and theories of political obligation.
- Familiarize themselves with role of state and international society in balancing political obligation
- Comprehend the various theories of political obligation.

**Recommended Books:**

1. Horton, J. (1992). *Political Obligation*. London, U.K.: Macmillan.
2. Gilbert, M. (2006). *A Theory of Political Obligation: membership, commitment and the bonds of society*. London, U.K.: Clarendon Press.
3. Raphael, D.D., and Green, T.H. (2008). *Political Obligation*.

**Suggested E-resources:**

- <https://onlinelibrary.wiley.com/doi/full/10.1111/jopp.12125>
- <https://politics.virginia.edu/georgeklosko/wp-content/uploads/sites/8/2016/09/44.pdf>
- <https://academic.oup.com/pq/article/62/246/106/1516421>
- [https://www.jstor.org/stable/2380215?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2380215?seq=1#metadata_info_tab_contents)

## Psychology

### First Semester

#### PSY 101 Introduction to Psychological Processes

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>6 0 0 6</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Describe the scope and applications of psychology.
- Evaluate the basic psychological theories, approaches, principles, and concepts of general psychology.
- Apply psychological theories and principles to their own lives and experiences.
- Discuss and Integrate different perspectives to explain human behavior in everyday life.

**Unit 1: Introduction**

Definition, Nature, Scope and applications of Psychology.  
Approaches of psychology: Biological, Psychological,

Psychodynamic, Behavioural, Cognitive, Humanistic and Evolutionary approach, Social, Cultural and Multi Cultural perspective. Methods of psychology: Experimental, Observation, Interview, Questionnaire, Case Study, Survey, and Meta analysis.

**Unit 2: Attention and Perception**

Attention and Perception– Selectivity of Attention, Determinates of Attention and Perception, Organizing Principles of Perception, Form and Depth Perception.

**Unit 3: Learning, Remembering and Forgetting**

Basic processes of Classical and Operant conditioning - Acquisition, Extinction, Spontaneous recovery, Generalization and Discrimination. Trial and Error method of Learning, Cognitive learning, Observational Learning, Laws and Curves of learning, Transfer of Training. Verbal Learning and Memory: Encoding, Storage and Retrieval processes Short term and Long term Memory, Mnemonic Methods of Retention. Motivation and Learning, Causes of forgetting: Decay, Interference, Retrieval failure, Motivated Forgetting and Amnesia.

**Unit 4: Thinking Motivation and Emotion**

Concept formation, Problem solving, Creativity, Inductive and Deductive Reasoning.

Indicators of Motivated Behaviour, Nature and Classification of Motives – Biogenic and Psycho-sociogenic motives, Intrinsic and Extrinsic Motivation, Conflict and Frustration.

Techniques of Assessment of Motivation, Maslow's Need Hierarchy and other theories of Motivation. Emotion: Nature and Development of Emotion, Expression and Control of Emotions. Theories of Emotion, Culture and Emotion, Polygraphic techniques.

**Unit 5: Intelligence and Personality**

Intelligence- Nature, Measurement and Theories of Intelligence. Genetic/Biological and Environmental influences, Cross-Cultural issues in Intelligence.

Personality: Meaning and Nature, Trait and Type theories of Personality and Psycho-analytical theory by Freud. Biological and

## Socio-Cultural Determinants of Personality. Assessment of Personality.

### Recommended Books:

1. Atkinson, R.L., Atkinson, R.C. & Hilgard, E.R. (2005). *Introduction to Psychology*, (10th ed.), New York: Harcourt Brace Jovanovich.
2. Baron, R.A. (2007). *Psychology*. New Delhi: Pearson Education.
3. Cohen, R.J. (1994). *Psychology and Adjustment*. Allyn & Bacon.
4. Hockenbury, D. H. & Hockenbury, S.E. (2002). *Psychology* 3rd Edition New York, Worth Publisher.
5. Morgan, C. T. & King, R. A. (2005). *Introduction to Psychology*. Delhi: Tata McGraw Hill.
6. Singh, A. K. (1997). *Uchhtar Samanya Manovigyan*. Varanasi: Motilal Banarsi Das.
7. Weiten, W. & Margaret, A.L. (2007). *Psychology Applied to Modern Life*. Thompson Woods worth.
8. Zimbardo, P.G. & Weber, A.L. (1997). *Psychology*. New York: Harper Collins College Publishers.

### Suggested e-learning material:

1. **Introduction to Psychology**  
<http://dept.clcillinois.edu/psy/IntroductionToPsychologyText.pdf>
2. **Psychology**  
[https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Psychology-OP\\_cNrqlqM.pdf](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/Psychology-OP_cNrqlqM.pdf)
3. **Psychology today** <https://www.psychologytoday.com/intl>
4. **Simply Psychology** <https://www.simplypsychology.org/>

## PSY 101L Introduction to Psychological Processes Lab

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

0 0 4 2

**Learning Outcomes:** After completion of this course, the students will be able to:

- Articulate ethical views of research.
- Describe the process and steps of psychological testing.
- Demonstrate the use of various psychological tests in terms of memory and learning.

- Critically assess the relevance of psychological tests in demonstrating different phenomena.
1. Facilitating understanding of self:
    - (i) Maintain a Personal Diary and describing personal experiences
    - (ii) Use of psychological tools to learn about themselves and to enhance self-awareness (eg- Johari Window, SWOT Analysis, Psychological tests).
  2. Replication of various psychological phenomena (**Any Three**)
    - (i) Learning curve
    - (ii) Chunking
    - (iii) Serial Position Effect
    - (iv) Transfer of Training (Bilateral)
  3. Familiarization with and use of psychological instruments (**Any Three**)
    - (i) Verbal Test
    - (ii) Non-Verbal Test
    - (iii) Performance Test
    - (iv) Non-Verbal Performance Test

## Second Semester

### PSY 102 Social Psychology

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**6 0 0 6**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Explain the major theories, concepts, empirical findings, methods and techniques used in social psychology.
- Evaluate major theories, concepts, perspectives, and empirical findings in social psychology to explain human behavior.
- Explain group dynamics and attitude formation in term of human behavior.
- Discuss how individual differences influence beliefs, values, and interactions with others.

**Unit 1: Introduction**

Nature, Goals and Scope of Social Psychology; Social Psychology and its relation with other sciences, Methods of Study in Social Psychology– Experimental Methods, Non-Experimental methods, Correlation approach & Cross-Cultural research.

**Unit 2: Social Perception and Cognition**

Perceiving Ourselves: Self-Concept, Self-Esteem, Self-Presentation, and Self-expression.

Perceiving others – Forming Impressions, Verbal and Non-verbal cues, Central traits, Models of information integration, Primacy & Recency effects, Prejudices-nature and Components, Acquisition and Reduction of Prejudices. Stereotypes, Attribution of Causality – Theories and Biases.

**Unit 3 Leadership**

Leadership- Definition, Types and Functions. Trait, Situational and Inter-actional approaches to Leadership, Leadership Effectiveness. Interpersonal Attraction and its determinants. Theories of Interpersonal attraction (Heider's Balance Theory, Social Exchange Theory and Cognitive Dissonance Theory).

**Unit 4: Group and Attitudes**

Group structure and Functions, Task performance and Social facilitation and Loafing, De-Individuation and Conformity, Obedience and Social Modelling. Norms and Decision-making.

Nature and Functions of Attitude, Measurement of Attitudes, Attitude and behaviour, Theories of reasoned and planned behaviour, Formation and Change of attitude (Balance and Cognitive Dissonance theories).

**Unit 5: Pro-Social Behaviour and Aggression**

Pro-social behaviour- Theoretical explanation, Co-operation and Helping behaviour, Personal, Situational and Socio-cultural determinants, Bystander effects. Aggression- Theoretical Perspective, Trait, Situational and Social Learning approaches, Personal and social Determinants of Aggression, Control and Prevention of Aggression.

**Recommended Books:**

1. Alcock, J. E., Carment, D.W., Sadava, S. W., Collins, J. E. & Green, J. M. (1997). *A textbook of social psychology*. Scarborough, Ontario: Prentice Hall/Allyn & Bacon.
2. Baron, R. A. & Byrne, D. (1998). *Social Psychology*. New Delhi: Prentice Hall.
3. Feldman, R. S. (1985). *Social Psychology: Theories, research and application*. New York: McGraw Hill.
4. Hogg, M. A. & Vaughan, G. M. (2002). *Social Psychology* (3rd ed). New York. Prentice Hall.
5. Lindgren (1974). *Introduction to Social Psychology*. Willey, New Delhi.
6. Mishra, G. (1990). *Applied Social Psychology in India*. Sage, New Delhi.
7. Myers D. G. (2006). *Social Psychology*. Tata Mcgraw-Hill, New Delhi.
8. Paliwal, S. (2002). *Social Psychology*. RBSA publishers, Jaipur.
9. Semin, G. R. & Fiedler, K. (1996). *Applied Social Psychology*. London: Sage.

**Suggested e-learning material:**

1. **Social Psychology**  
<https://fpsiuht2012.files.wordpress.com/2013/10/social-psychology-baron.pdf>
2. **Social Psychology**  
<https://epdf.tips/download/social-psychology-10th-edition.html>
3. **Psychology as a Social Science**  
<https://open.umn.edu/opentextbooks/textbooks/psychology-as-a-social-science>
4. **Journal of Applied Social Psychology**  
<https://onlinelibrary.wiley.com/loi/15591816>

## PSY 102L Social Psychology Lab

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Develop recognizing of social psychology of group life and the cognitive, attitudinal and behavioural consequences of social psychology of group life including interdependence and categorization.
  - Demonstrate how social identity and self-categorization process affect the pattern and progression of group life.
  - Explain empirically attitude measurement and also formation of socio-metric matrix and sociogram to issues of social psychology.
  - Manifest the assessment of leadership and examine the interactive influence of different leadership styles and group productivity norms.
1. **Understanding others through development of Observation skills:**  
Observe TV programme for some themes (e.g. image of child/woman) and write a report.
  2. **Analysis of psychologically relevant literary text**  
Read literary / creative writing – Novel / Story / Book / Poem/Newspaper. Identify and Analyse psychological substance in it (mood, emotion, anxiety, conflicts, stresses.) and write a report.
  3. **Analysis of a Film for a specific theme and write a report.**
  4. **Attitude Measurement (Bogardus Social Distance scale).**
  5. **Formation of Socio-metric Matrix and Sociogram on some social issue.**
  6. **Leadership Assessment.**

## Third Semester

### PSY 205 Statistics and Research Methodology in Psychology

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After completion of this course, the students will be able to:

- Explain the role of basic statistics technique in analysis of the data.
- Discuss the signification of hypothesis testing in psychological research.
- Explain the process of representing psychological data and its issues.
- Evaluate ethical issues associated to research process.

**Unit 1:** Measurement and its levels, nature of psychological data and score, graphical representation of the data using frequency polygon, ogive, cumulative frequency curve, histogram and bar graph methods, scope and utility of statistics in psychological research.

**Unit 2:** Concepts and laws of probability distribution, characteristics of normal probability curve, skewness and kurtosis, application of normal probability curve in research. Measures of central tendency, computation of Mean using long method for grouped & ungrouped data, computation of median using long method for grouped & ungrouped data and computation of mode using long method for grouped & ungrouped data. Measures of variability: Computation of range, average deviation, quartile deviation and standard deviation using long method for grouped & ungrouped data.

**Unit 3:** Hypothesis testing, nature and types of hypothesis, type I and type II error, degree of freedom, standard error of mean, one tailed and two tailed test, level of significance. Conceptualization of sample, sample size, determination of sample size. Concept of t test and computation for large and small samples, interpretation of results, concept of chi square test and computation for large and small samples, interpretation of results.

**Unit 4:** Concept of correlation techniques, Pearson and spearman correlation techniques, computation of Pearson correlation method and spearman method concept of biserial and point biserial correlation techniques, nature of social sciences research, types and characteristics, criteria's of scientific method in psychology researches. Research problems and nature, sources of identifying research problem.

**Unit 5:** Introduction of research design, concept & characteristics of experimental design, factorial design, sampling techniques and its types, principles of test construction, validity and its types, reliability and its types, norms and standardization of the test.

**Recommended Books:**

1. Anastasi, A. & Urbina, S. (1997). *Psychological Testing*. NJ: Prentice Hall.
2. Ciminero, A. R. (1986). *Handbook of behavioral assessment* (Eds.). New York: John Wiley.
3. Dillon, R. F. (Ed.) (1997). *Handbook on Testing*, U.S.A.: Greenwood Press.
4. Freeman, F.S. (2008). *Theory and practice of psychological testing*. New Delhi: Oxford & IBH.
5. Garrett, H. E. (2005). *Statistics in Psychology and Education* (11th Ed.). Delhi: Paragon International Publishers
6. Guilford, J. P. & Fruchter. (1973). *Fundamentals of Statistics in Psychology and Education*. Tokyo: Kogakusha.
7. Kapil, H. K. (1980). *Sankhyaki Ke Mool Tatwa*. Agra: Vinod PustakMandir.
8. Kerlinger, F. N. (2008). *Foundations of behavioural research*. New Delhi: Surjeet Publications.
9. Kulkarni, S. S. & Puhan, B.N. (1988). *Psychological assessment*. In J. Pandey (ed.). *Psychology in India: The state-of-the-Art*, Vol. I. New Delhi: Sage.
10. Minium, E. W., King, B. M. & Bear, G. (1993). *Statistical reasoning in psychology and education*. New York: John Wiley.
11. Neuman, W. L. (1991). *Social research methods: Qualitative and quantitative*. Boston: Allyn& Bacon.
12. Nunnally, I. C. (1994). *Psychometric theory*. NY: McGraw Hill.
13. Puhan, B. N. (1982). *Issues in Psychological Testing*. Agra: National Psychological Corporation.
14. Salking, N. J. (1997). *Exploring Research*. NJ: Prentice Hall.

15. Siegel, S. (1994). *Non parametric statistics*. New York: McGraw Hill.
16. Whitley, Jr., B. E. (1997). *Principles of Research in Behavioral Science*. London & Toronto: Mayfield.

**Suggested e-learning material:**

1. **Research Design: quantitative, qualitative and mixed methods**  
<https://www.pdfdrive.com/research-design-qualitative-quantitative-and-mixed-methods-e14218579.html>
2. **Research Methods and statistics**  
<https://www.pdfdrive.com/research-methods-and-statistics-e20154756.html>
3. **Statistical methods for psychology**  
<https://www.pdfdrive.com/statistical-methods-for-psychology-e32280668.html>

## **PSY 205L Statistics and Research Methodology in Psychology Lab**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	4	2

**Learning Outcomes:** After completion of this course, the students will be able to:

- Explain the concepts and uses of various statistical techniques.
- Discuss and demonstrate the utility of various psychological tests in terms of personality and intelligence.
- Relate and restate theoretical concepts to a real-world problem in a written report in terms of a statistical model or algorithm.
- Make appropriate use of statistical software to communicate the analysis accurately and effectively.

**1. Test Construction:**

Develop a test of at least 30 items in a suitable area, using following steps

1. Item selection
2. Population Selection
3. Sampling techniques to administer the test (sample of minimum 50).
4. Item analysis (Preliminary level) and Finalization of the test.
5. Determine Reliability and Validity.

6. Development of Software Package (working).
  7. Writing a report on the test construction.
2. **Critical analysis of a published research:**

Review an article from a journal for methodology by taking into consideration:

- Purpose and plan of research.
- The variable studied in the research.
- Sampling procedures used in the research.
- Instruments used / constructed to measure the variable.
- Statistical analysis done.
- Result obtained.

## Fourth Semester

### PSY 201 Developmental Psychology

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

**Learning Outcomes:** After completion of this course, the students will be able to:

- Distinguish between major theoretical perspectives in developmental psychology.
- Explain the respective contributions of “nature” and “nurture” to human development.
- Identify the major issues and developmental task of human development.
- Demonstrate knowledge of research method and finding related to development throughout the life span.

**Unit 1:** Introduction- Concept and Meaning of Development. Determinants of Development: Biological and Socio-Cultural. Methodological Approach- Longitudinal and Cross-Sectional. Methods of Study- Experimental, Observational, Case Study, Interview and Psychological Testing.

**Unit 2:** Theories of Human Development- Freud’s Psychoanalytic Theory, and Erikson’s Theory of Psychosocial Development. Learning Theories: Watson and Skinner. Bandura’s Social Cognitive Theory. Piaget’s Cognitive Development Theory. The Information Processing Theory.

- Unit 3:** Prenatal Development- Stages and Factors Affecting Prenatal Development. The Neonate: Physical Characteristics, Reflexes, Sensory and Motor Capacities. Development during Infancy- Physical Growth and Motor Development, Perceptual, Language, Emotional and Social Development.
- Unit 4:** Development during Childhood- Cognitive, Moral and Emotional Development. Puberty and Adolescence- Physical, Emotional and Social Development, Sex role Adjustment.
- Unit 5:** Adulthood- Vocational Adjustment, Adjustment to Careers, Marriage and Family. Old Age- Physical, Physiological, Psychological and Social changes. Adjustment Problems and Specific issues.

**Recommended Books:**

1. Bee, H. L. (1996). *The Journey of Adulthood* (3rd ed.). Prentice Hall, New Jersey.
2. Berk, L. E. (2007). *Development through the Lifespan* (3rd ed.). Dorling Kindersely (India) Pvt. Ltd.
3. Brodzinsky, D. M., Gormly, A. V. & Anibron, S. R. (1986). *Life-Span Human Development*. New Delhi: CBS Publisher.
4. Damon, W. (1997). *Handbook of Child Psychology*. N.Y: John Wiley.
5. Papalia, D. E, Olds, S.W. & Fieldman, R.D (2004). *Human Development*, 9th ed. Tata McGraw Hill, New Delhi.
6. Santrock, J. W. (2008). *Lifespan Development*. NY: McGraw Hill.
7. Shaffer, D. R. (2008). *Developmental Psychology*, 6th ed. California: Brooks & Cole.
8. Wolman, B. (1995). *Handbook of Developmental Psychology*. New Jersey, Prentice Hall.

**Suggested e-learning material:**

1. **Developmental Psychology**  
[http://elibrary.bsu.az/books\\_163/N\\_44.pdf](http://elibrary.bsu.az/books_163/N_44.pdf)
2. **The Oxford Handbook of Developmental Psychology, Vol. 1**  
[http://ilabs.washington.edu/meltzoff/pdf/13Meltzoff\\_Williamson\\_Handbook\\_Chapter.pdf](http://ilabs.washington.edu/meltzoff/pdf/13Meltzoff_Williamson_Handbook_Chapter.pdf)
3. **Child Development**  
<http://krishikosh.egranth.ac.in/bitstream/1/2027544/1/HS1857.pdf>

#### 4. **Handbook of Psychology**

[http://public.sxdtdx.edu.cn/jpkc/ggxlx1/news/%E5%BF%83%E7%90%86%E5%AD%A6%E5%9B%BE%E4%B9%A6%E5%BA%93/Wiley%20\(2003\)%E5%BF%83%E7%90%86%E5%AD%A6%E6%89%8B%E5%86%8C-%E5%8F%91%E5%B1%95%E5%BF%83%E7%90%86%E5%AD%A6.pdf](http://public.sxdtdx.edu.cn/jpkc/ggxlx1/news/%E5%BF%83%E7%90%86%E5%AD%A6%E5%9B%BE%E4%B9%A6%E5%BA%93/Wiley%20(2003)%E5%BF%83%E7%90%86%E5%AD%A6%E6%89%8B%E5%86%8C-%E5%8F%91%E5%B1%95%E5%BF%83%E7%90%86%E5%AD%A6.pdf)

### **PSY 201L Developmental Psychology Lab**

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Demonstrate determining of major developmental milestones in human cognitive, perceptual, social emotional and language development.
- Exhibit a scientific attitude in critically thinking about, and learning about, behavior creativity and programmatic problem solving.
- Collaborate effectively, demonstrating an ability to work with groups and to complete case study projects with reasonable time frames in an ethical manner.
- Write effectively the reports including short summary, paper, report sections, proposals for various purposes.

#### **1. Practice at least six tests from the following tests**

- (i) Assessment of Cognitive Development- Piaget
- (ii) Assessment of Moral Development by Kohlberg's Moral Development
- (iii) Assessment of Attachment Styles
- (iv) Assessment of Intelligence: WISC for primary children
- (v) Draw-A-Man-Test
- (vi) High School Personality Questionnaire (HSPQ)
- (vii) Social Maturity Scale
- (viii) Parenting Style
- (ix) Adjustment/Life Satisfaction among Elderly

- (x) Hauffman-Kasanin Test of Concept Formation
  - (xi) Assessment of the Life skills
  - (xii) Any other Test in consultation with the teacher
2. Conduct a case Study on some issue of relevance (Childhood Problems, Adolescent Problems Gifted child, Guilt, failure, Alcoholism, Drug Addiction etc.)

## Semester V/Semester VI

### Discipline Electives

#### PSY 304 Abnormal Psychology

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**6 0 0 6**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Discuss the recent conceptualization of abnormality and psychological disorders as per DSM –V approach.
- Explain recent developments in the area of diagnostic and treatment approaches.
- Explain the relevance of DSM-V approach in dealing with psychological and neurological disorders.
- Discuss research design and its types.

**Unit-1** Introduction of Abnormal Psychology, Abnormal Behavior: Meaning, Incidence. Classification of Mental disorder: Need, Disadvantages, DSM-V, ICD-11.

Historical and contemporary views of abnormal behavior.

**Unit-2** Models of Abnormal Behavior: Biogenic, Psychoanalytic, Humanistic and existential, Behavioral, Cognitive, Family systems, Psychosocial causal factors.

Clinical Assessment: Basic Elements, Physical and Psychosocial Assessment; Ethical issues in assessment.

**Unit-3 (Symptoms, Etiology and Treatment of the disorders)**

Anxiety Disorders: Generalized Anxiety Disorder, Separation Anxiety Disorder, Selective Mutism, Specific Phobia, Social

Anxiety Disorder, Panic Disorder, Agoraphobia, Substance/Medication-Induced Anxiety Disorder. Obsessive-Compulsive Disorders.

**Unit-4 (Symptoms, Etiology and Treatment of the disorders)**

Unipolar Depressive Disorders and Bipolar Mode Disorders.

Schizophrenia and other Psychotic Disorders (Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder and Shared Psychotic Disorder).

**Unit-5 (Symptoms, Etiology and Treatment of the disorders)**

Somatoform Disorders: Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder.

Disorder of Childhood: Attention – Deficit/ Hyperactivity Disorder, Autism, and Intellectual Disability (Intellectual Developmental Disorder).

**Recommended Books:**

1. Buss, A. H. (1999). *Psychopathology*. New York John Wiley.
2. Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2015). *Abnormal Psychology* (16th ed.). Pearson, New Delhi.
3. Carson, R. C., Butcher, J. N., Mineka, S. & Hooley, J. M. (2006). *Abnormal Psychology* (13th ed.). Dorling Kindersley Pvt. Ltd.
4. Diagnostic Statistical Manual for Mental Disorders. (2013). *American Psychiatric Publishing*.
5. Korchin, S. J. (2004). *Modern Clinical Psychology*, Tokoyo. Harper International Edition.
6. Lamm, A. (1997). *Introduction to Psychopathology*. New York. Sage.
7. Sarason, I. G. & Sarason, B. R. (2006). *Abnormal Psychology: The problem of Maladaptive Behavior*. XI Edition, Prentice Hall of India.

**Suggested e-learning material:**

1. **DSM-5**  
<https://psychiatryonline.org/pb-assets/dsm/update/DSM5Update2015.pdf>
2. **Child Psychopathology**  
<https://www.pdfdrive.com/essentials-of-child-psychopathology-linda-wilmshurst-e12024626.html>

3. **Abnormal Psychology**

<https://www.pdfdrive.com/abnormal-psychology-e27099525.html>

4. **Clinical Psychology**

<https://www.pdfdrive.com/clinical-psychology-e19366899.html>

### **PSY 304L Abnormal Psychology Lab**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 4 2**

**Learning Outcomes:** After completion of this course, the students will be able to:

- Assess various types of psychopathology through various tests objectively.
- Demonstrate various personality and self- inventories.
- Analyze information and ideas from multiple sources regarding personality.
- Explain neurosis by applying various psychological tests.

**Practice any six tests from the following tests:**

1. Beck Anxiety Inventory.
2. Beck Depression Inventory.
3. Bells Adjustment Inventory.
4. CMI Health Questionnaire.
5. Fear Personal Stress Source Inventory.
6. Kohen (Perceived Stress Scale).
7. Mental Health Inventory.
8. Neurosis Measure/ NSQ.
9. Self-Rating Anxiety Scale.

## PSY 305 Experimental Psychology

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Demonstrate knowledge of experimental psychology in understanding psychological process empirically.
- Implicate the principles of psychophysics in sensation and perception theoretically.
- Formulate scientific knowledge as out memory learning and other psychological process.
- Apply the fundamental concepts of empirical researches.

**Unit 1:** Definition and Nature of experimental Psychology, Contribution of Weber, Fechner, and William Wundt in origin of experimental psychology.

**Unit 2:** Concept of sensation and perception, Difference between sensation and perception, types of sensory process, empirical studies of visual and auditory sensory process.

**Unit 3:** Definition and characteristics of learning, types of learning: classical, operant, and verbal learning, empirical studies of verbal learning.

**Unit 4:** Ebbinghaus contributions to memory, stage model of memory, empirical studies on sensory memory, short term memory and long term memory.

**Unit 5:** Concept and nature of psychophysics, methods of detection, signal detection theory, and subliminal perception.

**Recommended Books:**

1. Anderson, D. C. & Borkowski, J. G. (1978). Experimental Psychology: Research Tactics and their Application. Illinois: Scott foreman.
2. Chance, P. (1988). Learning and Behaviour. California: Wadsworth.
3. D'Amato, M. R. (1970). Experimental Psychology: Methodology, Psychophysics, and Learning.
4. Domjan, M. (2003). The Principles of Learning and Behaviour, California: Wadsworth / Thomson.

5. Flaherty, C. F., Hamilton, L. W., Gandelman, R. J. & Spear, N. E. (1977). *Learning and Memory*. Chicago: Rand McNally.
6. Goldstein, E. R. (2007). *Psychology of Sensation and Perception*. New Delhi: Cengage Learning.

**Suggested e-learning material:**

1. <https://www.pdfdrive.com/handbook-of-psychology-volume-4-experimental-psychology-e19231511.html>
2. <https://www.pdfdrive.com/stevens-handbook-of-experimental-psychology-methodology-in-experimental-psychology-e159829118.html>
3. <https://www.pdfdrive.com/handbook-of-psychology-experimental-psychology-e158502968.html>

## **PSY 305L Experimental Psychology Lab**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**0 0 4 2**

**Learning Outcomes:**

After completion of the course the students will be able to:

- Analyze the major theoretical perspectives in the primary substantive sub-disciplines of experimental psychology.
- Demonstrate proficiency in writing experimental summaries and findings.
- Understand how psychologists study human behavior and mind.
- Develop the understanding of research procedure and systematic steps in conducting experiments.

**Practice any six tests from the following tests:**

1. Divided Attention(Auditory Distraction)
2. Span of Attention (Zeigarnik Effect)
3. Illusion( Muller Lyer Illusion)
4. Bilateral Transfer
5. Serial Learning
6. Recall and Recognition
7. Method of Limits - R.L. or D.L. (determination of DL for weight lifting)

8. Method of Average Error: PSE and CE (Muller Lyer Illusion)
9. Retinal Color Zones (Ishihara color-blindness test)
10. Weber's Two point Threshold

## **PSY 302 Physiological Psychology**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
6	0	0	6

### **Learning Outcomes:**

After completion of the course the students will be able to:

- Explain physiological mechanism of the brain and nervous system.
- Analyze the different methods of genetic, pharmacological and physiological studies.
- Describe the nerve impulse and biological basis of behavior.
- Explain the neural and physiological mechanism of sleep and waking, hunger and thirst.

**Unit 1:** Structure of Neuron, Nervous System- Classification, and Function. Central Nervous System and Autonomic nervous system-Peripheral Nervous System and Somatic Nervous System. Endocrine System- Pituitary, Adrenal, Thyroid, Parathyroid, Pancreas, Gonads, Pineal, and Thymus.

**Unit 2:** Methods of Physiological Psychology- Electrical Stimulation, Lesions and Types, Anatomical, Chemical, Electrical Recording (EEG, MEG, MSI) and Scanning Methods (CAT, MRI, PET, SQUID), TMS, Muscle Tension, Eye Movement, Skin Conductance, Cardiovascular activity, Stereotaxic surgery, Invasive Electrophysiological Recording Methods, Pharmacological Research Methods and Genetic Engineering.

**Unit 3:** Biological Bases of Behavior - Neurotransmitters- Definition and Types (Neuropeptides, Amino Acids, Monoamines, Acetylcholine, Proteins, and Soluble Gas). Nerve Impulse-Origin, Conduction, Transmission (synaptic).

**Unit 4:** Sleep and Waking- Kleitman's Evolutionary Theory of Sleep & Wakefulness, Types of Sleep, Stages of Sleep, Disorders of Sleep, Neural Mechanism of Sleep and Waking.

**Unit 5:** Ingestive behavior- Physiological and Neural Mechanism of Hunger and Thirst. Physiological and neural mechanism of emotions.

**Recommended Books:**

1. Bloom, F. L. & Langeon, A. (1996). *Brain, Mind and Behavior*: New York: Freeman & Co.
2. Brodal, P. (1992). *The Central Nervous System: Structure and function*. New York: Oxford University Press.
3. Carlson, N. R. (2000). *Physiology of Behavior*. Boston: Allyn & Bacon.
4. Ganang, W. F. (2000). *Review of medical Physiology*. Norwalk, C.T.: Appleton & Lange.
5. Kalat, J.W. (2001). *Biological Psychology*. CA: Wadsworth.
6. Kolb, B, & Winshaw, I.Q. (2008). *Fundamentals of Human Neuropsychology*. New York: W. H. Fleeman& Co.
7. Leukel, F. (2002). *Introduction to Physiological Psychology* [3rd edition]. New Delhi: CBS Publishers & Distributors.
8. Levinthal, C. F. (1996). *Introduction to Physiological Psychology*, 3rd ed. Prentice Hall.
9. Pinel, J. P. J. (2007). *Biopsychology*. Pearson Education.
10. Teubel, F. (2002). *Introduction to Physiological Psychology* [3rd Ed.]. New Delhi: CBS Publishers & Distributors

**Suggested e-learning material:**

1. **Understanding Biological Psychology**  
<http://www.philipcorr.net/uploads/downloads/105.pdf>
2. **Textbook of Medical Physiology**  
<http://jpkc.hactcm.edu.cn/2012yxslx/file/Textbook%20of%20Medical%20Physiology.pdf>
3. **Human Physiology**  
[http://web.mef.hr/web/images/pdf/human\\_physiology.pdf](http://web.mef.hr/web/images/pdf/human_physiology.pdf)

## PSY 302L Physiological Psychology Lab

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Analyze and synthesize practical information regarding physiological process.
  - Explain the mechanism of neuro imaging devices.
  - Demonstrate report writing activity through different approaches in terms of primary and secondary data.
  - Demonstrate Ravens Standard, Advanced and Coloured Progressive Matrices.
1. (a) Get familiar with some of the Bio- psychological tests and instruments and methods of investigation seeking collaboration with some medical institution (Visit some Medical College, hospital etc. and witness some demonstrations of these tests.). Write descriptions of any five instruments, methods and tests in the file (e.g. Contrast X Rays, CT, MRI, PET, MEG, EEG, TMS, EMG, EOG, SCR) Biofeedback.
  2. **Raven's Standard, Advanced and Coloured Progressive Matrices or any other test in consultation with teacher.**
  3. **Short Projects**
    - (i) Take up a short project (individually or jointly) on the issue of your interest under the supervision of the teacher.
    - (ii) Follow a methodological approaches (experimental / survey / observation / use of secondary data).
    - (iii) Write a report.

**Note:** Teacher could evolve some method of evaluation e.g. teacher could ask each students to present (15-20 minutes) their Project Report and Internal assessment of the Project could be done by different faculty members of the department collectively as a part of evaluation. Extensive viva could be conducted by the external examiner to evaluate the project.

## PSY 306 Introduction to Clinical Psychology

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>

**Learning Outcomes:** After completion of this course, the students will be able to:

- Identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.
- Identify and critically evaluate psychological research methods.
- Explain various methods for collecting information from the client.
- Perform personality assessment by using various methods and approaches.

**Unit 1:** Clinical Psychology: Historical development, Nature and Scope, Work setting of clinical psychologist. Psychological Models: Psychoanalytical, Humanism, Behavioral

**Unit 2:** Diagnostic Assessment and Clinical tools: Interview, case study, behavioral assessment and psychological Tests.

**Unit 3:** Clinical Application of Psychological Tests: Tests of Intelligence-Stanford-Binet (iv ed). WAIS (3rd Ed.), Personality Tests: MMPI2, NEO-FFI, TAT and Rorschach.

**Unit 4:** Nature and Rationale of Therapies: Systematic desensitization, aversion, modeling, rational emotive therapies.

**Unit 5:** Clinical Health Psychology: Concept, models of illness and health (Biomedical, Bio-psycho-social), Behavior and health, Illness (Diabetes mellitus, Headache, Cancer).

### **Recommended Books:**

1. Corey, G. (2009). Theory and practice of counselling and psychotherapy. Belmont, C.A.: Brooks / Cole.
2. Goldenberg, H. (1983). Contemporary clinical psychology (2nd Ed.) New York: Brooks / Cole.
3. Neitzel, M. T., Bernstein, D. A. & Millich, R. (1998). Introduction to clinical psychology, (5th Ed.). Upper Saddle River NJ: Prentice Hall.
4. Prohesska, J. O. & Norcross, J. C. (2010). Systems of Psychotherapy A t ranstheoretical analysis. USA: Brooks / Cole.
5. Singh, A. K. (2004). Naidanikmanovigyan. Varanasi: Motilal Banarsasi Das.

- Hecker, J. E. & Thorpe, G. L. (2007). Introduction to Clinical Psychology: Science, Practice & Ethics. Dorling Kindersley Pvt. Ltd.

**Suggested e-learning material:**

- Contemporary Clinical Psychology**  
<http://www.al-edu.com/wp-content/uploads/2014/05/Plante-Contemporary-Clinical-Psychology.pdf>
- The Technique of Psychotherapy**  
[https://www.israpych.org/books/wp-content/uploads/2015/05/technique\\_of\\_psychotherapy.pdf](https://www.israpych.org/books/wp-content/uploads/2015/05/technique_of_psychotherapy.pdf)
- Living With Chronic Depression: A Rehabilitation Approach**  
<https://freepsychotherapybooks.org/psychotherapy/checkout/task-step/step-1>

**PSY 306L Introduction to Clinical Psychology Lab**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	4	2

**Learning Outcomes:** After completion of this course, the students will be able to:

- Develop skills in the administration and interpretation of various projective tests.
- Discuss ethical issues in the administration of various tests.
- Identify and handle problems in data collection and dealing with the clients.

**Practice any six tests from the following tests:**

- Sentence Completion Test
- Word Association Test
- General Health Questionnaire
- NEO – FFI
- Wechsler Tests: WAIS / WISC / WPPI
- Draw –a-man Test / House-Tree-Person Tests
- MMPI
- Depression, Anxiety, Stress Scale
- Raven’s Advanced Progressive Matrices
- Davis’s Battety of Differential Ability
- Kaufman Assessment Battery

# Public Administration

## First Semester

### PUB 101 Indian Administration- I

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Unit 1** Historical Background of Indian Administration with special reference to the influence of British Rules, Salient features of Indian Administration since Independence.

**Unit 2** The Union Executive : President, Prime Minister, Council of Ministers .

**Unit 3** The Organization and Functions of Central Secretariat, Cabinet Secretariat, Prime Minister's Office.

**Unit 4** The Organization and Functions of Ministry of Home, Finance and Ministry of Personnel, Pension and Public Grievances.

**Unit 5** Major Forms of Public Enterprises in India: Department, Corporations, Companies.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Know about the history of Administration in India and influence of British rule in Indian administration.
- Develop a clear understanding of Indian Administration system and processes.
- Comprehend the functions of these institutions.

#### **Recommended Books:**

1. ARC 1<sup>st</sup> Report on *Personnel Administration* (1966). Government of India.
2. Appleby, P. H. (1953). *Public Administration In India Report of a Survey*. GOI.
3. Arora, Ramesh & Goyal, Rajni (1995). *Indian public administration: institutions and issues*. Jaipur: wishwa prakash.
4. Bhambhari, C. P. (1973). *Public Administration in India*. Delhi: Vikas.
5. Fadia, B.L. (2010). *Public Administration in India*. Agra: Sahitya Bhawan Publication. (Hindi & English)

- 6 Jain, R. B. (1976). *Contemporary Issues in Indian Administration*. New Delhi.
- 7 Kataria, Surendra (2000). *Public administration in India*. Jaipur: RBSA publisher. (Hindi)
- 8 Maheshwari, sriram (1984). *Indian Administration*. New Delhi: Orient Longman.
- 9 Sarkar, Siuli (2010). *Public Administration in India*. New Delhi: PHI learning private limited.
- 10 Sharma, P. (1978). *Public Administration In India*. Delhi: Meenakshi.

### Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART-  
<http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

## PUB 103 Principles of Public Administration - I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

- Unit 1** Meaning, Nature and Scope of Public Administration, Importance of Public Administration in Modern Society.
- Unit 2** Evolution of the study of Public Administration. New Public Management and Good Governance.
- Unit 3** Public Administration as a Social Science; Its relationship with other social sciences: Political Science, Economics, Sociology, Law and Psychology.
- Unit 4** Approaches to the Study of Public Administration: Classical, Humanistic, Behavioral and Systems.
- Unit 5** Public and Private Administration, Formal and Informal Organization, Modern Techniques of Administration: PERT and CPM.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the evolution and development of Public Administration as a discipline.
- Comprehend the concept and application of good governance.
- Develop interdisciplinary insight about the subject.

**Recommended Books:**

1. Arora, Ramesh K. (2012), *Public Administration: Fresh Perspectives*, Jaipur, Aalekh Publishers.
2. Bhambri, Chandra Prakash. (1976), *LokPrashasan*, Agra, Lakshmi Narayan (Hindi, English)
3. Chakrabarty, B. & Chand, Prakash (2017), *Public administration from government to governance*, Jaipur, orient Black Swan
4. Fadia, B.L., (2010), *Public Administration (Administrative Theory & Concepts)*, SahityaBhawan Publication, Agra (Hindi & English)
5. Goel, S.L. (2005). *Public Administration (Administrative Theory & Practice)*, New Delhi, Deep & Deep Publication.
6. Goel, S.L. & Rajneesh Shalini (2002). *Public Personal Administration Theory & Practice*, New Delhi, Deep & Deep Publication.
7. Kataria, Surendra (2000). *Element of public Administration*, Jaipur, RBSA publisher (Hindi).
8. Sapru, R.K. (2016). *Administrative Theories & Management Thought*, Delhi, PHI Learning private limited.
9. Singh, Hoshiar & Singh, Mohinder (1989). *Public Administration In India: Theory and Practice*, New Delhi, Sterling Publishers Private Limited.

**Suggested E- Resources**

- [https://epgp.inflibnet.ac.in/ahl.php?csrno=30\](https://epgp.inflibnet.ac.in/ahl.php?csrno=30)
- Indian journal of public administration <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART <http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

## Second Semester

### PUB 102 Indian Administration-II

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

- Unit 1** Financial Administration: Budget Formulation, Budget Approval and Budget Execution.
- Unit 2** Comptroller and Auditor General, Parliamentary Committees; Public Accounts Committee and Estimate Committee
- Unit 3** Control over Administration: Legislative, Executive, Judicial and Lokpal
- Unit 4** Personnel Administration: Classification, Recruitment, and Training of All India Services.
- Unit 5** Problems of Administrative Corruption and Administrative reforms in India with special reference to first & second Administrative Reforms Commission.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Gain the knowledge of typical process of budget formulation, its approval and execution.
- Familiarise themselves with CAG, Parliamentary Committees and administrative reforms in India.
- Become aware about Personnel administration and their problems like administrative corruption in India.

**Recommended Books:**

- 1 ARC 1<sup>st</sup> Report on *Personnel Administration* (1966). Government of India.
- 2 Appleby, P. H. (1953). *Public Administration In India Report of a Survey*. GOI.
- 3 Arora, Ramesh & Goyal, Rajni (1995). *Indian public Administration: Institutions and Issues*. Jaipur: wishwa prakash.
- 4 Bhambhari, C. P. (1973). *Public Administration in India*, Delhi:Vikas.
- 5 Fadia, B.L. (2010). *Public Administration in India*. Agra: Sahitya Bhawan Publication. (Hindi & English)

- 6 Jain, R. B. (1976). *Contemporary Issues in Indian Administration*. New Delhi.
- 7 Kataria, Surendra (2000). *Public administration in India*. Jaipur: RBSA publisher.(Hindi)
- 8 Maheshwari, sriram (1984). *Indian Administration*. New Delhi: Orient Longman.
- 9 Sarkar,Siuli (2010). *Public Administration in India*. New Delhi: PHI learning private limited.
- 10 Sharma, P. (1978). *Public Administration In India*. Delhi: Meenakshi.

#### **Suggested E- Resources:**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration- <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART  
<http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

### **PUB 104 Principles of Public Administration-II**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Unit 1** Principles of Organization: Hierarchy, Unity of Command, Span of Control, Delegation, Co-ordination.

**Unit 2** Centralization, Decentralization, Line and Staff, Authority and Responsibility.

**Unit 3** Leadership, Communication, Decision Making.

**Unit 4** Personnel Administration: Meaning, Nature and Types of Bureaucracy, Contribution of Max Weber.

**Unit 5** Personnel Administration: Classification, Recruitment, Training, Promotion.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the principles of organization.

- Develop on understanding about the concept of communication and leadership.
- Understand the various processes of recruitment, training and promotion under Administration.

### Recommended Books:

1. Arora, Ramesh K. (2012). *Public Administration : Fresh Perspectives*. Jaipur: Aalekh Publishers.
2. Bhabri, Chandra (1976). *LokPrashasan*. Agra: Lakshmi Narayan.(Hindi, English)
3. Chakrabarty, B. & Chand, Prakash (2017). *Public Administration from government to Governance*. Jaipur: orient Black Swan.
4. Fadia, B.L., (2010). *Public Administration (Administrative Theory & Concepts)*. Agra: Sahitya Bhawan Publication. (Hindi & English)
5. Goel, S.L. (2005). *Public Administration (Administrative Theory & Practice)*. New Delhi: .Deep & Deep Publication.
6. Goel, S.L. & Rajneesh, Shalini (2002). *Public Personnel Administration Theory & Practice)*. New Delhi: Deep & Deep Publication.
7. Sapru, R.K.(2016). *Administrative Theories &Management Thought*. Delhi: PHI Learning private limited.
8. Singh, Hoshiar & Singh, Mohinder (1989). *Public Administration In India: Theory and Practice*. New Delhi: Sterling Publishers Private Limited.

### Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration-<https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART<http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

## Third Semester

### PUB 201 Administrative Institution in India- I

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Administrative Institutions in a Democratic and Socialist Society. The Concept of Laissez faire state. Welfare state and Administrative state.

**Unit 2** Organization of Government: Legislature its role and Decline in Modern times, Executive Types and Relationship with Legislature.

**Unit 3** Organization of Government: Judiciary its Functions and roles with special Reference to the power of Judicial Review and Judicial Activism.

**Unit 4** Democracy and Administration: features of a Democratic Administration. Role of Bureaucracy in a Democratic Country.

**Unit 5** Political Parties and Pressure groups and their interaction with each other.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Develop an understanding of constitutional and extra constitutional bodies.
- Enhance their vision about Indian Administration.
- Learn about the functions of political parties and pressure groups.
- Develop understanding about administrative institutions.

**Recommended Books:**

1. Arora, Ramesh. K. (1995). *Indian Public Administration: Institutions and Issues*. Delhi: New Age International.
2. Field, G. Lowell (1951). *Government in Modern Society*. New York: McGraw Hill.
3. Jayapalan, N. (1999). *Modern Government*. New Delhi: Atlantic .
4. Johri ,J.C. (2012). *Indian Government and Politics (I & II)*. Jalandhar: shoban Lal & Co. (Hindi)
5. Sodhi, Singh Inderjeet (2005). *Administrative institutions in India*. Jaipur: University Book House.

6. Waldo, Dwight (1948). *The Administrative State*. New York: the Ronald Press Company.

### Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration- <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART <http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>
- Journal of Elections, Public Opinion & Parties - <http://www.tandfonline.com/loi/fbep20>

## PUB 204 State Administration in India with Special Reference to Rajasthan-I

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

- Unit 1** General Background of the State Administration in India and Its growing Importance. Integration of Rajasthan state.
- Unit 2** The office of Governor, Its Powers, Functions, Role and Relationship with Council of Ministers. Chief Minister's Role and Functions and its Relationship with Council of Minister
- Unit 3** Centre - State Relations: Legislative, Administrative and Financial.
- Unit 4** Organization and Role of the State Secretariat, Secretariat-Directorate Relationship, Role and Significance of Chief Secretary in State Administration.
- Unit-5** Organization and Functions of the Departments of Home, Finance and Planning in Rajasthan.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Comprehend the administrative setup of state administration.
- Describe the constitutional status of center-state administration.
- Analyze the changing scenario of various departments and institutions.

**Recommended Books:**

1. A.R.C. Report (1966). *On State Administration*. Government of India.
2. Khera, S.S. (1974). *District Administration in India*. New York: Asia Publishing House.
3. Maheshwari, S.R. (1979). *State Government in India*. Delhi: The Macmillann Company of India.
4. Pylee, M.V. (1967). *Indian's Constitution*. Bombay: Asia publishing House.
5. Sharma, Ravindra (2018). *State Administration*. Delhi: Prabhat Prakashan.
6. Verma, S.L. (1974). *Revenue Board in Rajasthan*. New Delhi: S. Chand.

**Suggested E- Resources:**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Local Government Studies <http://www.tandfonline.com/loi/flgs20>
- State & Local Government Review  
<http://www.jstor.org/action/showPublication?journalCode=statloca>  
goverevi
- Journal of Public Administration Research and Theory: J-PART -  
<http://www.jstor.org/action/showPublication?journalCode=jpublad>  
miresethe

**Fourth Semester****PUB 202 Administrative Institution in India- II****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4**

**Unit 1** Planning Institutions: From Planning commission to NITI Aayog (National Institution for Transforming India), National Developmental council.

**Unit 2** Organization and Function of Finance Commission and Election Commission with the administration of Election in India.

**Unit 3** Organization, Functions and Role of Union Public Service Commission and University Grants Commission.

**Unit 4** Organizations and Functions of Railway Board, Central Social Welfare Board.

**Unit 5** Regulatory Authorities in India and their role in administration with special reference to TRAI, IRDA and RBI.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Develop an understanding of constitutional and extra constitutional bodies.
- Enhance their vision about Indian Administration.
- Learn the functions and organization of Finance Commission, Election Commission, Railway Board, and Central Social Welfare Board.

**Recommended Books:**

1. Arora, Ramesh. K. (1995). *Indian Public Administration: Instructions and Issues*. Delhi: New Age International.
2. Field, G. Lowell (1951). *Government in Modern Society*. New York: McGraw Hill.
3. Jayapalan, N. (1999). *Modern Government*. New Delhi: Atlantic.
4. Johri, J.C. (2012). *Indian Government and Politics (I & II)*. Jalandhar: shoban Lal & Co. (Hindi)
5. Sodhi, Inderjeet Singh (2005). *Administrative institutions in India*. Jaipur: University Book House.
6. Waldo, Dwight (1948). *The Administrative State*. New York: The Ronald Press Company.

**Suggested E- Resources**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Indian journal of public administration- <https://us.sagepub.com/en-us/nam/indian-journal-of-public-administration/journal202581#description>
- Journal of Public Administration Research and Theory: J-PART <http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>
- Journal of Elections, Public Opinion & Parties - <http://www.tandfonline.com/loi/fbep20>

## PUB 205 State Administration in India with Special Reference to Rajasthan-II

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

- Unit 1** Personnel Administration: Organization and working of the Rajasthan Public Service Commission (RPSC), Recruitment in State Civil Services.
- Unit 2** Personnel Administration: Training of state civil services. Organization and role of H.C.M. RIPA and other state level Training Institute in Rajasthan.
- Unit 3** Board of Revenue, Office of Divisional Commissioner and Role of District Collector in District Administration.
- Unit 4** Revenue Administration: The role of SDO, Tehsildar and Patwari.
- Unit 5** Lokayukta, Administrative Reforms in Rajasthan, E-governance Initiatives in Rajasthan.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Learn about the institutional framework of personnel administration.
- Develop an overall understanding about revenue administration.
- Learn about the administrative initiatives, problems and reforms in state administration.

### Recommended Books:

- 1 A.R.C. Report (1966). *On State Administration*. Government of India.
- 2 Khera, S.S. (1974). *District Administration in India*. New York: Asia Publishing House.
- 3 Maheshwari, S.R. (1979). *State Government in India*. Delhi: The Macmillann Company of India.
- 4 Pylee, M.V. (1967). *Indian's Constitution*. Bombay: Asia publishing House.
- 5 Sharma, Ravindra (2018). *State Administration*. Delhi: PrabhatPrakashan.
- 6 Verma, S.L. (1974). *Revenue Board in Rajasthan*. New Delhi: S.Chand.

- 7 Pylee, M.V. (1967), *Indian's Constitution*, Bombay, Asia publishing House.
- 8 Sharma, Ravindra (2018). *State Administration*, Delhi, PrabhatPrakashan.
- 9 Verma, S.L. (1974). *Revenue Board in Rajasthan*, New Delhi, S.Chand.

#### **Suggested E- Resources:**

- State& Local Government Review  
<http://www.jstor.org/action/showPublication?journalCode=statloca>  
goverevi
- Local Government Studies <http://www.tandfonline.com/loi/flgs20>
- Journal of Public Administration Research and Theory: J-PART  
<http://www.jstor.org/action/showPublication?journalCode=jpublad>  
miresethe

## **Fifth Semester**

### **PUB 303 Comparative Administrative Systems**

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Meaning, Nature, Scope and Significance of Comparative Public Administration.

Approaches to the study of Comparative Administration: Structural Functional and Ecological.

**Unit 2** Salient features of the Constitution of UK, USA, and France.

**Unit 3** Parliamentary System in UK, Presidential System in USA and Presidential System in France.

**Unit 4** Salient features of Administrative Systems of UK, USA and France with particular reference to their Central Administration and Nature and Role of Civil Service.

**Unit 5** Independent Regulatory Commission in USA, French Council of State, Swedish Ombudsman.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Know about the administrative system of various countries like UK, USA and France.

- Learn about the Role of civil services in the administrative system of these countries.
- Develop knowledge about various controlling authorities in USA, France, and Sweden.
- Do a comparative study of administrative systems of these countries.

### **Recommended Books:**

1. Bhagwan, Vishnu & Bhushan, Vidya (2012). *World Constitutions: A comparative study*. New Delhi: sterling publishers PVT. Ltd.
2. Chaturvedi, T.N. (1992). *Comparative Public Administration*. Jaipur: Research publication.
3. Gena, C.B. (2009). *Tulnatmak Rajniti*. New Delhi: Vikash publishing house Pvt Ltd. (Hindi)
4. Goyal, S.L. & Rajanish, Shalini (2002). *Public Personnel Administration (theory and practice)*. New Delhi: Deep and Deep publication.
5. Headdy, Ferrel (1966). *Public Administration: A Comparative Perspective*. Prentice Hall: Englewood Cliffs NJ.
6. Mahajan, V.D. (2017). *Modern Select Governments*. New Delhi: S. Chand & Company PVT Ltd.
7. Ogg, Fredisk & Zink (1949). *Modern Foreign Government*. New work: The Mcmillan Co.

### **Suggested E- Resources**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Journal of Public Administration Research and Theory: J-PART
- <http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

## Sixth Semester

### PUB 301 Administrative Thinkers

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

- 1** Administrative Ideas of Henri Fayol and F.W.Taylor with particular reference to:
- a. Henri Fayol:
    - i. Managerial Activities
    - ii. Principles of Organization
  - b. F.W. Taylor:
    - i. The scientific management movement
    - ii. Impact of Taylorism on Organization Theory
- Unit 2** Administrative Ideas of Max Weber, Elton Mayo with special reference to:
- a. Max Weber:
    - i. Authority and Legitimacy
    - ii. Ideal Type Model of Bureaucracy
  - b. Elton Mayo:
    - i. Hawthorne Experiments
    - ii. Human Relation Approach
- Unit 3** Administrative Ideas of Chester I. Barnard and Herbert Simon with special reference to:
- a. Chester I. Barnard:
    - i. Organization as a consciously coordinated cooperative system
    - ii. Authority and Responsibility
  - b. Herbert Simon:
    - i. Decision making as heart of administration
    - ii. Stages in decision making process
    - iii. Rationality in decision making
- Unit 4** Administrative Ideas of Abraham Maslow and Frederick Herzberg with special reference to:
- a. Abraham Maslow:
    - i. Need- Hierarchy Theory

- b. Frederick Herzberg:
  - i. Two factor theory
  - ii. Job Enrichment

**Unit 5** Administrative Ideas of Rensis Likert, Fred.W.Riggs:

- a. Rensis Likert:
  - i. Management System 1-4
- b. F.W. Riggs:
  - i. Sala Model in Prismatic Society
  - ii. Concept of Development

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the major theories given by various administrative thinkers.
- Analyze the administrative theories.
- Enhance their knowledge of management, motivation and leadership.

**Recommended Books:**

1. Barnard, Chester (1938). *The Functions of the Executive*. Cambridge M. A: Harvard University Press.
2. Fayol, Henri (1949). *General & Industrial Management*. London: Pitman.
3. Luthans, Fred (2010). *Organization Behaviour*. Cornell University: McGraw Hill.
4. March & Simon (1958). *Organisation*. New York: John Wiley & Sons.
5. Prasad, Prasad & Satyanarayana (1993). *Administrative Thinkers*. New Delhi: Jawahar Publishers and Distributors. (English & Hindi)
6. Sapru, R.K. (2016). *Administrative Theories and Management Thought*. New Delhi: PHI Learning Private Limited.
7. Sharma, J.D. & Surana, J.S. (1992). *History of Management Thought*. Jaipur: Ramesh Book Dipo.
8. Sharma, P. D. (2000). *Management Thought and Thinkers*. Delhi: Research Publishers.

9. Simon, Herbert (1947). *Administrative Behaviour*. United States America: Macmillan.
10. Taylor, F.W.(1919). *The Principles of Scientific management*. Harvard University: Haper& Brothers.
11. Thori, Narendra & chaudhary, Nilam (2002). *Administrative Thinkers*. Jaipur: RBSA.

### Suggested E- Resources

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- Journal of Public Administration Research and Theory: J-PART-  
<http://www.jstor.org/action/showPublication?journalCode=jpubladmiresethe>

## Discipline Electives

### PUB 305 Rural Local Self Government

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

- Unit 1** Meaning, nature and significance of Rural Local Government in India. The History of Panchayati Raj in India.
- Unit 2** Nature and problems of Rural India. Policies and Programmes of rural development Panchayat patterns in India with special reference to 73<sup>rd</sup> Constitutional Amendment.
- Unit 3** Panchayati Raj in India (with special reference to Rajasthan) Organization. Structure, Powers and functions of Zila Parishad, Panchayat Samiti, Gram Panchayat, Gram Sabha.
- Unit 4** Personnel Administration in Panchayat Raj: Classification, Recruitment and Training.
- Unit 5** Management of Financial Resources in Panchayat Raj, System and Nature of State Control Over Panchayati Raj.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Develop knowledge of Rural Local self-government.
- Understand the Personnel Administration in Panchayti Raj.
- Become aware about the system and Nature of state control over panchayti Raj..

**Recommended Books:**

1. Khanna, R.L. (1967). *Municipal Government and Administration in India*. Chandigarh: Mohindra Capital.
2. Maheshwari, Sriram (1984). *Bharat me Sthaniye Sarkare*. Delhi: Oriental.(Hindi)
3. Maheshwari, S.R. (2017). *Local Government in India*. Agra: Lakshmi Narayan Aggrawal.
4. Mathur, M.V. (1966). *Panchayati Raj in Rajasthan*. New Delhi: Impex India haik.
5. Myneni, S.R. (2016). *Local Self Government*. Allahabad: Allahabad Law Agency.
6. Reddy, G.R. (1997). *Panchayati Raj in India*. New Delhi: Macmillion.
7. Sachadeva, Pradeep (2011). *Local Government In India*. New Delhi: Pearson.
8. Singh, Pankaj (2017). *Rural local Government*. Delhi: kitabMahal.

**Suggested E- Resources**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- State & Local Government Review  
<http://www.jstor.org/action/showPublication?journalCode=statlocalgoverevi>
- Alternatives: Global, Local, Political
- <http://www.jstor.org/action/showPublication?journalCode=alternatives>

**PUB 308 Labour Welfare Administration****Max. Marks : 100****(CA: 40 + ESA: 60)****L T P C****4 0 0 4**

**Unit 1** Meaning, nature and scope of labour welfare, principles of Labour Welfare Administration. Organization and functions of ministry of labour Employment

**Unit 2** Office of the Chief Labour Commissioner, organization and functions of central labour Bureau. Organization and working of state labour department and directorate of labour.

**Unit 3** Brief history, organization, functions and shortcomings of trade union in labour Administration in India. ILO (International Labour Organization): power and functions, ILO's impact on labour policy in India.

**Unit 4** Labour policy and legislation in India. Industrial relations in India. Worker's education and training, participation.

**Unit 5** The following Labour laws: Factories Act 1948, Industrial Dispute Act 1947, Trade union Act. 1926, Minimum wages Act, 1948.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Know about Labour Welfare Administration in India.
- Understand international labour organization, labour policy and legislation in India.
- Familiarize themselves with worker's education and training.
- Become aware about various labour laws.

**Recommended Books:**

1. Vaid, K.N. (1970). *Labour Welfare in India*. New Delhi: Shri Ram center for Industrial Relation.
2. Sing V.B. (2011). *Industrial Relation & Trade Union*. Himalayan Book.
3. Malik, P.L. (2009). *Industrial Law*. Eastern book company.
4. Subramaniam, K.N. (1967). *Labour-Management Relation in India*. Asia Publishing House.
5. Bhatnagar, Deepak. (1985). *State and Labour Welfare in india*. New Delhi: Deep & Deep publication.
6. Bhatnagar, Deepak (1984). *Labour Welfare and Social Security Legislation in India*. Humanities. New Delhi: Deep & Deep publication.
7. Punekar, S.D. & Deodhar, S.B. (2011). *Labour Welfare, Trade Unionism and Industrial Relations*. India: Himalayan books.
8. India, (1969). *Report of National Commission on Labour*.
9. India, (1969). *Report of Labour Investigation Committee*.

**E-resources**

- <https://labour.gov.in/>
- <https://elibrary.worldbank.org/>

- <https://www.bl.uk/social-welfare>
- <http://www.bath.ac.uk/gwlibrary/>
- Website of Ministry of Labour and Employment
- Website of Directorate General of Factory Advice Service and Labour Institute
- Website of Directorate General of Employment and Training
- Website of Labour Bureau of Ministry of Labour and Employment
- Official website of Employees' Provident Fund Organisation.

### **PUB 306 Urban Local Self Government**

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Meaning, nature and significance of Local Government in India. Nature and Importance of Urban Local Government in India. Development of Urban Local Government.

**Unit 2** Growing Urbanization – Its Causes and Problems. The Organizational structure of Urban Local Self Government in India with special reference to the 74<sup>th</sup> constitutional Amendment Acts.

**Unit 3** The Composition functions, powers and Role of various kinds of Local Bodies. Administrative system of metropolitan Towns, Municipal Corporations and municipal Council.

**Unit 4** Municipal Personnel Administration: Classification, Recruitment and training.

**Unit 5** Management of Financial Resources in Urban Local Bodies, system and Nature of state control over Urban Local Bodies.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Perceive knowledge of Urban Local Self Government.
- Analyze the structures and functions of agencies involved directly and indirectly in administration.
- Comprehend the election process of local bodies, Role of Local elections and nominated executives.

**Recommended Books:**

1. Khanna, R.L. (1967). *Municipal Government and Administration In India*. Chandigarh: Mohindra Capital.
2. Maheshwari, Sriram (1984). *Bharart me Sthaniye Sarkare*. Delhi: Oriental. (Hindi)
3. Maheshwari, S.R. (2017). *Local Government in India*. Agra: Lakshmi Narayan Aggrawal.
4. Mathur, M.V. (1966). *Panchayati Raj in Rajasthan*. New Delhi: Impex India haik.
5. Myneni, S.R. (2016). *Local Self Government*. Allahabad: Allahabad Law Agency.
6. Reddy, G.R. (1997). *Panchayati Raj in India*. New Delhi: Macmillion.
7. Sachadeva, Pradeep (2011). *Local Government in India*. New Delhi: Pearson.
8. Singh, Pankaj (2017). *Rural local Government*. Delhi: Kitab Mahal.

**Suggested E- Resources**

- <https://epgp.inflibnet.ac.in/ahl.php?csrno=30>
- State & Local Government Review <http://www.jstor.org/action/showPublication?journalCode=statlocagoverevi>
- Alternatives: Global, Local, Political- <http://www.jstor.org/action/showPublication?journalCode=alternatives>

**PUB 307 Governance : Issues and Challenges**

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

**Unit 1** Government and Governance: Concept of the State, Government and Governance; Civil Society; Role of State In the era of Globalization.

**Unit 2** Governance and Development: Changing Dimensions of Development, Strengthening Democracy through Good Governance.

**Unit 3** Environmental Governance: Human-Environment Interaction; Green Governance: Sustainable Human Development.

**Unit 4** Local Governance: Democratic Decentralization. People's Participation in local Governance; The process of Urbanization, causes and problems.

**Unit 5** Good Governance in India: Public Service Guarantee Acts, Electronic Governance, Citizens Charter & Right to Information.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Know the concept of state, governance and state's role in Globalized era.
- Understand the concept of governance and development.
- Become aware about the Environmental governance, Local Governance and good governance initiatives in India.

**Recommended Books:**

1. Chakrabarty B. and Bhattacharya M. (eds.) (1998). *The Governance Discourse*. New Delhi: Oxford University Press.
2. Munshi, Surendra & Abraham, Biju Paul [eds.]. (2004). *Good Governance, Democratic Societies and Globalization*. Delhi: Sage Publishers.
3. United Nation Development Programme. (1997). New York: *Reconceptualising Governance*.
4. Johns Hopkins University (2001). The Georgetown Public Policy Review. Volume-VII, No.1
5. Chotray, Vasudha & Stroker, Gery (2008). *Governance Theory: Across Disciplinary Approach*. Palgrave Mcmillan.
6. Nayar, B. (ed.). (2007). *Globalization and Politics in India*. Delhi: Oxford University Press, 2007. pp. 218-240.
7. Shah, Ghanshyam. [ed.]. (2002). *Social Movements and The State*, New Delhi: Sage Publication.
8. Panda, Smita Mishra (2008). *Engendering Governance Institutions: State, Market and Civil Society*. Sage Publications.

9. Chandhoke, Neera (1995). *State and Civil Society Explorations in Political Theory*, Sage Publishers.
10. Smith, B.C. (2007). *Good Governance and Development*. New Delhi: Palgrave.

### Suggested E – Resources

- Annual Report. (2015) – “e-Governance Policy Initiatives under Digital India”, Dept. of Electronics and Information Technology, Ministry of Communication and Information
- Commission, Planning. Environment and Ecology. December 12, 2014. <http://planningcommission.gov.in/plans/planrel/fiveyr/7th/vol2/7v2ch18.htm> l (accessed December 2, 2015).
- [https://gpcb.gov.in/images/pdf/PrasadModak\\_GPCB.pdf](https://gpcb.gov.in/images/pdf/PrasadModak_GPCB.pdf)
- [https://darpg.gov.in/sites/default/files/local\\_governance6.pdf](https://darpg.gov.in/sites/default/files/local_governance6.pdf)
- <https://rural.nic.in/media/ebook1> [http://en.wikipedia.org/wiki/Demographics\\_of\\_India](http://en.wikipedia.org/wiki/Demographics_of_India)

## PUB 309 Nation Building: A Global Perspective

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Unit 1** Nation Building: Conceptual Framework – Nation, State, Nationality, and Nationalism, Nation- Building and State-Building.

**Unit 2** Elements of Nation Building: Theories of nationalism-Primordialism and modernism;

Recent critiques of nationalism and nation state.

**Unit 3** Growth of Nation-States: Historical Perspectives;

Western model of Nation Building, British and German. Experience with the socialist model of national building special reference to China

**Unit 4** Rise of nation states in the third world: Asia, Africa and Latin America

Problems of Nation-Building in Developing Regions.

**Unit 5** The International Politics of Nation-Building

Nationalism and Globalization; Nation Building in a Post-Globalization Era.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the core concepts of nation, nationality, nationalism and Nation building.
- Understand the debates on the emergence of nationalism in a variety of historical contexts.
- Understand the growth of nation states in the third world.
- Get an overview of the post globalization era and recent trends in the world.

**Recommended Books:**

1. G. Aloysius (1997). *Nationalism without a Nation in India*. Delhi: Oxford University Press.
2. Anthony D Smith (1971). *Theories of Nationalism*. London: Duckworth, 1st Edition.
3. Anthony D Smith (1979). *Nationalism in the Twentieth Century*. Oxford: Martin Robertson.
4. Ashis Nandy (1994). *The Illegitimacy of Nationalism, Rabindranath Tagore and the Politics of Self*. Delhi: Oxford University Press.
5. E.J Hobsbawm (1990). *Nations and Nationalism since 1780, Programme Myth and Reality*. Cambridge: Cambridge University Press.
6. Ernest Gellner (1983) *Nations and Nationalism*. Oxford: Blackwell, Oxford.
7. Etienne Balibar and Immanuel Wallerstein (1991). *Race, Nation, Class, Ambiguous Identities*. London: Verso.
8. Eugene Kamenka ed. (1976). *Nationalism: The Nature and Evolution of an Idea*. London: Edward Arnold.
9. Hugh Seton-Watson (1977). *Nations and States, An Enquiry into the Origins of Nations and the Politics of Nationalism*. Boulder, Colorado: Westview Press.
10. Jurgen Habermas (2002). *The Postnational Constellation*. Cambridge: MIT Press.
11. Mike Featherstone ed. (1990). *Global Culture: Nationalism, Globalisation and Modernity*, London: Sage.

12. Partha Chatterjee (1994). *The Nation and its Fragments*. Delhi: Oxford University Press.
13. Paul Gillen and Devleena Ghosh (2007). *Colonialism and Modernity*. Sydney: UNSW Press.
14. Walker Connor (1994), *The National Question in Marxist-Leninist Theory and Strategy*. Princeton: Princeton University Press.

### Suggested E – Resources

- [https://journals.co.za/content/journal/aa\\_jonps](https://journals.co.za/content/journal/aa_jonps)
- <https://journals.sagepub.com/doi/10.1177/0020852309365666>
- <https://www.tandfonline.com/doi/full/10.1080/14623528.2019.1599517>
- <https://ascelibrary.org/doi/10.1061/41149%28393%2910>
- [https://www.jstor.org/stable/41855201?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/41855201?seq=1#metadata_info_tab_contents)
- <https://journals.sagepub.com/doi/full/10.1177/2348448918759875>
- <https://www.tandfonline.com/doi/full/10.1080/10357711003736451>
- [https://www.jstor.org/stable/42744015?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/42744015?seq=1#metadata_info_tab_contents)

## PUB 310 Nation Building: An Indian Perspective

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**Unit 1** Nation Building: India and its Nationhood- Factors, Evolution and Development of Nation Building in India.

**Unit 2** Nation Building in India: Rise of the nation state and integration in India.

**Unit 3** Nation Building in India: Socio-Economic Process

Social Process: Role of Identity and Social Cleavages in nation building- Caste, Class, Religion.

Economic Process: Role of Planning in nation building, Recent trends in economic process of nation building.

**Unit 4** Nation Building in India: Political Process

Democracy and participation, Role of Institutions.

**Unit 5** Nation Building in India: Issues and Challenges

Politics of regionalism: Linguistic Identity, Secessionist movements

Recent Trends in Indian Nationalism.

**Learning Outcomes:** After completion of this course, the students will be able to:

- Understand the evolution and factors responsible for nation building in India.
- Understand the rise and integration of the Indian nation state.
- Analyze the economic, political and social processes contributing to nation building in India.
- Assess the issues and challenges related to nation building in India.
- Understand recent trends in Indian Nationalism.

**Recommended Books:**

1. Narayan Jayaprakash (1975). *Nation Building in India*, Varanasi: Navachetan Prakashan.
2. Yogesh, Atal. (1981). *Building a Nation(essays on India)*. Abhinav Publisher: New Delhi
3. Gyanendra Pandey, (1998). *Peasant Revolt and Indian Nationalism*. Ranajit Guha and Gayatri Chakraborty Spivak eds. (1988). Selected Subaltern Studies. New York: Oxford University Press, pp. 233-287.
4. Gyanendra Pandey. (1990). *The Construction of Communalism in Colonial North India*, New York: Oxford University Press.
5. Marc Galanter. (1997). *Law and Society in Modern India*, Oxford: Oxford University Press.
6. Rajni Kothari. (1970). *Caste in Indian Politics*, Delhi: Orient Longman.
7. Sarangi, Asha ed. (2009). *Language and Politics in India*, Oxford University Press, New Delhi.
8. Sekhar Bandyopadhyay ed. (2011). *Nationalist Movement in India: A Reader*, New Delhi: Oxford University Press.
9. G. Aloysius. (1997). *Nationalism without a Nation in India*, Delhi: Oxford University Press.
10. Anthony D Smith. (1971). *Theories of Nationalism*, London: Duckworth. 1st Edition.

11. Ashis Nandy. (1994). *The Illegitimacy of Nationalism, Rabindranath Tagore and the Politics of Self*, Delhi:Oxford University Press.
12. Craig Calhoun. (1997). *Nationalism*, Buckingham: Open University Press.
13. E.J Hobsbawm. (1990) *Nations and Nationalism since 1780, Programme Myth and Reality*, Cambridge: Cambridge University Press.

### **Suggested E – Resources**

- [https://journals.co.za/content/journal/aa\\_jonps](https://journals.co.za/content/journal/aa_jonps)
- <https://journals.sagepub.com/doi/10.1177/0020852309365666>
- <https://www.tandfonline.com/doi/full/10.1080/14623528.2019.1599517>
- <https://ascelibrary.org/doi/10.1061/41149%28393%2910>
- [https://www.jstor.org/stable/41855201?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/41855201?seq=1#metadata_info_tab_contents)
- <https://journals.sagepub.com/doi/full/10.1177/2348448918759875>
- <https://www.tandfonline.com/doi/full/10.1080/10357711003736451>
- [https://www.jstor.org/stable/42744015?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/42744015?seq=1#metadata_info_tab_contents)

## संस्कृत

### प्रथम समसत्र

### SANS 102 आधुनिक नाट्य एवं व्याकरण

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

**L T P C**  
**4 0 0 4**

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- व्याकरणबोध से भाषा— संरचना को समझना।
- शुद्धोच्चारण, पठन व अर्थावबोध सम्बन्धी कौशल का विकास करने के साथ-साथ विश्लेषण क्षमता का विकास हो सकेगा।

**निर्देशः**—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** — आधुनिक नाट्य, आम्रपाली: डॉ. मिथिलेश कुमारी मिश्रा।

**द्वितीय अन्विति** — निर्धारित नाट्य ग्रन्थ के प्रतिपाद्य से सम्बद्ध एक प्रश्न या दो टिप्पणी।

**तृतीय अन्विति** — व्याकरण (लघु-सिद्धान्त-कौमुदी) संज्ञा प्रकरण।

**चतुर्थ अन्विति** — व्याकरण (लघुसिद्धान्तकौमुदी) अच् सन्धि प्रकरण।

**पंचम अन्विति** — व्याकरण (लघुसिद्धान्तकौमुदी) सन्धि प्रकरण से प्रयोग सिद्धि।

#### परीक्षा योजना

समय : तीन घण्टे

पूर्णांक : अंक 60

**नोट** :— यह प्रश्न-पत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जाएँगे।

**अन्विति 1** गद्य का अनुवाद (एक)

6 अंक

पद्य की व्याख्या (एक)

6 अंक=12 अंक

**अन्विति 2** एक प्रश्न अथवा दो टिप्पणी

12 अंक

**अन्विति 3** आठ प्रत्याहार एवं चार संज्ञाएँ

12 अंक

**अन्विति 4** सूत्र व्याख्या (दो)

6+6 = 12 अंक

**अन्विति 5** प्रयोगसिद्धि (चार)

3+3+3+3 = 12 अंक

**कुल योग 60 अंक**

### संस्तुत पुस्तकें—

1. मिश्रा, मिथिलेश कुमारी, (1989). *आम्रपाली*; पटना, वाणी वाटिका प्रकाशन।
2. मिश्रा, मिथिलेश कुमारी, *आम्रपाली*, व्या. डोली जैन (2016). जयपुर, सरस्वती पब्लिकेशन।
3. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. महेशसिंह कुशवाहा भाग 1 व 2 (2010), वाराणसी, चौखम्बा सुरभारती प्रकाशन।
4. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. धरानन्द शास्त्री (2014). दिल्ली, मोतीलाल बनारसीदास।
5. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. सदाशिव (सुधा व्याख्या.) (2013). वाराणसी, चौखम्बा संस्कृत सीरीज।
6. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. रामचन्द्र झा (इन्दुमती व्याख्या) (2013). वाराणसी, चौखम्बा अमरभारती प्रकाशन।
7. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. कपिल देव द्विवेदी (2002). संस्कृत व्याकरण एवं लघुसिद्धान्तकौमुदी, वाराणसी, विश्वविद्यालय प्रकाशन।
8. वरदराज, लघुसिद्धान्तकौमुदी व्या. भीमसेन शास्त्री (2007). दिल्ली, भैमी प्रकाशन।
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### E-Resources

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<https://www.jstor.org/stable/23334390?Search=yes&resultItemClick=true&searchText=abhijnanasakuntala&searchUri=%2Faction>
- नरेन्द्रशर्मा, 'लघुसिद्धान्त कौमुदी'  
<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>
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## SANS 103 प्राचीन नाट्य एवं छन्द

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- अभिमंचन कौशल का विकास।
- सामाजिक, सांस्कृतिक एवं नैतिक मूल्यों का विकास।

**निर्देशः**—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** — प्राचीन नाट्य अभिज्ञानशाकुन्तलम्—1, 2, 4 अंक कालिदास।

**द्वितीय अन्विति** — प्राचीन नाट्य अभिज्ञानशाकुन्तलम्—5,6 (प्रवेशक तक), 7 अंक कालिदास।

**तृतीय अन्विति** — निर्धारित नाटक के प्रतिपाद्य से सम्बद्ध प्रश्न।

**चतुर्थ अन्विति** — छन्दोज्ञान (अभिज्ञानशाकुन्तलम् से लक्षणोदाहरण सहित)।

**पंचम अन्विति** — नाट्य साहित्य का उद्भव एवं विकास।

**परीक्षा योजना**

समय : तीन घण्टे

पूर्णांक — 60 अंक

**नोट** :—यह प्रश्न-पत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे हुए संकेत के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जाएंगे।

**प्रथम अन्विति — प्राचीन नाट्य**

1— पद्य की व्याख्या (एक) — 6 अंक

2— गद्य अंश से सूक्तियों का अनुवाद (2 सूक्तियाँ) — 6 अंक=12 अंक

**द्वितीय अन्विति — प्राचीन नाट्य**

1— पद्य की व्याख्या (एक) —6 अंक

2— गद्य अंश से सूक्तियों का अनुवाद (2 सूक्तियाँ) —6 अंक=12 अंक

**तृतीय अन्विति — निर्धारित नाटक के प्रतिपाद्य से सम्बद्ध प्रश्न**

निर्धारित नाटक अभिज्ञानशाकुन्तलम् के प्रतिपाद्य अंश से सम्बद्ध

प्रश्न—(एक)

12 अंक

चतुर्थ अन्विति – छन्दोज्ञान : अभिज्ञानशाकुन्तलम् से लक्षणोदाहरण सहित

स्पष्टीकरण 4 छंद

12 अंक

पंचम अन्विति – नाट्य इतिहास से सम्बद्ध प्रश्न (एक) अथवा टिप्पणी (दो) 12 अंक

योग – 60 अंक

संस्तुत पुस्तकें—

1. उपाध्याय, बलदेव, (1958), *संस्कृत साहित्य का इतिहास*, वाराणसी, काशी हिन्दू विश्वविद्यालय।
2. पाण्डेय, चन्द्रशेखर, व्यास, नानूराम, (2014), *संस्कृत साहित्य की रूपरेखा*, कानपुर, साहित्य निकेतन।
3. गैरोला, वाचस्पति, (1960), *संस्कृत साहित्य का इतिहास*, वाराणसी, चौखम्बा विद्या भवन।
4. व्यास, भोलाशंकर, (1965), *भारतीय साहित्य की रूपरेखा*, वाराणसी, चौखम्बा विद्या भवन।
5. शास्त्री नेमीचन्द्र, (1972), *महाकवि भास*, भोपाल, हिन्दी ग्रन्थ अकादमी।
6. कालिदास *अभिज्ञानशाकुन्तलम्*, व्या. बाबूराम त्रिपाठी, (1985), इलाहाबाद, रतन प्रकाशन मन्दिर।
7. कालिदास, *अभिज्ञानशाकुन्तलम्*, व्या. शिवबालक, द्विवेदी (2004), जयपुर, हंसा प्रकाशन।
8. कालिदास *अभिज्ञानशाकुन्तलम्*, व्या. मालवीय सुधाकर, (2002), वाराणसी, कृष्णदास अकादमी।

**E-Resources-**

- *अभिज्ञानशाकुन्तलम्*— वसुदेवकृष्ण चतुर्वेदी, 'अभिज्ञानशाकुन्तलम्'  
<https://archive.org/details/in.ernet.dli.2015.485570/page/n1>
- रामदेव झा, शकुन्तला नाटक : एक अध्ययन  
<https://archive.org/details/ShakuntalaNatakEkAdhyayanACriticalStudyOfAbhigyanShakuntalamInMaithiliByDrRamdeoJha>
- नवकिशोरकार शास्त्री, 'अभिज्ञानशाकुन्तलम्'  
<https://archive.org/details/in.ernet.dli.2015.325943/page/n1>
- Mawatagama permananda, 'The Role Of Verse in Abhijnanasakuntala, Act-1'  
<https://www.jstor.org/stable/26264710?Search=yes&resultItemClick=true&searchText=abhijnanasakuntala&searchUri=%2Faction>

- Vinaya M. Kshirsagar, 'Use of Rituals-Motifs by Kalidasa'  
<https://www.jstor.org/stable/42936441?Search=yes&resultItemClick=true&searchText=abhijnanasakuntala&searchUri=%2Faction>
- बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>
- निन्दी पुंज, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKaItihas/page/n81>
- ए.बी. कीथ, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>

## द्वितीय समसत्र

### SANS 101 आर्ष काव्य, निबन्ध एवं अनुवाद

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- राष्ट्रीय चेतना का विकास।
- नैतिक मूल्यों का विकास।
- व्याकरण के अन्तर्गत संज्ञा एवं सन्धि प्रकरण का अवबोध।
- रामायण एवं महाभारतकालीन भारतीय संस्कृति का ज्ञान।

**निर्देशः**—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** — रामायणम् (आदिकविः वाल्मीकिः) बालकाण्ड के प्रथम सर्ग के 1 से 100 तक श्लोक

**द्वितीय अन्विति**— महाभारतम् (महर्षिः व्यासः) उद्योगपर्व का 131 वाँ अध्याय (विदुलोपाख्यान का प्रथम अध्याय)

**तृतीय अन्विति** — रामायण एवं महाभारत के प्रतिपाद्य सम्बन्धी प्रश्न

**चतुर्थ अन्विति** — निबन्ध

**पंचम अन्विति** — अनुवाद

## परीक्षा योजना

समय : 3 घण्टे

पूर्णांक : 60 अंक

**नोट** : यह प्रश्न-पत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जाएँगे।

**प्रथम अन्विति** – रामायणम् (आदिकवि वाल्मीकिः)

दो पद्यों की व्याख्या

6+6 = 12 अंक

**द्वितीय अन्विति** – महाभारतम् (महर्षि व्यासः)

दो पद्यों की व्याख्या

6+6 = 12 अंक

**तृतीय अन्विति** – रामायणम् एवं महाभारतम् के निर्धारित

प्रतिपाद्य से सम्बद्ध दो प्रश्न

6+6 = 12 अंक

**चतुर्थ अन्विति**

– निबन्ध 20 वाक्यों से अधिक का न हो।

यात्रावर्णन, उत्सववर्णन एवं जीवनचरित्र

सम्बन्धी निबन्ध पूछे जायेंगे।

12 अंक

**पंचम अन्विति** – अनुवाद–

(i) हिन्दी से संस्कृत में (चार वाक्य)

(ii) संस्कृत से हिन्दी में (चार वाक्य)

6+6 = 12 अंक

**कुल योग – 60 अंक**

**संस्तुत पुस्तकें :-**

1. उपाध्याय, बलदेव, (1958), *संस्कृत साहित्य का इतिहास*, वाराणसी, काशी हिन्दू विश्वविद्यालय।
2. पाण्डेय, चन्द्रशेखर, व्यास, नानूराम, (2014), *संस्कृत साहित्य की रूपरेखा*, कानपुर, साहित्य निकेतन।
3. उपाध्याय, रामजी, (1972), *संस्कृत साहित्य की रूपरेखा*, इलाहाबाद, कटरा रोड।
4. गैरोला, वाचस्पति, (1960), *संस्कृत साहित्य का इतिहास*, वाराणसी, चौखम्बा विद्या भवन।
5. व्यास, भोलाशंकर, (1965), *भारतीय साहित्य की रूपरेखा*, वाराणसी, चौखम्बा विद्या भवन।
6. शास्त्री, नेमीचन्द्र, (1972), *महाकवि भास*, भोपाल, हिन्दी ग्रन्थ अकादमी।

## E-Resources-

- बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास

<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>

- संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKalItihas/page/n81>
- ए.बी. कीथ, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>
- वासुदेव पोद्दार, 'रामायण—महाभारत (काल, इतिहास, सिद्धान्त)'  
<https://archive.org/details/RamayanaMahabharatKalItihasSiddhantVasudevPoddar>
- साहित्य दर्पण, सत्यव्रत सिंह  
<https://archive.org/details/in.ernet.dli.2015.326843>

### SANS 104 पुराण, स्मृति साहित्य एवं व्याकरण

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**निर्गमः—** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- ज्ञान के व्यावहारिक प्रयोग की क्षमता का विकास।
- संस्कृत व्याकरण प्रयोग की योग्यता का विकास।
- साहित्यगत विषयवस्तु का तुलनात्मक विश्लेषण करने की क्षमता का विकास।

**निर्देशः—** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**अन्विति प्रथम** — **पुराण— श्रीमद्भागवतमहापुराण** एकादश स्कन्ध का 23 वाँ अध्याय।

**अन्विति द्वितीय** — **स्मृति— याज्ञवल्क्यस्मृतिः** आचाराध्याय का छठा प्रकरण (स्नातक धर्म प्रकरण)।

**अन्विति तृतीय** — **श्रीमद्भागवतमहापुराण** एवं **याज्ञवल्क्यस्मृति** से प्रतिपाद्य सम्बन्धी प्रश्न या टिप्पणियाँ।

**अन्विति चतुर्थ** — **व्याकरण** (लघुसिद्धान्तकौमुदी) हल्सन्धिप्रकरण।

**अन्विति पंचम** — **व्याकरण** (लघुसिद्धान्तकौमुदी) विसर्ग सन्धिप्रकरण।

## परीक्षा योजना

समय : 3 घण्टे

पूर्णांक : 60 अंक

**नोट :** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे हुए संकेत के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जाएँगे।

प्रथम अन्विति	— पुराण (श्रीमद्भागवत महापुराणम्) दो पद्यों की व्याख्या	6+6 = 12 अंक
द्वितीय अन्विति	— स्मृति (याज्ञवल्क्यस्मृति) दो पद्यों की व्याख्या	6+6 = 12 अंक
तृतीय अन्विति	— श्रीमद्भागवतमहापुराण एवं याज्ञवल्क्य स्मृति के प्रतिपाद्य से सम्बद्ध दो प्रश्न	6+6 = 12 अंक
चतुर्थ अन्विति	— सूत्र व्याख्या (एक) प्रयोग सिद्धि (एक)	6+6 = 12 अंक
पंचम अन्विति	— सूत्र व्याख्या (एक) प्रयोग सिद्धि (एक)	6+6 = 12 अंक

**कुल योग – 60 अंक**

## संस्तुत पुस्तकें—

1. शास्त्री, गोविन्द (1968), *श्रीमद्भागवतमहापुराण*, वाराणसी, चौखम्बा सुरभारती प्रकाशन।
2. शर्मा, कमलनयन (2004), *याज्ञवल्क्यस्मृति* (आचाराध्याय, स्नातकधर्मप्रकरण), जयपुर, जगदीश संस्कृत पुस्तकालय।
3. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. महेशसिंह कुशवाहा भाग 1 व 2 (2010), वाराणसी, चौखम्बा सुरभारती प्रकाशन।
4. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. कपिल वेद द्विवेदी (2002), संस्कृत व्याकरण एवं लघुसिद्धान्तकौमुदी, वाराणसी, विश्वविद्यालय प्रकाशन।
5. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. धरानन्द (2014), दिल्ली, मोतीलाल बनारसीदास।
6. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. सदाशिव शास्त्री (2015), वाराणसी, चौखम्बा संस्कृत सीरीज।
7. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. रामचन्द्र झा (2013), वाराणसी, चौखम्बा अमर भाती प्रकाशन।
8. वरदराज, *लघुसिद्धान्तकौमुदी*, (सन्धि भाग) व्या. विनोद कुमार झा (2013), दिल्ली, पब्लिकेशन्स।

**E – Resources****Yagyavalkyasmrit**

- <https://archive.org/details/YajnavalkyaSmritiKashiSktGranthamala178HindiTikaUmeshChandraPandeyChowkhambaSanskritSansthan/page/n1>
- Bhim Shanker Rai, ‘Authenticity of the Yajnavalkyasmriti’
- <https://www.jstor.org/stable/44144076?Search=yes&resultItemClick=true&searchText=yajnavalkya&searchUri=%2Faction>
- Dharmendra Kumar, ‘Leading System in Yajnavalkyasmriti’
- <https://www.jstor.org/stable/44145453?Search=yes&resultItemClick=true&searchText=yajnavalkya&searchUri=%2Faction>

**तृतीय समसत्र****SANS 202 आधुनिक काव्य, व्याकरण एवं निबन्ध****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4**

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- काव्यसर्जना के सौन्दर्यबोध एवं भाव को जाग्रत कर मौलिक अभिव्यक्ति की योग्यता का विकास।
- भाषा-शुद्धि एवं भाषण कौशल की योग्यता का विकास।

**निर्देशः**—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**अन्विति प्रथम** — आधुनिक काव्य संग्रह—डॉ. श्रीमती वनमाला भवालकर — पाठ संख्या 1, 3

**अन्विति द्वितीय** — आधुनिक काव्य संग्रह—डॉ. श्रीमती वनमाला भवालकर — पाठ संख्या 5, 7

**अन्विति तृतीय** — प्रथम एवं द्वितीय अन्विति के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध प्रश्न

**अन्विति चतुर्थ** – व्याकरण-अजन्त शब्द लघुसिद्धान्तकौमुदी के नामिक प्रकरण से ही सूत्रों की व्याख्या एवं निम्नांकित शब्दों के रूपों की सिद्धि पूछी जायेगी –

1. अजन्त पुल्लिंग शब्द – राम, सर्व, हरि
2. अजन्त स्त्रीलिंग शब्द – रमा, मति

**अन्विति पंचम** – (अ) अजन्त नपुंसकलिंग शब्द-ज्ञान, दधि

(ब) लघुनिबन्ध लगभग 20 पंक्तियों का एक संस्कृत-निबन्ध परोपकारः, सत्संगति, उद्यम, विद्या, विचारात्मक अथवा विवरणात्मक विषयों पर पूछा जायेगा ।

**परीक्षा योजना**

समय : तीन घण्टे

पूर्णांक – 60 अंक

**नोट :-** यह प्रश्न-पत्र पाँच अन्वितियों में विभक्त है । प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे हुए संकेत के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जायेंगे ।

**अन्विति प्रथम** – आधुनिक काव्य-

(पद्य की व्याख्या – दो)

12 अंक

**अन्विति द्वितीय** – आधुनिक काव्य-

(पद्य की व्याख्या – दो)

12 अंक

**अन्विति तृतीय** – प्रश्न – निर्धारित अंश के प्रतिपाद्य से सम्बद्ध प्रश्न (एक)  
12 अंक

**अन्विति चतुर्थ** – व्याकरण-

1. दो सूत्रों की सोदाहरण व्याख्या – 6 अंक

2. दो पदों की सूत्र-निर्देश पूर्वक सिद्धि – 6 अंक=12 अंक

**अन्विति पंचम** – खण्ड (अ) व्याकरण-

• एक सूत्र की सोदाहरण व्याख्या – 2 अंक

• एक पद की सूत्र निर्देशपूर्वक सिद्धि – 2 अंक

**खण्ड (ब)** लघुनिबन्ध (एक) – 8 अंक

**कुल योग-60 अंक**

**संस्तुत पुस्तकें-**

1. भवालकर, वनमाला, (1985), इलाहाबाद, आधुनिक संस्कृत काव्यम्, इलाहाबाद ।

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3. द्विवेदी, कपिलदेव (1985), *रचनानुवादकौमुदी*, वाराणसी, विश्वविद्यालय प्रकाशन।
4. वरदराज, *लघुसिद्धान्तकौमुदी*, भीमसेन शास्त्री (2000), दिल्ली, भैमी प्रकाशन।
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### E-Resources

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- ए.बी. कीथ, संस्कृत साहित्य का इतिहास

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- नरेन्द्रशर्मा, 'लघुसिद्धान्त कौमुदी'

<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>

- कपिलदेव द्विवेदी, प्रारम्भिक रचनानुवाद कौमुदी

[https://archive.org/details/PrarambhikRachanaAnuvadKaumudiKD Dwivedi1978\\_20180228](https://archive.org/details/PrarambhikRachanaAnuvadKaumudiKD Dwivedi1978_20180228)

- कपिलदेव द्विवेदी, प्रौढ रचनानुवाद कौमुदी

<https://archive.org/details/PraudhaRachanaAnuvadKaumudiKDD wivedi1955>

### SANS 204 प्राचीन काव्य एवं अलंकार

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः-** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- काव्योचित भाव व कल्पना सौन्दर्य सम्बन्धी योग्यता का विकास।
- अलंकारों को पहचानना।

- मूल्यों का ज्ञान।

**निर्देश:**—यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**अन्विति प्रथम** — किरातार्जुनीयम् (भारवि) प्रथम सर्ग।

**अन्विति द्वितीय** — श्रीमद्भागवद्गीता (व्यास) 16 वाँ एवं 17 वाँ अध्याय।

**अन्विति तृतीय** — किरातार्जुनीयम् व श्रीमद्भागवद्गीता के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध प्रश्न

**अन्विति चतुर्थ** — अलंकार लक्षणोदाहरण (काव्यदीपिका अष्टम शिखा) भेदोपभेदरहित निम्नांकित 20 अलंकार ही पाठयक्रम में निर्धारित हैं— अनुप्रास, श्लेष, यमक, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, दृष्टान्त, दीपक, व्यतिरेक, सन्देह, भ्रान्तिमान, अर्थान्तरन्यास, अपह्नुति, विभावना, विशेषोक्ति, समासोक्ति, विरोध, निदर्शना, तुल्ययोगिता।

**अन्विति पंचम** — काव्य का इतिहास — रामायण, महाभारत, महाकाव्य, गीतिकाव्य, ऐतिहासिक काव्य।

**परीक्षा योजना**

समय : 3 घण्टे

**नोट :** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे हुए संकेत के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जाएँगे।

प्रथम अन्विति	— दो पद्यों की व्याख्या	6+6 = 12 अंक
द्वितीय अन्विति	— दो पद्यों की व्याख्या	6+6 = 12 अंक
तृतीय अन्विति	— 'किरातार्जुनीयम्' व 'श्रीमद्भागवद्गीता' के निर्धारित अंश से सम्बद्ध प्रश्न ( दो )	6+6 = 12 अंक
चतुर्थ अन्विति	— अलंकार (उदाहरण सहित चार)	6+6 = 12 अंक
पंचम अन्विति	— एक प्रश्न या दो टिप्पणी	6+6 = 12 अंक

**कुल योग — 60 अंक**

**संस्तुत पुस्तकें—**

1. उपाध्याय, बलदेव, (1958), *संस्कृत साहित्य का इतिहास*, काशी, हिन्दू विश्वविद्यालय, वाराणसी।
2. पाण्डेय, चन्द्रशेखर, व्यास, नानूराम, *संस्कृत साहित्य की रूपरेखा*, कानपुर, साहित्य निकेतन।

3. उपाध्याय, रामजी, (1972), *संस्कृत साहित्य की रूपरेखा*, इलाहाबाद, किताब महल।
4. गैरोला, वाचस्पति, (1960), *संस्कृत साहित्य का इतिहास*, वाराणसी, चौखम्बा विद्या भवन।
5. व्यास, भोलाशंकर, (1965), *भारतीय साहित्य की रूपरेखा*, वाराणसी, चौखम्बा विद्या भवन, वाराणसी।
6. शास्त्री, नेमिचन्द्र, (1972), *महाकवि भास*, भोपाल, हिन्दी ग्रन्थ अकादमी।

#### E- Sources-

- बलदेव उपाध्याय, *संस्कृत साहित्य का इतिहास*  
<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>
- संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKaItihas/page/n81>
- ए.बी. कीथ, *संस्कृत साहित्य का इतिहास*  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>

## चतुर्थ समसत्र

### SANS 201 आधुनिक गद्य साहित्य एवं व्याकरण

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः-** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- गद्यशैली में सौन्दर्यबोध की मौलिक अभिव्यक्ति सम्बंधी योग्यता का विकास।
- साहित्यबोध एवं व्यावहारिक प्रयोग की योग्यता का विकास।

**निर्देशः-** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

- प्रथम अन्विति** – उपन्यास साहित्य – द्वा सुपर्णा – पूर्वार्द्ध
- द्वितीय अन्विति** – उपन्यास साहित्य – द्वा सुपर्णा – उत्तरार्द्ध
- तृतीय अन्विति** – निर्धारित उपन्यास के प्रतिपाद्य से सम्बद्ध प्रश्न

**चतुर्थ अन्विति** – व्याकरण – हलन्त शब्द लघुसिद्धान्तकौमुदी के नामिक प्रकरण से ही सूत्रों की व्याख्या एवं निम्नांकित शब्दों के रूपों की सिद्धि पूछी जायेगी –

1. हलन्त पुल्लिंग शब्द – युष्मद्, अस्मद्
2. हलन्त स्त्रीलिंग शब्द – अप्
3. हलन्त नपुंसकलिंग शब्द – अहन्

**पंचम अन्विति** – व्याकरण – सर्वनाम शब्द

इदम्, यद्, एतद्, अदस्, भवत्, एक, द्वि, त्रि, चतुर् – शब्दों के सभी लिंगों की रूप सिद्धि व सूत्र व्याख्या।

**परीक्षा योजना**

समय : तीन घण्टे

पूर्णांक – 60 अंक

नोट : यह प्रश्न-पत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे हुए संकेत के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जायेंगे।

**अन्विति :**

(i) **उपन्यास साहित्य** – द्वा सुपर्णा – पूर्वाद्ध

एक अवतरण का अनुवाद

– 6 अंक

एक अवतरण की व्याख्या

– 6 अंक = 12 अंक

(ii) **उपन्यास साहित्य** – द्वा सुपर्णा – उत्तराद्ध

एक अवतरण का अनुवाद

– 6 अंक

एक अवतरण की व्याख्या

– 6 अंक = 12 अंक

(iii) **प्रश्न** – द्वा सुपर्णा के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध सामान्य प्रश्न (एक) = 12 अंक

(iv) **व्याकरण-हलन्त शब्द**

1. दो सूत्रों की व्याख्या

– 6 अंक

2. दो पदों की सूत्र-निर्देश पूर्वक सिद्धि

– 6 अंक

(v) **व्याकरण – सर्वनाम शब्द**

1. दो सूत्रों की व्याख्या

– 6 अंक

2. दो पदों की सूत्र-निर्देश पूर्वक सिद्धि

– 6 अंक = 12 अंक

**कुल योग 60 अंक**

**संस्तुत पुस्तकें—**

1. उपाध्याय, रामजी, (2010), *द्वासुपर्णा*, वाराणसी, चौखम्बा सुरभारती प्रकाशन।

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### E-Resources

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<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>
- 'Glimpses of Indian heritage Varadaraja Raman V.'  
<https://archive.org/details/GlimpsesOfIndianHeritageVaradarajaRamanV./page/n13>

## SANS 203 प्राचीन गद्य, चम्पू एवं अनुवाद

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- शुद्ध लेखन एवं पठन कौशल का विकास।
- ऐतिहासिक एवं सांस्कृतिक अवबोध।

**निर्देशः**— यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** — प्राचीन गद्य, शुकनासोपदेश बाणभट्ट।

**द्वितीय अन्विति** — चम्पूसाहित्य चम्पूभारतम् अनन्त भट्ट (प्रथम स्तबक, कथारम्भ — या खलुपुरा' से पाण्डव सौन्दर्य वर्णन — सोऽपि किं पंचधाऽभूत् तक)।

**तृतीय अन्विति** — शुकनासोपदेश व चम्पूभारतम् के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध प्रश्न।

**चतुर्थ अन्विति** — संस्कृत गद्य, चम्पू व कथा साहित्य का इतिहास।

**पंचम अन्विति** — अनुवाद (i) हिन्दी से संस्कृत में।  
(ii) संस्कृत से हिन्दी में।

**परीक्षा योजना**

समय 3 घण्टे

पूर्णांक – 60 अंक

नोट— यह प्रश्न—पत्र पाँच अन्वितियों में विभक्त है।

**अन्विति**

- (i) गद्यावतरण का अनुवाद (एक)  
सूक्ति की व्याख्या (एक) 6+6= 12 अंक
- (ii) गद्यावतरण का अनुवाद (एक)  
पद्य की व्याख्या (एक) 6+6=12 अंक
- (iii) शुकनासोपदेश व चम्पूभारतम् के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध प्रश्न  
6+6=12 अंक
- (iv) एक प्रश्न या दो टिप्पणी 6+6=12 अंक
- (v) अनुवाद  
(i) हिन्दी से संस्कृत में (चार वाक्य) 6+6=12 अंक  
(ii) संस्कृत से हिन्दी में। (चार वाक्य)

**कुल योग 60 अंक****संस्तुत पुस्तकें—**

1. बाणभट्ट, व्या. *शुकनासोपदेश*, मोहनदेव, पंत (2015), दिल्ली, मोतीलाल बनारसीदास।
2. अनन्त भट्ट, *चम्पूभारतम्*, व्या. नारायण सूरी, *बाजीराव श्रीखण्ड*, (1915), बाम्बे, दी गुजराती प्रिंटिंग प्रेस।

**E- Resources-**

1. नरेन्द्रशर्मा, 'लघुसिद्धान्त कौमुदी'  
<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>
2. Glimpses of Indian heritage Varadaraja Raman V.'  
<https://archive.org/details/GlimpsesOfIndianHeritageVaradarajaRamanV./page/n13>
3. बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>
4. संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKaItihas/page/n81>
5. ए.बी. कीथ, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>

## पंचम समसत्र

### SANS 303 वैदिक साहित्य एवं निबन्ध

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- वैदिक छन्दों का ज्ञान।
- ऋग्वैदिक सूक्तों का अवबोध।

**निर्देशः**— यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति**— **वैदिक साहित्य** — ऋग्वेद के निम्नांकित सूक्त पाठ्यक्रम में निर्धारित हैं — वरुण सूक्त 1.25, सूर्य सूक्त 1.115, विष्णु सूक्त 1.154।

**द्वितीय अन्विति**— ऋग्वेद के निम्नांकित सूक्त पाठ्यक्रम में निर्धारित हैं — इन्द्र सूक्त 2.12, उषस् सूक्त 3.61, हिरण्यगर्भ सूक्त 10.121।

**तृतीय अन्विति** — देवताओं के स्वरूप एवं सूक्त के प्रतिपाद्य से सम्बद्ध प्रश्न।

**चतुर्थ अन्विति** — वैदिक साहित्य के इतिहास की रूप रेखा, वेद, संहिता, ब्राह्मण, आरण्यक, उपनिषद् व वेदांगों के सम्बन्ध में सामान्य परिचयात्मक प्रश्न।

**पंचम अन्विति** — **निबन्ध**— संस्कृत भाषा, भारतीय—संस्कृति, भारतीय—समाज में नारी, प्रिय कवि आदि सामान्य विवेचनात्मक विषयों पर एक निबन्ध लगभग तीन सौ शब्दों में।

#### परीक्षा योजना

समय— तीन घण्टे

पूर्णांक 60 अंक

नोट : यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जाएंगे।

**अन्विति 1** निर्धारित सूक्तों में से एक मन्त्र का अनुवाद और एक व्याख्या

12 = 12 अंक

**अन्विति 2** निर्धारित सूक्तों में से एक मन्त्र का अनुवाद और एक व्याख्या

6+6 = 12 अंक

अन्विति 3	देवताओं के स्वरूप अथवा सूक्त के प्रतिपाद्य से सम्बद्ध एक प्रश्न अथवा दो टिप्पणी	6+6 = 12 अंक
अन्विति 4	वैदिक साहित्य के इतिहास से सम्बद्ध प्रश्न एक	12 अंक
अन्विति 5	संस्कृत निबन्ध (एक)	12 अंक
		<b>कुल योग = 60 अंक</b>

### संस्तुत पुस्तकें –

1. उपाध्याय, बलदेव, (1998), *वैदिक साहित्य और संस्कृति*, वाराणसी, शारदा संस्थान।
2. पाण्डेय, देवेन्द्र नाथ, (2006), *वैदिक सूक्त संग्रह*, जयपुर, जगदीश संस्कृत पुस्तकालय।
3. त्रिवेदी, रामगोविन्द, (1968) *वैदिक साहित्य का इतिहास*, वाराणसी।
4. द्विवेदी, कपिल देव (2008) '*निबंधशतकम्, वाराणसी*, विश्वविद्यालय प्रकाशन।
5. मैक्समूलर (1966) *ऋग्वेद संहिता सायण भाष्य सहित*, वाराणसी, चौखम्बा।
6. शास्त्री, हरिदत्त, कुमार कृष्ण (1988), *ऋक्सूक्तसंग्रह*, मेरठ, साहित्य भण्डार।

### E- Resources-

<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>

- संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKaItihas/page/n81>
- ए.बी. कीथ, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>
- बलदेव उपाध्याय, वैदिक साहित्य और संस्कृति  
<https://archive.org/details/in.ernet.dli.2015.345816>

## षष्ठ समसत्र

### SANS 304 वैदिक साहित्य, भारतीय संस्कृति एवं अनुवाद

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- ब्राह्मण, आरण्यक एवं उपनिषदों की ज्ञानसम्पदा से मौलिक चिन्तन एवं व्यावहारिक प्रयोग की क्षमता का विकास।
- सांस्कृतिक मूल्यों का विकास।

**नर्देशः**— यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** — वैदिक साहित्य — ब्राह्मण एवं आरण्यक ऐतरेय ब्राह्मण 33.3, शतपथ ब्राह्मण 1.8.1 (1 से 11 कण्डिका तक), तैत्तिरीय आरण्यक 2.10 व 6.63

**द्वितीय अन्विति** — बृहदारण्यकोपनिषद् 2.4, 3.8 छान्दोग्योपनिषद् 5.1

**तृतीय अन्विति** — ब्राह्मण, आरण्यक व उपनिषद् के पाठ्यांशों के प्रतिपाद्य से सम्बद्ध प्रश्न।

**चतुर्थ अन्विति** — संस्कृति और सभ्यता का तात्पर्य, संस्कृति और सभ्यता में अन्तर, भारतीय संस्कृति की विशेषताएँ : वर्णाश्रम व्यवस्था, पुरुषार्थ चतुष्टय, संस्कार।

**पंचम अन्विति** — अनुवाद

(i) हिन्दी से संस्कृत में

(ii) संस्कृत से हिन्दी में

**परीक्षा योजना**

समय : 3 घण्टे

पूर्णांक : 60

**नोट** : यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जायेंगे।

**अन्विति 1.** निर्धारित पाठ्यांश का एक अनुवाद और एक व्याख्या

6+6 = 12 अंक

**अन्विति 2.** निर्धारित पाठ्यांश का एक अनुवाद और एक व्याख्या

6+6 = 12 अंक

अन्विति 3. प्रतिपाद्य से सम्बद्ध एक प्रश्न या दो टिप्पणी

अन्विति 4. एक प्रश्न या दो टिप्पणी

6+6 = 12 अंक

अन्विति 5. अनुवाद –

(i) हिन्दी से संस्कृत –

6 अंक

(ii) संस्कृत से हिन्दी –

6 अंक = 12 अंक

**कुल योग – 60**

**संस्तुत पुस्तकें—**

1. आप्टे, गणेश विनायक (1931). *ऐतरेय ब्राह्मण ग्रन्थ रत्नावली*, पूना, आनन्दाश्रम।
2. शास्त्री, ए. चिन्नस्वामी (2013). *शतपथ ब्राह्मण*, वाराणसी, चौखम्बा संस्कृत पुस्तकालय।
3. शास्त्री, नारायण (1935) *तैत्तिरीय ब्राह्मण*, पूना, आनन्दाश्रम।
4. झा तारिणीश (1985) *संस्कृतरचनानुवादकौमुदी*, लखनऊ।
5. सिंह जालिम, बाबूराम बहादुर (2010). *छान्दोग्योपनिषद्*, वाराणसी, चौखम्बा सुरभारती प्रकाशन।
6. *बृहदारण्यकोपनिषद्* (1985). गोरखपुर, गीताप्रेस।
7. *तैत्तिरीय आरण्यक* फड़के 'बाबा शास्त्री' पूना आनन्दाश्रम।
8. ऐतरेय महीदास (2006). *सायण भाष्य सहित ऐतरेय ब्राह्मण*, वाराणसी, तरा पब्लिकेशन।
9. *तैत्तिरीयारण्यकम्*, पाठक जमुना (2017). वाराणसी, आयुर्वेदिक पब्लिकेशन।
10. आप्टे, गणेश विनायक (1931). *ऐतरेय ब्राह्मण ग्रन्थ रत्नावली*, पूना, आनन्दाश्रम।
11. शास्त्री, ए. चिन्नस्वामी (2013). *शतपथ ब्राह्मण*, वाराणसी, चौखम्बा संस्कृत पुस्तकालय।
12. शास्त्री, नारायण (1935). *तैत्तिरीय, ब्राह्मण*, पूना, आनन्दाश्रम।
13. झा, तारिणीश (1985). *संस्कृतरचनानुवादकौमुदी*, लखनऊ।
14. सिंह, जालिम, बाबूराम, बहादुर (2010). *छान्दोग्योपनिषद्*, वाराणसी, चौखम्बा सुरभारती प्रकाशन।
15. *बृहदारण्यकोपनिषद्* (1985). गोरखपुर, गीताप्रेस।
16. *तैत्तिरीय, आरण्यक* फड़के 'बाबा शास्त्री' पूना, आनन्दाश्रम।

17. ऐतरेय, महीदास (2006). *सायण भाष्य सहित ऐतरेय ब्राह्मण*, वाराणसी, तरा पब्लिकेशन।
18. *तैत्तिरीयारण्यकम्*, जमुना पाठक (2017). वाराणसी, आयुर्वेदिक पब्लिकेशन।

### E- Resources-

- राम शर्मा आचार्य, 108 उपनिषद्  
<https://archive.org/details/HindiBook108UpanishadsPart1brahmaVid aKhanadaPt.ShriramSharmaAcharya>
- राजवीर शास्त्री, उपनिषद् भाष्य  
<https://archive.org/details/UpanishadBhasya>
- बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>
- संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKaItihas/page/n81>
- ए.बी. कीथ, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>

## चयनित अध्ययन पाठ्यक्रम समूह

### SANS 301 शास्त्र साहित्य एवं व्याकरण—भाग—I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः—** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- शुद्ध उच्चारण व पठन की योग्यता का विकास।
- राजनैतिक मूल्यों एवं स्वास्थ्य सम्बन्धी चेतना का विकास।
- रचना कौशल का विकास।

**निर्देशः—**यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

प्रथम अन्विति – शुक्रनीति (प्रथम अध्याय–श्लोक संख्या 1–60)

द्वितीय अन्विति – आयुर्वेदशास्त्र–कौमारभृत्यम् (अष्टम अध्याय)दन्तोद्भेद– प्रकरण।

तृतीय अन्विति – प्रथम एवं द्वितीय अन्वितियों के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध प्रश्न

चतुर्थ अन्विति – व्याकरण –लघुसिद्धान्तकौमुदी भ्वादिगण–भू धातु।

पंचम अन्विति – व्याकरण –लघुसिद्धान्तकौमुदी भ्वादिगण–एध् धातु।

परीक्षा योजना

समय– तीन घण्टे

पूर्णांक 60 अंक

नोट : यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के अनुसार उचित विकल्प देते हुए प्रश्न पूछे जायेंगे।

अन्विति 1. शुक्राचार्य–शुक्रनीति

दो श्लोकों की व्याख्या

6+6 अंक = 12 अंक

अन्विति 2. आयुर्वेदशास्त्र–कौमारभृत्यम्

दो अंशों की व्याख्या

6+6 अंक = 12 अंक

अन्विति 3. प्रथम एवं द्वितीय अन्वितियों के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध दो प्रश्न

6+6 अंक = 12 अंक

अन्विति 4. व्याकरण –लघुसिद्धान्त कौमुदी

भ्वादिगण –भू धातु

(क)– दो सूत्रों की सोदाहरण व्याख्या

6 अंक

(ख)– दो रूपों की सूत्र निर्देश सहित सिद्धि

6 अंक = 12 अंक

अन्विति 5. व्याकरण –लघुसिद्धान्त कौमुदी

भ्वादिगण –एध् धातु

(क) दो सूत्रों की सोदाहरण व्याख्या

6 अंक

(ख) दो रूपों की सूत्र निर्देश सहित सिद्धि

6 अंक = 12 अंक

**कुल योग = 60 अंक**

संस्तुत पुस्तकें–

1. वरदराज, लघुसिद्धान्तकौमुदी, व्या. कान्ता भाटिया, (2017), वाराणसी, भारतीय विद्या प्रकाशन।
2. शुक्राचार्य, शुक्रनीति, व्या. जगदीश चन्द्र मिश्र, (2019), वाराणसी, चौखम्बा सुरभारती प्रकाशन।

3. शुक्राचार्य, *शुक्रनीति*, व्या. श्री ब्रह्मशंकर मिश्र, (1999), वाराणसी, चौखम्बा संस्कृत संस्थान।
4. त्रिवेदी, रघुवीर प्रसाद (2000), *कौमारभृत्यम्*, वाराणसी, चौखम्बा संस्कृत संस्थान।
5. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. भीमसेन शास्त्री (2007), दिल्ली, भैमी प्रकाशन।
6. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. अर्कनाथ चौधरी, (2010), जयपुर, जगदीश संस्कृत पुस्तकालय।
7. वरदराज, *लघुसिद्धान्तकौमुदी (सन्धि भाग) व्या. विनोद कुमार झा* (2013), दिल्ली, पब्लिकेशन्स।

#### E- Resources-

- नरेन्द्रशर्मा, 'लघुसिद्धान्त कौमुदी'  
<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>
- , 'Glimpses of Indian heritage Varadaraja Raman V.'  
<https://archive.org/details/GlimpsesOfIndianHeritageVaradarajaRamanV/page/n13>
- पी.वी.काणे, 'धर्मशास्त्र का इतिहास'  
<https://archive.org/details/in.ernet.dli.2015.496396/page/n5>
- लघुसिद्धान्त कौमुदी— भीमसेन शास्त्री, 'लघुसिद्धान्त कौमुदी'  
<https://archive.org/details/in.ernet.dli.2015.485702/page/n1>

### SANS 302 शास्त्र साहित्य एवं व्याकरण—भाग—II

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः—** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- भाषा—संरचना को समझना एवं शुद्ध उच्चारण, पठन व अर्थावबोध सम्बन्धी कौशल का परिष्कार।
- व्याकरण का मौखिक एवं लेखन अभिव्यक्ति में प्रयोग।
- काव्यशास्त्र एवं नाट्यशास्त्रीय तत्वों का बोध एवं उनके अनुप्रयोग की क्षमता का विकास।

**निर्देश:-** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** – काव्यशास्त्र-काव्यादर्श : दण्डी (प्रथम परिच्छेद-प्रारम्भ से 51वीं कारिका तक)

**द्वितीय अन्विति** – नाट्यशास्त्र- काव्यदीपिका: कान्तिचन्द्र विद्यारत्न (चतुर्थ शिखा मात्र-दृश्यश्रव्यत्वभेदेन काव्यप्रभेदनम्)

**तृतीय अन्विति** – प्रथम एवं द्वितीय अन्वितियों के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध दो प्रश्न

**चतुर्थ अन्विति** – व्याकरण (आख्यात प्रकरण) – लघुसिद्धान्तकौमुदी

अदादिगण – अद् धातु

जुहोत्यादिगण – हु धातु

दिवादिगण – दिव्, धातु

स्वादिगण – पुञ् धातु

तुदादिगण – तुद् धातु

**पंचम अन्विति** – व्याकरण (आख्यात प्रकरण) – लघुसिद्धान्तकौमुदी

रुधादिगण – रुध् धातु

तनादिगण – तन् धातु

क्र्यादिगण – क्री धातु

चुरादिगण – चूर् धातु

### परीक्षा योजना

समय – तीन घण्टे

पूर्णांक 60 अंक

**नोट :** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे संकेत के अनुसार प्रश्न पूछे जायेंगे।

**अन्विति 1** – काव्यशास्त्र-काव्यादर्श : दण्डी-

दो कारिकाओं की व्याख्या 6+6 अंक = 12 अंक

**अन्विति 2** – नाट्यशास्त्र-काव्यदीपिका:-

दो कारिकाओं की व्याख्या 6 + 6 अंक = 12 अंक

**अन्विति 3** – प्रथम एवं द्वितीय अन्वितियों के निर्धारित अंश के प्रतिपाद्य से सम्बद्ध दो प्रश्न 6 + 6 अंक = 12 अंक

**अन्विति 4** – व्याकरण (आख्यात प्रकरण) – लघुसिद्धान्त कौमुदी

(क) दो सूत्रों की सोदाहरण व्याख्या 6 अंक

(ख) दो रूपों की सूत्रनिर्देश सहित सिद्धि 6 अंक=12 अंक

**अन्विति 5.** व्याकरण (आख्यात प्रकरण) – लघुसिद्धान्त कौमुदी

(क) दो सूत्रों की सोदाहरण व्याख्या 6 अंक

(ख) दो रूपों की सूत्रनिर्देश सहित सिद्धि 6 अंक=12 अंक

**कुल योग –60 अंक**

**संस्तुत पुस्तकें—**

1. दण्डी, *काव्यादर्श*, व्या. शास्त्री रंगाचार्य रेड्डी, (1938). पूना, भण्डारकर ओरिएन्टल रिसर्च इन्स्टीट्यूट ।
2. दण्डी, *काव्यादर्श*, व्या. श्रीरामचन्द्र मिश्र (2000). वाराणसी, चौखम्बा विद्याभवन ।
3. भट्टाचार्य, कान्तिचन्द्र, *काव्यदीपिका*, (2008). परमेश्वरानन्द शर्मा , नई दिल्ली, मोतीलाल बनारसीदास ।
4. भट्टाचार्य, कान्तिचन्द्र, *काव्यदीपिका*, व्या. श्री कृष्णमणि त्रिपाठी, (2011). वाराणसी, चौखम्बा सुरभारती प्रकाशन ।
5. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. भीमसेन शास्त्री (2007). दिल्ली, भैमी प्रकाशन ।
6. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. अर्कनाथ चौधरी, (2010). जयपुर, जगदीश संस्कृत पुस्तकालय ।
7. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. कान्ता भाटिया, (2017). वाराणसी, भारतीय विद्या प्रकाशन ।
8. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. धरानन्द शास्त्री (2014). दिल्ली, मोतीलाल बनारसीदास ।
9. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. रामचन्द्र (2013). वाराणसी चौखम्बा, अमरभारती ।
10. वरदराज, *लघुसिद्धान्तकौमुदी*, व्या. सदाशिव ( 2010). वाराणसी, चौखम्बा, संस्कृत सीरीज ।

**E-Resources-**

- नरेन्द्रशर्मा, 'लघुसिद्धान्त कौमुदी

<https://archive.org/details/VaradarajaLaghusiddhantakaumudi1937/page/n1>

Glimpses of Indian heritage Varadaraja Raman V.’

<https://archive.org/details/GlimpsesOfIndianHeritageVaradarajaRamanV./page/n13>

- बलदेव उपाध्याय, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.327677/page/n5>
- संस्कृत साहित्य का इतिहास  
<https://archive.org/details/SanskritSahityaKaItihas/page/n81>
- ए.बी. कीथ, संस्कृत साहित्य का इतिहास  
<https://archive.org/details/in.ernet.dli.2015.350163/page/n1>
- लघुसिद्धान्त कौमुदी— भीमसेन शास्त्री, 'लघुसिद्धान्त कौमुदी  
<https://archive.org/details/in.ernet.dli.2015.485702/>

### SANS 305 भारतीय दर्शन का सामान्य परिचय

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः—** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- दार्शनिक चिन्तन की मूलभूत अवधारणाओं सम्बन्धी समझ का विकास।
- आध्यात्मिक चिन्तन में प्रवृत्ति का विकास।
- तार्किक विश्लेषण की क्षमता में वृद्धि।

**निर्देशः—** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति —** दर्शन का अर्थ एवं विशेषतायें

- दर्शन का योगदान

**द्वितीय अन्विति —** प्रस्थानत्रयी का स्वरूप—

उपनिषद् साहित्य का सामान्य परिचय

**तृतीय अन्विति —** ब्रह्मसूत्र एवं श्रीमद्भगवद्गीता

- ब्रह्मसूत्र का सामान्य परिचय
- श्रीमद्भगवद्गीता का सामान्य परिचय

**चतुर्थ अन्विति —** तर्क संग्रह

**पञ्चम अन्विति** – प्रतिपाद्य अंश से सम्बद्ध प्रश्न

**परीक्षा योजना**

समय— तीन घण्टे

पूर्णांक 60 अंक

**नोट :** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जाएंगे।

**अन्विति 1** निर्धारित अंश से सम्बद्ध एक निबंधात्मक प्रश्न = 12 अंक

**अन्विति 2** उपनिषद् साहित्य से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी

6+6 = 12 अंक

**अन्विति 3** ब्रह्मसूत्र एवं श्रीमद्भगवद्गीता से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी

6+6=12 अंक

**अन्विति 4** तर्कसंग्रह में से दो व्याख्या

6+6 = 12 अंक

**अन्विति 5** तर्कसंग्रह के प्रतिपाद्य से सम्बद्ध एक प्रश्न अथवा

दो टिप्पणी

6+6 = 12 अंक

**कुल योग = 60 अंक**

**संस्तुत पुस्तकें—**

- अन्नम्भट्ट, *तर्कसंग्रह*, व्या. दयानन्द भार्गव (1971), दिल्ली, मोतीलाल बनारसीदास।
- दासगुप्त, सुरेन्द्र नाथ, (2011) *भारतीय दर्शन का इतिहास*, जयपुर, राजस्थान हिन्दी ग्रन्थ अकादमी।
- मिश्र, उमेश, (1975) *भारतीय दर्शन*, लखनऊ, उत्तरप्रदेश, संस्कृत संस्थान।
- अन्नम्भट्ट, *तर्कसंग्रह*, व्या. डा. नरेन्द्र कुमार शर्मा, (2011), जयपुर, हंसा प्रकाशन।
- त्रिपाठी, आचार्य केदारनाथ, (1985) *तर्कसंग्रह*, दिल्ली, मोतीलाल बनारसीदास।
- *ब्रह्मसूत्रशाङ्करभाष्यम्*, व्या. स्वामी श्रीहनुमानदासजी षट्शास्त्री (2010), वाराणसी, चौखम्बा विद्याभवन।
- ऋषि, उमाशंकर, (2016), *सर्वदर्शनसंग्रह*, वाराणसी, चौखम्बा, विद्याभवन।

## SANS 602 प्राचीन भारतीय संस्थाएँ

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

**L T P C**  
**4 0 0 4**

**निर्गमः-** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- सम्बन्धित संस्थाओं के स्वरूप एवं उनकी गतिविधियों का बोध।
- सांस्कृतिक समन्वय एवं आध्यात्मिकता का विकास।

**निर्देशः-** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**प्रथम अन्विति** – सामाजिक संस्थाएँ- प्राचीन भारतीय सामाजिक व्यवस्था, वर्णाश्रमव्यवस्था, स्त्रियों की सामाजिक स्थिति, विवाह, षोडश-संस्कारादि।

**द्वितीय अन्विति** – राजनैतिक संस्थाएँ- प्राचीन भारतीय राजसत्ता, राजतंत्र, राज्य आय स्रोत, शासन पद्धति, सम्पत्तिविभाजन, राज्य के सप्तांग आदि।

**तृतीय अन्विति** – आर्थिक संस्थाएँ - प्राचीन भारतीय अर्थ-व्यवस्था के प्रमुख पक्ष।

**चतुर्थ अन्विति** – न्यायिक संस्थाएँ - प्राचीन भारतीय न्याय-व्यवस्था।

**पंचम अन्विति** – शैक्षिक संस्थाएँ - शिक्षा स्वरूप, व्यवस्था, संस्थान, शिक्षक, शिक्षार्थी, स्त्री शिक्षा, प्राचीन भारतीय साहित्य के काल निर्धारण की समस्याएँ और उनके समाधान।

### परीक्षा योजना

समय- तीन घण्टे

पूर्णांक 60 अंक

**नोट :** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जाएंगे।

**अन्विति 1** निर्धारित अंश से सम्बद्ध एक निबंधात्मक प्रश्न = 12 अंक

**अन्विति 2** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी

6+6 = 12 अंक

**अन्विति 3** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी

6+6 = 12 अंक

**अन्विति 4** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी

6+6 = 12 अंक

**अन्विति 5** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी

6+6 = 12 अंक

**कुल योग = 60 अंक**

**संस्तुत पुस्तकें –**

1. वर्मा रामचन्द्र *मनुस्मृति* (2000), नई दिल्ली, विद्या विहार।
2. कौटिल्य, *कौटिलीयम् अर्थशास्त्रम्* (व्या.) वाचस्पति गैरोला, (2009), वाराणसी, चौखम्बा विद्याभवन।
3. History of Dharamsastra, P.V. Kane
4. Indian Polity, K.P. Jayaswal
5. Political Institution in Ancient India, R.S. Sharma
6. Slavery in Ancient India, D.R. Chanana
7. Judicial Studies in Ancient India Law, Ludwig Slernbach
8. Chronology of India – C.M. Dutt
9. Ancient Indian Chronology, Sengupta
10. Chronology of India, Mankad

**E-Resources**

- *भारतीय जीवन और संस्कृति*, नरेन्द्र शर्मा  
<https://archive.org/details/BhartiyaJivanAurSanskriti>

### **SANS 307 आयुर्वेद एवं वनस्पति विज्ञान**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः**— पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- आयुर्वेद में निहित औषधीय ज्ञान से परिचय।
- स्वास्थ्य के प्रति चेतना में वृद्धि।
- वृक्षचिकित्सा की विविध प्रविधियों का ज्ञान।

**निर्देशः**— यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

**अन्विति प्रथम** – आयुर्वेद का संक्षिप्त इतिहास आयुर्वेद परिच्छेदः आचार्य परिच्छेदः

**द्वितीय अन्विति** – काश्यप संहिता— सूत्र स्थानम् लेहाध्यायः

**तृतीय अन्विति** – वृक्षायुर्वेद का संक्षिप्त इतिहास

**चतुर्थ अन्विति** – वृक्षायुर्वेद—सुरपाल पद्य 35 से 292 तक वृक्षारोपण हेतु भूमि चयन, वृक्षारोपण विधि, सिंचन विधि, रोग, एवं उपचार।

**पंचम अन्विति** – काश्यप संहिता एवं वृक्षायुर्वेद के प्रतिपाद्य से सम्बद्ध दो प्रश्न।

**परीक्षा योजना**

समय— तीन घण्टे

पूर्णांक 60 अंक

नोट : यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जाएंगे।

**अन्विति 1** निर्धारित अंश से सम्बद्ध एक निबंधात्मक प्रश्न = 12 अंक

**अन्विति 2** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी  
6+6 = 12 अंक

**अन्विति 3** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी  
6+6 = 12 अंक

**अन्विति 4** निर्धारित अंश से सम्बन्धित एक प्रश्न अथवा दो टिप्पणी  
6+6 = 12 अंक

**अन्विति 5** निर्धारित अंश से सम्बन्धित दो प्रश्न 6+6 = 12 अंक

**कुल योग = 60 अंक**

**संस्तुत पुस्तकें—**

- आयुर्वेद महाकोशः अर्थात् आयुर्वेदीय शब्दकोशः संस्कृत – संस्कृत द्वितीयः खण्डः जय कृष्णदास आयुर्वेद ग्रन्थमाला (संख्या-1)
- आचार्य, प्रियव्रत शर्मा, (1975), वाराणसी, चौखम्भा ओरियन्टलिया।
- आयुर्वेद का बृहत् इतिहास, उत्तरप्रदेश, (हिन्दी समिति ग्रन्थमाला -33) अत्रिदेव विद्यालंकार प्रकाशन।
- संस्कृत साहित्य में आयुर्वेद – सम्पादक— डॉ. मोनिका एवं डॉ. दीपमाला गहलोत (2018), जोधपुर।

- शर्मा, हेमराज, (काश्यप संहिता वृद्धाजीवकीयं तन्त्रं वा ) ( काशी संस्कृत ग्रन्थमाला) 154 विद्योतिनि हिन्दी व्याख्या) राजस्थानी ग्रंथागार ।
- गर्ग, गोपाल शरण, *वनौषधि रत्नाकर, (चतुर्थ भाग) काश्यप संहिता* (वृद्धजीवकीयं तन्त्रम वा)
- मिश्र योगेश चन्द्र काश्यप *संहिता का सांस्कृतिक मूल्यांकन (कृष्णदास आयुर्वेद सीरीज)* (2001) ,वाराणसी, चौखम्भ कृष्णदास अकादमी ।
- जुगनू, डॉ. श्रीकृष्ण, (2010), वृक्षायुर्वेदः सुरपालमुखी, वाराणसी, चौखम्भा संस्कृत सीरीज ।

### E-Resources-

- Aayurveda  
<https://archive.org/details/in.ernet.dli.2015.170332/page/n5>
- Aayurveda Siksha  
<https://archive.org/details/in.ernet.dli.2015.64073/page/n19>

## SANS 306 वैदिक शिक्षा साहित्य

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**निर्गमः-** पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे ।

- वैदिक वाङ्मय में शुद्धोच्चारण की कुशलता का विकास ।
- वैदिक शिक्षा साहित्य एवं उसकी उपयोगिता की समझ का विकास ।

**निर्देशः-** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं ।

**प्रथम अन्विति** – वैदिक शिक्षा साहित्य का सामान्य परिचय

**द्वितीय अन्विति** – पाणिनीय शिक्षा

**तृतीय अन्विति** – याज्ञवल्क्य शिक्षा (वर्णप्रकरण)

**चतुर्थ अन्विति** – याज्ञवल्क्य शिक्षा– वर्णोच्चार विधि, पदाधिकार

**पंचम अन्विति** – सम्बन्धित प्रश्न

## परीक्षा योजना

समय— तीन घण्टे

पूर्णांक 60 अंक

**नोट :** यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जाएंगे।

अन्विति 1	— निर्धारित अंश से सम्बद्ध एक निबंधात्मक प्रश्न	= 12 अंक
अन्विति 2	— पाणिनीय शिक्षा में से दो व्याख्या	6+6 = 12 अंक
अन्विति 3	— याज्ञवल्क्य शिक्षा (वर्णप्रकरण) में से दो व्याख्या	6+6 = 12 अंक
अन्विति 4	— याज्ञवल्क्य शिक्षा— (वर्णोच्चार विधि, पदाधिकार) में से दो व्याख्या	6+6 = 12 अंक
अन्विति 5	— निर्धारित अंश से सम्बन्धित दो प्रश्न	6+6 = 12 अंक

**कुल योग = 60 अंक**

## संस्तुत पुस्तकें—

- झा, नरेश, (2014), *याज्ञवल्क्यशिक्षा*, वाराणसी, चौखम्बा सुरभारती प्रकाशन।
- पाणिनी, व्या. द्विजेन्द्रनाथ मिश्र, (2011), *पाणिनीयशिक्षा*, जयपुर, हंसा प्रकाशन।
- विक्रमजीत, (2014), *वर्णोच्चारण शिक्षाशास्त्र*, जयपुर, राजस्थान हिन्दी ग्रन्थ अकादमी।
- त्रिपाठी रामप्रसाद, (1989), *शिक्षासंग्रह*, वाराणसी, सम्पूर्णानन्द संस्कृत विश्व विद्यालय।

## E-Resources-

- Siksha sangrah  
<https://archive.org/details/shikshasamgraha>
- Paniniya Siksha  
[https://sanskritdocuments.org/doc\\_z\\_misc\\_major\\_works/pANinIya\\_shikShA.pdf](https://sanskritdocuments.org/doc_z_misc_major_works/pANinIya_shikShA.pdf)
- Sanskrit Sahitya ka Itihaas  
<https://archive.org/details/in.ernet.dli.2015.327677>

## SANS 308 संस्कृत कथा साहित्य

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

निर्गम:- पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे।

- गद्यशैली में सौन्दर्यबोध की मौलिक अभिव्यक्ति की योग्यता का विकास।
- साहित्यबोध एवं व्यावहारिक प्रयोग की योग्यता का विकास।
- अध्ययन के प्रति तुलनात्मक दृष्टि का विकास

निर्देश:- यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति के लिए 12 अंक निर्धारित हैं।

प्रथम अन्विति – संस्कृत नीति कथाओं का इतिहास

द्वितीय अन्विति – संस्कृत लोक कथाओं का इतिहास

तृतीय अन्विति – पंचतंत्र – मित्रसम्प्राप्ति:; द्वितीयं तन्त्रम्

चतुर्थ अन्विति – जातकमाला –शिबि जातक, यज्ञ जातक, ब्राह्मण जातक, हंस जातक, महाबोधि जातक

पंचम अन्विति – वेतालपंचविंशति: –द्वितीय कथा – मन्दारवती नामक कन्या के विवाह की कथा

षोडश कथा – जीमूतवाहन की कथा

द्वाविंश कथा – विष्णुस्वामी नामक ब्राह्मण पुत्र की कथा

परीक्षा योजना

समय- तीन घण्टे

पूर्णांक 60 अंक

नोट : यह प्रश्नपत्र पाँच अन्वितियों में विभक्त है। प्रत्येक अन्विति अथवा उसके विभागों के साथ लिखे गये संकेत के अनुसार प्रश्न पूछे जाएंगे।

अन्विति 1 – निर्धारित अंश से संबंधित दो प्रश्न 6+6 = 12 अंक

अन्विति 2 – निर्धारित अंश से संबंधित दो प्रश्न 6+6 = 12 अंक

अन्विति 3 – निर्धारित अंश से संबंधित दो व्याख्या 6+6 = 12 अंक

अन्विति 4 – निर्धारित अंश से संबंधित दो व्याख्या 6+6 = 12 अंक

अन्विति 5 – निर्धारित अंश से संबंधित दो व्याख्या 6+6 = 12 अंक

कुल योग = 60 अंक

संस्तुत पुस्तकें—

- शर्मा, विष्णु, पंचतंत्र, अनु. सत्यकामविद्यालंकार, (), दिल्ली-6, राजपाल एण्ड सन्स, कश्मीरी गेट
- आर्यशूर, जातकमाला, अनु. जगदीश चन्द्र मिश्र (2017) वाराणसी, चौखम्बा सुरभारती प्रकाशन
- बेतालभट्टराव, वेतालपंचविंशति, संपा. दामोदर झा (2004) वाराणसी, चौखम्बा विद्याभवन
- भटनागर, श्यामा, संस्कृत कथा साहित्य का अध्ययन, (2000), जयपुर, पब्लिकेशन स्कीम
- शरीफ, मोहम्मद, संस्कृत कथा : एक अध्ययन, (1993), इलाहाबाद, इलाहाबाद विश्वविद्यालय
- कवठेकर, प्रभाकरनारायण, संस्कृत साहित्य में नीतिकथा का उद्गम एवं विकास, (1969), वाराणसी, चौखम्बा संस्कृत सीरिज

# Sociology

## First Semester

### SOC 101 Basic Elements of Sociology

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Analyze the discipline of Sociology.
- Discuss the emergence of Sociology.
- Describe the fundamental Concepts of Sociology.

**Unit 1** Sociology: Meaning, Nature and Subject Matter. Difference and Relationship of Sociology from other Social Sciences (Anthropology, Psychology, Political Science, Economics and History). Study of the Relevance of Sociology in Twenty First Century.

**Unit 2** Emergence of Sociology: Intellectual and Socio-Economic Background for the Emergence of Sociology. A Brief History of Development of Sociology & Major Theoretical Perspectives.

**Unit 3** Units of Social Organization: Society, Group, Community, Association and Institution: Meaning, Characteristics and Types.

**Unit 4** Social Structure, Social System, Status and Role, Role Set, Norms and Values-Conformity and Deviance.

**Unit 5** Culture and Cultural Processes: Culture: Meaning, Characteristics, Cultural Processes: Accommodation, Assimilation and Antagonism.

#### Recommended Books:

1. Alex, I. (1965). *What is sociology*. New Delhi, Prentice Hall of India.
2. Choudhary, M. (2003). *The practice of sociology*. New Delhi, Orient Longman.
3. Dube, S. (1977). *Understanding society: sociology: The discipline and its significance: Part I*. New Delhi, NCERT.
4. Giddins, A. (2001). *Sociology* (IV ed.). Cambridge, Polity Press.

5. Johnson, H. (1995). *Sociology: A systematic introduction*. New Delhi, Allied Publishers.
6. Macionis, J. (2002). *Sociology* (X ed.) New Delhi, Pearson Education.
7. Singh, J. (1999). *Sociology: concept and theories*. New Delhi, Prentice Hall of India.

### Suggested E-Resources

1. Introduction to Sociology, Platform: introsocsite,  
Link: [http://www.asanet.org/sites/default/files/savvy/introto\\_sociology/Documents/CurriculumIntroSoc032709.html](http://www.asanet.org/sites/default/files/savvy/introto_sociology/Documents/CurriculumIntroSoc032709.html)
2. Basics of Sociology, Platform: Zaccheus Onumba Dibiazue Memorial Libraries' (ZODML),  
Link: [https://zodml.org/sites/default/files/%5BKathy\\_S.\\_Stolley%5D\\_The\\_basics\\_of\\_sociology.pdf](https://zodml.org/sites/default/files/%5BKathy_S._Stolley%5D_The_basics_of_sociology.pdf)

## SOC 104 Structure of Indian Society

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Explain Indian society and culture in sociological perspective.
- Describe the concepts and features of family, kinship and marriage in India.
- Discuss the changing patterns of basic social institutions and social stratification
- Understand demographic profile of Indian society.

**Unit 1** Unity and Diversity in India with Special Reference to Language, Caste, Religious Beliefs, Cultural Practices, Ethnicity. Indian Society and Culture: Characteristics

**Unit 2** Marriage among Hindus, Muslims and Christians (change in objectives, form, age, mate selection and marital stability), Marriage Legislations: Hindu Marriage Act 1955, Special Marriage Act 1954

**Unit 3** Family among Hindus, Muslims and Christians. Changing Structure and Functions of Family. Concept and Patterns of Kinship in Indian Society.

**Unit 4** Concept of Varna, Class and Caste System in Present India, Caste & Politics.

**Unit 5** Demographic and Socio-Economic Profile of India: Age and Sex Composition, Literacy, Employment, Migration & Displacement.

**Recommended Books:**

1. Ahuja, R. (2002). *Society in India*. Jaipur: Rawat Publication.
2. Chakraworty, K. (2002). *Family in India*. Jaipur: Rawat Publication.
3. Dube, S. (1990). *Indian society*. New Delhi, National Book Trust.
4. Mandelbaum, D. (1972). *Society in India*. Bombay: Popular Publication.
5. Sharma, R. (1981). *Indian society*. Bombay, Media Promoters.
6. Shrirama, I. (1999). *Society and culture in India*. New Delhi: Rawat Publication.
7. Singer, M., & B.S. Cohen. (2001). *Structure and change in Indian society*. New Delhi: Rawat Publication.
8. Singh, Y. (2001). *Social change in India*. New Delhi: Har Anand Publication.

**Suggested E-Resources**

1. Introduction to Sociology, Platform: introsocsite,  
Link:<http://www.asanet.org/sites/default/files/savvy/introsociology/Documents/CurriculumIntroSoc032709.html>
2. Basics of Sociology, Platform: ZaccheusOnumbaDibiaezueMemorial Libraries' (ZODML),  
Link:[https://zodml.org/sites/default/files/%5BKathy\\_S.\\_Stolley%5D\\_The\\_basics\\_of\\_sociology.pdf](https://zodml.org/sites/default/files/%5BKathy_S._Stolley%5D_The_basics_of_sociology.pdf)

## Second Semester

### SOC 102 Issues Concerning Indian Society

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Analyze the issues concerning national integration .
- Explain Familial and Social issues.

- Describe structural issues.

**Unit 1** Issues Concerning National Integration: Regionalism, Communalism, Linguism, Casteism.

**Unit 2** Familial Issues: Dowry, Domestic Violence, Divorce, Intergenerational Conflict.

**Unit 3** Structural Issues: Poverty, Population, Unemployment in India.

**Unit 4** Issues Concerning Communities: Backward Classes, Dalits, Minorities.

**Unit 5** Social Issues: Corruption, Student Unrest, Consumerism, Environment.

### **Recommended Books:**

1. Ahuja, R. (1997). *Social problems in India*. Jaipur: Rawat Publication.
2. Ahuja, R. (1998). *Violence against women*. Jaipur: Rawat Publication.
3. Becker, S. (1967). *Social problems: A modern approach*. New York: Wiley & Sons Inc.
4. Coleman, J., & Cressey, D. (1987). *Social problems*. New York: Harper & Row Publication.
5. Madan, G. (2004). *Casteism, corruption and social development in India*. New Delhi: Radha Publication.
6. Rana, S. (2004). *Environmental studies*. Meerut, Rastogi Publications.
7. Seth, C. (2000). *Communalism : A socio political study*. New Delhi: Gyan Publishing House.

### **Suggested E-Resources**

1. Relevance of Continuity and Change in Indian Society, Platform: IGNOU,  
Link: <http://egyankosh.ac.in/handle/123456789/37840>
2. Unity and Diversity in India, Platform: egyankosh,  
Link: <http://egyankosh.ac.in/bitstream/123456789/18835/1/Unit-1.pdf>
3. Hindu Marriage Act 1955, Platform: highcourtchd.gov.in,  
Link: [https://highcourtchd.gov.in/hclsc/subpages/pdf\\_files/4.pdf](https://highcourtchd.gov.in/hclsc/subpages/pdf_files/4.pdf)
4. Special Marriage Act 1954, Platform: legislative.gasin,

Link:<http://legislative.gov.in/actsofparliamentfromtheyear/special-marriage-act-1954>

## SOC 103 Social Statics and Social Dynamics

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Discuss the social institutions.
- Explain the concept of static aspect of society.
- Analyse the concept of social and cultural change.

**Unit 1** Social Institutions: Education, Economy, Polity, Religion and Media.

**Unit 2** Socialization : Meaning, Agents and Stages.

Social Control : Meaning, Types, Agents. Social Action: Concept, Elements of Social Action, Types of Social Action.

**Unit 3** Concept of Social Interaction and Social Processes: Cooperation, Competition, Conflict.

**Unit 4** Concept of Social Stratification and Social Mobility, Basis of Social Stratification: Caste, Class, Estate and Gender.

**Unit 5** Social Change and Cultural Change: Meaning, Factors influencing Social and Cultural Change. Difference between Social and Cultural Change.

### Recommended Books:

1. Anderson, M. & Tylor, H. (2008). *Understanding sociology*. New Delhi: Cengage Publication.
2. Eshleman, J. & Cashion, B. (1983). *Sociology: An introduction*. Boston: Little Brown & Company.
3. Giddens, A. (1997). *Sociology*. Cambridge, Polity Press.
4. Johnson, H. (1962). *Sociology: A systematic introduction*. New York, Horton, B. & Hunt, C. (1987). *Sociology*. Auckland, Mc Graw Hill.
5. Johnson, H. (1962). *Sociology: A systematic introduction*. New York: Routledge & Kegan Paul.
6. Macionis, J. (2005). *Sociology*. New Delhi: Pearson Education.
7. Mann, R. (1979). *Social structure, social change and future*. Jaipur: Rawat Publication.

8. Sharma, K. (1980). *Essays on social stratification*. Jaipur: Rawat Publication.
9. Singh, Y. (1973). *Modernization of Indian tradition*. New Delhi: Thompson.
10. Srinivas, M. (1972). *Social change in modern India*. New Delhi: Orient Longman.

### Suggested E-Resources

1. Perspectives of Indian Society, Platform: Utkal University, Link: [http://ddceutkal.ac.in/Syllabus/MA\\_SOCIOLOGY/MA\\_Sociology\\_paper\\_II.pdf](http://ddceutkal.ac.in/Syllabus/MA_SOCIOLOGY/MA_Sociology_paper_II.pdf)
2. Theories of Socialization, Platform: Your Article Library, Link: <http://www.yourarticlelibrary.com/sociology/4-theories-of-socialisation-explained/35088>
3. Concept of Social Stratification, Platform:unibialafeld, Link: <http://www.unibielefeld.de/soz/we/we3/Diewald/Gruskysocialkstrat.pdf>
4. Socialization: Meaning, Agents and Stages, Platform:egyankosh, Link: <http://egyankosh.ac.in/bitstream/123456789/17118/1/Unit-4.pdf>
5. Social Change and Cultural Change, Platform:egyankosh, Link: <http://egyankosh.ac.in/bitstream/123456789/17118/1/Unit-4.pdf>  
<https://nptel.ac.in/courses/109103023/download/Lecture%2019.pdf>  
<http://egyankosh.ac.in/bitstream/123456789/17118/1/Unit-4.pdf>

## Third Semester

### SOC 203 Introduction to Rural Sociology

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Conceptualise rural Sociology and its relationship with other social sciences.
- Describe rural social structure and social processes.
- Identify the problems occurring in rural social structure.
- Critically evaluate rural development policies and programmes.

- Unit 1** Rural Sociology: Meaning, Scope and Relationship with other Social Sciences. Concept of Peasant Society, Little Community, Universa- lization, Parochialization, Sanskritization.
- Unit 2** Characteristics of Indian Rural Community and Types of Indian Villages. Land Tenure System, Land Reforms and their Impact on Agrarian Relationship.
- Unit 3** Social Stratification in Indian Villages, Power Structure, 73rd Constitution Amendment Bill, Structure and Function of Panchayat Raj System. Women in Panchayat, Rural Leadership.
- Unit 4** Peasant Movement in India since Independence : Vinobha Bhave's Bhoodan Andolan, Gramdaan, Kisan Movement (All India Kisan Mahasabha), Naxalbari Movement, Green Revolution.
- Unit 5** Strategies and Schemes of the Government for Rural Development: CDP, IRDP and their Critical Evaluation. Globalization and its impact on Agriculture. Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGA), Swarnjyanti Gram Swarajgar Yojana (SGSY) Rashtriya Gram Swarajgar Yojna (RGSY).

**Recommended Books:**

1. Beteille, A. (1974). *Six Essays in Comparative Sociology*. New Delhi: OUP.
2. Beteille, A. (1979). *Studies in Agrarian Social Structure*. New Delhi: OUP.
3. Desai, A.R. (1997). *Rural Sociology in India*. Mumbai: Popular Prakashan.
4. Desai, V. (1988). *Rural Development-Programmes and Strategies*. New Delhi: Himalaya Publishing House.
5. Dhanagare, D.N. (1988). *Peasant Movements in India*. New Delhi: OUP.
6. Doshi, S.L., & Jain, PC. (1999). *Rural Sociology*. Jaipur: Rawat Publication.
7. Dube, S.C. (1955). *India Village*. London: Routledge and Kegan Paul.
8. Dube, S.C. (1967). *India's Changing Villages*. Mumbai: Allied Publishers Private Ltd.

9. Joshi, P.C. (1976). *Land Reforms in India*. Bombay: Allied Publishers Ltd.
10. Mukherjee, PN. (1978). *Naxalbari Movement and the Peasant Revolt in North Bengal, Centre for the Study of Social Systems*. New Delhi: Jawaharlal Nehru University. Publishing House.
11. Redfield, R. (1964). *Little Community*. Chicago: Chicago University Press.
12. Sharma, K.L. (1986). *Caste, Class and Social Movements*. Jaipur: Rawat Publication.
13. Sharma, K.L. (1997). *Rural Society in India*. Jaipur: Rawat Publication.
14. Srinivas, M.N. (1960). *India's Villages*. Bombay: Asia Publishing House.

### Suggested E-Resources

1. Introduction to Rural Sociology, Platform: E-Gyankosh, Link:  
<http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf>
2. Change and Development in Rural Society, Platform: NCERT, Link:  
<http://ncert.nic.in/ncerts/l/lesy204.pdf>
3. Peasant Movement in India since Independence Link:  
[https://www.researchgate.net/publication/317425279\\_Peasant\\_Movements\\_in\\_Contemporary\\_India\\_Emerging\\_Forms\\_of\\_Domination\\_and\\_Resistance](https://www.researchgate.net/publication/317425279_Peasant_Movements_in_Contemporary_India_Emerging_Forms_of_Domination_and_Resistance)
4. Globalization and its impact on Agriculture, Platform: vpmthane, Link:  
<http://dspace.vpmthane.org:8080/jspui/bitstream/123456789/4189/1/FC%20Sem%202%20EFFECT%20OF%20GLOBALIZATION%20ON%20AGRICULTURE.pdf>

## SOC 205 Research Methods in Sociology

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Describe the steps of scientific social research.

- Explain different research designs and its importance.
- Construct and apply various tools and techniques of data collection in research.

**Unit 1** Scientific Research: Characteristics, Aims, Nature and Steps of Research, Difference between Scientific and Normative Research. Variables:- Types- Nominal, Ordinal, Interval. Hypothesis: Meaning, Nature, Types, Functions, Criteria for Construction.

**Unit 2** Research Design: Meaning, Function, Design for Different Type of Research, Phases in Research Design, Advantage. Sampling and Sample Design: Sampling, Population, Elements and Sampling Frame, Non- Probability Sampling: Haphazard, Accidental or Convenience, Quota Purposive or Judgemental, Snowball Probability Sampling: Simple Random, Systematic, Stratified, Cluster.

**Unit 3** Tools of Data Collection: Observation: Characteristics, Purposes, Types, Process, Problems, Advantage and Limitations. Interview: Functions, Characteristics, Types, Advantage and Limitation, Questionnaire & Interview Schedule: Format, Type of Questions, Steps, Pre-Testing, Advantage and Limitations. Case Study: Meaning, Principles, Purposes, Sources of Data Collection for Case Studies, Planning and Criticism.

**Unit 4** Processing and Analysis of Quantitative Data: Coding, Classification and Tabulation, Measures of Central Tendency (Mean, Mode, Median), Dispersion.

**Unit 5** Report Writing: Objectives of Preparing Report, Characteristics of a Good Report, Contents of the Report Using the Internet for Social Research, Bibliography.

**Recommended Books:**

1. Ahuja, R. (2001). *Research Methods*. Jaipur: Rawat Publication.
2. Babbie, E. (2001). *The Practice of Social Research*. Belmont: Wadsworth/ Thomson Learning.
3. Bailey, K D. (1987). *Methods of Social Research*. London: The Free Press.
4. Black, J. Z. & Champion, C. (1976). *Methods and Issues in Social Research*. New York: John Wiley.
5. De, VDA. (2003). *Surveys in Social Research*. New Delhi: Rawat Publication.
6. Ghosh, B. N. (1982). *Scientific Method and Social Research*. New Delhi: Sterling Publishers.

7. Goode W. J. & Hatt P. K. (1987). *Methods of Social Research*. New York: Free Press.
8. Kothari, C.R. (1990). *Research Methodology: Methods and Techniques*. New Delhi: WishwaPrakashan.
9. Kothari, D. K. (2000). *Practice of Social Research: Social Work Perspective*. Jaipur: Rawat Publication.
10. Neuman, W. L. (2007). *Social Research Methods*. New Delhi: Pearson Education.
11. Young P.V. (1956). *Scientific Survey and Research*. NJ: Prentice Hall: Englewood cliffs.

### Suggested E-Resources

1. Research Methodology, Ranjeet Kumar, Platform: E-book  
Link: [http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit\\_Kumar-Research\\_MethodologyA\\_Step-by-Step\\_G.pdf](http://www.sociology.kpi.ua/wp-content/uploads/2014/06/Ranjit_Kumar-Research_MethodologyA_Step-by-Step_G.pdf)
2. Research Methods, Platform: National Technical University Ukraine  
Link: <http://www.sociology.org.uk/notes/revgrm5.pdf>
3. Research Methodology Tools and Technique, Platform: euacademic.org  
Link: <http://euacademic.org/BookUpload/9.pdf>
4. Type of Scientific Research, Platform: university of calicut  
Link: [http://www.universityofcalicut.info/SDE/Social\\_Research\\_Methods\\_on25Feb2016.pdf](http://www.universityofcalicut.info/SDE/Social_Research_Methods_on25Feb2016.pdf)

## Fourth Semester

### SOC 204 Population and society

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Explain the basic concepts related to population structure and its dynamics.
- Discuss the population theories with their critical perspective.
- Analyze population policies at state and national level for social change and development.

**Unit 1** Population and Society – Concept of Fertility, Mortality and Migration. Determinants of Fertility, Mortality and Migration.

- Unit 2** Population Theories – An overview of Malthusian Demographic Transition Theory, Optimum Population Theory.
- Unit 3** Population and Development: Population as Constraint on and a resource for development. Socio- Cultural Factors affecting Population Growth.
- Unit 4** Population Planning and Control – Reproductive and Child Health, Role of NGOs in Population Control, Population Education, Population Information.
- Unit 5** Population Policy in India: Population policy –Problems and Perspectives. Population policy in Rajasthan.  
New Population Policy of India- 2000. Introduction to NRHM.

**Recommended Books :**

1. Bose, A. (1999). *Demographic diversity of India*. Delhi: B.R. Publishing Corporation.
2. Census of India Reports.
3. Chauby, P. K. (1998). *Population policy for India – perspectives, issues and challenges*. New Delhi: Kanishka Publishers & Distributors.
4. Finkle, J. L., & C, A. M. (1994). *The new policies of population* (ed.). New York: The Population Council.
5. Hatcher, R. (1997). *The essentials of contraceptive technology*. Baltimore, John Hopkins School of Public Health.
6. Premi, M. K. (1983). *An introduction to social demography*. Delhi, Vikas Publishing House.
7. Reddy, K. (1997). *Marriage, population and society*. New Delhi, Kanishka Publishers.
8. Roy, T. K., Guruswamy, M. & Arokiasamy, P. (2001). *Population, health and development in India*. New Delhi: Allied Publishers Pvt. Ltd.
9. Sekhar, C. S. (1974). *Infant mortality, population growth and family planning in India* (Ed.). London: George Allen & Unwin Ltd.
10. Sharma, R. (1997). *Demography and population problems*. New Delhi, Atlantic Publishers.
11. Sinha, V. C., & Sinha, P. (1998). *Principles of demography*. Noida: Mayur Publishers.

12. Sinha, V.C. & Zacharia, E. (2000). *Elements of demography*. New Delhi: Allied Publishers Pvt. Ltd.
13. Srivastava, O. S. (1994). *Demography and population studies*. New Delhi: Vikas Publishing House.

### Suggested E-Resources

1. An introduction to demography. Platform: Researchgate  
Link: [https://www.researchgate.net/publication/318437400\\_Population\\_and\\_Society\\_An\\_Introduction\\_to\\_Demography](https://www.researchgate.net/publication/318437400_Population_and_Society_An_Introduction_to_Demography)
2. Population and society, Platform: NPTEL  
Link: <https://nptel.ac.in/courses/109104045>

## SOC 206 Sociology of Change and Development

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Describe concept and theories of social change
- Analyse paradigm shift in development discourse.
- Discuss the process of social change and development in Indian Society.
- Identify conditions and barriers of social change and development.

**Unit 1** Social Change: Meaning, Nature, Factors of Social Change: Economic, Cultural and Technological. Theories of Social Change: Marx, Ogburn, Sorokin.

**Unit 2** Changing Conceptions of Development : Economic Development, Human Development, Social Development, Sustainable Development.

**Unit 3** Perception of a Desired Society as envisaged in the Constitution of India:-Preamble, Fundamental Rights, Directive Principles of State Policy and Provisions for Weaker Sections.

**Unit 4** Paths of Development: Capitalist, Socialist, Mixed Economy, Gandhian Path.

**Unit 5** Indian Experience of Development: Sociological Appraisal of Five-Year Plans, New Economic Policy: Globalization, Economic Reforms, Special Economic Zones, Social Implications of Info-Tech Revolution.

**Recommended Books:**

1. Appadurai, A. (1997). *Modernity at large: cultural dimensions of globalization*. New Delhi: OUP.
2. Austin, G. (2000). *Working of a democratic constitution: The Indian experience*. Delhi Oxford University Press.
3. Desai, A. R. (1985). *India's path of development: A Marxist approach*. Bombay: Popular Prakashan.
4. Dreze, J. & Sen, A. (1996). *India: economic development and social opportunity*. New Delhi: OUP.
5. Giddens, A. (1996). *Global problems and ecological crisis in introduction to sociology*. IIInd Edition. New York: W.W. Norton & Company.
6. Harrison, D. (1989). *The sociology of modernization and development*. New Delhi: Sage.
7. Kothari, R. (1972). *Bharat mein rajniti*. New Delhi: Orient Longmans.
8. Palmer, N. D. (1971). *The Indian political system*. Boston: Houghton Mifilion Boston.
9. Pylee, M. V. (1998). *An introduction to the constitution of India*. New Delhi: Vikas Publication.
10. Sharma, S. L. (1980). Criteria of Social Development. *Journal of Social Action*, 30 (5),
11. Sharma, S.L. (1980). *Development: cultural dimensions*. Jaipur: Rawat Publication.
12. Siwach, J. P. (1985). *Dynamics of Indian government and politics*. New Delhi: Sterling publications.
13. Srinivas, M. N. (1966). *Social change in modern India*. Berkley, University of Berkley.
14. World Bank. World Development Reports, New York.

**Suggested E-Resources**

1. Social Change in India, Platform: E- Gyankosh:  
Link: <http://egyankosh.ac.in/handle/123456789/39799>
2. Human Development, Platform: UNDP  
Link: <http://hdr.undp.org/en/humandev>
3. Sustainable Development, Platform: UNDP

Link:<http://www.undp.org/content/undp/en/home/sustainable-development.html>

## Fifth Semester

### SOC 301 Masters of Sociological Thought - I

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Explain emergence and development of Sociological thought.
- Describe the contributions of classical sociological thinkers.
- Critically analyse the works of Comte, Spencer and Durkheim.

**Unit 1** Socio-Economic Context of Development of Sociology: French Revolution, Industrial Revolution, Socialism. The Intellectual Context: Enlightenment.

**Unit 2** Auguste Comte: Intellectual Background, Law of Three Stages, Positivism, Hierarchy of Sciences.

**Unit 3** Herbert Spencer: Intellectual Background, Social Darwinism, Theory of Evolution.

**Unit 4** Emil Durkheim: Intellectual Background, Social Fact: Meaning, Characteristics, Types, Rules for the Observation of Social Facts, Rules for the Explanation of Social Facts, Division of Labor, Mechanical and Organic Solidarities, Pathological forms of Division of Labour.

**Unit 5** Emil Durkheim: Suicide: Meaning, Extra Social Factors of suicide, Types of Suicide, Religion: Meaning.  
Concept of Sacred and Profane, Earlier Theories of Emergence of Religion, Totemism.

#### Recommended Books:

1. Abraham, F. (1982). *Modern Sociological Theory*, Delhi: Oxford University Press.
2. Alpert, Harry. (1939). *Emile Durkheim and his Sociology*. New York Columbia University Press, London: P.S. King & Son, Ltd.
3. Aron Raymond (1967). *Main Currents in Sociological Thought Vol. I & II*, Harmondsworth, Middlesex, Penguin Books.

4. Bogardus, E.S. (1960). *Development of Sociological Thought*, New York: Longman's Green & Co.
5. Bottomore, T.B. (1979). *Karl Marx: Selected Writings in Sociology and Social Philosophy*, Oxford: B. Blackwell, C.
6. Chouhan B. R. *SamajshastraKePrerakStotra*. Udaipur: A.B. Publication.
7. Cohen, P.S. (1968). *Modern Social Theory*. London: Heinemann Education Book.
8. Coser, Lewis A. (1996). *Masters of Sociological Thought*. Jaipur: Rawat Publication.
9. Ritzer George. (1996). *Sociological Theory*, Delhi: Tata McGraw Hill.
10. Shambhulal, Doshi. (1997). *Samajik Vicharak*. Jaipur: Panchsheel Prakashan.
11. Sorokin, P.A. (1956). *Contemporary Sociological Theories*. New York: Horper & Row.

### **Suggested E-Resources**

1. Key Sociological Thinkers, Platform: Spiringer,  
Link: <https://link.springer.com/book/10.1007/978-1-349-26616-6>
2. The Founders of Sociology, Platform: CliffNotes,  
Link: <https://www.cliffsnotes.com/study-guides/sociology/the-sociological-perspective/the-founders-of-sociology>
3. Suicide: Meaning, Extra Social factors of suicide, Types of Suicide, Platform: durtheim.uchicago.edu  
Link: <http://durkheim.uchicago.edu/Summaries/suicide.html>
4. Law of Three Stages, Positivism, Platform: Lander.edu  
Link: <https://philosophy.lander.edu/intro/articles/comte-a.pdf>

## Sixth Semester

### SOC 302 Masters of Sociological Thoughts –II

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Explain the intellectual background of classical sociological thinkers i.e. Karl Marx, Max Weber and Pareto
- Describe the contributions of Karl Marx, Max Weber and Pareto.
- Critically analyse the works of Karl Marx, Max Weber and Pareto.

**Unit 1** Karl Marx: Intellectual Background, Materialistic Interpretation of History, Theory of Social Change, Dialectical Materialism.

**Unit 2** Karl Marx: Class and Class Conflict, Surplus Value, Alienation.

**Unit 3** Max Weber: Intellectual Background, Ideal Type, Bureaucracy, Concept of Class, Status and Power.

**Unit 4** Max Weber: Social Action, Authority, Protestant Ethics and the Spirit of Capitalism.

**Unit 5** Vilfredo Pareto: Intellectual Background, Circulation of Elites, Logico- Experimental Method, Classification of Residues and Derivation.

#### **Recommended Books:**

1. Bottomore, T. B. & Rubel, M. (1956). *Karl Marx Selected Writings in Sociology & Social Philosophy*. London: Penguin Books.
2. Coser, L. A. (1971). *Masters of Sociological Thought: Ideas in Historical and Social Context*. Houghton Mifflin Harcourt P.
3. Doshi, S. (1997). *Samajik Vicharak*. Jaipur: Panchsheel Prakashan.
4. George, R. (1983). *Sociological Theory*. Delhi: Tata McGraw Hill.
5. Sorokin, P. A. (1928). *Contemporary Sociological Theories*. New York: Horper & Row.

#### **Suggested E-Resources**

1. Key Sociological Thinkers, Platform: Springer,  
Link: <https://link.springer.com/book/10.1007/978-1-349-26616-6>

2. The Sociology of Law of Marx, Weber, and Durkheim, Platform: Bitstream,  
Link: [http://m.library2.smu.ca/bitstream/handle/01/26291/Kay\\_Austin\\_Honours\\_2015.pdf?sequence=1&isAllowed=y](http://m.library2.smu.ca/bitstream/handle/01/26291/Kay_Austin_Honours_2015.pdf?sequence=1&isAllowed=y)
3. Karl Marx: Materialistic Interpretation of History. Dialectical Materialism, Platform: rnarxist.org,  
Link: <https://www.marxists.org/archive/shibdas-ghosh/1964/06/26.htm>
4. Vilfredo Pareto: Intellectual Background  
[http://www.newworldencyclopedia.org/entry/Vilfredo\\_Pareto](http://www.newworldencyclopedia.org/entry/Vilfredo_Pareto)

## Discipline Electives

### SOC 303 Social Anthropology

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Explain meaning and scope of Social Anthropology.
- Explain social institutions, culture and tribe.
- Describe the economic and political organizations in tribal society.

**Unit 1** Social Anthropology-Meaning, Perspective Scope and Relationship with other Social Science. (Sociology, History, Political Science, Economics).

**Unit 2** Culture: Meaning, Definition, Characteristics, Theories of Cultural Growth : Evolutionist & Diffusionist School.

**Unit 3** Marriage: Concept, Forms. Family: Concept, Types and Theories of Origin of Family.

Kinship: Concept, Types, Kinship terms. Role of Dormitories in Kinship Organization.

**Unit 4** Tribe : Definition and Concept; Tribe, Race and Caste. Religion and Magic : Concepts, Differences.

**Unit 5** Economic Organization: Meaning, Characteristics and Functioning. Political Organization: Role of Tribal Chief, Justice and Law.

Problems Faced by Indian Tribes: Poverty, Education, Displacement and Rehabilitation.

**Recommended Books:**

1. Beals R.L. & Hoijer, H. (1971). *An Introduction to Anthropology*, New York: McMillan Co.
2. Dube S.C. (1977). *Tribal Heritage of India*, Vikas Publications.
3. Evans Pritchard, E.E. (1966). *Samajik Manav Vigyan*, Delhi: Rajkamal Prakashan.
4. Evans, P. (1967). *Social Anthropology*. London: Cohen Shest Ltd.
5. Haimendorf Van Furer. (1982). *Tribes of India: The Struggle for survival*, Delhi: Oxford Univ. Press.
6. Harris Marvin. (1968). *Rise of Anthropological Theory*, London, Routledge & Kegan Paul, 1968.
7. Herskovits Melville J. (1969). *Cultural Anthropology*, New Delhi: Oxford & IBH Pub. Co.
8. Hoebel E.A. (1949). *Man in Primitive World*. New York: McGraw Hill.
9. Kothari K.L. (1985). *Tribal Social Change in India*. Delhi: Himanshu Publication.
10. Kroeber (1948). *Anthropology*. New York: Harcourt Bruce & Company.
11. Leach Edmund (1982) *Social Anthropology*. New York: Oxford Univ. Press.
12. Majumdar D.N. & Madan, T.N (1957). *An Introduction to Social Anthropology*. Bombay: Asia Publishing House.
13. Mann R.S. (1993). *Culture and Integration of Indian Tribes*. New Delhi: M.D. Pub.
14. डी. एन. मजूमदार एवं टी. एन. मदान, परिचय : सामाजिक मानव शास्त्र, नेशनल पब्लिकेशन हाऊस, 1975
15. Nadel S.F. (1963). *Foundation of Social Anthropology*. London: Cohen & West.

**Suggested E-Resources**

1. Social Anthropology and the Study of historical societies, Platform: The Economic Weekly,  
Link: [https://www.epw.in/system/files/pdf/1959\\_11/28-29-30/social\\_anthropologyand\\_the\\_study\\_of\\_historical\\_societies.pdf](https://www.epw.in/system/files/pdf/1959_11/28-29-30/social_anthropologyand_the_study_of_historical_societies.pdf)

2. An Introduction to Anthropology, Platform: Wiley Online Library,  
Link: <https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1931.33.1.02a00170>
3. Marriage concept and Forms,  
Link: [http://content.inflibnet.ac.in/data-server/eacharya-documents/5717528c8ae36ce69422587d\\_INFIEP\\_304/72/ET/304-72-ET-V1-S1\\_\\_file1.pdf](http://content.inflibnet.ac.in/data-server/eacharya-documents/5717528c8ae36ce69422587d_INFIEP_304/72/ET/304-72-ET-V1-S1__file1.pdf)
4. Tribe: Definition and Concept Tribe, Platform: india environment  
Link: <http://www.indiaenvironmentportal.org.in/files/Concept%20of%20tribe.pdf>

### **SOC 305 Sociology of Mass Communication**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Define the concept of Communication and mass communication.
- Analyse the various theories of mass media.
- Discuss the role of mass media.
- Explain the functions and Dysfunctions of mass media.

**Unit 1** Communication: Meaning, Elements and Importance Types of Communication: Interpersonal Communication, Group Communication and Mass Communication. Elements of Mass Communication. Mass Media; Meaning and Classification.

**Unit 2** Growth and Role of the Media in India in the Colonial and the Post-Colonial Period- Press, Cinema, Radio, Television.

**Unit 3** Two Step Theory: Katz and Lazarsfeld, Marxian Theory, Developmental Theory, Responsibility Theory.

**Unit 4** Role of Media in Society: Socialization: Study of Fastenger,(Schramm, Lyle and Park) and Gerson. Recreation: Study of Berouni and Piggorlo and Dallas. Information: Study of Almand and Pawell Education: Study of Meclosky, Rangaswamy and Durtington.

**Unit 5** Function and Dysfunction of Mass Communication (View of Lasswell, Lazarsfeld and Merton, Defleur, Willbur Schramm and Peterson). Globalization, the Growth of New Technology and Communication.

**Recommended Books:**

1. Bathla, S. 1998. *Women, democracy and the media: Cultural and political representations in the Indian press*. Sage.
2. Klapper, J. T. 1949. *The effects of mass Communication*. Glenco: Free Press.
3. Kumar, K. J. 2000. *Mass communication in India* (Vol. 741). Jaico publishing house.
4. Majumdar, D. N. 1958. *Caste and communication in an Indian village*. Delhi: Asia Publishing House.
5. Nagori, M. 2003. *Jan Sanchar EvamSamaj*. Udaipur. Ankur Prakashan.
6. Wright, C. R. 1959. *Mass communication: A sociological perspective*. New York, Random House.

**Suggested E-Resources**

1. Mass Media and Society, Platform: University of Calicut, Link:[http://www.universityofcalicut.info/SDE/VISem\\_sociology\\_sociology\\_of\\_mass\\_communication.pdf](http://www.universityofcalicut.info/SDE/VISem_sociology_sociology_of_mass_communication.pdf)  
<http://ioc.edu.my/images/demo/printedMaterial/OUMH1203.pdf>
2. The Sociology of Mass Media, Platform: Research Gate, Link: [https://www.researchgate.net/publication/320285914\\_The\\_Sociology\\_of\\_Mass\\_Media](https://www.researchgate.net/publication/320285914_The_Sociology_of_Mass_Media)
3. Communication: Meaning, Elements, Platform: ioc.edu, Link:<http://ioc.edu.my/images/demo/printedMaterial/OUMH1203.pdf>
4. Mass Communication, Elements of Mass Communication, Mass Media- Meaning and Classification, Platform: universtiy of calicut. Link: <http://www.universityofcalicut.info/SDE/SMMassCommunication.pdf>
5. Two Step Theory: Katz and Lazarsfeld, platform: ancacidyelasite Link: <http://ancacid.yolasite.com/resources/05.101%20%20ISI%20%20e-F%C3%B3lio%20A%20->

%20Enunciado%20%20Texto%20-%206446504-Lazarsfeld-Theory.pdf

## SOC 307 Sociology of Gender

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Comprehend the basic ideas of Gender and Society in context to the Indian society.
- Explore the different facets of gender and how it assists in shaping the identity of women.
- Learn about the social structures of the Indian society and acquaint with important social institutions.
- Become aware of various issues of women and will be able to examine the differing ways in which gender inequality and discrimination against women persist.

**Unit I** Basic concepts of Sex and Gender, Gender and Socialization, Gender Stereotypes, Femininity and masculinity.

**Unit II** Gender and society: Stratification based on gender, Patriarchy, Gender and Body politics, Gender Discrimination.

**Unit III** Gender and its sociological implications: Gender and Development perspectives, Sexual division of labour, Gender-based violence, Gender and portrayal of women in media.

**Unit IV** Feminism: Meaning and emergence of feminist movements, First wave, Second wave and Third wave of feminism, World Conferences on Women and women's rights.

**Unit V** Feminism and its theoretical perspectives: Liberal, Marxist and Radical feminism, Contribution of eminent feminists - Simone De Beauvoir and Vina Majumdar.

### Recommended Books:

1. Menon, N. (ed.). (1999). *Gender and politics in India*. Delhi: Oxford University Press.
2. Giddens, A. (1984). *The constitution of Society: Outline of the theory of structuration*. Berkeley: University of California Press.

3. Tong, R. (1989). *Feminist thought: A comprehensive introduction*. USA: Westview Press.
4. Kimmel, M.S. (2004). *The gendered society*, 2<sup>nd</sup> Ed. New York: Oxford University Press.
5. Menon, N. (2012). *Seeing like a feminist*. UK: Penguin.
6. Forbes, G. (1999). *Women in modern India*. Cambridge: Cambridge University Press.
7. Das, V. (1994). 'Modernity and biography: Women's lives in contemporary India', in Thesis Eleven. 39: 52-62.
8. Connell, R.W. and Messerschmidt, J.W. (2005). Hegemonic masculinity: Rethinking the concept, in *Gender and Society*. 19: 829-859.
9. Prasad, K. (Ed.). (2005). *Women and media: Challenging feminist discourse*. New Delhi: The Women Press.
10. Desai, N., & Thakkar, U. (2004). *Women in Indian society*. Delhi: National Book Trust.

### **Suggested E-Resources**

1. Gender and concepts  
[http://www.iwtc.org/ideas/15\\_definitions.pdf](http://www.iwtc.org/ideas/15_definitions.pdf)
2. Gender and media  
[http://www.care.org/newsroom/publications/whitepapers/woman\\_and\\_empowerment.pdf](http://www.care.org/newsroom/publications/whitepapers/woman_and_empowerment.pdf)
3. <http://www.udel.edu/comm245/readings/Genderedmedia.pdf>
4. Gender discrimination  
<http://mpira.ub.uni-muenchen.de/10901/1/sivkumar-gender-discrimination.pdf>
5. Gender and decision-making  
<http://www.ijpsy.com/volumen7/num3/176/factors-that-affect-decision-making-gender-EN.pdf>
6. Feminist movements  
<https://www.vox.com/2018/3/20/16955588/feminism-waves-explained-first-second-third-fourth>

## SOC 308 Sociology of Social Movements

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Demonstrate awareness of social movements on a state, national, and global level .
- Distinguish between different types of social movements.
- Describe how social movements are organized and institutionalized over time.
- Describe how social movements impact our political and economic systems as well as our global world.

**Unit I** Social movements: Definition and characteristics, structure of social movements, leadership, ideology and organization. Functions of social movement in society.

**Unit II** Types of Social movements: Reformative, Resistance, Protest and Revolutionary.

**Unit III** Social movement & social change: inter-relationship.

Tribal movement: Birsa munda & santhal movement.

Peasant movement: Tebhaga & Telangana movement.

**Unit IV** Religious movement: Arya Samaj, Brahma Samaj, Prathana Samaj, Ram Krishna Mission

**Unit V** New Social movement: Backward class movements, Women's movement, Environmental movement, Transgender movements.

### **Recommended Books:**

1. Desai, A.R.ed. (1979). *Peasant Struggles in India*. Bombay: Oxford University Press.
2. Dhanagare, D.N.(1983). *Peasant Movement in Indian 1920-1950*. New Delhi: Oxford University Press.
3. Gore, M.S.(1983). *The Social context of an Ideology: Ambedkar's Political and Social Thoughts*. New Delhi: Sage.
4. Rao, M.S.A. (1979). *Social Movement and Social Transformation*. Delhi: Macmillan.
5. Singh K.S. (1982). *Tribial Movements in India*. New Delhi: Manohar.

6. Banerjee, Prathama (2006). *Politics of Time Primitives' and History –Writing in a Colonial Society*. New York : Oxford University Press.
7. Oomen, T.K. (1990). *Protest and change: Studies in social Movement*. New Delhi: Sage.
8. Ponna, W. ed (1993). *New Social Movement in the South: Empowering the People*. New Delhi: Vistaar.
9. Shah, G. (1990). *Social movements in India: A review of the literature*. New Delhi: Sage.
10. Sen, S. (1999). *Women and labour in late colonial India: The Bengal jute industry*. Cambridge: Cambridge University Press.

#### **Suggested E-Resources:**

1. Social Movments in India  
<http://ncert.nic.in/ncerts/l/lesy208.pdf>
2. Social Movments and social Change  
<https://opentextbc.ca/introductiontosociologychapter/chapter21-social-movments-and-social-change/>
3. Social Movments in India  
<https://archive.org/details/SocialMovementsIndia-English-GhanshyamShah>

### **SOC 309 Economic Sociology**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

**Learning Outcomes:** After the completion of the course, the students will be able to:

- Describe the basic concepts and perspectives of Economic Sociology.
- Explain processes of production in different social formations in sociological perspective.
- Discuss the emerging perspectives in economic sociology.
- Critically analyse the interconnectedness of economy and society in the areas of development and globalization in contemporary era.

**Unit I** Basic Concepts: Economy, Society, Value, Labour, Property, Money, Rationality.

**Unit II** Perspectives in Economic Sociology: Formalism, Substantivism, New Economic Sociology.

**Unit III** Forms of Exchange- Reciprocity and Gift, Exchange and Money.

Systems of Production and Consumption: Hunting and Gathering, Domestic Mode of Production, Peasant - the Indian scenario; Land revenue systems; Land reforms.

**Unit IV** Systems of Production and Consumption: Capitalism- State, Market and Society, Socialism- State, Production and Distribution, Mixed Economy.**Unit V** Embeddedness of Economy and Social Structure, Some Contemporary Issues in Economic Sociology-Growth and Development, Globalization.**Recommended Books:**

1. Weber, Max. (1978) *Economy and society*.(Ed. by Roth and Wittich). Berkley: California Press.
2. Weber, Max. (1999) *Essays in economic sociology*. (ed. by Swedberg). Princeton: Princeton University Press.
3. Hann, C. and Keith, H. (2011). *Economic anthropology*. Cambridge, UK: Polity Press.
4. Karl, P. (1977). *The livelihood of man*. New York: Academic Press.
5. Granovetter, M. (1985). Economic action and social structure: The problem of embeddedness. *American Journal of Sociology*, Vol.91, No.3 (Nov), pp. 481 - 507.
6. Mauss, M. (1924). *The gift: Forms and functions of exchange in archaic societies*. London: Cohen and West,
7. Carrier, J. G. (1995). *Gifts and commodities*, London: Routledge.
8. Zelizer, V. A. (1989). —The Social meaning of money: Special monies. *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.
9. Sahlins, M. (1974). *Stone age economics*. London: Tavistock.
10. Wolf, E. R. (1966). *Peasants*. New Jersey:Prentice Hall.
11. Bottomore, T. (2010). *Theories of modern capitalism*. New York: Routeledge.
12. Verdery, K. (1996). *What was socialism, and what comes next?*. Princeton, N.J.: Princeton University Press.
13. Appu, P. S. (1996). *Land reforms in India*, New Delhi: Vikas Publishing House.
14. Harrison, D. (1988). *Sociology of modernisation and development*. London: Unwin Hyman
15. Sen, S. (2007). *Globalization and development*. New Delhi: National Book Trust.

**Suggested E-Resources:**

- The handbook of economic sociology by Neil J. Smelser and Richard Swedberg. Platform: edisciplinas.usp, Link:
- [https://edisciplinas.usp.br/pluginfile.php/1000207/mod\\_resource/content/1/%5BNeil\\_J.\\_Smelser%2C\\_Richard\\_Swedberg%5D\\_The\\_Handbook\\_Economic%20sociology.pdf](https://edisciplinas.usp.br/pluginfile.php/1000207/mod_resource/content/1/%5BNeil_J._Smelser%2C_Richard_Swedberg%5D_The_Handbook_Economic%20sociology.pdf)
- Understanding Economic in New Economic Sociology by Jan Sparsam Platform: econsoc.mpifg, Link:
- [http://econsoc.mpifg.de/downloads/18\\_1/Sparsam\\_18-1.pdf](http://econsoc.mpifg.de/downloads/18_1/Sparsam_18-1.pdf)
- Major Traditions of Economic Sociology by Richard Swedberg Platform: jstor, Link: [https://www.jstor.org/stable/2083343?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2083343?seq=1#metadata_info_tab_contents)
- The Historical Conflict of Socialism and Capitalism, and The Post-Socialist Transformation By UNCTAD Platform: UNCTAD, Link:
- [https://unctad.org/en/Docs/ux\\_tdxrt1d3.en.pdf](https://unctad.org/en/Docs/ux_tdxrt1d3.en.pdf)

## First Semester Education

### EDU 401 Childhood and Growing Up

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
5	0	0	5

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- clarify development as a continuous process.
- explain childhood development in various aspects.
- describe the adolescent stage in reference to characteristics & problems.
- describe the causes of the problems in adolescent learner and imply the suitable solutions.
- recognize and appreciate adolescent learner's uniqueness and enshape them.
- illustrate the impact of social context upon growing child

#### **Course Outline:**

##### **Unit I : Learner's Development: A Continuous Process**

- Concepts of Growth, Development and Maturity
- Difference between Growth and Development
- Different Stages of Development
- Genetic and Non-Genetic factors affecting Learner's Development

**Activity:** Identification of cases in which Development is affected by Genetic/Non Genetic Factors

##### **Unit II : Childhood: As a Foundation Stage**

- Late Childhood: An Elementary School age with its unique name
- Major Developmental Characteristics in different aspects: Physical, Cognitive, Emotional, Social and Moral.
- Interest and Hazards
- Dealing of late Childhood in reference to Characteristics and Hazards.

**Activity:** School Visit to observe developmental features and hazards among Children.

### **Unit III : Adolescent Stage: Transition to Maturity**

- A Period of Secondary Schooling
- Development of Adolescent: Physical, Cognitive, Emotional, Social and Moral
- Problems Facing by Adolescents- (concept, features and providing help for solutions)
  - Identity Crisis
  - Physical Abuse (Bullies and Violence)
  - Depression

**Activity:** Presentation and Discussion on Adolescent's Problems

### **Unit IV : Adolescents: A Unique Learner**

- Adolescent as Unique Learner: Inter and Intra individual Differences
- Differences in Intelligence, Aptitude, Interest and Personality. (Concept, Features, Identification and dealing of above traits among Adolescents)

**Activity:** Observation of Adolescent in reference to Uniqueness

### **Unit V : Growing Child in Social Context**

- Child in the Family:
  - Child-Family Relationship
  - Blended Family
  - Expectation of Parents
- Child in the School:
  - Influence of Peer Relationship and Peer Culture
  - Relationship with Teachers
- Child in the Society:
  - Impact of Rural/Urban Community
  - Influence of Media

**Activity:** Study of an Adolescent in relation to Family/School /Society.

**Practicum:** Any Two of the following

1. To observe a class and describe the developmental characteristics of student in various aspects.
2. Identification of Adolescent's traits through a Psychological test.
3. Presentation of a problem-facing by Adolescent with supports of data and provide helping suggestions.

4. To prepare a term paper on the role of social context and growing child.
5. On the classroom teaching experiences present children problems.

### References:

- Barnard, H. W. (1965). *Psychology of Learning Teaching*. New York : Mc.Graw Hill.
- Borich, G. D., & Tombari, M. L. (1997). *Educational Psychology A Contemporary Approach*. New York: Longman.
- Chauhan, S.S. (1998). *Advance Educational Psychology*. New Delhi: Vikas Publication.
- Cronbach, L.J. (1963). *Educational Psychology*. London: Staples Press.
- Crow, L.D., & Crow, A.D. (1964). *Educational Psychology*. Delhi: Eurasia Publishing House.
- Hurlock, E.(1959). *Developmental Psychology*. New York,: Tata Mc Graw Hill Publication Company.
- Kolesnic, W. B. (1953). *Educational Psychology*. New York: Mc. Graw Hill.
- Lindgren, H. C. (1962). *Educational Psychology*. New York:: John Wiley.
- Mangal, S.K.(2009). *Advance Educational Psycholog*. New Delhi: PHI Learning Private Limited..
- Morris, C. G. (1979). *Psychology: An Introduction..* New Jersey: Prentice Hall.
- Woolfolk, A. E. ( 1995.) *Educational Psychology*. Bostan, USA: Allyn & Bacon.

### Web Resources:

- Stages of Development- <http://www.psychologydiscussion.net/psychology/stages-of-development-of-psychology-of-people-at-different-ages-from-infancy-to-old-age/732>
- Individual differences- <http://www.psychologydiscussion.net/psychology/individual-differences-psychology/individual-differences-types-causes-and-role-psychology/2557>
- Depression- <https://www.healthline.com/health/adolescent-depression>  
Differences between growth and development- <http://www.preservearticles.com/201102244162/differences-between-growth-and-development.html>

## Second Semester

### EDU 415 Learning and Teaching

<b>Max. Marks : 100</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>5</b>	<b>0</b>	<b>0</b>	<b>5</b>

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- differentiate between types of learner while teaching.
- analyze the different factors influencing teaching learning process during class interaction.
- apply different type of methods and media.
- plan according to Phases, level and maxims of teaching.
- manage the classroom as a professional.

#### **Course Outline:**

##### **Unit 1 Learner and Learning**

- Learning-a natural tendency
- Learning-connotation in education
- Learning inside and outside the school
- Socio-cultural background of Learner

**Activity:** Report on learning inside or outside schools.

##### **Unit II Teaching process-basic understanding**

- Concept of Teaching, Instruction and Training
- Complex nature of Teaching
- Factors influencing Teaching Learning process

**Activity:** Discussion on factors influencing Teaching Learning Process.

##### **Unit III Modes of Transaction**

- Methods in teaching (Concept, Procedure, Advantages and Limitations)
  - Team Teaching, Debate, Workshop, Seminar.
- Instructional Media
  - Type of Media
  - Criteria of Selection

**Activity:** Term paper on media inclusion in class.

##### **Unit IV Essentials of Teaching**

- Phases of Teaching- Pre active, Interactive, Postactive
- Levels of Teaching- Memory level, Understanding level, reflective level.
- Maxims of Teaching

**Activity:** Group Discussion on importance of maxims in preparing lesson plan.

### **Unit V Teaching as a Profession**

#### (a) Teacher Attributes

- Regularity, Punctuality, Teaching Attitude and Professional Ethics
  - Content Mastery and Its Maintenance

#### (b) Role of Teacher in Classroom Management.

**Activity:** Sharing Experiences as teacher in managing class.

#### **Practicum: Any two of the following.**

1. Report on Learners Behaviour in Classroom Setting.
2. Analysis of Instructional Process.
3. Collection and Presentation of Photographs related to learning inside and outside the classroom.
4. Making a model on one topic of your subject.

#### **References:**

- Hough, J. B. & James K. D. (1970). *Teaching: Description and Analysis*. U.S.A.:Addison-Wesley Publishing Company, Massachusetts.
- Cruickshank, D. R., Deborah B. J. & Kim K. M. (2009). *The Act of Teaching*. New York: McGraw-Hill Company.
- Weimer, M. (1996). *Improving your classroom Teaching*. California, U.S.A.:SAGE Publications, Inc.
- Pierce W. D., Micheal A. L. (1977). *Objectives and Methods for Secondary Teaching*. New Jersey: Prentice-Hall, Inc.
- Yadav, N. (2003). *A Handbook of Education Technology*. New Delhi: Anmol Publications Pvt. Ltd.
- Mangal, S.K. & Uma M. (2009). *Essentials of Education Technology*. New Delhi: PHI Learning Private Ltd.
- Capel, Susan, Marilyn L.k & Tony T. (1995). *Learning to teach in Secondary Schools*. London: Routlage.

- Rao, D.B. (2001). *Science & Technology Education*. New Delhi: Discovery House.
- Sampath, Panneevselvan, K.A. & Santhanam, S. (1994). *Introduction to Education Technology*, Steerling Publication pvt., Ltd.
- Sharma, R.A. (2000). *Technological Foundation of Education Technology*. Meerut: International Publications.
- Sood, J.K. (1989). *New Direction in Science Teaching*. Chandigarh: Kohli Publishers.
- Washton, N.S. (1967). *Teaching Science Creativity*. London: W.B.Saunders Company.
- Sharma R.A. (1987). *Shiksha Takniki*. Meerut: Loyal Book Depot.
- Sharma Y.K. (2002). *Fundamentals of Educational Technology*. New Delhi: Kaniska Publishers.
- Saxena, N.R.S & S.C. Oberoi (1996). *Technology of Teaching*. Meerut; R.L. Book.
- Wragg E.C. (1996). *Classroom Teaching Skills*. London: Routledge.
- Kumari, S. (2004). *Increasing Role of Technology in Education*. Delhi: Chawla Offset Press.

#### **Web Resources:**

- Instructional media and Types of Media- <http://hackscience.net/etm/Efficacious%20Technology%20Management%20ver.%201.2.pdf>
- Role of Teacher in Classroom Management- <https://books.google.co.in/books?id=dQsE9WisCIYC&printsec=frontcover&dq=teacher+and+classroom+management&hl=en&sa=X&ved=0ahUKEwi2qq3R7dDfAhVYfCsKHQINAI8Q6AEINTAC#v=onepage&q=teacher%20and%20classroom%20management&f=false>
- Learning - inside and outside the school- <http://www.ignouhelp.in/ignou-study-material/>
- Socio-cultural background of learner- <http://egyankosh.ac.in/handle/123456789/47116>
- Concept of Teaching, Instruction & Training- <http://www.ignouhelp.in/ignou-study-material/>
- Phases of Teaching- <http://www.ignouhelp.in/ignou-study-material/>

## Third Semester

### EDU 503 Contemporary Indian Education

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
5	0	0	5

#### Learning Outcomes:

On successful completion of the course, students will be able to:

- reflect diversity in Indian Society.
- express the constitutional values (Secularism, Socialism, Democracy) as reflected in Education.
- analyze the roles of commissions and policies in Secondary Education.
- deal with inequality and marginalization related issues in India.
- analyze and appraise the policy framework for Public Education in India.

#### Course Outline:

##### Unit I Diversity in Indian Society

- Basic Features of Indian Society
- Relationship between Education and Society.

**Activity:** Discussion on Society and role of Education

##### Unit II Constitutional Values and Education

Realisation of following Values through Education

- Secularism
- Socialism
- Democracy

**Activity:** Thematic presentation on attainment of Constitutional Values through Education.

##### Unit III Commission and Policies for Secondary Education in India.

- Secondary Education Commission (1952-53).
- Education Commission (1964-66)
- NPE-1986.

Objectives and Structure of Education, Curriculum, Methods of Teaching, Women Education, Status of Teachers).

**Activity:** Critical analysis of recommendations of Commissions and Policy provisions for Secondary Education in India.

#### **Unit IV Inequality and Marginalization in Indian Society**

Status, problems and role of different agencies (Educational institution and Government) regarding-

- Education for Women
- Education for Physically disadvantaged.
- Education for Socially disadvantaged.

**Activity:** Presentation and discussion on status of problems related to inequality and marginalization.

#### **Unit V Policy and programmes for Promoting Public Education in India.**

Critical Appraisal of Implementation of following-

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid Day Meal (MDM)

**Activity:** Critical analysis on status of SSA, RMSA and MDM programmes.

**Practicum:** Any two of the following:

- One thematic term paper and its presentation in classroom.
- Organisation of a thematic exhibition
- Group Discussion on
  - Fundamental Rights and Duties of citizens in India.
  - Directive Principles of state policies.

#### **References:**

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- Taneja, V. R. (2002). *Foundation of Education (Philosophical and Sociological)*. Chandigarh: Abhishek Publications.

### **Web Resources:**

- Mid day Meal:  
<http://mdm.nic.in/VDO.html>
- Mid day Meal (Capacity Building):  
[http://mdm.nic.in/Capacity\\_building.html](http://mdm.nic.in/Capacity_building.html)
- Mid day Meal (School Health Program):  
<http://mdm.nic.in/School%20Health%20Program.html>
- Mid day Meal (Community Participation):  
<http://mdm.nic.in/Community%20Participation.html>
- Right to Education:  
<http://rte.raj.nic.in/View/ViewDocuments.aspx?id=167&type=1>
- Rashtriya Madhyamik Shiksha Abhiyan  
<http://rajrmsa.nic.in/Public/DOCView.aspx?Title=Documents&Id=1>
- Secondary Education Commission (1952-53):

<http://dspace.gipe.ac.in/xmlui/bitstream/handle/10973/33772/GIPE-111964.pdf?sequence=2&isAllowed=y>

- Education Commission (1963-64): [http://www.kkhsou.in/main/education/edu\\_commission.html](http://www.kkhsou.in/main/education/edu_commission.html)
- National Policy on Education 1986:  
[www.ncert.nic.in/oth\\_anoun/npe86.pdf](http://www.ncert.nic.in/oth_anoun/npe86.pdf)
- Review of National Policy on Education 1986:  
[http://www.kkhsou.in/main/education/national\\_policy1992.html](http://www.kkhsou.in/main/education/national_policy1992.html)  
<http://www.right-to-education.org/girlswomen>
- Position Paper National Focus Group on Education of Children with Special Needs: [http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/special\\_ed\\_final1.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf)
- Policies, Programmes and Schemes for Educational Development of Children from Scheduled Castes: [www.ncert.nic.in/departments/nie/degnsn/pdf\\_files/degnsnmodule6.pdf](http://www.ncert.nic.in/departments/nie/degnsn/pdf_files/degnsnmodule6.pdf)

## Fourth Semester

### EDU 413 Knowledge and Curriculum

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**5 0 0 5**

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- explain the conceptual basis of knowledge and as a process.
- analyze various approaches of knowledge structuring.
- describe the form of knowledge.
- discuss the epistemological bases of education and implementing the different learner driven pedagogies.
- explain the concept and various kinds of curriculum.
- analyze and synthesize the different phases of curriculum.
- critically analyze the curriculum frame work as a policy decisions.

**Course Outline:****Unit I Conceptual Basis of Knowledge**

- Meaning of Data, Information, Knowledge and Wisdom.
- Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference.
- Knowledge and Skills needed in Democratic Citizenship

**Activity:** Exposing learners to diverse situations for exploring (Discussion, research and Documentation)

**Unit II Epistemological Bases of Education**

- Meaning of Education: Etymological, Analytical, Narrow and Broader.
- Diverse Philosophies and Perspectives in Education of: Swami Vivekananda, Mahatma Gandhi, Plato and Dewey (In reference to their Epistemological perspectives).
- Learner driven pedagogies: Activity and Discovery.

**Activity:** Discussion on Epistemological perspectives of Education

**Unit III Approaches and form of Knowledge Structuring**

- Domain Wise: Cognitive, Affective and Psycho-Motor
- Multidisciplinary and Interdisciplinary (concept and features)
- Interrelationship of the following with Education and their reflection in Curriculum
  - Nationalism
  - Universalism
  - Secularism

**Activity:** Preparation of Group Project Based on any of Social Concerns

**Unit IV Curriculum: Concept and Kinds**

- Concept of Curriculum, Syllabus and Text Book.
- Kinds of Curriculum:
  - Recommended Curriculum
  - Taught Curriculum
  - Learnt Curriculum
  - Hidden Curriculum

- National Curriculum Framework and its association with national mission and vision

**Activity:** Writing and Presentation of a Paper on any Kind of Curriculum

### **Unit V Curriculum Development**

- Need of curriculum development
- Principles of Curriculum Development
- Phases of Curriculum
  - Curriculum Development
  - Curriculum Transaction
  - Curriculum Evaluation (with respect to aims of education)

**Activity:** Evaluation of secondary level school subject curriculum.

### **Practicum: Any two of the following:**

- Identify and presentation of Epistemological ideas of Vivekananda, Gandhi, Plato and Dewey.
- Writing a thematic term paper and its presentation in classroom.
- Presentation on social concerns through exhibition.
- Critical analysis of latest NCF in the specific context of constitutional values.

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### Web Resources:

- Ways of Knowledge Acquisition: Observation, Experience, Reasoning and Inference- [www.ignouhelp.in/ignou-bed-study-material/](http://www.ignouhelp.in/ignou-bed-study-material/), <http://www.bdu.ac.in/cde/docs/ebooks/BEd/II/KNOWLEDGE%20AND%20CURRICULUM.pdf>
- Knowledge and Skills needed in Democratic Citizenship- <http://epathshala.nic.in/programmes/national-curriculum-frameworks/>
- Meaning of Education: Etymological, Analytical, Narrow and Broader- [www.ignouhelp.in/ignou-bed-study-material/](http://www.ignouhelp.in/ignou-bed-study-material/), [www.elearning.uou.ac.in/mod/resource/view.php](http://www.elearning.uou.ac.in/mod/resource/view.php)
- M K Gandhi and Education- <https://www.mkgandhi.org/edugandhi/index.htm>, <https://www.mkgandhi.org/edugandhi/gviews.htm>, <http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-gandhis-educational-philosophy/116633>
- Swami Vivekananda and Education-<http://www.shareyouessays.com/hindi-essays/essay-on-the-life-of-swami-vivekananda-in-hindi/109423>,<http://www.shareyouessays.com/essays/essay-on-the-aims-of-education-according-to-swami-vivekananda/116644>,<http://www.shareyouessays.com/essays/essay-on-the-main-principles-of-swami-vivekanandas-educational-philosophy/116643>,<http://ncte-india.org/nctenew/pdf/Swami%20Vivekananda1.pdf>
- Domain Wise Knowledge structuring-<http://www.nwlink.com/~donclark/hrd/bloom.html>
- Discovery as a Learner driven pedagogy- <http://www.academia.edu/9838419>
- Multidisciplinary and Interdisciplinary Approach of Knowledge Structuring [https://www.researchgate.net/.../267939164\\_Disciplinary\\_Multidisciplinary\\_Interdisciplinary-Concepts\\_and\\_Indicators](https://www.researchgate.net/.../267939164_Disciplinary_Multidisciplinary_Interdisciplinary-Concepts_and_Indicators),

*<https://pdfs.semanticscholar.org/a356/a7d8086b5d85e7804b7d25d421520562309d.pdf>*

- Concept of Curriculum, Syllabus and Text Book.- [www.assets.v mou.ac.in/BED115.pdf](http://www.assets.v mou.ac.in/BED115.pdf),  
[www.elearning.uou.ac.in/mod/resource/view.php](http://www.elearning.uou.ac.in/mod/resource/view.php),<http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf>,  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf>
- Types of Curriculum- <http://egyankosh.ac.in/bitstream/123456789/46021/1/BES-126B2E.pdf>
- National Curriculum Framework - <http://epathshala.nic.in/programmes/national-curriculum-frameworks/>
- Curriculum Development- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf>
- Curriculum Transaction- <http://egyankosh.ac.in/bitstream/123456789/42017/1/Block-2.pdf>
- Curriculum Evaluation- <http://egyankosh.ac.in/handle/123456789/42631>

## **Fifth Semester & Sixth Semester Discipline Elective Courses-I & II**

### **Discipline Electives (Focal Area)**

#### **EDU 414 Language across the Curriculum**

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>4 0 0 4</b>

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- employ language according to its nature and function to acquaint with language diversity in classroom.
- carry out classroom interaction in reference to first, second and third language,
- appreciate multilingualism and culture in their class
- resolve Communication Problem of school Students.
- appreciate challenges of language across the curriculum(LAC).
- analyze barriers of Listening, Speaking, Reading and Writing ( LSRW) skills

#### **Course Outline:**

##### **Unit I Nature and Functions of Language**

- Language – Concept
- Functions of Language
- Language used in classroom by teacher and students: Barriers & Strategies to overcome them

**Activity:** Group discussion on language used in classroom discourse

##### **Unit II Language Diversity in Classrooms**

- Concept and importance of First Language Acquisition and Second Language Learning
- Use of First and Second Language in the Classroom
- Multilingualism- Concept, Concern and Challenges

**Activity:** Presentation (Thematic paper/posters/multimedia/Role play) on relationship between language and culture

### **Unit III Communication and Language Across Curriculum**

- Communication – Meaning and Importance
- Types of Communication (Means, Direction and Network)
- Communication flow in school
- Language Across the Curriculum: Concept, importance and Challenges

**Activity:** School visit to find out communication problem/apprehension in school Students

### **Unit IV Developing Receptive Skills**

- Barriers to Listening Skills
- Activities for Developing Listening Skills
- Barriers to Reading Skills
- Activities for Developing Reading Skills

**Activity:** Identification of barriers of receptive skills.

### **Unit V Developing Productive Skills**

- Barriers to Writing Skills
- Activities for Developing Writing Skills
- Barriers to Speaking Skills
- Activities for Developing Speaking Skills

**Activity:** Identification of barriers of productive skills.

**Mode of transaction:** Lecture, discussion, exercises, assignments, language games, seminar and dialogue.

### **Practical Work: Any two of the following:**

1. Designing Games and Exercises for Developing Listening, Speaking, Writing and Reading Skills.
2. Organisation and participation in activities for Writing Skills- Summary, Letter, Paragraph, Essays, Speech.
3. Organisation and participation in activities for Speaking Skills – Oral Presentations, Debate, Elocution, Discussion, Brain-storming.
4. Assignments on Developing Listening Skills – Listening to speech, directions.
5. The thematic term paper.

**References:**

- Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication*. (6<sup>th</sup>ed.). Cambridge: MIT Press.
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- लाल, आर., ब. (1965). *हिन्दी शिक्षण*. मेरठ: रस्तोगी एण्ड कम्पनी.
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**Web Resources:**

- First and Second Language Acquisition- a Brief Comparison. Retrieved from [https://www.uni-due.de/ELE/FLA\\_SLA\\_brief\\_comparison.pdf](https://www.uni-due.de/ELE/FLA_SLA_brief_comparison.pdf)
- Similarities and Differences between First and Second Language Acquisition Retrieved from <http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>
- Activities for Developing Speaking Skill Retrieved from <http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingskills.htm>  
<http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html>
- Activities for Developing Listening Skill Retrieved from <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/listening.html>  
<https://blog.udemy.com/listening-skills-exercises/>

## EDU 508 Understanding Discipline and Subjects

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### Learning Outcomes:

On successful completion of the course, students will be able to:

- utilize the nature and importance of Disciplinary Knowledge in class
- differentiate present content of teaching subject in school with its history
- appreciate the paradigm shift in disciplines
- critically appraise the Disciplinary and Interdisciplinary Subjects
- appraise the phenomenon of Interdisciplinary approach to Subjects

### Course Outline:

#### Unit I Disciplinary Knowledge

- Nature of Disciplinary Knowledge
- Importance of understanding disciplinary knowledge for teachers

**Activity:** Presentation of disciplinary knowledge from socio-Cultural, Political and Intellectual Context

#### Unit II Disciplinary areas in School

- Disciplinary areas in School education– Language, Mathematics, Social Science, Science
- Paradigm shifts in nature of discipline
- History of teaching subject areas in school at a glance.

**Activity:** Poster presentation on History of Teaching subject in school.

#### Unit III Understanding School Subject (Content)

Nature of content in school subject

- Theory of Content-
  - content selection,
  - framing in syllabus
  - transformation of content
- Relationship between Curriculum, syllabus and text book- basic features in modern context

**Activity:** Discussion on identification of organization of knowledge in any one school subject.

#### **Unit IV Disciplinary Subject in School**

- Role of disciplinary Knowledge in School Curriculum
- Critical Appraisal of disciplinary subject in school

**Activity:** Discussion on knowledge of disciplinary subject

#### **Unit V Interdisciplinary Approach and Subject**

- Objectives of Interdisciplinary subjects
- Critical Appraisal of Interdisciplinary subject in school

**Activity:** Presentation and discussion on phenomenon of Interdisciplinary approach

#### **Practicum**

- One thematic term paper
- Critical appraisal of Inter-disciplinary subjects in school.

#### **Reference:**

- Maisnan Premlata, Lenka, S.K., Gandhi A.K., (2016), *Understanding Discipline and Subject*, Meerut, Surya R. Lall Publisher.
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- Pandey, Ranjana, 2016, *Understating Discipline and subject*, Meerut, Surya R. LallPubl.
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- Understanding Disciplines and Subjects, retrieved from [www.tnteu.in/pdf/c5.pdf](http://www.tnteu.in/pdf/c5.pdf)
- The Paradigm Shift in Education In India, retrieved from
- [shodhganga.inflibnet.ac.in/bitstream/10603/29463/9/09\\_chapters%201-6.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/29463/9/09_chapters%201-6.pdf)
- Formation of school subjects as curriculum content, retrieved from [oru.diva-portal.org/smash/get/diva2:303864/FULLTEXT01.pdf](http://oru.diva-portal.org/smash/get/diva2:303864/FULLTEXT01.pdf)
- School subjects and academic disciplines: the differences, retrieved from [https://www.researchgate.net/.../284157807\\_School\\_subjects\\_and\\_academic\\_disciplines..](https://www.researchgate.net/.../284157807_School_subjects_and_academic_disciplines..)
- Inter Disciplinary Subjects , retrieved from [shodhganga.inflibnet.ac.in/bitstream/10603/96850/11/11\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/96850/11/11_chapter%203.pdf)
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## EDU 504 Gender, School and Society

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- approve and appreciate gender equality .
- elucidate the constitutional and legal provisions related to women.
- disapprove the gender bias in family, workplace and educational institution.
- appreciate the role of education in eradicating gender bias.
- discuss the achievements and problems related to transgender.
- reflect roles and responsibilities of various agencies in promoting gender equalities.

### Unit-I: Basic Concepts related to Gender

- Sex and Gender-Concept and Difference
- Patriarchy and Matriarchy-Concept and Difference
- Gender related terms
  - Gender Bias
  - Gender Stereotype
  - Gender Disparity
  - Gender equality

**Activity** – Discussion on key Gender related terms Gender

### Unit- II: Constitutional and Legal Provisions

- Constitutional Provisions related to women
- Legal Provisions
  - Dowry Prohibition Act, 1961
  - Sexual Harassment Act,2013
  - The Protection of Women from Domestic Violence Act, 2005

**Activity** - Presentation and Discussion on Constitutional Provisions and Legal Polices related to women.

**Unit- III: Gender Bias in School and Society**

- Gender bias in School Education  
(School Setting, Text Book, Class Interaction and Co-Curricular Activities)
- Gender bias in family
- Gender bias in workplace
- Role of Education in eradicating gender bias in School and Society.

**Activity** –Analysis of Secondary level text book.

**Unit –IV: Transgender: Issues and Legal Provision**

- Concept of Transgender
- Problems related to Transgender
- Achievements of Transgender
- Legal Provision for Transgender
- Role of Education to overcome the problems of Transgender

**Activity** - Presentation and Discussion on Problems and Achievements of Transgender.

**Unit –V: Role and Responsibilities in Promoting Gender Equalities**

- Family
- Community
- Mass Media: Print and Electronic Media

**Activity** - Display roles of Mass Media towards gender equality through poster/charts.

**Practicum-** Any two of the following:

- School Visits/Observe the Schooling Processes from a Gender Perspectives and Submission of its Report.
- Thematic term paper
- Exhibition on gender related issues
- Survey based activity on gender issues

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- Subramanyam, R. (2003). *Gender Equality in Education: Definitions and Measurements*. International Journal of Educational Development, July 2005. Vol.25 No.4: p.p. 395-407.

**Web Resources:**

- Gender School and Society, <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf>
- Gender Bias in Education, <http://uou.ac.in/sites/default/files/bed17/PE-5.pdf>
- Dowry prohibition Act, 1961. <http://wcd.nic.in/act/dowry-prohibition-act-1961>
- Sexual Harassment Act,2013 <http://legislative.gov.in/sites/default/files/A2013-14.pdf>
- Domestic Violence Act, 2005. <http://wcd.nic.in/sites/default/files/wdvact.pdf>
- Problems of Transgender. [www.academia.edu/33006703/problems-of-transgender-in-india-a-study-from-social-exclusion-to-social-inclusion](http://www.academia.edu/33006703/problems-of-transgender-in-india-a-study-from-social-exclusion-to-social-inclusion)
- Transgender Rights in India- <http://iasscore.in/national-issues/transgender-rights-in-india>
- Transgender Rights. [www.clearias.com/transgender-rights](http://www.clearias.com/transgender-rights)

**EDU 402 Creating an Inclusive School**

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

**Learning Outcomes:**

On successful completion of the course, students will be able to:

- Analyze and explain the diversity in Indian classroom, School and Society.
- Differentiate the concept of Special Education, Integrated Education and Inclusive education.
- Analyze and discuss about National initiatives and provisions for Inclusive Education.
- Use various aids and equipments in Inclusive Classroom.
- Create learning environment of an Inclusive Classroom.
- Discuss the role of supportive services in Inclusive Schools.

**Course Outline:****Unit I : Classroom as Reflection of Society**

- Meaning of Diversity
- Diversities in Indian Society
- Diversities in Indian Classroom
- CWSN (Children with Special Need) in classrooms.
  - Concept & Categories

**Activity:** Discussion on the type of diversity which exist in Indian Classroom.

**Unit II : Inclusive Education: An Overview**

- Concept of Inclusion
- Different relative concepts - Special Education, Integrated Education, Inclusive Education.
- National Initiatives for Inclusive Education
  - RCI Act 1992
  - PWD Act 1995
  - Sarva Shiksha Abhiyaan (SSA)
  - NCF 2005

**Activity:** Presentation on any initiative programme for Inclusive Education.

**Unit III : Inclusive Schools - Provision**

- Provision in Inclusive Schools
  - Physical Facilities
  - Aids & Equipments
- Curricular Adaption for CWSN.
- Role of a Teacher in Inclusive School.

**Activity:** Discussion on teacher's role in inclusive school.

**Unit IV : Generating Learning Environment in Inclusive Classroom**

- Pedagogical strategies to support learners' need-
  - Cooperative Learning,
  - Peer Tutoring,
  - Individualized Education Programm (IEP),
  - Multisensory Teaching.

- Evaluation process in Inclusive Classroom (with reference to CBSE & RBSE's Provisions).

### **Unit V : Supportive Services for Inclusive Schools**

- Role of Supportive Services for Inclusive Schools
  - In-service Teacher Educations Institutions
  - Professionals.
  - Parents
  - Community

**Activity:** Group discussion on supportive services for Inclusive Schools.

#### **Practicums: (Any two of the following)**

- 1 Visit and observation of Inclusive school and preparation of a report about provisions in inclusive school.
- 2 Exhibition on Inclusive Education
- 3 Thematic Term paper.

#### **References:**

- Dash, N. (2006). *Inclusive Education for CWSN*. New Delhi: Atlantic Publisher and Distributers.
- Loreman, T., Jaonne D., & Davice, H. (2005). *Inclusive Education A Practical guide to Supporting Diversity in classroom*. London: Roudledge Falmer.
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- Alur, M. & Timmous. (2009). *Inclusive Education across Cultures*. New Delhi: Sage Publication.

**Web Resources:**

- Inclusive Education- <https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/>
- RCI Act- [http://rehabcouncil.nic.in/writereaddata/rti\\_manual.PDF](http://rehabcouncil.nic.in/writereaddata/rti_manual.PDF)
- NCF 2005- [http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)
- Cooperative Learning- <https://serc.carleton.edu/introgeo/cooperative/whatis.html>
- Multi Sensory Learning- <http://www.calverteducation.com/learning-motivation/an-introduction-to-multi-sensory-learning>

**EDU 405 Educational Guidance and Counseling****Max. Marks : 100****(CA: 40 + ESA: 60)****L T P C****4 0 0 4****Learning Outcomes:**

On successful completion of the course, students will be able to:

- develop conceptual understanding of guidance and counselling.
- familiarize with the process and procedures being used in guidance & counselling.
- develop competence of providing guidance and counselling to school Students.
- develop conceptual understanding and skills of organizing guidance services at school level.
- develop conceptual understanding of barriers of guidance and counselling.

**Unit I Guidance - An overview**

- Concept of Guidance
- Characteristics of Guidance
- Objectives of Guidance
- Importance of Guidance
- Principles of Guidance

**Unit II Types of Guidance**

(Meaning, Objectives, Importance, Principle & Steps)

- Educational Guidance
- Vocational Guidance
- Personal Guidance

**Unit III School Guidance Services & its Organization**

- School guidance services
  - Individual Inventory Service
  - Information Service
- Organization of Guidance Services
  - At secondary level
  - At senior secondary level

**Unit IV Essentials of Counselling**

- Concept & Nature of Counselling
- Need of Counselling
- Principle of Counselling
- Process of Counselling
- Role of Counsellor

**Unit V Types of Counselling**

- (Meaning, Characteristics, Steps, Advantages & Limitations)
  - Directive counselling
  - Indirective counselling
  - Eclectic counselling
- Barriers of Guidance & Counselling

**Practicum: (Any Two)**

- Visit & observation of Guidance & Counselling cell & preparation of report.
- Thematic term paper.
- Exhibition on Guidance and Counselling theme.

**References:**

- Gupta, Manju, Effective guidance & counselling, Mangal Deep Publications, Jaipur.

- Oberoi, S.C., Career information in career guidance: International Publications House, Meerut.
- Shrivastava, K.K., Principles of guidance and counselling Kanishka Publishers, Distributors, New Delhi.
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- सक्सेना, राधारानी, शिक्षा में निर्देशन एवं परामर्श, राजस्थान हिन्दी ग्रन्थ अकादमी।
- शर्मा, चतुर्वेदी शिखा, शैक्षिक एवं व्यावसायिक निर्देशन एवं परामर्शन, सूर्य पब्लिकेशन, मेरठ।
- Dosajh N.L., (1969). Guidance service in India, New Delhi: Arya book depot.
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- Sharma S., R.: Vocational education and training, Mittal Publications: New Delhi.
- Pandey, K. P., Educational and vocational guidance in India, Vishwavidyalaya Prakashan.

#### **Web Resources:**

- Concept of Guidance and counseling- <http://ncert.nic.in/textbook/pdf/lehe108.pdf>
- Organization of guidance services in schools- <http://www.yourarticlelibrary.com/education/guidance-in-schools/guidance-services-in-schools-introduction-committees-and-scope/63674>
- Need of Guidance and Counselling- <https://www.nalandaschool.org/importance-of-guidance-and-counselling>
- Follow up services- <http://www.yourarticlelibrary.com/education/guidance-in-schools/follow-up-service-in-schools-meaning-functions-and-ways-to-conduct-it/63682>

## EDU 406 Educational Technology

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>4</b>	<b>0</b>	<b>0</b>	<b>4</b>

### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- explain basic concepts related to Educational Technology.
- match appropriate strategies to Teaching Levels.
- clarify the concept of Communication & its relation to Instruction.
- demonstrate improvement in teaching behavior.
- develop and use Instructional Support Materials.

### **Course Outline:**

#### **Unit I Nature of ET**

- (a) Meaning & Nature of ET
- (b) Concept of ET
- (c) System Approach in ET

#### **Unit II Communicative Process**

- (a) Communicative Process (educational) within & outside school.
- (b) Role of Instructional Material & its development based on
  - Target audience
  - Instructional Objective
  - Available Resources

#### **Unit III Teaching Levels and Teaching Strategies**

- (a) Teaching Levels:
  - Memory level
  - Understanding level
  - Reflective level
 (Concept, Features and attainment)
- (b) Teaching Strategies: Concept, nature and functions

#### **Unit IV Teaching Models and Modification of Teaching Behavior**

- (a) Teaching Models- Concept and Classification
- (b) Modification of Teaching Behavior through:

- Skill Based Teaching,
  - Flanders Interaction Analysis
  - Simulations
- (Concept and importance)

### **Unit V Support material for Teaching Learning Process**

Development and use of following Support materials:

- Chart
  - Map 4
  - Model
  - Transparency
  - Photographic Slide and
  - Power Point Presentation
- (Importance, Basic considerations and Limitations)

### **References:**

- Cruickshank, Donald R., Deborah B. Jenkins & Kim K. Metcalf (2009). *The Act of Teaching*. New York: McGraw-Hill Company.
- Hough, John B. & James K. Duncan (1970). *Teaching: Description and Analysis*. Massachusetts: Addison-Wesley Publishing Company.
- Jyoce, B. & Weil M. (1985). *Models of Teaching*. New Delhi: Prentice Hall of India.
- Levine, J.M. (1989). *Secondary instruction: A manual for classroom Teaching*. Boston: Allyn & Becon.
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- Rao, Usha (1991). *Educational Technology*. Bombay: Himalaya Publishing House.
- Sampath, K. Panneerselvam, A. And santhanam S., (1984). *Introduction to Educational Technology*. New Delhi : Sterling Publishers.
- Sharma, Mittal (1985). *System Approach : Its Application in Education*. Bombay: Himalaya Publishing House.

- Sharma, R.A. (1987). *Shiksha Takniki*, Meerut : Loyal book Depot.
- Sharma, R.A. (2012). *Technological Foundation of Education*. Meerut: R. Lall Book Depot.
- Yadav, Neelam (2003). *A Handbook of Education Technology*. New Delhi: Anmol Publications Pvt. Ltd.

### Web Resources:

- Educational Technology:  
[http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational\\_technology.pdf](http://epathshala.nic.in/wp-content/doc/NCF/Pdf/educational_technology.pdf)
- Technology Education vs. Educational Technology:  
[http://iteaconnect.org/TAA/Resources/TAA\\_Differences.html](http://iteaconnect.org/TAA/Resources/TAA_Differences.html)
- Educational Technology:  
[http://ddceutkal.ac.in/Syllabus/MA\\_Education/PAPER\\_10.pdf](http://ddceutkal.ac.in/Syllabus/MA_Education/PAPER_10.pdf)
- Models of Teaching:  
<http://thesecondprinciple.com/teaching-essentials/models-teaching>
- Understanding Level of Teaching:  
<https://www.scribd.com/doc/57768891/99/Understanding-Level-of-Teaching>
- Evaluation and Selection of Learning Resources: A Guide:  
[www.gov.pe.ca/photos/original/ed\\_ESLR\\_08.pdf](http://www.gov.pe.ca/photos/original/ed_ESLR_08.pdf)

## Seventh Semester EDU 502 Assessment for Learning

<b>Max. Marks : 100</b>	<b>L T P C</b>
<b>(CA: 40 + ESA: 60)</b>	<b>5 0 0 5</b>

### Learning Outcomes:

On successful completion of the course, students will be able to:

- interpret concept of assessment in education, evaluation and its related term.
- differentiate between kinds of evaluation.
- apply appropriate tools of evaluation in field.
- elucidate different forms and characteristics of achievement test.

- organize an effective evaluation program.
- apply ICT skills during evaluation program.
- conduct an action research related to problems at school level.

**Course Outline:**

**Unit I Assessment in Education**

- Concept of Assessment in Education, Test, Measurement, Evaluation.
- Relationship of Educational Evaluation with IO's (Instructional Objectives) and Learning Experience
- Kinds of Assessment
  - Internal and External
  - Formative and Summative
  - Continuous Comprehensive Evaluation (CCE)

**Activity:** Presentation of Critical Analysis of any one kind of Assessment

**Unit II Various Evaluation Tools: Concept and Characteristics**

- Following evaluation tools related testing, self reporting and observation Technique: (concept only)
  - Achievement Test, Diagnostic Test and Performance Test, Check List, Interview, Observation, ARC (Anecdotal Record Cards) and CRC (Cumulative Record Cards)
- Characteristics of Good Assessment tool
  - Objectivity, Reliability, Validity and Usability

**Activity:** Practice to Prepare a Performa/format of Observation based Tool

**Unit III Assessment of Learner's Achievement**

- Kinds of Achievement Test
  - Teacher Made and Standardized Test
  - Oral, Written, Practical
  - NRT and CRT
- Designing Evaluation Programme (Scholastic & Non-scholastic): Time, duration, Mode.
- Assessment as Providing Feedback: Student, Teachers, Administrators, Parents

**Activity:** Practice to construct different types of Test items in their respective Subject.

### **Unit IV Reforms in Educational Assessment**

- Reforms in Examination -
- Grading System: Concept, Determination and use
- Question Bank
- Open Book Exam, Online Examination
- Importance of ICT in Assessment
- Use of ICT: Question Paper Making, Administration, Scoring, Preparing Results and Showcasing

**Activity:** Discussion on use of ICT/anyone reforms in examination

### **Unit V Action Research in Educational Assessment**

- Meaning and difference of research and action research
- Purpose of action research
- Importance of action research
- Steps of action research
- Action research and different problems
- Proposal and Reporting format of action research

**Activity:** Practice to prepare a reporting of action research for any school problem

#### **Practicum: (any two of the following)-**

- (1) Reporting the Result of any Achievement Test in Terms of Grading.
- (2) A Report Presentation on Organization of Assessment Activities in School during Internship.
- (3) Administration and Interpretation of one Standardized Psychological Test.
- (4) Prepare a proposal for action research.

#### **References:**

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- Borg, W., R. (1981). *Applying Educational Research, A Practical Guide to Teacher*. New York: Longman Inc.
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### Web Resources:

- Concept of Measurement- <http://www.yourarticlelibrary.Com/statistics-2/measurement-of-data-meaning-types-and-characteristics-statistics/92436>
- Relationship of Educational Evaluation with Instructional objectives- <https://www.nap.edu/read/5287/chapter/6>
- Formative and Summative Evaluation- <https://cft.vanderbilt.edu/student-assessment-in-teaching-and-learning/>
- Continuous Comprehensive Evaluation-[http://www.ncert.nic.in/oth\\_anoun/CCE\\_Guidelines.pdf](http://www.ncert.nic.in/oth_anoun/CCE_Guidelines.pdf)

- Concept of Reliability and Validity- <https://chfasoa.uni.edu/re^liabilityandvalidity.htm>, <https://opentextbc.ca/researchmethods/chapter/reliability-and-validity-of-measurement/>, <https://www.cpp.edu/~smemerson/nbu-programeval/trochimppp/Part%203/Types%20of%20Reliability.ppt>, <https://socialresearchmethods.net/kb/reotypes.php>
- Teacher made and Standardized Test- <https://www.theclassroom.com/similarities-difference-classroom-test-standardized-achievment-test-15626.html>
- NRT and CRT- [https://www.researchgate.net/figure/Differences-between-Norm-Referenced-Tests-NRT-and-Criterion-Referenced-Tests-CRT\\_tbl1\\_295530493](https://www.researchgate.net/figure/Differences-between-Norm-Referenced-Tests-NRT-and-Criterion-Referenced-Tests-CRT_tbl1_295530493)
- Open Book exam- <http://www.studygs.net/tsttak7.htm>
- Online Examination <https://www.onlineexambuilder.com/knowledge-center/exam-knowledge-center/advantages-and-disadvantages-of-online-examination-svstem/item10240>
- Use of ICT in assessment <https://eppi.ioe.ac.uk/cms/Default.aspx?tabid=462>
- Grading System <https://content.wisestep.com/advantages-disadvantages-grading-system-education/>
- Grading and its determination- <https://www.ierf.org/wp-content/uploads/2016/01/IERFGrading2011.pdf>
- Action Research <http://www.ncert.nic.in/departments/nie/der/publication/modulesmaterial.html>

## Discipline Elective (Main Pedagogy)-I

### EDU 436 Pedagogy of English-I

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

#### **Learning Outcome:**

On successful completion of the course, students will be able to:

- acquire insight of nature & perspective of Teaching English
- frame the objectives of Teaching English
- apply teaching strategies in different context
- appreciate different forms of planning for ELT.
- assess ELT learning materials.

#### **Course Outline:**

##### **Unit –I: Introduction to English.**

- Nature & Perspective to English Teaching.

- Meaning and Principles of Learning English as second language.
- Activity: Reading on scope of English language teaching as EFL, EST and ESP.

### **Unit –II: Objectives of ELT**

- Objectives of teaching English as set forth in NCF-2005.
- Instructional Objectives & its relation to aims  
Activity: Framing of Instructional Objectives in Behavioral terms.

### **Unit –III: Teaching Strategies**

- Definition of Approach, Method and Technique.
- Approaches: Structural and Communicative Approach.
- Methods: Grammar-Translation, Inductive-Deductive Method.  
Activity: Discussion on adapting teaching strategy according to language forms.

### **Unit –IV: Planning in ELT**

- Need and relevance of planning in ELT
- Different forms of Plan
- Unit plan: concept and components
- Lesson plan: concept and components
- Difference between Unit and Lesson plan.  
Activity: Practice in preparing unit and lesson plan.

### **Unit –V: Assessment in ELT**

- Continuous & Comprehensive Assessment
- Meaning & Process.
- Design of Test Paper
- Framing of Test Items.

### **Activity: Practice in framing test Items**

#### **Practicum:**

1. Development of Instructional Lesson Plan using non textual material.
2. Construction of an Achievement Test using Evaluation measures

#### **References:**

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- NCERT. (2005). *National Curriculum Framework*. New Delhi: NCERT.
- IGNOU. (1999). *Instructional Planning in Teaching of English*. New Delhi: Teaching of English, School of Education.

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- Venkatesh. (1995). *Principles of Teaching English*. New Delhi: Vikas Publication House.
- Mangal, S.K. & Uma Mangal. (2009). *Essential of Education Technology*. New Delhi: PHI Learning Private Ltd.
- Armstrong, D. G., Tom V. S. (1983). *Secondary Education: An Introduction*. New York: Macmillan Publication Co. Inc.
- Ahmad, J. (2010). *Teaching of Scientific English*. New Delhi: APH Publ.

### Web Resources:

- Thomas M. D'E., (2017). *Six Principles of Teaching English Language Learners in the Mainstream Classroom*.  
<https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDLX6mH2.pdf>
- NCERT(2005), *NCF 2005*
- [www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)
- NCERT (2005), *Teaching of English*  
[www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/english.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf)
- *Methods And Approaches Of English Language Teaching In India*  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf)
- Cunningham, Gini, (2009) *The New Teacher's Companion*  
<http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx>
- Planning Guidelines  
[https://educacion.gob.ec/wpcontent/uploads/downloads/2013/09/Planning\\_Guidelines\\_anual\\_unidad\\_lecci%F3n-EFL\\_100913.pdf](https://educacion.gob.ec/wpcontent/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf)
- NCERT (2018) *Continuous and Comprehensive Evaluation: Guidelines*, NCERT, New Delhi  
[www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf](http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf)
- CBSC (2009). *Continuous and Comprehensive Evaluation*  
[www.cbse.nic.in/cce/cce-manual/chapter\\_1.pdf](http://www.cbse.nic.in/cce/cce-manual/chapter_1.pdf)
- Guidelines For Paper Setters - Curriculum
- [https://curriculum.gov.mt/en/Assessment/Assessmentof.../guidelines\\_paper\\_setters.pdf](https://curriculum.gov.mt/en/Assessment/Assessmentof.../guidelines_paper_setters.pdf)

## EDU 440 Pedagogy of Hindi-I

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### Learning Outcome:

On successful completion of the course, students will be able to:

- हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।
- हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।
- विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।
- संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।
- हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।
- विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।
- विविध साहित्यिक विधाओं (गद्य-पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।

### पाठ्यवस्तु रूपरेखा :

#### इकाई: I भाषा –प्रस्तावना एवं पार्श्वभूमि

- भाषा-विविध रूप (मातृभाषा, राष्ट्रभाषा, राजभाषा)
- भाषा-प्रकृति एवं महत्व
- भाषा की भूमिका-सांस्कृतिक, कार्यात्मक, साहित्यिक

**गतिविधि**-भाषा की विभिन्न भूमिकाओं पर चर्चा एवं कार्यात्मक हिन्दी पर आलेखन

#### इकाई: II हिन्दी शिक्षण/भाषा-शिक्षण के उद्देश्य

- हिन्दी-शिक्षण के उद्देश्य – सामान्य और विशिष्ट,
  - स्तरानुकूल
  - भाषागत

**गतिविधि** – हिन्दी शिक्षण के उद्देश्यों का लेखन।

#### इकाई: III भाषायी कौशलों का विकास

## (अर्थ, महत्व, उद्देश्य एवं गतिविधियाँ)

- अभिव्यक्ति – लेखन कौशल एवं वदन (भाषण) कौशल
- अर्थग्रहण – श्रवण कौशल एवं पठन कौशल

**गतिविधि—** किसी एक भाषायी कौशल विकास के लिए योजना का निर्माण

**इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण**

- साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण—गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)
- व्याकरण शिक्षण – अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)

**गतिविधि—** किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन

**इकाई: V हिन्दी शिक्षण – योजना एवं मूल्यांकन**

- इकाई योजना—अर्थ, महत्व, एवं तत्व
- पाठ—योजना— अर्थ, महत्व, एवं तत्व
- भाषा विकास की प्रगति का मूल्यांकन/आकलन – अवधारणा, महत्व एवं विशेषताएँ

**गतिविधि—** विविध विधाओं पर पाठ योजना का विकास

**व्यावहारिक कार्य –(कोई दो कार्य)**

- हिन्दी शिक्षण के उद्देश्यों का विभिन्न विधा के अनुसार लेखन
- पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास
- व्याकरण शिक्षण से संबंधित चार्ट या भाषायी खेल का निर्माण

**सन्दर्भ:**

- अवधेश, ए. (1973). हिन्दी भाषा का स्वरूप विकास. पटना: बिहार ग्रन्थ अकादमी.
- गुप्त, एम. (1991). भाषा शिक्षण : सिद्धान्त एवं प्रविधि. आगरा: केन्द्रीय हिन्दी संस्थान.
- लाल, आर. बी. (1965). हिन्दी शिक्षण. मेरठ: रस्तोगी एण्ड कम्पनी.
- मित्तल, एम. एल. (2012). हिन्दी शिक्षण. दिल्ली: पियर्सन.
- मित्तल, एस. (2005). शैक्षिक तकनीकी. मेरठ: आर. लाल बुक डिपो.
- ओड, एल. के. (1982). हिन्दी शिक्षण में त्रुटि एवं उपचार. राजस्थान: बनस्थली विद्यापीठ.
- पाटिल, एच. आर. और शेडके, एस. (2005). भाषा शिक्षण. कानपुर: विद्या प्रकाशन.

- पाण्डेय, आर. एस. (1977). हिन्दी शिक्षण. आगरा: विनोद पुस्तक मन्दिर.
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- शर्मा, एल. (1989). हिन्दी संरचना का अध्ययन—अध्यापन. आगरा: केन्द्रीय हिन्दी संस्थान.
- श्रीवास्तव, आर. (1979). भाषा शिक्षण. गाजियाबाद: मैकमिलन कम्पनी ऑफ इण्डिया.
- तिवारी, पी. (1976). सर्वोपयोगी हिन्दी सुधार कार्यक्रम. अजमेर: मिश्रा ब्रदर्स.
- योगेन्द्रजीत, बी. (1981). हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मन्दिर.

### Web Resources:

- Pedagogy of Hindi--<https://www.vmou.ac.in>
- Pedagogy of Hindi—[ncert.nic.in/rightsidelinks/pdf/h](https://ncert.nic.in/rightsidelinks/pdf/h)
- Unit-1—[Wikipedia.org](https://en.wikipedia.org)
- Pedagogy of Hindi—[www.mannu.ac.org](http://www.mannu.ac.org)
- Pedagogy of Hindi—[uou.ac.in](http://www.uou.ac.in)
- Pedagogy of Hindi--[www.uou.ac.in](http://www.uou.ac.in)
- Pedagogy of Hindi—[www.uprtou.ac.in](http://www.uprtou.ac.in)
- Kendriya Hindi Sansthan Agra--<http://khsindia.org/india/hi>

## EDU 442 Pedagogy of Mathematics-I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- discuss the nature of Mathematics.
- critically analyze the Mathematics Text Book.
- reflect on different methods of teaching Mathematics.
- prepare the lesson plan in teaching mathematics.
- reflect on framing and marking test items of achievement test in mathematics.

### Course Outline:

#### Unit- I: Nature & Scope of Mathematics

- Nature of mathematics
- Place in Secondary School Curriculum
- Correlation with other School Subjects

**Activity** – Poster making on any one of above topics

**Unit-II: Aims and objectives of Teaching Mathematics**

- a) Aims and General Objectives of Teaching Mathematics at school level
- b) Formulation of Instructional Objectives with respect to Arithmetic, Algebra, Geometry, Mensuration and Trigonometry
- c) Value development through Teaching of Mathematics

**Activity-** Workshop to formulate the Instructional Objectives.

**Unit-III: Curriculum and Textbook of Mathematics**

- a) Content and branches of Mathematics at Secondary Level
- b) Curriculum of Mathematics at Secondary level in reference to NCF-2005
- c) Characteristics of a good Mathematics Text Book

**Activity-** Critical Analysis of Mathematics Text Book of class X.

**Unit-IV: Planning for Teaching**

- a) Annual plan – Need, Main consideration and Format
- b) Unit plan - Concept and steps of planning
- c) Lesson plan – Need and preparation

**Activity-** Workshop on Planning at different level.

**Unit-V: Approaches to Teach Mathematics**

Concepts, Procedures, Advantages and Limitations of following approaches/ methods

- a) Analytical – Synthetical
- b) Inductive – Deductive
- c) Lecture cum Demonstration

**Activity-** Workshop on Method based planning.

**Practicum: (Any two)**

1. Prepare a scrap book on ‘Mathematics in News Paper’.
2. Develop strategy to connect any three teaching points with value inculcation.
3. Develop a Annual Plan of teaching Mathematics at secondary level.

**Reference:**

- Butler, H.C. and Wren, F.L.(1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Co.
- Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Sons.
- Cornelius, Michael. (1982). *Teaching mathematics*. London : Croom Helm.

- Jain, S.L. (1973). *Ganit Shikshan*. Jaipur :Rajasthan Hindi Granth Academy.
- Johnson, D.A. & Rahtz. R. (1961). *The New Mathematics in Our Schools*. New York: The macmillan Co.
- Maheshwari, Vijayandra Kishore (1995). *Ganit Shikshan*. Meerut :Lay Book Deptt.
- Mangal, S.K.(1997). *Ganit Shikshan*. New Delhi :Arya Book Depot.
- Sidhu, K. S. (1986). *The Teaching of Mathematics*. New Delhi :Sterling Publisher.

#### **Web Resources:**

- **Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:**  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf>  
<http://www.tnteu.in/pdf/3-maths.pdf>  
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- **Place in Secondary School Curriculum:**  
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- **Planning for Teaching:**  
<http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html>  
<https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf>  
<http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf>  
<https://ndpublisher.in/admin/issues/EQv8n32.pdf>

## EDU 444 Pedagogy of Sanskrit-I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

**L T P C**

**4 0 0 4**

### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जागृत कर भाषा-सौंदर्य से परिचित करा सकेंगी।
- संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।
- भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।
- परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।
- संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी – उन्मुख – पाठ योजना निर्मित कर सकेंगी।
- संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणेतार कार्यक्रमों का आयोजन एवं मूल्यांकन करने की क्षमता विकसित कर सकेंगी।
- दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।

### **पाठ्यवस्तु रूपरेखा :**

#### **इकाई-प्रथम: संस्कृत भाषा व शिक्षण के उद्देश्य**

1. संस्कृत भाषा की प्रकृति
2. संस्कृत शिक्षण के उद्देश्य
  - सामान्य और विशिष्ट
  - स्तरानुकूल
  - भाषागत

**गतिविधि :** संस्कृत शिक्षण के उद्देश्यों का लेखन।

#### **इकाई-द्वितीय : विविध विधा शिक्षण**

1. गद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
2. पद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
3. व्याकरण शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ

**गतिविधि :** किसी एक विधा के शिक्षण की विधियों पर समीक्षात्मक आलेखन।

### इकाई—तृतीय : संस्कृत शिक्षण में शिक्षण—अधिगम संसाधन

1. दृश्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
2. श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
3. दृश्य—श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ

**गतिविधि :** संस्कृत शिक्षण में प्रयुक्त हो सकने वाली दो सहायक सामग्रियों का निर्माण।

### इकाई—चतुर्थ : संस्कृत के प्रति रुचि जाग्रत करने वाली क्रियाएँ

1. साहित्यिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
2. सांस्कृतिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन

**गतिविधि :** संस्कृत शिक्षण से सम्बन्धित किसी साहित्यिक क्रिया की रूपरेखा का निर्माण, आयोजन एवं प्रतिवेदन लेखन।

### इकाई—पंचम : संस्कृत शिक्षण में पाठ योजना एवं आकलन

1. इकाई योजना निर्माण
2. पाठ योजना निर्माण
  - गद्य पाठ योजना
  - पद्य पाठ योजना
  - व्याकरण पाठ योजना
3. संस्कृत भाषा शिक्षण में मूल्यांकन की अवधारणा
4. अच्छे मूल्यांकन की विशेषताएँ

**गतिविधि :** विविध विधाओं के शिक्षण हेतु पाठ योजना का विकास।

### व्यावहारिक कार्य – (निम्न में से कोई दो कार्य)

1. संस्कृत शिक्षण के उद्देश्यों का लेखन।
2. पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास।
3. संस्कृत शिक्षण से सम्बन्धित किसी सांस्कृतिक क्रिया की रूपरेखा का निर्माण।
4. एक नीलपत्र एवं प्रश्नपत्र का निर्माण।

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### Web Resourecs:

- Pedagogy of Sanskrit Part-I:  
<http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf>
- Pedagogy of Sanskrit Part-II:  
<http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf>
- Sanskrit Language Teaching:  
[http://www.sanskrit.nic.in/sanskrit\\_language\\_teaching.php](http://www.sanskrit.nic.in/sanskrit_language_teaching.php)
- Rashtriya Sanskrit Sansthan e-book:  
<http://www.sanskrit.nic.in/ebooks.php>
- Methodology of Teaching Sanskrit: <https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit>

## EDU 446 Pedagogy of Social Science-I

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- describe the nature of Social Science as a Subject and as a Discipline.
- discuss the relevance of Social Science at School level and daily life.
- formulate Instructional Objectives in behavioral terms in social science teaching.
- plan their teaching on different methods in Social Science at Secondary Stage.

### Course Outline:

#### Unit-I: Nature of Social Science

- Social Science
  - As a Discipline: Concept and Features

- As a Subject: Concept and Features
- Relevance of Social Science Subject at School Level.
- Relationship of Social Science with other School Subjects and Daily Life

**Activity:** Identification of Social Science in Our Daily Life

### **Unit-II: Aims and Objectives of Social Science Teaching**

- Aims of Teaching Social Science
  - at Elementary Level
  - at Secondary Level
- Instructional Objectives and Writing them in Observable Behaviour
- Linkage of IOs with
  - Aims of Social Science
  - Goals of Education
  - National Goals

**Activity:** Practice of Writing of IOs in Behavioural Term

### **Unit-III: Curriculum Frame work of Social Science**

- NCF-2005 with reference to Social Science Subject
- Principles of Curriculum Construction in Social Science
- Critical Appraisal of existing Social Science Curriculum
- Content Analysis and Evolving Meaningful Messages/Ideas

**Activity:** Critical Appraisal of Social Science Curriculum of any Class

### **Unit-IV: Planning in Social Science Teaching**

- Need and Relevance of Planning for Social Science Teaching
- Various forms of Plan
  - Unit Plan: Concept and Components
  - Lesson Plan: Concept and Components
  - Difference between Unit and Lesson Plan

**Activity:** Practice on Preparing a Lesson/Unit Plan

### **Unit-V: Methods of Teaching in Social Science**

- Need of different methods in teaching Social Science
- Teacher centered method
  - Lecture Method
  - Story Telling
- Learner centered method
  - Supervised Study Method
  - Programmed Instruction Method
- Group centered method
  - Workshop Method
  - Discussion Method

- (Concept, Potentials and Specific Planning of above Methods)

**Activity:** Practice to Prepare a Lesson Plan based on Method

**Practicum: Any two**

1. “Social Science: As an area of Knowledge”, Presentation by Chart/Pictures/Poster/Folders.
2. Project Presentation on any them related to Socio-Geo-Eco and Political System: Such as – Metro, Smart City, Mobile Van, Migration, MNC’s, FDI’s, Resource Sharing, Inflation etc
3. Prepare ICT based learning Support Material.
4. A term Paper on course topic.

**References:**

- Agarwal, J. C. (1989). *Teaching Social Studies*. Delhi: Vikas Publishing House.
- Bining, A. C., & Bining, A. H. (1952). *Teaching the Social Study in Secondary School*. New York: MC- Graw Hill Company.
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- Yagnik, K. S. (1966). *Teaching of Social Studies in India*. Bombay: Orient Longmans.

**Web Resources:**

- NCF2005  
[http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)
- Audio visual aids [www.studylecturenotes.com](http://www.studylecturenotes.com)>audio-visual
- Use Social Science Resources: <https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html>
- Innovative Teaching Methods of Social Science:  
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- Teaching in Social Studies: [https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective\\_teaching\\_in\\_social\\_studies](https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies)
- Evaluation in Teaching Learning Process- <http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>
- Teaching and Learning Process in - <http://egyankosh.ac.in//handle/123456789/46729>
- Tools of Teaching - <http://egyankosh.ac.in//handle/123456789/46746>

## Discipline Elective (Main Pedagogy)-II

### EDU 437 Pedagogy of English-II

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

1. recognize English in School curriculum as L1, L2, L3 so as to teach differentially
2. discern the different language forms and dissemination through language skills
3. utilize media and resources in ELT according to the content
4. appreciate text book of English
5. employ reflective and remedial teaching in class accordingly

#### **Course Outline:**

##### **Unit-I: English language in Present Day India**

1. Position as Link Language, Library Language and Global Language.
2. Place of English in school curriculum with emphasis to L1, L2 & L3.

**Activity:** Discussion on Need for study of English with reference to its position

##### **Unit-II: Essentials of Content in English**

1. Language Forms & its dissemination strategy.
  - o Prose, Poetry and Grammar.
2. Language Skills
  - o Nature, Value and Techniques
    - Reading, Listening, Speaking and Writing.

**Activity:** Preparation of any activity related to receptive and productive language skills.

##### **Unit-III: Media and Recourses in ELT.**

1. Significance & use of Audio, Visual and Audio-Visual Media.
2. Language Laboratory (Nature, Function, Types)

**Activity:** Presentation of report on visit to Language Laboratory

##### **Unit-IV: Curriculum Analysis**

1. Characteristics of Good Text Book of English.
2. Critical Analysis of English Text Book.

**Activity:** Critical Analysis of prescribed English Text Book of a class.

**Unit-V: Teaching Enhancement**

Concept, Need, Process

1. Remedial Teaching
2. Reflective Teaching

**Activity:** Preparation of Teaching Portfolio

**Practicum:**

1. Report on Reflective Teaching.
2. Preparation of one model or language game for Instructional purpose.

**References:**

- Mullick, R. & Shefali G. (1993). *English Language Teaching from theory to practice*. Calcutta: Spectrum Inc.
- IGNOU. (1999). *Instructional Planning in Teaching of English*. Teaching of English, New Delhi: School of Education.
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**Web Resources:**

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- [thpt-lequydon-danang.edu.vn/upload/soft/teaching%20speaking.doc](http://thpt-lequydon-danang.edu.vn/upload/soft/teaching%20speaking.doc)
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<https://www.teachingonline.net/need-of-teaching-poetry-publishers-aims-and-method/>
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Vol. 11, No. 3 (Mar., 1903), pp. 187-199 (13 pages), jstor  
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A review of an English textbook - *Academia Publishing*, retrived from  
<https://academiapublishing.org/journals/ajer/pdf/2014/Oct/Sadeghi.pdf>
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<https://books.google.co.in/books?isbn=1350032956>
- Kaplan, M. “The Teaching Portfolio”, *The Center for Research on Learning and Teaching*, University of Michigan. retrived from  
[http://www.crlt.umich.edu/publinks/CRLT\\_no11.pdf](http://www.crlt.umich.edu/publinks/CRLT_no11.pdf)

### EDU 441 Pedagogy of Hindi-II

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

#### Learning Outcomes:

On successful completion of the course, students will be able to:

- अनुकूल परिस्थितियों उत्पन्न कर बालकों को सौंदर्यबोध करा सकेंगी।
- छात्रों की सृजनात्मकता को प्रेरित कर सकेंगी।
- प्रभावी हिन्दी शिक्षण हेतु दृश्य-श्रव्य सामग्री/शिक्षण अधिगम संसाधनों का उपयुक्त प्रयोग कर सकेंगी।

- हिन्दी शिक्षण में योगदान देने वाली गतिविधियों का आयोजन कर सकेंगी।
- नवीन विधियों (हिन्दी शिक्षण में प्रयुक्त) का प्रयोग कर उद्देश्यों को ध्यान में रखकर प्रभावी शिक्षण कर सकेंगी।
- विभिन्न शिक्षण एवं शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन कर सकेंगी।

**पाठ्यवस्तु रूपरेखा :**

**इकाई: I भाषिक दोष—निदान एवं उपचार**

- उच्चारण – अशुद्धियाँ, कारण, निदान एवं उपचार
- वर्तनी – अशुद्धियाँ, कारण, निदान एवं उपचार

**गतिविधि** – शिक्षण—अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली उच्चारण सम्बन्धी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण

**इकाई: II हिन्दी शिक्षण में नवाचार या नवीन विधियाँ**

- हिन्दी शिक्षण में नवीन विधियाँ
  - भूमिका पालन
  - प्रायोजना विधि
  - पर्यवेक्षित अध्ययन विधि

**गतिविधि**—किसी एक नवीन विधि के अनुसार पाठ—योजना का निर्माण

**इकाई: III हिन्दी शिक्षण में शिक्षण—अधिगम संसाधन**

- शिक्षण—अधिगम संसाधन— अर्थ, महत्व, प्रकार, प्रयोग एवं प्रयोग में सावधानियाँ
- भाषा प्रयोगशाला एवं कम्प्यूटर— अर्थ, महत्व, प्रयोग एवं प्रयोग में सावधानियाँ

**गतिविधि**— हिन्दी शिक्षण हेतु दो शिक्षण—अधिगम संसाधनों का निर्माण

**इकाई: IV सहगामी क्रियाएँ एवं हिन्दी अध्यापक**

- सहगामी क्रियाएँ एवं हिन्दी शिक्षण
  - साहित्यिक क्रियाएँ: महत्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
  - सांस्कृतिक क्रियाएँ: महत्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
- हिन्दी अध्यापक—गुण, दक्षता एवं कर्तव्य

**गतिविधि**— हिन्दी शिक्षण से संबंधित किसी साहित्यिक क्रिया की रूपरेखा का निर्माण

**इकाई: V हिन्दी मूल्यांकन की भूमिका और महत्व**

- भाषा विकास की प्रगति का मूल्यांकन – (गतिविधि आधारित मूल्यांकन)
- प्रश्न-पत्र निर्माण के आधार-बिन्दु एवं प्रश्नों का स्वरूप
- नीलपत्र एवं परीक्षण पद निर्माण
- प्रश्न-पत्र निर्माण

### गतिविधि-नील-पत्र निर्माण एवं परीक्षण पद निर्माण

#### व्यावहारिक कार्य- (कोई दो कार्य)

- शिक्षण अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली वर्तनी संबंधी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण
- साहित्यिक विषय (थीम)आधारित अलबम तैयार करना
- इकाई परीक्षण के परिणामों (FA+SA) का कम्प्यूटर की सहायता से विश्लेषण एवं अर्थापन

#### सन्दर्भ :

- अवधेश, ए. (1973). हिन्दी भाषा का स्वरूप विकास. पटना: बिहार ग्रन्थ अकादमी.
- गुप्त, एम. (1991). भाषा शिक्षण : सिद्धान्त एवं प्रविधि. आगरा: केन्द्रीय हिन्दी संस्थान.
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- पाटिल, एच. आर. और शेडके, एस. (2005). भाषा शिक्षण. कानपुर: विद्या प्रकाशन.
- पाण्डेय, आर. एस. (1977). हिन्दी शिक्षण. आगरा: विनोद पुस्तक मन्दिर.
- शर्मा, आर. ए. (2009). शिक्षा तकनीकी. मेरठ: आर. लाल बुक डिपो.
- शर्मा, एल. (1989). हिन्दी संरचना का अध्ययन-अध्यापन. आगरा: केन्द्रीय हिन्दी संस्थान.
- श्रीवास्तव, आर. (1979). भाषा शिक्षण. गाजियाबाद: मैकमिलन कम्पनी ऑफ इण्डिया.
- तिवारी, पी. (1976). सर्वोपयोगी हिन्दी सुधार कार्यक्रम. अजमेर: मिश्रा ब्रदर्स.
- योगेन्द्रजीत, बी. (1981). हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मन्दिर.

**Web Resources:**

- Unit-1—[www.learning-hindi.com](http://www.learning-hindi.com)
- Pedagogy of Hindi—<https://www.vmou.ac.in>
- Pedagogy of Hindi—[ncert.nic.in/rightsidelinks/pdf/h](http://ncert.nic.in/rightsidelinks/pdf/h)
- Unit-1—[Wikipedia.org](http://Wikipedia.org)
- Pedagogy of Hindi—[www.mannu.ac.org](http://www.mannu.ac.org)
- Pedagogy of Hindi—[uou.ac.in](http://uou.ac.in)
- Pedagogy of Hindi—[www.uou.ac.in](http://www.uou.ac.in)
- Pedagogy of Hindi—[www.uprtou.ac.in](http://www.uprtou.ac.in)
- Kendriya Hindi Sansthan Agra—<http://khsindia.org/india/hi>

**EDU 443 Pedagogy of Mathematics-II****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4****Learning Outcomes:**

On successful completion of the course, students will be able to:

- apply various methods and techniques of teaching mathematics.
- reflect on framing and marking test items of achievement test in mathematics.
- demonstrate the models on audio visual aids.
- prepare the ICT based materials in teaching mathematics.

**Course Outline:****Unit-I: Methods of Teaching**

Concept, Procedure, Advantage and Limitation

- a) Laboratory,
- b) Problem-solving,
- c) Project

**Activity-** Workshop on Method based planning.

**Unit-II: Techniques for meaningful learning**

Importance & Implementation of

- a) Oral, written, drill & home-work
- b) Self-study, group study, supervised study
- c) Audio-Visual aids in teaching Mathematics

**Activity-** Construction of audio-visual aids.

**Unit-III: Evaluation in Mathematics:**

- a) Construction & Concept of achievement test:
  - Planning (blue print) and Preparation of different types of test items
  - Assessment of different types of items.
- b) Learning difficulty and backwardness in Mathematics:
  - Diagnostic testing
  - Remedial teaching

**Activity-Workshop** on planning of an Achievement test

#### **Unit-IV: Strengthening Teaching of Mathematics**

- a) Arousing and maintaining interest in learning of Mathematics.
- b) Enrichment programmes for gifted learners in Mathematics.
- c) Organising Mathematics club in school.

**Activity-Collecting** and reporting various ways of developing interest in Mathematics.

#### **Unit-V: Use of ICT for Teaching Mathematics**

- a) Scope of ICT in Mathematics teaching
- b) Interactive board for Mathematics teaching.
- c) Softwares - Geogebra, forums & blogs for Mathematics teachers

**Activity-Workshop** on using Geogebra.

#### **Practicum: (Any two)**

1. Planning & construction of a Diagnostic Test for a topic of Secondary Mathematics.
2. Planning, teaching & reporting of Secondary Level class using Geogebra.
3. Prepare a project based on computer assisted teaching and learning in Mathematics.
4. A term paper on softwares / forums / blogs of Mathematics.

#### **Reference:**

- Butler, H.C. and Wren, F.L.(1965).*The Teaching of Secondary Mathematics*. New York:Mc Graw Hill Book Co.
- Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Sons.

- Cornelius, Michael. (1982). *Teaching mathematics*. London : Croom Helm.
- Jain S.L. (1973). *Ganit Shikshan*. Jaipur: Rajasthan Hindi Granth Academy.
- Johnson, D.A. & Rahtz. R. (1961). *The New Mathematics in Our Schools*. New York: The macmillan Co.
- Maheshwari, Vijayandra Kishore . (1995). *Ganit Shikshan*. Meerut : Lay Book Deptt.
- Mangal, S.K. (1997). *Ganit Shikshan*. New Delhi : Arya Book Depot
- Sidhu, K.S. (1986). *The Teaching of Mathematics*. New Delhi : Sterling Publisher.

### Web Resources:

- Teaching of Mathematics Course Material Prepared by Bharathidasan University Retrieved From:  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf>
- Pedagogy of Mathematic Prepared by Course Material s Prepared by Tamilnadu Teachers Education University Retrieved From:  
<http://www.tnteu.in/pdf/3-maths.pdf>
- Pedagogy of Mathematics Course Material Prepared by IGNOU Retrieved From:  
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- Teaching of Mathematics Course Material Prepared by NCERT Retrieved From:  
[http://www.ncert.nic.in/departments/nie/dse/activities/advisory\\_board/PDF/teaching\\_maths.pdf](http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf)  
[https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/l\\_ib/pdf/wilsonmiller.pdf](https://webarchive.nationalarchives.gov.uk/20101119135224/http://www.standards.dcsf.gov.uk/ntrp/l_ib/pdf/wilsonmiller.pdf)
- Furner, J.M. & Marinas, C.A., Teaching Math Concepts through Historical locations using Geogebra and Photography Retrieved From:  
<http://archives.math.utk.edu/ICTCM/VOL27/A017/paper.pdf>

## EDU 445 Pedagogy of Sanskrit-II

Max. Marks : 100

L T P C

(CA: 40 + ESA: 60)

4 0 0 4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- संस्कृत भाषा का महत्त्व स्पष्ट करते हुए पाठ्यक्रम में संस्कृत के स्थान का निर्धारण कर सकेंगी।
- अशुद्ध उच्चारण एवं अशुद्ध वर्तनी के कारणों को ध्यान में रखकर निदान एवं निराकरण कर सकेंगी।
- शिक्षण उद्देश्यों को ध्यान में रखकर संस्कृत नाटक, अनुवाद एवं रचना का प्रभावी शिक्षण कर सकेंगी।
- परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत नाटक, अनुवाद एवं रचना के शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।
- भारतीय संस्कृति को ध्यान में रखते हुए संस्कृत साहित्य-पठन में विद्यार्थियों की रुचि विकसित कर सकेंगी।
- रचना, अनुवाद एवं नाटक शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित करने की क्षमता विकसित कर सकेंगी।
- पाठान्तर्गत एवं पाठोपरान्त आकलन कर सकेंगी।

### पाठ्यवस्तु रूपरेखा :

#### इकाई-प्रथम: संस्कृत भाषा का महत्त्व व पाठ्यक्रम में स्थान

1. संस्कृत भाषा का महत्त्व (साहित्यिक, ऐतिहासिक, भाषिक एवं सांस्कृतिक दृष्टि से)
2. विद्यालयीन पाठ्यक्रम में संस्कृत का स्थान
3. संस्कृत शिक्षण के सम्बन्ध में विभिन्न मत एवं उनका अर्थ निर्णय

गतिविधि : — संस्कृत भाषा के महत्त्व की विवेचना।

— विद्यालयीन पाठ्यक्रम में संस्कृत के स्थान की समीक्षा।

#### इकाई-द्वितीय: भाषायी कौशलों का विकास

1. अर्थग्रहण: श्रवण एवं पठन
2. अभिव्यक्ति: वदन एवं लेखन

गतिविधि: किसी एक भाषायी कौशल विकास के लिए योजना का निर्माण।

#### इकाई-तृतीय: संस्कृत शिक्षण के विविध पहलू

1. संस्कृत में ध्वनियाँ एवं उनका वर्गीकरण

2. संस्कृत में उच्चारण एवं वर्तनी
  - अशुद्ध उच्चारण के कारण, निदान एवं उपचार
  - अशुद्ध वर्तनी के कारण, निदान एवं उपचार

**गतिविधि:** शिक्षण-अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली उच्चारण सम्बन्धी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण।

**इकाई-चतुर्थ: विविध विधा शिक्षण :**

1. नाटक शिक्षण : अर्थ, उद्देश्य, महत्व एवं शिक्षण विधियाँ
2. अनुवाद शिक्षण : अर्थ, उद्देश्य, महत्व एवं शिक्षण विधियाँ
3. रचना शिक्षण : अर्थ, उद्देश्य, महत्व एवं शिक्षण विधियाँ

**गतिविधि:** किसी एक विधा के शिक्षण की विधियों पर समीक्षात्मक आलेखन।

**इकाई-पंचम: संस्कृत शिक्षण में पाठ योजना एवं आकलन**

1. पाठ योजना निर्माण
  - नाटक पाठ योजना
  - अनुवाद पाठ योजना
  - रचना पाठ योजना
2. इकाई प्रश्न पत्र निर्माण
3. पाठान्तर्गत एवं पाठोपरान्त आकलन

**गतिविधि:** इकाई परीक्षण के परिणामों का विश्लेषण एवं अर्थापन।

**व्यावहारिक कार्य- (निम्न में से कोई दो कार्य)**

- 1 शिक्षण-अभ्यास के समय विद्यार्थियों द्वारा की जाने वाली वर्तनी सम्बन्धी त्रुटियों की सूची तैयार करना तथा उनके सुधार के लिए उपचारात्मक कार्यक्रम का निर्माण।
- 2 विविध विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास।
- 3 इकाई परीक्षण के परिणामों का कम्प्यूटर की सहायता से विश्लेषण एवं अर्थापन।

**सन्दर्भ पुस्तक :**

- आस्टे, जी. डी. एण्ड डोगरे पी. के. (1960). *टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल*. बड़ौदा: आचार्य बुक डिपो.
- भारत सरकार, शिक्षा विभाग (1957). *संस्कृत आयोग प्रतिवेदन 1956*. दिल्ली: भारत सरकार प्रेस
- चतुर्वेदी, एस. (1960). *संस्कृत शिक्षण*. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.

- द्विवेदी, के. (2016). *वृहद् रचना अनुवाद कौमुदी*. वाराणसी: विश्वविद्यालय प्रकाशन.
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- मित्तल, एस. (2012). *शिक्षण तकनीकी*. मेरठ: आर. लाल. बुक डिपो.
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- शर्मा, आर. ए. (2009). *शिक्षा तकनीकी*. मेरठ: आर. लाल बुक डिपो.

### Web Resources:

- Pedagogy of Sanskrit Part-I:  
<http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf>
- Pedagogy of Sanskrit Part-II:  
<http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf>
- Sanskrit Language Teaching:  
[http://www.sanskrit.nic.in/sanskrit\\_language\\_teaching.php](http://www.sanskrit.nic.in/sanskrit_language_teaching.php)
- Rashtriya Sanskrit Sansthan: <http://www.sanskrit.nic.in/ebooks.php>
- Methodology of Teaching Sanskrit:  
<https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit>

## EDU 447 Pedagogy of Social Science-II

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### Learning Outcomes:

On successful completion of the course, students will be able to:

- select and use appropriate resources and media for Social Science Teaching.
- describe various activities for enrichment of Social Science learning.
- appreciate the role of social science teacher as a professional.
- design an effective assessment plan for Social Sciences learning.

### Course Outline:

**Unit- I: Media and Resources: For Making Learning Interesting**

- Significance and use of Audio, Visual and Audio-Visual Media in Social Science teaching
- Use of Social Science Room
- Community Resources as a realistic experience

**Activity:** Workshop on presentation of Learning Resources for Social Science Teaching.

**Unit –II: Enriching Social Science teaching**

- Social Science Quiz
- Celebration of Important Days/Events
- Exhibition

**Activity:** Organize a Social Science Exhibition/Social Science Quiz/Celebration of Important Days/Events

**Unit –III: Text Book and Related Materials**

- Encyclopedia, Atlas
- Current Affairs – Meaning and Importance  
– Linkage of Current Affairs to daily teaching.

**Activity:** Presentation of any Current Affair through Chart on Display Board

**Unit –IV: Social Science Teacher: As a professional**

- Participation in Different Professional Development Programme- (Seminar/ Conference/Workshop/Training)
- Identification of Student’s problem related to content learning
- Identifying ways to develop Appropriate Attitude and Interest among Social Science Students

**Activity:** Preparation and Administration of a Questionnaire related to Students Interest/Problem in Social Science

**Unit-V: Assessing Learning in Social Science**

- Continuous and Comprehensive Assessment (CCE): As a Feedback and Acceleration of learning
- Designing of Test Paper and Blue Print
- Construction of different types of Test Items.

**Activity:** Practice of Construction Blue Print/Test Item

**Practicum: Any Two**

1. Prepare a Scrapbook/Folder/Model/Film to School Students on any Social Science Topic.
2. Organize Social Science Quiz/Posters/Slogans/Picture Competition/Day Celebration in School during Internship.

3. Collection of Cartoons/ Poems related to any Social Science Theme.
4. A term paper on course topic.

**References:**

- Pathak, R. P. (2012). *Teaching of Social Studies*. New Delhi: Pearson publication.
- Jha, A. S. (2001). *Teaching of Social Studies*. New Delhi: A. P. H. Publishing Corporation.
- Mangal, S. K., & Mangal, U. (2008). *Teaching of Social Studies*. New Delhi: PHI Learning Pvt. Ltd.
- Singh, Y. K. (2004). *Teaching of Social Studies*. New Delhi : APH Publishers.
- प्रसाद, बी. (1969). *भारतीय स्कूलों में समाज अध्ययन का शिक्षण*. पटना: ज्ञानपीठ प्राइवेट लिमिटेड.
- सिंह, आर. (1977). *समाजिक अध्ययन का शिक्षण*. आगरा: लक्ष्मीनारायण अग्रवाल.
- रखेजा, यू. (2013). *समाजिक अध्ययन शिक्षण*. नई दिल्ली: पीयरसन.
- बक्शी, एन. एस. (2014). *समाजिक अध्ययन शिक्षण*. नई दिल्ली: प्रेरणा प्रकाशन.

**Web Resources:**

- Use Social Science Resources:  
<https://study.com/academy/lesson/choosing-social-sciences-teaching-resources.html>
- Innovative Teaching Methods of Social Science:  
<http://www.teachersofindia.org/en/article/innovative-teaching-methods-social-science>
- Professional Development: <https://classroom-aid.com/educational-resources/social-study/>
- Teaching in Social Studies: [https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective\\_teaching\\_in\\_social\\_studies](https://ssol.tki.org.nz/Social-studies-years-1-10/Teaching-and-learning/effective_teaching_in_social_studies)
- Strategies for Teaching in Social Studies:  
[https://www.socialstudies.org/publications/socialeducation/january-february2011/effective\\_strategies\\_for\\_teaching\\_social\\_studies](https://www.socialstudies.org/publications/socialeducation/january-february2011/effective_strategies_for_teaching_social_studies)

## Discipline Elective (Subsidiary Pedagogy)

### EDU 419 Pedagogy of Computer Science

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- Acquaint with the aims and objectives of pedagogy of computer science
- Familiarize with the various methods that can be employed for the pedagogy of computer science.
- Acquaint in preparation of instructional materials for Computer Science teaching.

Acquire knowledge of latest trends in Information Technology and assessment practices.

#### **Course Outline:**

##### **Unit I: Computer Science as a School Subject**

- Concept, Need and Scope of Computer Science.
- Need and Significance of Teaching Computer science at various levels.
- Aims and Objectives of Teaching Computer Science
- Writing objectives in behavioral terms

**Activity:** Practice on Writing the Instructional Objectives in Behavioural Terms.

##### **Unit II: Methods and Techniques of Teaching Computer Science**

- Methods of Teaching (Concept, Procedure, Advantages and Limitation)
  - Lecture-cum-Demonstration
  - Laboratory
  - Project
  - Problem Solving
- Techniques of Teaching: CML,CAI, Mobile Learning, Buzz session, e-learning, smart classroom, surfing, blogging

**Activity:** Preparation of Lesson plan based on above method

##### **Unit-III: Designing for Instruction**

- Concept, Need, Preparation of Unit plan and Lesson plan
- Preparation of Blue-print and Test items
- Techniques and Tools of Evaluation, E-assessment

- Types of Tests used in Computer Science.

**Activity:** Preparation of question paper based on Blue-print

#### **Unit-IV: Development of Instructional material**

- Meaning, Importance, classification and preparation of Instructional Material.
- Text Books: Characteristics and Criteria for Selection of Computer Books with special
- Reference to Theory and Practical Books of Computer Subject
- Self-Instructional Material
- Computer Assisted Instructional Material
- Computer Science Laboratory: Planning, Organization and its importance

**Activity:** Prepare a material on Computer Assisted Instruction

#### **Unit-V : Trends and Issues in Teaching-Learning**

- LMS, PODCAST
- Multimedia
- Virtual Learning,
- Web based Learning,
- Teleconferencing,
- Interactive Boards
- Technophobia (difficulties in handling hardware and software)

**Practicum:** Any two of the following.

- Preparation of Lesson plan based on above method
- Preparation of question paper based on Blue-print
- Prepare a material on computer assisted Instruction
- Prepare a material on computer assisted Instruction

#### **References:**

- Chauhan, S.S. (1985). *Innovations in teaching learning process*. New Delhi: Vikas Publishing Ltd
- Goel, H.K. (2005). *Teaching of Computer Science*. New Delhi: R.Lall Book Depot.
- Kochchar, S.K.(1992). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt Ltd.
- Mangal, S.K., Uma Mangal, (2009). *Essentials of Educational Technology*. New Delhi: PHI learning Private Limited.
- Sharma, R.A.(2008). *Technological foundation of Education*. Meerut: R.Lall Book Depot.

**Web Resources:**

- Concept, Need and Scope of Computer Science.
- Need and Significance of Teaching Computer science at various levels.
- General Aims and Objectives of Teaching Computer Science  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>
- General Aims and Objectives of Teaching Computer Science  
[http://tn-teu.in/pdf/BED\\_CMaterial\\_2016-17.pdf](http://tn-teu.in/pdf/BED_CMaterial_2016-17.pdf)
- Methods of Techniques of Teaching Computer Science-  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>  
[http://tn-teu.in/pdf/BED\\_CMaterial\\_2016-17.pdf](http://tn-teu.in/pdf/BED_CMaterial_2016-17.pdf)
- Designing for Instruction  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>  
[http://tn-teu.in/pdf/BED\\_CMaterial\\_2016-17.pdf](http://tn-teu.in/pdf/BED_CMaterial_2016-17.pdf)
- Development of Instructional material-<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>
- Trends and Issues in Teaching-Learning- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20COMPUTER%20SCIENCE.pdf>

**EDU 420 Pedagogy of Drawing and Painting****Max. Marks : 100****L T P C****(CA: 40 + ESA: 60)****4 0 0 4****Learning Outcomes:**

On successful completion of the course, students will be able to:

- explain the nature and importance of Drawing & Painting in school education
- discuss the correlation of Drawing & Painting with other school subjects
- formulate instructional objectives in behavioral terms
- design unit plan and lesson plan based on different methods.
- acquaint skill in planning and organize Drawing & Painting labs for Sec. and Sr. Sec. class
- prepare Blue print and question paper

**Course Outline:****Unit-I: Drawing & Painting as a School Subject**

- Concept and place of Drawing & Painting in school Education.
- Relevance of Drawing & Painting as a subject at secondary and Senior Sec. Level.
- Correlation of Drawing & Painting subject with other school subjects.

**Activity:** Poster making on any one theme of above.

**Unit-II: Instructional Design in Drawing & Painting**

- Aims of Drawing and Painting
- Teaching objectives in cognitive, affective, Psychomotor Domain
- Unit and lesson designing in Drawing & Painting teaching
- Basic consideration in designing Drawing & Painting teaching

**Activity:** Framing IOs in behavioral terms in workshop.

**Unit-III: Learning Experiences in Drawing & Painting Teaching**

- **Methods as LEs-** lecture cum demonstration, Project, Practical, workshop (Concept, Steps, Potential, Limitation)
- **Activities as LEs** - Field trip, Exhibition
- **LEs as ISM-** Role of computer, Models, Magazine, in Drawing & Painting Teaching

**Activity:** Prepare lesson plans based on different teaching method in small group

**Unit-IV: Learning Resources in Drawing & Painting Teaching**

- Learning resources in Drawing & Painting teaching - Museum, Art galleries, Art exhibition
- Laboratory for teaching - Importance, Planning and instruction for working in lab
- Qualities of a good Drawing & Painting teacher

**Activity:** Discussion on selection/preparation of ISM in Drawing & Painting teaching

**Unit-V: Assessing Learning in Drawing & Painting**

(Types of assessment on Drawing & Painting)

- Formative, Summative assessment
- Continuous & comprehensive assessment in
- Written, practical, viva-voce
- Preparation of question paper and Blue print

**Activity:** Preparation on Blue prints & formulation of test items

**Practicum:**

- Planning for visual for field or art gallery
- Critical analysis of existing Drawing & Painting curriculum at Sec. & Sr. Sec. level
- Plan a lab for Drawing & Painting teaching with material & equipments

### References:

- Jeswani, K.K. (1967). *Art in education*. New Delhi: Atma Ram and Sons.
- Pappas, George. (1970). *Concepts in Art and Education*. London: Collier Macmillan Ltd.
- Prasad, Janardan. (2005). *Art education, Concepts, Epistemic and Role*. New Delhi: Kanishka Publishers, Distributors.
- Mock, Ruth. (1959). *Principles of Arts Teaching*. London: University of London press Ltd.
- Stanfield, N.F. (1958). *A handbooks of Art teaching in tropical schools*. London: evans brothers Ltd.
- गाँधी, प्रेमलता. (2016). *कला शिक्षा*. जयपुर: राजलक्ष्मी पब्लिकेशन.
- शर्मा, रमा, शर्मा, वी.पी. (2015). *कला शिक्षा*. नई दिल्ली: अर्जुन पब्लिशिंग हाउस.
- गोदिका, साधना, माथुर, सावित्री. (2008). *कला शिक्षा शिक्षण*. जयपुर: आस्था प्रकाशन.
- शर्मा, माता, प्रसाद. (2008). *कला शिक्षा शिक्षण*. जयपुर: अपोलो प्रकाशन.
- शर्मा, प्रभा. (2007). *कला शिक्षा शिक्षण*. जयपुर: श्रुति पब्लिकेशन.

### Web Resources:

- importance of art in schools  
<http://www.pbs.org/parents/education/music-arts/the-importance-of-art-in-child-development/>  
<https://www.theodysseyonline.com/importance-of-the-arts-in-education>
- correlation of fine arts with school subjects  
<https://learnerlog.org/socialstudies/teaching-the-arts-across-the-curriculum-2/>
- teaching methods in fine arts  
<https://lindsays-art-room.weebly.com/teaching-strategies.html>
- Assessment in fine Arts

<https://www.google.com/search?q=assessment+in+fine+arts&ie=utf-8&oe=utf-8&client=firefox-b>

## **EDU 421 Pedagogy of Economics**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- interpret concept of Economics.
- correlate Economics with other subjects.
- frame instructional objectives for economics teaching at Senior Secondary Level.
- develop the curriculum of Economics at Senior Secondary Level.
- plan the lesson for teaching Economics using different methods and media.
- construct an achievement test for Senior Secondary Learners.

### **Course Outline:**

#### **Unit –I: Nature and Relevance of Economics as a Subject**

- Meaning, Nature and Scope of Economics
- Relevance of Economics as a Subject at Senior Secondary level
- Correlation of Economics with other subjects.

**Activity:** Paper/ Poster/ P.Pt presentation based on practical application of Economics in daily life.

#### **Unit –II : Curriculum of Economics**

- Aims and Instructional Objectives of teaching Economics at Senior Secondary level.
- Principles of curriculum development
- Critical analysis of Economics Curriculum at Senior Secondary Stage (CBSE)

**Activity:** Formulation of Instructional objectives with behavioral terms in Economics Teaching.

#### **Unit –III: Planning in Economics Teaching**

- Need and relevance of planning for Economics Teaching
- Planning for teaching- (Concept and Components)
  - Unit Plan

- Lesson Plan
- Annual Plan

**Activity:** Preparing a Unit Plan.

**Unit –IV: Useful Methods and ISM in Teaching of Economics**

- Preparation of different plans based on various Teaching Methods- Lecture, Project, Discussion, Analytic-Synthetic
- Relevance and uses of Audio, Visual, Audio-Visual aids.
- Activities in teaching of Economics: Field Trip, Exhibition, Quiz, Economics Club

**Activity:** Organizing an Exhibition on current Economical issues.

**Unit –V : Assessing pupil’s learning in Economics**

- Need of Evaluation in teaching of Economics.
- Different types of Items (Objective, Short and Essay)
- Planning for achievement test and construction of test paper.

**Activity:** Construction of an achievement test.

**Practicum: Any Two.**

1. Prepare a lesson plan based on any one teaching method.
2. Develop an Instructional Support Material to teach a lesson.
3. Critical appraisal of an economics textbook at senior secondary level.
4. Plan a group activity to teach an economical issue.

**References:**

- Aggarwal, J.C. (2014). *Teaching of Economics: A Practical Approach*. Agra:Vinod Pustak Mandir.
- Knoph J.H. (1965). *The Teaching of Elementary Economics*. New York: Holt Rinehart & Winston.
- Mustafa, M. (2005). *Teaching of Economics New Trends and Challenges*. New Delhi: Deep and Deep Publication Pvt. Ltd.
- Oliver, J.M. (1975). *The Principles of Teaching Economics*. New Delhi: Heinmann Educational Books Ltd.
- Rai, B.C. (1986). *Methods of Teaching Economics*. Lucknow: Publication Centre.
- Siddiqui, M.H. (1993). *Teaching of Economics*. New Delhi: Ashish Publishing House
- Yadav. (1993). *Teaching of Economics*. New Delhi; Anmol Publications Pvt. Ltd.
- *National Curriculum Framework 2005*. NCERT. New Delhi.

- कुमार, आर. (2002). *अर्थशास्त्र शिक्षण*. आगरा: साहित्य प्रकाशन
- त्यागी, जी. (1968). *अर्थशास्त्र शिक्षण*. आगरा: पुस्तक मंदिर
- नागर, डी. (1999). *अर्थशास्त्र शिक्षण*. जयपुर: राजस्थान प्रकाशन
- सक्सेना एन. (1991). *अर्थशास्त्र शिक्षण*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी

### Web Resources:

- Unit plan and Lesson Plan [https://drive.google.com/uc?export=download&id=1wQkwLKqTat7\\_u0JjX-IuY\\_tS-ioin3Xz](https://drive.google.com/uc?export=download&id=1wQkwLKqTat7_u0JjX-IuY_tS-ioin3Xz)
- Unit plan and Lesson Plan <https://www.ncertbooks.guru/ncert-economics-books/>
- Methods of Teaching <http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html>
- Quiz <http://edufive.com/quiz/quiz-rules-regulations.html>
- Quiz [https://www.educationworld.com/a\\_curr/profdev/profdev188.shtml](https://www.educationworld.com/a_curr/profdev/profdev188.shtml)
- Exhibition <http://tquest.org.uk/significance-conducting-exhibitions-schools/>

## EDU 422 Pedagogy of English

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- acquire insight of nature & perspective of Teaching English
- develop the objectives of Teaching English
- apply teaching strategies in ELT
- appreciate different forms of planning for ELT.
- comprehend the role of assessment in ELT.

### Course Outline:

#### Unit –I: Introduction to English.

- Nature & Perspective to English Teaching.
- Meaning and Principles of Learning English as second language.

**Activity:** Reading on scope of English language teaching as EFL, EST and ESP.

#### Unit –II: Objectives of ELT

- Objectives of teaching English as set forth in NCF-2005.

- Instructional Objectives & its relation to aims

**Activity:** Framing of Instructional Objectives in Behavioral terms.

### **Unit –III: Teaching Strategies**

- Definition of Approach, Methods and Technique
- Approaches: Structural and Communicative Approach
- Methods: Grammar-Translation, Inductive-Deductive Methods

**Activity:** Discussion on adapting teaching strategy according to language forms.

### **Unit –IV: Planning in ELT**

- Need and relevance of planning in ELT
- Different forms of Plan
  - Unit plan: concept and components
  - Lesson plan: concept and components
- Difference between Unit and Lesson plan.

**Activity:** Practice in preparing unit and lesson plan.

### **Unit –V: Assessment in ELT**

- Continuous & Comprehensive Assessment
  - Meaning & Process.
- Designing of Test Paper
- Framing of Test Items.

**Activity: Practice in framing test Items**

#### **Practicum:**

- 1 Development of Instructional Lesson Plan using non textual material.
- 2 Construction of an Achievement Test using Evaluation measures

#### **References:**

- Allen, Harold B. & Campbell, Russel N., Teaching of English as a second language, Tata Mcgraw Hill Publishing Co. Ltd., New Delhi, 1973.
- Allen, W.S., Living English speech, Orient Logmans, Bombay, 1968.
- Agnihotri, R.K. & Khanna, A.L. (ed.), English Language Teaching in India-issues and innovations, sage Publications, New Delhi, 1995.
- Agnihotri, R.K. & Khanna, A.L. (ed.), Problematizing English in India, Sage Publications New Delhi, 1997.
- Baruah, T.C. The English Teachers Handbook, Sterling Publishers Pvt. Ltd., New Delhi 1984.
- Billows, F.L. Techniques of Language Teaching, Longman Green Ltd., London 1968.

- Bright, J.A. & Mcgreger, G.P. Teaching English as a second language, English Language Book Society of Longmans, London, 1982.
- Choudhary, Namita Roy, Teaching English in Indian Schools, A.P.H. Publishing House, New Delhi, 1998.
- Frishy, A.C. Teaching English, Longmans Green & Co. Ltd., London 1961.
- Gautam, Kripa K., English Language Teaching - a critical study of methods and approaches, Harman Book House, New Delhi, 1988.
- Italiano, Graciela & Rounds, Patricia, English as a second language-Teacher Resource Handbook : A Practical Guide for K-12 ESL Programs, Corwin Press, Inc., California, 1993.
- Kaul, Omkar N., English in India - Theoretical and Applied Issues, Creative Publishers, New Delhi, 1992.
- Iado, E., Language Teaching, Mcgraw Hill Inc. New York 1964.
- Mukalel, Joseph C., Approaches to English Language Teaching, Discovery Publishing House, New Delhi, 1998.
- Mullick, Ratna & Ghosh, shefali, English Language Teaching from theory to practice, spectrum Inc., Calcutta, 1993.
- Regional Institute of English, Chandigarh, Teaching English-Notes for teachers in Training. Oxford University Press, Delhi, 1972.
- Sharma, Kadambari & Tuteja, Tripat (ed.) Teaching of English, Commonwealth Publishers, New Delhi, 1994.
- Sharma, Kadambari & Tuteja, Tripat (ed.) Teaching of Language and Linguistics, Commonwealth Publishers, New Delhi, 1994.
- Sharma, Kadambari & Tuteja, Tripat (ed.) Principles and Practices of Language Teaching, Commonwealth Publishers, New Delhi, 1997.
- Verghese, B.V., Modern Methods of Teaching English, Vols. I to V, Annol Publication Pvt. Ltd., New Delhi, 1997.

#### **Web Resources:**

- Thomas M. D'Elia ( 2017) Six Principles of Teaching English Language Learners in the Mainstream Classroom,  
<https://1.cdn.edl.io/P2EaJJFEFVYW92Clm3CyX9pLPcuvKI9E0G3w7KCBDSLX6mH2.pdf>  
 NCERT(2005), NCF 2005  
[www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf)

NCERT (2005), Teaching of English

[www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/english.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf)

- Methods And Approaches Of English Language Teaching In India  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/20567/10/10_chapter%203.pdf)
- Cunningham, Gini ( 2009)The New Teacher’s Companion  
<http://www.ascd.org/publications/books/109051/chapters/Lesson-Plans-and-Unit-Plans@-The-Basis-for-Instruction.aspx>
- Planning Guidelines  
[https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning\\_Guidelines\\_anual\\_unidad\\_lecci%F3n-EFL\\_100913.pdf](https://educacion.gob.ec/wp-content/uploads/downloads/2013/09/Planning_Guidelines_anual_unidad_lecci%F3n-EFL_100913.pdf)
- NCERT (2018) Continuous and Comprehensive Evaluation: Guidelines, NCERT, New Delhi  
[www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf](http://www.ncert.nic.in/announcements/pdf/CCE-Guidelines.pdf)
- CBSC (2009). Continuous and Comprehensive Evaluation  
[www.cbse.nic.in/cce/cce-manual/chapter\\_1.pdf](http://www.cbse.nic.in/cce/cce-manual/chapter_1.pdf)
- Guidelines For Paper Setters - Curriculum  
[https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines\\_paper\\_setters.pdf](https://curriculum.gov.mt/en/Assessment/Assessment-of.../guidelines_paper_setters.pdf)

## **EDU 423 Pedagogy of Geography**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- describe the nature of content in Geography subject.
- formulate Instructional objectives and plan for Geography teaching at Senior Secondary Level.
- apply different methods of teaching Geography in classroom.
- select and use appropriate resources and media for Geography teaching.
- use various resources for enrichment of Geography teaching.
- reflect on framing and marking test items of achievement test in Geography.

### **Course Outline:**

**Unit –I : Nature of Geography as a subject.**

- Meaning, Nature and Scope of Geography as a subject.
- Relevance of Geography at Senior Secondary Level.
- Correlation of Geography with other school subjects.
- Aims and Objectives of Geography teaching.

**Activity:** Writing of Instructional Objectives in behavioural terms.

### **Unit –II : Curriculum and Designing Instruction**

- Principles of curriculum construction of Geography.
- Critical Appraisal of Geography Curriculum at Senior Secondary Level.
- Concept and Need of planning for Geography Teaching.
- Designing instruction (Concept and Components of)-
  - Annual Plan
  - Unit Plan
  - Lesson Plan

**Activity:** Critical appraisal of Geography curriculum of CBSE/SBSE/ Banasthali Board.

### **Unit –III : Methodology of Teaching-Learning of Geography**

- Concept, Steps, Advantages and Limitations of -
  - Lecture Method
  - Demonstration Method
  - Laboratory Method
  - Regional Method
  - Field Trip Method
  - Project Method

**Activity:** Preparing a Lesson Plan based on any one of the Method

### **Unit –IV : Media and Resources for Teaching and Learning**

- Significance and use of Audio, Visual and Audio-Visual Media in Geography teaching
- Geography Room
- Geography Club
- Geography Exhibition
- Geography Museum

**Activity:** Organizing Geography Exhibition

### **Unit –V :Evaluation of Geography Learning**

- Concept of Evaluation in Geography.
- Types of Achievement Test-Written, Oral (Viva) and Practical.

- Different types of Test items (Essay type, Short type and Objective type).
- Construction of Blue Print and Question paper.

**Activity:** Construction of question paper with blue print for class XI/XII of Geography subject

**Practicum: Any Two**

1. Prepare a Model on any Geographical theme such as-Dam, Solar Plant, Power station,etc.
2. Prepare a map of the main Geographical features of India with descriptions.
3. Write a report of your experiences related to observed programme about the flora and fauna aspect on National Geographical Channel.
4. Collection of leaves/fossils etc and write their description.
5. Make a chart of Geographical signs and symbols.
6. Prepare a PPT presentation on any Geographical theme.

**References:**

- Basha, S. & Bhaskar Rao, Digumarti.(2004). *Methods of Teaching Geography*.New Delhi: Discovery Publishing House.
- Hoti Prasad.(2005). *Methods of Teaching Geography*. Jaipur: ABP Publishers.
- Long, M.(1964). *Handbook for Geography Teachers*. The English language Book Society and Methuen & Co. Ltd.
- Siddiqui, Mujibul Hasan. (2004). *Teaching of Geography*.New Delhi: A.P.H. Publishing Corporation.
- जैन, मदनलाल. (1967). *भूगोल अध्यापन*. आगरा: रामप्रसाद एण्ड संस.
- दुबे, सुशील कुमार. (2014). *भूगोल शिक्षण में तकनीकी नवाचार*. जयपुर: बाइकिंग बुक्स.
- बालिया, शिरीष. अरोड़ा, रीता एवं शर्मा, ओ. पी. (2013). *शिक्षा में मापन एवं मूल्यांकन*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
- वर्मा, जगदीश प्रसाद. (1971). *भूगोल अध्यापन*. आगरा: विनोद पुस्तक मंदिर.
- शर्मा, माता प्रसाद. (2008). *भूगोल शिक्षण*. जयपुर: अपोलो प्रकाशन.
- शर्मा, रमा एवं मिश्रा, एम. के. (2009). *भूगोल शिक्षण*. नई दिल्ली: अर्जुन पब्लिशिंग हाउस.
- सिंह, हरनारायण. (1968). *भूगोल शिक्षण*. आगरा: विनोद पुस्तक मंदिर.

- अमरनाथ, कपूर. (2004). *भौगोलिक शब्दकोष और परिभाषाएँ*. नई दिल्ली: राधा पब्लिकेशन्स.
- *Philips World Atlas*. (2002). Great Britain: The Royal Geographical Society.
- Susan, Mathew. (2009). *Oxford Dictionary of Geography*. Oxford University Press.
- Webster International Encyclopedia-I Edition. (2003) Trident Press International.

### Web Resources:

- Evaluation in Teaching Learning Process-  
<http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>
- Teaching and Learning Process in Geography-  
<http://egyankosh.ac.in//handle/123456789/46729>
- Tools of Teaching Geography-  
<http://egyankosh.ac.in//handle/123456789/46746>
- Introduction of Curriculum Construction-  
<http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf>
- NCF 2005-  
[http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)

## EDU 425 Pedagogy of Hindi

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- हिन्दी के विविध रूपों एवं भाषागत विशेषताओं के प्रति विद्यार्थियों में जिज्ञासा भाव जाग्रत कर भाषा सौंदर्य से परिचित करा सकेंगी।
- हिन्दी भाषा के विविध रूपों में विभेद कर सकेंगी।
- विद्यार्थियों में भाषा का सामान्य व सांदर्भिक अर्थग्रहण तथा अभिव्यक्त करने की क्षमता उत्पन्न कर सकेंगी।
- संदर्भ एवं परिस्थिति के अनुसार हिन्दी-शिक्षण की उपयुक्त एवं अभिनव विधियों व प्रविधियों का प्रयोग कर सकेंगी।
- हिन्दी शिक्षण के उद्देश्यों का व्यावहारिक लेखन कर सकेंगी।

- विद्यार्थियों में भाषायी कौशलों का विकास कर सकेंगी, जिसके परिणामस्वरूप विद्यार्थियों में सांदर्भिक अर्थग्रहण एवं अभिव्यक्ति क्षमता उत्पन्न कर सकेंगी।
- विविध साहित्यिक विधाओं (गद्य—पद्य, व्याकरण आदि) के शिक्षण उद्देश्यों को ध्यान में रखकर उपयुक्त योजना का निर्माण एवं उसका क्रियान्वयन कर सकेंगी।

**पाठ्यवस्तु रूपरेखा :**

**इकाई: I भाषा—प्रस्तावना एवं पार्श्वभूमि**

- भाषा—विविध रूप ( मातृभाषा, राष्ट्रभाषा, राजभाषा)
- भाषा—प्रकृति एवं महत्व
- भाषा की भूमिका—सांस्कृतिक, कार्यात्मक, साहित्यिक

**गतिविधि—**भाषा की विभिन्न भूमिकाओं पर चर्चा एवं कार्यात्मक हिन्दी पर आलेखन

**इकाई: II हिन्दी शिक्षण/भाषा—शिक्षण के उद्देश्य**

- हिन्दी—शिक्षण के उद्देश्य
  - सामान्य और विशिष्ट,
  - स्तरानुकूल
  - भाषागत

**गतिविधि —** हिन्दी शिक्षण के उद्देश्यों का लेखन।

**इकाई: III भाषायी कौशलों का विकास**

(अर्थ, महत्व, उद्देश्य एवं गतिविधियाँ)

- अभिव्यक्ति — लेखन कौशल एवं वदन (भाषण) कौशल
- अर्थग्रहण — श्रवण कौशल एवं पठन कौशल

**गतिविधि—** किसी एक भाषायी कौशल विकास के लिए योजना का निर्माण

**इकाई: IV साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण**

- साहित्यिक अभिव्यक्ति के विविध रूप एवं उनका शिक्षण—गद्य, पद्य, नाटक (अर्थ, उद्देश्य, महत्व, एवं शिक्षण विधियाँ)
- व्याकरण शिक्षण — अर्थ उद्देश्य, महत्व, एवं शिक्षण विधियाँ)

**गतिविधि—** किसी एक विधा की शिक्षण विधियों पर समीक्षात्मक आलेखन

**इकाई: V हिन्दी शिक्षण — योजना एवं मूल्यांकन**

- इकाई योजना—अर्थ, महत्व, एवं तत्व
- पाठ—योजना— अर्थ, महत्व, एवं तत्व

- भाषा विकास की प्रगति का मूल्यांकन/आकलन – अवधारणा, महत्त्व एवं विशेषताएँ

**गतिविधि**— विविध विधाओं पर पाठ योजना का विकास

**व्यावहारिक कार्य** – (कोई दो कार्य)

- हिन्दी शिक्षण के उद्देश्यों का विभिन्न विधा के अनुसार लेखन
- पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास
- व्याकरण शिक्षण से संबंधित चार्ट या भाषायी खेल का निर्माण

**सन्दर्भ:**

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- पाण्डेय, आर. एस. (1977). हिन्दी शिक्षण. आगरा: विनोद पुस्तक मन्दिर.
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- योगेन्द्रजीत, बी. (1981). हिन्दी भाषा शिक्षण. आगरा: विनोद पुस्तक मन्दिर.

**Web Resources:**

- Pedagogy of Hindi-<https://www.vmou.ac.in>
- Pedagogy of Hindi-[ncert.nic.in/rightsidelinks/pdf/h](https://ncert.nic.in/rightsidelinks/pdf/h)
- Unit-1-Wikipedia.org

- Pedagogy of Hindi-www.mannu.ac.org
- Pedagogy of Hindi-uou.ac.in
- Pedagogy of Hindi-www.uou.ac.in
- Pedagogy of Hindi-www.uprtou.ac.in
- Kendriya Hindi Sansthan Agra-http://khsindia.org/india/hi

### **EDU 426 Pedagogy of History**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- discuss the nature of History.
- construct different lesson planning in History teaching.
- apply different methods for teaching History.
- state various appropriate innovative learning resources for teaching History.
- apply alternative assessment tools for teaching learning evaluation in History.

#### **Course Outline:**

##### **Unit –I : Understanding History**

- Concept, Nature and Scope of History.
- Aims and Objective of History teaching at Senior Secondary Level, Writing Objectives in behavioural terms.
- Correlation of History with other school subjects.

**Activity:** Writing of Instructional Objectives in behavioural terms.

##### **Unit –II: Curriculum and Designing Instruction**

- Curriculum of History in reference to NCF-2005.
- Analysis of History Curriculum
- Lesson Plan, Unit Plan, Annual Plan

**Activity:** Preparing unit plan.

##### **Unit –III: Instructional Methods**

- Concept, Steps, advantages and limitations
  - Lecture cum Discussion Method
  - Story telling Method
  - Role-play Method
  - Supervised study Method
  - Source Method

**Activity:** Preparing a Lesson Plan based on any one of the method.

**Unit –IV: Learning Resources in History Teaching**

- Concept and use of learning resources
- Audio aids
- Visual aids.
- Audio-Visual aids
- Monuments, historical maps, text books in reference to relevance as a learning resource
- History room: lay out and functions
- Essential qualities of an Ideal History Teacher

**Activity:** Plan and Prepare support material for a topic.

**Unit –V: Evaluation in History Teaching**

- Need of evaluation in History
- Types of evaluation-
  - Formative evaluation
  - Summative evaluation
- Construction of test paper (Blue Print)
- Construction of different test items.

**Activity:** Planning and Preparing a test paper of History.

**Practicum (Any two)**

1. Preparation of historical theme based album, model or PPT as learning resources.
2. Preparation of one lesson plan on any topic of History using ICT.
3. Preparation of Scrapbook on any History topic.
4. Write down your experiences after visiting historical places and submit report.
5. Exhibition of different ancient culture, civilization, weapons, etc.

**References:**

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- IGNOU (2000). *Curriculum and Instruction: Curriculum Planning*. New Delhi: School of Education, ES-331- 1.
- IGNOU (2000). *Planning and Management of Instruction*. New Delhi: School of Education, ES-331- 3.
- IGNOU (2000). *Teaching Skills*. New Delhi: School of Education, ES-331- 4.
- Johnson, A. (1963). *The Teaching of History in Elementary and Secondary School*. New York : Mc Millan.
- Kochar, S.K. (1979). *Teaching of History*. New Delhi: Sterling.
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- Raina, V.K. (1992). *The Realities of Teaching History*. New Delhi: NCERT.
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- Yadav, M.S. and Lakshmi, T.K.S. (2003) *Conceptual Inputs for Secondary Teacher Education: The Instructional Role*. New Delhi: NCTE.
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- शर्मा, आर. ए. (1994). *इतिहास शिक्षण*. मेरठ: लायल बुक डिपो.

- त्यागी, गुरसरन दास. (2001). *इतिहास शिक्षण*. आगरा: विनोद पुस्तक मंदिर.

### Web Resources:

- Understanding History:  
<http://kasturicollege.org/downloads/History.pdf>
- Curriculum and Designing Instruction : <http://assets.vmou.ac.in/BED127.pdf>
- InstructionalMethods  
<http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf> ,
- Learning Resources in History Teaching:  
<http://assets.vmou.ac.in/BED127.pdf>,  
<http://mooc.nios.ac.in/mooc/pluginfile.php?file=/11673/course/summary/UNIT%207%20TEACHING%20LEARNING%20STRATEGIES.pdf>
- Evaluation in History Teaching:  
<http://assets.vmou.ac.in/BED127.pdf>

## EDU 427 Padagogy of Home Science

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- explain the Nature and Relevance of Home Science.
- formulate IOs in Behavioural Terms.
- design appropriate Instructional Process.
- discuss various Teaching Methods and activities.
- prepare plans based on different Teaching Methods.
- describe the Importance and Role of Lab and Other (Aids) ISM in Home Science Teaching.
- preparation of Blue Print and Question Paper.

### Course Outline:

#### Unit-I: Nature and Relevance of content in Home Science

- Nature of Content in Home Science.
- Relevance of Home Science subject at Senior Secondary Level.
- Correlation of Home Science with other school subjects.

- Content Analysis – Concept, Steps and Importance.

**Activity:** Analysis of content in Home Science at Senior Secondary Level.

### **Unit-II: Instructional Design in Home Science**

- Subject objectives of Home Science
- Instructional Objectives in Cognitive, Affective and Psychomotor Domain.
- Annual, Unit and Lesson designing in Home Science Teaching
- Difference between unit and lesson designing.
- Basic considerations of designing in Home Science.

**Activity:** Framing IO's in behavioral terms in workshop.

### **Unit-III: Learning Experiences in Home Science Teaching**

- Learning experience as Method-Lecture, Demonstration, Discussion, Workshop, Practical, Project (Concept, Steps, Potential and limitations in above Methods).
- Learning experiences as an activity- Home Science club, field trip (Importance and Limitations).

**Activity:** Prepare Lesson Plans based on different Teaching Methods in small groups.

### **Unit- IV: Enhancing Home Science Teaching**

- Home Science Laboratory:
  - (i) Importance of lab in Home Science Teaching.
  - (ii) Basic considerations in planning Home Science Lab
  - (iii) Instructions for working in Home Science Lab.
- Role of Chart, Flashcards, Models, Puppets, Computer in Home Science Teaching

**Activity:** Discussion on consideration, while selection/preparation of ISM.

### **Unit- V: Assessment in Home Science Teaching**

- Different Test Items
- Preparation of Question paper with Blue print.
- Critical Appraisal of present Evaluation system in Home Science at Senior Secondary Level.

**Activity:** Practice of Blue print and Test items preparation in small group.

### **Practicum: Any two of the following-**

1. Analysis of Home Science content from Home Science text books (minimum five chapters of any text book).
2. Prepare a unit plans above content analysis.
3. Prepare a lesson plans based on different teaching methods.
4. Prepare computer based self learning material for Home Science.

5. Develop a plan for Home Science Laboratory at Sr. Secondary Level.
6. Preparation of one improvised material for Home Science teaching.

**References:**

- Chandra, A. et al. (1989). *Fundamentals of Home Science*. New Delhi : Sterling Publishers.
- Chandra A. et al. (1989). *Introduction to Home Science*. New Delhi: Metropolitan Book.
- Das, R. and Ray B. (1983). *Teaching of Home Science*. New Delhi: Sterling Publishers.
- Devdas, R. (1978). *Methods of Teaching Home Science*. New Delhi: NCERT.
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- Varna, A. (2007). *Grih Vigyan Shikshan*. New Delhi: Vandana Publishing House.

**Web Resources:**

- Meaning and Importance of Home Science:  
[http://cms.gcg11.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20\(1\).pdf](http://cms.gcg11.ac.in/attachments/article/86/Meaning%20and%20importance%20of%20Home%20Science%20(1).pdf)
- Methods of Teaching Home Science:  
[https://books.google.co.in/books/about/Methods\\_Of\\_Teaching\\_Home\\_Science.html?id=gspWbIElFiUC&redir\\_esc=y](https://books.google.co.in/books/about/Methods_Of_Teaching_Home_Science.html?id=gspWbIElFiUC&redir_esc=y)  
<https://delhi.gov.in/wps/wcm/connect/a04f310048bf0dbeb053f1c48a411e20/4-Home-Science-2011.pdf?MOD=AJPERES>
- Home Science Lab Equipments:  
[http://www.cismmv.in/images/Affidavit\\_Disclosures\\_ListOfAllEquipments.pdf](http://www.cismmv.in/images/Affidavit_Disclosures_ListOfAllEquipments.pdf)

## EDU 428 Pedagogy of Mathematics

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- discuss the nature of Mathematics.
- critically analyze the Mathematics Text Book.
- reflect on different methods of teaching Mathematics.
- prepare the lesson plan in teaching mathematics.
- reflect on framing and marking test items of achievement test in mathematics.

### Course Outline:

#### Unit- I: Nature & Scope of Mathematics

- a) Nature of mathematics
- b) Place in Secondary School Curriculum
- c) Correlation with other School Subjects

**Activity** – Poster making on any one of above topics

#### Unit-II: Aims and objectives of Teaching Mathematics

- a) Aims and General Objectives of Teaching Mathematics at school level
- b) Formulation of Instructional Objectives with respect to Arithmetic, Algebra, Geometry, Mensuration and Trigonometry
- c) Value development through Teaching of Mathematics

**Activity**- Workshop to formulate the Instructional Objectives.

#### Unit-III: Curriculum and Textbook of Mathematics

- a) Content and branches of Mathematics at Secondary Level
- b) Curriculum of Mathematics at Secondary level in reference to NCF-2005
- c) Characteristics of a good Mathematics Text Book

**Activity**- Critical Analysis of Mathematics Text Book of class X.

#### Unit-IV: Planning for Teaching

- a) Annual plan – Need, Main consideration and Format
- b) Unit plan - Concept and steps of planning
- c) Lesson plan – Need and preparation

**Activity**- Workshop on Planning at different level.

#### Unit-V: Approaches to Teach Mathematics

Concepts, Procedures, Advantages and Limitations of following approaches/ methods

- a) Analytical – Synthetical
  - b) Inductive – Deductive
  - c) Lecture cum Demonstration
- Activity- Workshop on Method based planning.

**Practicum: (Any two)**

1. Prepare a scrap book on ‘Mathematics in News Paper’.
2. Develop strategy to connect any three teaching points with value inculcation.
3. Develop a Annual Plan of teaching Mathematics at secondary level.

**Reference :**

- Butler, H.C. and Wren, F.L.(1965). *The Teaching of Secondary Mathematics*. New York: Mc Graw Hill Book Co.
- Chadha, B.N. (1961). *Teaching of Mathematics*. Delhi : Gurudas Kappor and Son
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- Mangal, S.K.(1997). *Ganit Shikshan*. New Delhi :Arya Book Depot.
- Sidhu, K. S. (1986).*The Teaching of Mathematics*. New Delhi :Sterling Publisher.

**Web Resources:**

- Nature of Mathematics, Aims and General Objectives of Teaching Mathematics at school level, Approaches to Teach Mathematics, Unit Plan, Lesson Plan:  
<http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/TEACHING%20OF%20MATHEMATICS.pdf>  
<http://www.tnteu.in/pdf/3-maths.pdf>  
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- Place in Secondary School Curriculum:  
<http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>

- Planning for Teaching:  
<http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html>  
<https://repository.nie.edu.sg/bitstream/10497/1824/1/TL-9-1-15.pdf>  
<http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf>  
<https://ndpublisher.in/admin/issues/EQv8n32.pdf>

## EDU 429 Pedagogy of Music

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

### Learning Outcomes:

On successful completion of the course, students will be able to:

- explain the importance and place of Music in the school curriculum.
- discuss the aims & objectives, principles of teaching Music at secondary, senior secondary stages.
- formulate instructional objective for music-learning
- apply different methods of Music teaching.
- design the unit & lesson plan for music teaching.
- appreciate to human and physical resources in Music Teaching.
- prepare the blue print and test paper for written and performance test.

### Course Outline:

#### Unit I : Music as a School Subject

Importance & place of Music in school curriculum.

- a. Importance of Music
- b. Place of Music in school curriculum

**Activity:** Disussion on coorelation of Music with other school subjects

#### Unit II: Objectives of Teaching Music

- a. Aims and objectives of teaching Music at secondary & senior secondary stage and determination of teaching points.
- b Principles of Music teaching.

**Activity:** Framing instructional objectives in behavioural terms.

#### Unit III : Methods of Teaching Music

Different methods of teaching vocal, instrumental, light vocal & folk music:

- (i) Lecture
- (ii) Demonstration
- (iii) Super practice etc.

**Activity:** Prepare lesson plan based on teaching method.

**Unit IV : Music as school Resource**

- (a) Music in the school Assembly.
- (b) Teaching Music to handicapped children.
- (c) Music room-its instruments & their care; the role Music teacher.

**Activity:** Hands on experience in music room and instruments care.

**Unit V : Assessment of Learning in Music**

Evaluation approach in the teaching of Music-

- Performance Test
- Written Test

**Activity:** Prepare blue print for an achievement test.

**Practicum:** Any two of the following :

1. Organization of Classroom orchestra and submission of a report.
2. Preparation of a notation of any popular song.
3. Setting a question paper for practical examination of music.
4. Designing a remedial plan on any area of difficulty experienced in teaching Music.

**References:**

- Bemarr, Rainbow. (1968). *Handbook for Music Teachers*. University of London Institute of Education.
- Roberta, Markel. (1972). *Parents and teacher guide to Music Education*. U.S.A.: Macmillan Company.
- Gowri, Kuppuswamy, M. Hariharan. (1978). *Teaching of music*. New Delhi: Sterling Publishers Pvt. Ltd.
- Materials of the Ninth Conference of the International Society for Music Education. (1974). Music Education in the Modern world. Union of Composers: The USSR Music Fund.
- दुबे, इन्दु. (1971). *संगीत अध्यापन शिक्षण शिक्षा को एक नवीन चुनौती*. जयपुर: कल्याण मण्डल एण्ड संस.
- कालेकर, सरयू एवं श्रीवास्तव, सुशीला. (1968). *संगीत शिक्षण परिचय*. आगरा: लक्ष्मीनारायण अग्रवाल.
- शोभना, शाह. (1977). *संगीत शिक्षण प्रणाली*. आगरा: विनोद पुस्तक मन्दिर.
- कोठारी, कोमल. (1960). *संगीत शिक्षा सेमीनार*. जयपुर: राजस्थान संगीत नाटक अकादमी.

**Web Resources:**

- importance of music in school curriculum

[ps://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/](https://theinspiredclassroom.com/2017/05/why-is-music-education-in-schools-important/)

- place of music in school curriculum  
<https://www.theguardian.com/education/2006/jan/30/schools.uk>
- principles of music teaching  
<https://journals.sagepub.com/doi/pdf/10.1177/0027432110395080>
- evaluation in music teaching  
<https://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/music2200/section2.pdf>
- quality of music room  
<http://www.creativemusicrooms.com/index.aspx>

### **EDU 432 Pedagogy of Political Science**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**4 0 0 4**

**Learning Outcomes:**

On successful completion of the course, students will be able to:

- analyse the importance of teaching Political Science at Higher Secondary level.
- apply the basic concepts of teaching in the subject.
- develop instructional objectives and plan for teaching accordingly.
- apply appropriate methods in teaching the subject.
- select and use relevant teaching aids to make learning meaningful.
- develop competency in organising effective evaluation programme in the subject.

**Course Outline:**

**Unit- I: Relevance of Teaching Political Science in School**

- (i) Meaning and Nature of Political Science
- (ii) Relevance of teaching Political Science at Senior Secondary level.
- (iii) Objectives of Political Science teaching.

**Activity:** Writing of Instructional Objectives in behavioral terms.

**Unit-II: Curriculum and Designing Instruction**

- (i) Curriculum of Political Science in reference to NCF-2005
- (ii) Analysis of Political Science curriculum
- (iii) Unit Plan
- (iv) Lesson Plan

**Activity:** Preparing a Unit Plan.

**Unit-III: Methods of Teaching in Political Science**

(Potential, Planning and Limitations)

- (i) Lecture cum discussion
- (ii) Problem Solving
- (iii) Supervised Study
- (iv) Project

**Activity:** Preparing a Lesson Plan based on any one of the method.**Unit-IV: Role of Instructional Support Method for Political Science teaching**

(Significance, Application and Limitations)

- (i) Audio Aids
- (ii) Visual Aids
- (iii) Audio Visual Aids
- (iv) Role of Newspaper, Magazine, Internet and Television in reference to political awareness.

**Activity:** Developing an Instructional Support Materials for a Topic**Unit-V: Assessing Pupil Learning in Political Science**

- (i) Framing test Items for evaluation in Political Science
- (ii) Blue Print.
- (iii) Issues related to assessment in Political Science

**Activity:** Preparing a Blue Print**Practicum:**

Any two of the Following –

- (i) A term paper on any one Current Political Issue
- (ii) A file on use of Current Political events in Political Science Teaching
- (iii) Power Point presentation on any one topic of Political Science.

**References:**

- Aggrawal, J.C. (1983). *Teaching of Political Science and Civics*. New Delhi: Vikas Publishing House Ltd.
- Sharma, P.L. (2002). *Modern Methods of Teaching Political Science*. New Delhi: Sarup & Sons.
- Chopra, J.K. (2004). *Teaching of Political Science*. New Delhi: Commonwealth Publishers.
- Sharma, R.N. (2005). *New Methods of Teaching Political Science*. Jaipur: ABD Publishers.

**Web Resources:**

- Meaning and nature of political science <https://www.enotes.com/homework-help>

- NCF2005  
[http://www.ncert.nic.in/rightside/links/pdf/framework/ncf\\_hindi\\_2005/ncf2005.pdf](http://www.ncert.nic.in/rightside/links/pdf/framework/ncf_hindi_2005/ncf2005.pdf)
- Audio visual aids [www.studylecturenotes.com](http://www.studylecturenotes.com)>audio-visual
- Evaluation in Teaching Learning Process-  
<http://www.yourarticlelibrary.com/statistics-2/evaluation-in-teaching-and-learning-process-education/92476>
- Teaching and Learning Process -  
<http://egyankosh.ac.in/handle/123456789/46729>
- Tools of Teaching - <http://egyankosh.ac.in/handle/123456789/46746>
- Introduction of Curriculum Construction-  
<http://egyankosh.ac.in/bitstream/123456789/31625/1/Unit-1.pdf>

### EDU 433 Pedagogy of Sanskrit

**Max. Marks : 100**  
**(CA: 40 + ESA: 60)**

L	T	P	C
4	0	0	4

#### Learning Outcomes:

On successful completion of the course, students will be able to:

- विद्यार्थियों में संस्कृत की भाषागत विशेषताओं के प्रति जिज्ञासा भाव जागृत कर भाषा-सौंदर्य से परिचित करा सकेंगी।
- संस्कृत भाषा शिक्षण के उद्देश्यों को व्यवहारगत परिवर्तन के रूप में लिख सकेंगी।
- भाषा एवं साहित्यिक दृष्टि से संस्कृत की समस्त विधाओं जैसे-गद्य, पद्य व व्याकरण का इनके शिक्षण उद्देश्यों को ध्यान में रखकर शिक्षण कर सकेंगी।
- परिस्थित्यानुसार उपयुक्त विधियों एवं प्रविधियों का प्रयोग कर संस्कृत गद्य, पद्य व व्याकरण शिक्षण को सरस, सरल एवं अर्थपूर्ण बना सकेंगी।
- संस्कृत गद्य, पद्य व व्याकरण शिक्षण के लिए विद्यार्थी उन्मुख पाठ योजना निर्मित कर सकेंगी।
- संस्कृत को आत्मसात कराने के लिए शिक्षण तथा शिक्षणोत्तर कार्यक्रमों का आयोजन एवं मूल्यांकन कर सकेंगी।
- दृश्य-श्रव्य सामग्री के सुरुचिपूर्ण उपयोग द्वारा प्रभावी शिक्षण कर सकेंगी।

**पाठ्यवस्तु रूपरेखा :**

**इकाई—प्रथम: संस्कृत भाषा व शिक्षण के उद्देश्य**

1. संस्कृत भाषा की प्रकृति
2. संस्कृत शिक्षण के उद्देश्य
  - सामान्य और विशिष्ट
  - स्तरानुकूल
  - भाषागत

**गतिविधि:** संस्कृत शिक्षण के उद्देश्यों का लेखन।

**इकाई—द्वितीय: विविध विधा शिक्षण**

1. गद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
2. पद्य शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ
3. व्याकरण शिक्षण : अर्थ, उद्देश्य, महत्त्व एवं शिक्षण विधियाँ

**गतिविधि :** किसी एक विधा के शिक्षण की विधियों पर समीक्षात्मक आलेखन।

**इकाई—तृतीय: संस्कृत शिक्षण में शिक्षण—अधिगम संसाधन**

1. दृश्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
2. श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ
3. दृश्य—श्रव्य संसाधन : महत्त्व, प्रकार, प्रयोग और प्रयोग में सावधानियाँ

**गतिविधि:** संस्कृत शिक्षण में प्रयुक्त हो सकने वाली दो सहायक सामग्रियों का निर्माण।

**इकाई—चतुर्थ: संस्कृत के प्रति रुचि जाग्रत करने वाली क्रियाएँ**

1. साहित्यिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन
2. सांस्कृतिक क्रियाएँ : महत्त्व, प्रकार, आयोजन एवं प्रतिवेदन लेखन

**गतिविधि:** संस्कृत शिक्षण से सम्बन्धित किसी साहित्यिक क्रिया की रूपरेखा का निर्माण,

आयोजन एवं प्रतिवेदन लेखन।

**इकाई — पंचम: संस्कृत शिक्षण में पाठ योजना एवं आकलन**

1. इकाई योजना निर्माण
2. पाठ योजना निर्माण
  - गद्य पाठ योजना
  - पद्य पाठ योजना
  - व्याकरण पाठ योजना
3. संस्कृत भाषा शिक्षण में मूल्यांकन की अवधारणा
4. अच्छे मूल्यांकन की विशेषताएँ

**गतिविधि:** विविध विधाओं के शिक्षण हेतु पाठ योजना का विकास।

**व्यावहारिक कार्य— (निम्न में से कोई दो कार्य)**

1. संस्कृत शिक्षण के उद्देश्यों का लेखन।
2. पठित विधाओं में से किसी एक विधा पर कम्प्यूटर आधारित शिक्षण पाठ का विकास।
3. संस्कृत शिक्षण से सम्बन्धित किसी सांस्कृतिक क्रिया की रूपरेखा का निर्माण।
4. एक नीलपत्र एवं प्रश्नपत्र का निर्माण।

**सन्दर्भ पुस्तक :**

- आस्टे, जी. डी. एण्ड डोगरे पी. के. (1960). *टीचिंग आफ संस्कृत इन सैकण्डरी स्कूल*. बड़ौदा: आचार्य बुक डिपो.
- भारत सरकार, शिक्षा विभाग (1957). *संस्कृत आयोग प्रतिवेदन 1956*. दिल्ली: भारत सरकार प्रेस
- चतुर्वेदी, एस. (1960). *संस्कृत शिक्षण*. वाराणसी: नन्द किशोर एण्ड ब्रदर्स.
- द्विवेदी, के. (2016). *वृहद् रचना अनुवाद कौमुदी*. वाराणसी: विश्वविद्यालय प्रकाशन.
- मित्तल, एस. (2000). *संस्कृत शिक्षण*. मेरठ: आर. लाल बुक डिपो.
- मित्तल, एस. (2012). *शिक्षण तकनीकी*. मेरठ: आर. लाल. बुक डिपो.
- पाण्डे, आर. (2000). *संस्कृत शिक्षण*. आगरा: विनोद पुस्तक मंदिर.
- साहू, आर. (2012). *संस्कृत व्याकरण*. जयपुर: हंसा प्रकाशन.
- सफाया, आर. (1997). *संस्कृत शिक्षण*. चण्डीगढ़: हरियाणा साहित्य अकादमी.
- शर्मा, आर. ए. (2009). *शिक्षा तकनीकी*. मेरठ: आर. लाल बुक डिपो.

**Web Resources:**

- Pedagogy of Sanskrit Part-I:  
<http://uou.ac.in/sites/default/files/bed17/CPS-6.pdf>
- Pedagogy of Sanskrit Part-II:  
<http://uou.ac.in/sites/default/files/bed17/CPS-14.pdf>
- Sanskrit Language Teaching:  
[http://www.sanskrit.nic.in/sanskrit\\_language\\_teaching.php](http://www.sanskrit.nic.in/sanskrit_language_teaching.php)
- Rashtriya Sanskrit Sansthan: <http://www.sanskrit.nic.in/ebooks.php>
- Methodology of Teaching Sanskrit:  
<https://swayam.gov.in/courses/5292-discipline-methodology-of-teaching-sanskrit>

## Discipline Electives (Enhancing Professional Capacity Courses)

### EDU 301L Reading and Reflecting on Texts

**Max. Marks : 100**  
(CA: 40 + ESA: 60)

L	T	P	C
0	0	6	3

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- read and respond to a variety of texts in different ways by learning to think together, depending on the text and the purposes of reading.
- enhance their capacities as readers and writers by becoming participants in the process of reading.
- develop the skill of critical thinking by offering opportunities to read a wide variety of texts,
- write with a sense of purpose and audience, through tasks such as, responding to a text with one's own opinions or writing within the context of other's ideas.

#### **Course Outline:**

##### **Unit-I: Skills for Reflection: Reading & Writing**

- Reading-Meaning and Importance
- Types of Reading-
  - Loud Reading (Individual & Group)
  - Silent Reading (Intensive & Extensive)
- Development of Reading
- Writing-Meaning and Importance
- Types of writing
  - Narrative
  - Descriptive
  - Expository
  - Persuasive
- Mechanics of writing
  - Development of writing (Observe and write, listen and write, see and write, writing with proper speed and comprehensive and spontaneous writing).

##### **Unit-II: Reflection on Texts**

- Reflection-Meaning, elements and Importance
- Stages of reflection

- Reading for Comprehension and Reflection
- Reflection through Writing

### **Unit-III: Practice Components**

#### **1. Engaging with Narrative and Descriptive Accounts**

Suggested Activities (any two)

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account-in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations-sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

#### **2. Engaging with Popular Subject Based Expository writing (any two)**

- Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind map, etc. (guided working in pairs).
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented-this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing).
- Writing a review or a summary of the text, with comments and opinions (individual task)

#### **3. Engaging with Educational Writing and its presentation**

- Reading for discerning the theme(s) and argument of the essay (guided reading-individually or in pairs)
- Analyzing the structure of the argument: Identifying main ideas, understanding topic, sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (small group discussion).

- Discussion of the theme, sharing responses and point (s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected paper, questions and answers (large group).

### References:

- Brookfield, S. (1995). *Becoming a critically reflective teacher*. San Francisco: Jossey-Bass Inc.
- Dewey, J. (1933). *How we think: A restatement of the relations of reflective thinking to the educative process*. Boston: D.C. Heath.
- Goodlad, J. I. (1990). The occupation of teaching in school. In J.I. Goodlad, R.Soder & K.A.Sirotnik (Eds.) *The moral dimensions of teaching*. 03-34. San Francisco: Jossey-Bass.
- Hole, S.& McEntee, G. (1999). Reflection is at the heart of practice. *Educational Leadership*. 56 (8) May, p34-37.
- Kottamp, R. (1990). Means of facilitation reflection. *Education and Urban Society*. 22.2, pp. 182-203.
- Ross D. Bondy, E. & Kyle D. (1993) *Reflective teaching for student empowerment: Elementary curriculum and methods*. New York : Macmillan.
- Schon, D. (1983). *Educating the reflective practitioner*. New York: Basic Books.
- Schon, D. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.
- Zeichener, K.M. & Liston, D.P. (1987). Teaching student teachers to reflect, *Harvard Educational Review*, 56(1), 23-48.

### Web Resources:

- **Types of Reading:**  
<https://sllc.ualgary.ca/Brian/611/readingtype.html>
- **Types of Academic Writing:**  
<https://sydney.edu.au/students/writing/types-of-academic-writing.html>
- **Reflecting on Teaching Reading:**  
<https://www.press.umich.edu/pdf/9780472035052-ch1.pdf>
- **Gibbs' Reflective Cycle:**  
<https://my.cumbria.ac.uk/media/mycumbria/documents/ReflectiveCycleGibbs.pdf>

- **Reflection Models and Frameworks:**  
[https://www.bradford.ac.uk/wimba-files/skill-space/Reflective\\_Writing\\_HTML/page\\_04.htm](https://www.bradford.ac.uk/wimba-files/skill-space/Reflective_Writing_HTML/page_04.htm)
- **Reflection, Elements and Reflective Writing:**  
<http://universityofhullscitts.org.uk/scitts/reflection/reflectionmodels.html>

## **EDU 459L Aesthetic Appreciation through Art and Drama**

**Max. Marks : 100**

**L T P C**

**(CA: 40 + ESA: 60)**

**0 0 6 3**

### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- discuss the concepts of Art and Type of Arts
- apply Fundamentals of Visual Art
- explain Drama, Its Elements and Types of Drama
- apply different type of Arts in teaching.
- create Various Products by Using Art
- perform Various Type of Drama by Organizing the Stage

### **Course Outline:**

#### **Unit –I: Visual Art and Craft**

- Concept of Art
- Types of Art - (a) Visual Art (b) Performing Art
- Fundamentals of Visual Art
- Classification of Art Style
- An introduction of Medium (Material) and Methods of Art
- Importance of Visual Art Education

#### **Unit-II: Performing Art: Drama**

- Meaning of Dramatic Art
- Importance of Drama in Education
- Elements of Drama
- Types of Drama
  - Individual
  - Group
- Importance of Stage – Setting in Drama

**Unit –III: Visual Art and Craft (Practical)**

- Creating new, product through manipulating Different Material of Visual Art and Craft: (Any One)
  - Paper, Sand, Color, Pan-Ink, Clay, Paper Mashie, Waste Material
- Creation by the use of Different Methods of Art: (Any Two)
  - Preparation of Composition (for Teaching) with the Application of Fundamentals of Art
  - Painting, Printing, Collage, Clay Modeling, Paper Mushy, Paper Cutting and Failing
  - Preparation of Composition (for Teaching) with the appreciation of fundamental of Art.

**Unit –IV: Improvised Material (Practical)**

- Making Puppet through Improvised Materials  
or
- Making a Improvised Instructional Aid

**Unit –V: Drama and Theatre (Practical)**

- Listening, Viewing and Disrning Different Kinds of Drama and Present Report
- Perform any one of the form of Drama with planning, organizing and of setting the stage (Rang Manch).

**References:**

- शर्मा, प्रभा. (2007). *कला विज्ञान शिक्षण*, जयपुर: श्रुति पब्लिकेशन.
- कासलीवाल, एम. (2003). *ललितकला के आधारभूत सिद्धान्त*. जयपुर: राजस्थान ग्रन्थ अकादमी.
- वैश्य, आर. पी. (1969). *चित्रकला शिक्षण*. आगरा: विनोद पुस्तक मन्दिर.
- गोदीका, साधना एवं सावित्री माथुर. (2008). *कला शिक्षा शिक्षण*. जयपुर: आस्था प्रकाशन.
- शर्मा, माता प्रसाद. (2008). *कला शिक्षा शिक्षण*. जयपुर: अपोलो प्रकाशन.
- Husain Ashfaque. (1956). *Seminar on Art Education*. New Delhi: Lalit Kala Academy.
- Ganga Darshan Munger, (1995). Bihar: India.

**Web Resources:**

- Concept of Art  
[https://www.jstor.org/stable/2107219?seq=4#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/2107219?seq=4#metadata_info_tab_contents)

- Fundamental of Art  
<https://study.com/academy/lesson/what-are-the-principles-of-art-definition-examples.html>  
<https://thevirtualinstructor.com/artfundamentals.html>
- Importance of Visual Art in Education  
<https://www.quora.com/What-is-the-importance-of-visual-art-in-education>
- Meaning of Dramatic Art  
<http://autocww.colorado.edu/~toldy3/E64ContentFiles/TheaterAndActing/DramaAndDramaticArts.html>
- Importance of Drama in Education  
<https://evolvetrement.com/blog/positive-effects-drama-programs/>
- Elements of Drama  
<https://study.com/academy/lesson/elements-of-drama-characters-plot-setting-symbolism.html>
- Creating New Material through Different Material of Visual Art and Craft  
<http://www.noteaccess.com/MATERIALS/index.htm>

### **EDU 467L Understanding the Self and Yoga**

**Max. Marks : 100**

**(CA: 40 + ESA: 60)**

L	T	P	C
0	0	6	3

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- facilitate student to understand the self.
- develop capacity to identify the values for a good teacher.
- facilitate student to perform self reflected activities.
- discuss students with the meaning and importance of yoga.
- develop essential skills to perform various asanas.

#### **Course Outline:**

##### **Unit-I: Understanding the self**

- Self and self development- Concept and Importance
- Concept and types of values-

- Individual
- Social
- c. Importance of Values

### **Unit-II: Yoga and self development**

- a. Concept of yoga.
- b. Importance of yoga for self development.
- c. Pranayam-types and importance.
- d. Three milestones of woman's life and yoga.
- e. Do's and Don'ts of Asanas.

### **Unit-III: Self reflection and personal integration**

- a. Expression of Aspiration & Expectations.
- b. Self observation exercise to understand one's own strength and weakness.
- c. Self expression through creative activities.

### **Unit-IV: Enhancing self development**

- a. Community participation through Radio Banasthali or Group work.
- b. Self reflecting report, based on one's own experience or reading great authors.
- c. Identification of the values for a good teacher.

### **Unit-V: Yoga for healthy mind and body.**

- a. Practice of various asanas.
- b. Practice of various skills of pranayam.

### **References:**

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- Dale, Carnegie, Leader in you. (1993). *you to win friends, influence people and succeed in a changing world*.
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- Sinha, Phulgenda. (2003). *Yogic Cure for Common Diseases*. Allied Publishers Pvt. Ltd.
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- बधेका, गिजुभाई. (2006). *दिवास्वप्न*. नई दिल्ली: नेशनल बुक इंडिया.
- शास्त्री, दिवाकर. (2007). *गीता का नीतिशास्त्र*. नई दिल्ली: सस्ता साहित्य मण्डल.
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- शर्मा, योगेश कुमार एवं प्रज्ञा शर्मा. (2003). *नोबेल पुरस्कार से सम्मानित विश्व की महिलाएँ*. जयपुर: पोइण्टर पब्लिशर्स.
- खेड़ा, शिव. (2000). *जीत आपकी: कामयाबी की ओर ले जाने वाली सीढ़ी*. दिल्ली: फु सर्कल.

### Web Resources:

- Self and self development, concept and importance  
<http://www.businessmanagementideas.com/notes/management-notes/organisation-development/self-development-concept-process-and-methods-management/5313>

- concept, types and importance of values.<http://www.yourarticlelibrary.com/society/values-its-meaning-characteristics-types-importance/35072>
- Importance of Yoga for self development  
<https://thriveglobal.com/stories/10-benefits-of-yoga-for-personal-growth/amp/>
- Concept of Yoga  
<https://www.speakingtree.in/blog/concept-of-yoga/m-lite>
- Pranayam - types and Importance  
<https://www.speakingtree.in/allslides/different-types-of-pranayam-and-their-respective-benefits-into-treating-diseases/m-lite>
- Dos and don'ts of Asanas  
<http://theyogainstitute.org/yoga-asanas-dos-and-donts-for-beginners/>
- Self expression through Creativity  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&ved=2ahUKEwiqmNG10vngAhXFp48KHfLFBKMQFjAKegQIBhAB&usg=AOvVaw1cQwCc\\_reTx-1WloqNvE9i](https://www.google.com/url?sa=t&source=web&rct=j&url=https://windsor.watermarkcommunities.com/self-expression-through-creative-activities/&ved=2ahUKEwiqmNG10vngAhXFp48KHfLFBKMQFjAKegQIBhAB&usg=AOvVaw1cQwCc_reTx-1WloqNvE9i)
- Identification of the values for a good Teacher  
[https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.skillsyouneed.com/rhubarb/effective-teaching.html&ved=2ahUKEwiwn\\_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&usg=AOvVaw3B\\_uh7fKSdew6iKPIcQsmd](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.skillsyouneed.com/rhubarb/effective-teaching.html&ved=2ahUKEwiwn_Lm0vngAhVFvY8KHakbAmcQFjALegQIAhAB&usg=AOvVaw3B_uh7fKSdew6iKPIcQsmd)

## Eighth Semester Reading Electives

### EDU 461R Disaster Management Education

**Max. Marks : 100**

**L T P C**

**(ESA: 100)**

**0 0 4 2**

#### **Learning Outcomes:**

On successful completion of the course, students will be able to:

- interpret causes, effects and prevention of natural and man-made disaster.
- clarify the meaning and need of disaster management.
- appreciate the governmental efforts for disaster management.
- discuss the role of educational institutions, Pre-service and In-service teacher education Institute in disaster management.

#### **Course Outline:**

- Causes, Effects and Preventions of Natural disasters (Earth-Quake, flood, Famine, Tsunami), Man-Made disaster (Terrorist activity, Fire, Stampede, Electrical Fault)
- Efforts for disaster management by government authorities and Non Governmental organization.
- Role of Educational Institutions, Role of Pre-service and in-service teacher Education programmes in Disaster Management.

#### **References:**

- Ariyabandu, Madhavi Malagoda (2005). *Gender Dimensions in disaster management: a guide for South Asia*. New Delhi: Zubaan.
- Asthana, N.C., Priyanka Asthana (2014). *Disaster Management*. Jaipur: Aavishkar Pub.
- Coppola P. Damon. (2011). *Introduction to international disaster management*. Amsterdam: Elsevier.
- Dhunna, Mukesh. (2009). *Disaster Management*. New Delhi: Vayu Education of India.
- Ghosh G.K. (2015). *Disaster Management*. New Delhi: APH Pub.
- Gupta, Harsh K., (2003). *Disaster Management*. Hyderabad: University Press.

- I. Sundar and T. Sezhiyan, (2007). *Disaster Management*. New Delhi: Sarup & Sons.
- Rajib. Shaw, Krishnamurthy, (2009). *Disaster Management: Global challenges and local Solutions*. Hyderabad: University Press.
- Taori, Kamal, (2005). *Disaster Management through Panchayati Raj*. New Delhi: Concept Publishing company.
- जाट, बी०सी० (2013). *आपदा प्रबन्धन*. जयपुर: मंथन पब्लिकेशन्स.
- शील, कुमार. (2007). *पर्यावरणीय आपदा प्रबन्धन*. दिल्ली: ज्योति इण्टरप्राइजेज .
- प्रिय रंजन त्रिवेदी एवं उत्तम कुमार सिंह, *आपदा प्रबंधन परिचय* . नई दिल्ली.

#### Web Resources:

- Natural Disaster:  
<https://books.google.co.in/books?id=WhUXtA6qSF4C&printsec=frontcover&dq=Natural+disaster+in+india&hl=en&sa=X&ved=0ahUKEwigi73I4NPgAhXLq48KHd5vDjQQ6AEIPzAE#v=onepage&q=Natural%20disaster%20in%20india&f=false>
- Natural Hazards: Causes and Effects  
<http://epdfiles.engr.wisc.edu/dmcweb/BB02NaturalHazardsCausesandEffects.pdf>
- Man-Made Disaster:  
<https://www.infoplease.com/world/disasters/man-made>
- Efforts of government authorities: <https://nidm.gov.in/>
- Role of Education  
[http://www.academia.edu/11136022/THE\\_ROLE\\_OF\\_EDUCATION\\_IN\\_NATURAL\\_DISASTER\\_RISK\\_REDUCTION](http://www.academia.edu/11136022/THE_ROLE_OF_EDUCATION_IN_NATURAL_DISASTER_RISK_REDUCTION)

### EDU 468R Women Education

**Max. Marks : 100**

**(ESA: 100)**

L	T	P	C
0	0	4	2

#### Learning Outcomes:

On successful completion of the course, students will be able to:

- critically analyze the status of women in Indian society.
- discuss the problems of women education at different levels.

- analyze and appraise the recommendations of committees, commissions and policies formed for women education.
- analyze the legal provisions for women in India.

### Course Outline:

- Status of Women in Indian Society-Pre Independence and Post Independence, Problems of Women Education at different levels.
- Committees on Women's Education-Durgabai Deshmukh Committee, Hansa Mehta Committee and Bharatvaslam Committee.
- Commissions and policy on Women's Education-Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE 1986

### References:

- M.H.R.D. (2008). *Elementary Education in India-Analysis Report 2006-07, NEUPA and Department of School education and Literacy, Ministry of Human Resource Development*. New Delhi: Government of India,
- Satya, B.R. (2003). *Trends in Education*. New Delhi: Anmol Publication.
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- Panigrahi, L.K. (2003). *Women and child Education*. Chandigarh: Abhishek Publication.

**Web Resources:**

- **Secondary Education:** [www.education.nic.in](http://www.education.nic.in)
- **Education for all towards quality for equality:**  
<http://www.educationforallindia.com>
- **Durgabai Deshmukh Committee:**  
<https://www.indiatoday.in/education-today/gk-current-affairs/story/durgabai-deshmukh-started-national-council-for-women-know-about-its-aims-and-functions-1368951-2018-10-16>
- **Legal Provisions for Women:**  
[http://www.legalserviceindia.com/helpline/woman\\_rights.htm](http://www.legalserviceindia.com/helpline/woman_rights.htm)

**EDU 466R Peace Education****Max. Marks : 100****L T P C****(ESA: 100)****0 0 4 2****Learning Outcomes:**

On successful completion of the course, students will be able to:

- Clarify the concept of Peace education
- Assess need for peace education
- Appraise the peace initiatives and movements for peace
- Organize curricular and co-curricular activities for promotion of peace in school

**Course Outline:**

- Issues related to Global peace, Need of peace for today's world, Relevance of Peace education in present scenario, Strategies for peace education
- Peace Initiatives and Movements: Contribution of Gandhiji's and Nelson Mandela's, Delor's Commission 1996, UNESCO's Conference for peace and International Understanding, Tokyo, 1999, Creation of UNO, UNESCO, UNICEF
- Integration of Peace Education with Subject Context, Teaching Methods, Yoga and Meditation, Sports and Games

**References:**

- Harris, I. & Morrison, M. (2003). *Peace Education*. New York: McFarland & Co. Chapter 3.
- Montessori, M. (1972). *Education and peace*. Chicago: Henry Regnery. .
- NCERT. (2004). *Peace Education: Self Instructional Package for Teacher Education*. New Delhi: NCERT.

- NCERT. (2006). *NCF 2005 Position Paper, National Focus Groups on Education for Peace*. New Delhi.

**Web Resources:**

- <http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/PEACE%20EDUCATION.pdf>,
- <https://www.scribd.com/.../INTEGRATING-PEACE-EDUCATION-IN-THE-PRESEN...>
- <https://minds.wisconsin.edu/bitstream/handle/1793/.../MarkellLockwood.pdf?...1...y>
- <https://www.isesco.org.ma/wp-content/.../11/IMPEDIMENTS-PEACE-WORLD.pdf>
- <https://en.unesco.org/partnerships/.../promoting-culture-peace-and-non-violence>
- [https://en.unesco.org/70years/building\\_peace](https://en.unesco.org/70years/building_peace)  
[www.un.org/documents/ga/docs/51/plenary/a51-395.htm](http://www.un.org/documents/ga/docs/51/plenary/a51-395.htm)

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