



Banasthali Vidyapith

Details of Courses Related to Gender Issues

Women in Indian Society

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Learning Outcomes:

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

- Understand the basic concept of equality in mythological narratives.
- Develop an understanding of how identity formation of women in socio cultural and professional settings takes place and sustains in our social setting.
- Learn about life changing experiences and accomplishments of women role models in different fields and be inspired.
- Critically evaluate the contributions of women's universities in making of women leaders.

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content:

- Women in Indian society: Concept of equality from mythological narratives to present perspectives.
- Identity formation of women: Socio-Cultural Identity, Professional Identity and impact of socialization in identity formation.
- Women's participation in Indian freedom struggle: Rani Laxmi Bai, Sarojini Naidu, ArunaAsaf Ali, Usha Mehta.
- Changing status of women in post independence India with context to social, education, political, economic, and health.
- Women role models in various fields such as (not limited to): Savitri Bai Phule (Education), Indira Gandhi (Politics), Mahashweta Devi (Literature), Kalpana Chawla (Science), Binny Yanga (Social Sector), P.T. Usha (Sports), Indira Nooyi (Corporate).
- Contribution of Women's Universities in nurturing women leaders in India.

Recommended Books

1. Ahuja, M. L. (2011). *Women in Indian Mythology*. Delhi: Rupa Publications.
2. Altekar, A. S. (1956). *Position of Women in Hindu Civilization*. Delhi: Motilal Banarsidas.
3. Desai, Neera. (2001). *Women in Modern India*. Delhi: National Book Trust.
4. Desai, Neera & Maitreyi. (1986) *Women and Society*. Delhi: Ajanta Publications.
5. Kumar, Radha. (1993). *The History of Doing; An Illustrated Account of Movements For Women's Rights And Feminism in India, 1800-1990*, Zubaan, New Delhi.
6. Bhalla, K. S. (2006). *Great Women of India*. Delhi: Kalpaz Publications.
7. Forbes, Geraldine. (2008). *Women in Independent India*. New York: Cambridge University Press.\

Suggested E-Resources

1. Women in Ancient India, Mythology
<http://www.legalservicesindia.com/article/1867/The-Socio-Economic-Status-of-Women-in-India-Ancient-to-Modern-Era.html>
<https://timesofindia.indiatimes.com/life-style/books/photo-stories/fascinating-women-from-mythology/photostory/58495315.cms>
2. Gender, Identity and Socialization
<https://blogs.unicef.org/evidence-for-action/what-is-gender-socialization-and-why-does-it-matter/>

https://www.jstor.org/stable/27520847?seq=1#metadata_info_tab_contents

3. Women & Freedom Movement

https://www.academia.edu/6399139/Role_of_Women_in_India_s_Struggle_for_Freedom

4. Women and Socio-economic, Political, Health Status

http://shodhganga.inflibnet.ac.in/bitstream/10603/8562/7/07_chapter%202.pdf

5. Inspiring Women of India

<https://www.indiatoday.in/entertainment/photo/indias-25-most-influential-women-369340-2013-03-13/14>

<https://owlcation.com/humanities/Greatest-Indian-Women-From-History>

Women and Health

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

L	T	P	C
5	0	0	5

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

- Be competent to acquaint with concept of Health status of women.
- Develop understanding on the functioning of modern health care system, policies and programmes in promoting better health status of women in India.
- Apply their analytical skills in to identify means to combat critical health status of women globally, as well as of sex workers and marginalized groups.

Section- A

Demographic Profile of Women :

Understanding of Women Health. Gender Bias- The Historical and Ideological Context.

Modern Health Care System :

Primary, Secondary and Tertiary level Health Care Structure and their Functions. Public Health Programmes in India: Legislation and Policies regarding Health in India-National Rural Health Mission (NRHM), National Health Policy.

Feminist Discourse.

Section- B

Women Across the life Cycle:

Adolescence to Old Age.

The Communicable diseases: Tuberculosis, Leprosy, STD, AIDS, and Poliomyelitis and Government Programmes.

Global Challenges and Women Health, Women and the Caste Question, Dalit and Indigenous Women, The Sex Workers' Debate.

Ageing Problem of Women.

Section- C

Mental Healthcare scenario in India:

Women and Mental Health:

Clinical and Social Aspect, Women and Depression, Treatment Approaches and Intervention.

The Development of Personality and Emotional Disturbance during Adolescence and Young age, Emotional Problem in Work and Marriage during Adulthood, Emotional Maturity.

Recommended Books:

1. Gracious, T. (1997). *AIDS social work and law*. New Delhi : Rawat Publications.
2. Dandekar, K. (1996). *The elderly in India*. New Delhi : Sage Publications.
3. Brook, E & Davis, A. (1985). *Women, the family and social work*. London : Tavistok Publication.
4. Harven & Kathleen (1977). *Aging life and course*. London : Gavistok Publication.
5. Birren J. R. & Sloane R. B. (1966). *Handbook of mental health and ageing*. New Jersey: Prentice Hall Englewood Clibbs.

6. Qadeer, I. (2000) . *Health care systems in transition journal of public health medicine*, Vol- II. Great Britain.
7. Sharma, N. (1999). *Adolescent girl child in India*. New Delhi : News Bulletin of the Indian Council of Child Welfare.
8. Caplan, G. (1961). *An approach to community mental health..* New York : Routledge.
9. Roy, S. (1962). *A handbook of preventive and social medicine*. Calcutta : Academic Publishers.

Suggested E-resources:

1. Women and Health
Platform: United Nations.
Link:<http://www.un.org/womenwatch/daw/beijing/beijingat10/C.%20Women%20and%20health.pdf>
2. From adolescence to later adulthood: femininity, masculinity, and androgyny in six age groups
Platform: Reseachgate.
Link:https://www.researchgate.net/publication/225573103_From_Adolescence_to_Later_Adulthood_Femininity_Masculinity_and_Androgyny_in_Six_Age_Groups
3. Global health
Platform: WHO.
Link:<https://www.who.int/whr/2003/en/Chapter1.pdf?ua=1>
4. Women's Mental Health: Promoting a Gendered Approach to Policy and Service Provision
Platform: The Women's Health Council.
Link:<https://health.gov.ie/wp-content/uploads/2014/03/Womens-Mental-Health-Promoting-a-Gendered-Approach-to-Policy-and-Service-Provision.pdf>

Women and Law

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

L	T	P	C
5	0	0	5

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

- Develop capacity to understand constitutional provisions related to women.
- Comprehend Criminal Procedure Code Arrest and Examination, IPC, Eve Teasing, Molestation, Adultery, Abduction, Kidnapping, Rape.
- Analyze important judgments, international convention, and emancipation of women – a socio- legal perspective.

Section- A

Constitution and Indian Women :

Constitutional Provisions relating to Women, Family Law : Marriage (Hindu, Muslim, Christian, Parsi), Marital relief and Divorce, Maintenance and Custody of Children, Inheritance and Succession, Adoption Procedure, Minority and Guardianship, Female Foeticide, Women Property, Family Court PCPNDT Act, 1994, Domestic Violence, Sexual, Harassment at Work Place

Section- B

Women and Industrial Law:

Equal Remuneration for Women, Maternity Benefits, Protection from Retrenchment, Prohibition of Employment of Women during Certain Period.

Special Provision for Women in Labour Legislation: Crèche, Special Provision for Rest rooms

Section- C

Criminal Procedure Code:

Bailable and Non Bailable Offences, Arrest and Examination Indian Penal Code: Eve Teasing, Molestation, Adultery, Abduction, Kidnapping, Rape.

Policies Related to women: National Commission for Women, Important Judgments, International Convention, Emancipation of Women-A Socio-Legal Perspective

Recommended Books:

1. Dube, L. & Palriwala R. (Ed.) (1989). *Structure and strategies: Women*. (Work and family in Asia, Vol.3). New Delhi : Sage Publications.
2. Uberoi, P. (Ed.). (1996). *State, sexuality and social reforms*. New Delhi : Sage Publications.
3. Kanpur R. (Ed.) (1996). *Feminist terrains in legal domains*. New Delhi : Kali for Women.
4. Butalia, U & Sarkar, T. (Ed.) (1996). *Women and hindu right*. New Delhi : Kali for Women.
5. Sangari K. (1999). *Political of possible*. New Delhi : Tulika.
6. Kant, A. (1997). *Women and law*. New Delhi : APH Publishing Corp.
7. Akhianarda, S. (1952). *Mental health & hindu psychology*. London : George Allen & Unwin Ltd.
8. Favazza, A.R. (1976). *The psycho-dynamics of family life*. New York : Basic books Inc.

Suggested E- resources:

1. Women's Rights in India
Platform: Researchgate.
Link:https://www.researchgate.net/publication/323825501_Women's_Rights_in_India
2. Family Courts in India: An analysis

Platform: shodhganga.

Link: http://shodhganga.inflibnet.ac.in/bitstream/10603/166330/1/10_chapter3.pdf

3. Critical Assessment of Labour Laws, Policies and Practices through a gender lens

Platform: Ministry of Women and Child Development, GOI.

Link: <http://www.shram.org/uploadFiles/20141204062826.pdf>

4. Legal provisions for the women welfare and safety

Platform: Shodhganga.

Link: http://shodhganga.inflibnet.ac.in/bitstream/10603/153565/11/11_chapter%203.pdf

Women Education

Max. Marks : 100

(ESA: 100)

L	T	P	C
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Learning Outcomes:

Student teacher 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.
- Sharma, Usha, B.M. Sharma. (1995). *Girl's Education, Women and Educational Development Series-6*. New Delhi: Common Wealth Publishers.
- Verma, G.C. (1984). *Modern Education, Growth and Development in Rajasthan*. Jaipur: Publication Scheme.
- शिक्षा विभाग. (2008). *वार्षिक प्रतिवेदन एवं अंकेक्षित लेखा, सर्व शिक्षा अभियान, शिक्षा विभाग*, जयपुर: राजस्थान सरकार.
- पारीक, मथुरेश्वर, सम्पादक. (2002). *राजस्थान में शिक्षा*. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
- वर्मा, सांवलिया बिहारी, एम0 एल0 सोनी एवं संजीव गुप्त. (2005). *महिला जाग्रति और सशक्तिकरण*. जयपुर: आविष्कार पब्लिशर्स.
- Goel, Aruna. (2004). *Education and Socio-Economic Perspectives of Women Development and Empowerment*. New Delhi: Government of India.
- Panigrahi, L.K. (2003). *Women and child Education*. Chandigarh: Abhishek Publication.

Web Resources:

- **Secondary Education:** 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

Women Empowerment

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

L	T	P	C
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Learning Outcomes:

After the completion of this course student will be able to:

- Develop understanding on the concept and philosophy of women empowerment in India.
- Conceptualize holistic development of women in the contemporary society.
- Understand various constitutional provisions, legal support and policies for upliftment of women's status.
- Develop an understanding on importance of gender budgeting and the role of civil society.

Section A

Introduction to Women's Empowerment.

Women Empowerment: Concept and Philosophy.

Women Development to Empowerment in India: A Historical Perspective, National Effort and Movements.

Section B

Women and Development: Women and Health- Maternal and Reproductive Health Care.

Women and Education: Rural and Urban.

Women and Employment: Organized and Unorganized Sectors.

Women and Political Participation: Rural and Urban.

Section C

Women and Support System:

Constitutional Provisions and Legal Support, Policies on Empowerment of Women 2001, Gender Budgeting, Partnering with Civil Society.

Recommended Books:

1. Anand, U.K. (2001). *Working women and retirement*. New Delhi, Anmol Publication Pvt. Ltd.
2. Bathla, Sonia (1998). *Women democracy and the media*. New Delhi: Sage Publications.
3. Bhaskara Rao, D. (2000). *Status of advancement of women and other*. (Ed.). New Delhi: APH Publication Corporation
4. Claire, M. Ranzetti, Jaffrey L.L. Edleson & Raqual Kennedy Bergen (2001). *Source book on violence against women*. (Ed.), New Delhi: Sage Publications.
5. Majumdar, M. (2001). *Protecting our women*. (3 Volumes). New Delhi: Dominant Publishers and Distributors.
6. Nussbaum, Martha, C. (2001). *Women, human development*. New Delhi, Kali for Women.
7. Powell, G. N. (Ed.). (1999). *Handbook of gender work*. New Delhi: Sage Publications.
8. Tripathy, P. C. (2000). *Crime against workforce women*. New Delhi: APH Publishing Corporation.

Suggested E resources:

1. Issue 7: Women Empowerment,
Platform: UNFPA, 1994.
Link:<https://www.unfpa.org/resources/issue-7-women-empowerment>
2. Women's Empowerment Transforms the World,
Platform: PCI.
Link:<https://www.pciglobal.org/empowering-women/>
3. Legal status and rights of women in Indian constitution
Platform: Researchgate.
Link:https://www.researchgate.net/publication/290691292_Legal_status_and_rights_of_women_in_Indian_constitution
Gender Budgeting Handbook, 2015
4. Platform: GOI, Ministry of Women and Child Development.
Link:<http://wcd.nic.in/sites/default/files/GB%20-%20Handbook%20October%20202015.pdf>

Women in Panchayati Raj

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

L T P C
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Section- I

Women and Governance in Democratic Decentralization: Women's participation in pre & post-independence era, Constitutional and Legal Status of Women in Panchayati Raj.

Section -II

Women and 73rd Amendment: Women's reservation and representation, Measures taken by governmental and non- governmental organizations to ensure women's participation in Panchayati Raj.

Section- III

Women's Participation in panchayati raj Elections, Impact of Women's Participation on Democratic Process in India.

Obstacles and Barriers in effective participation of women, Remedial Measures for women's effective participation in governance.

Learning Outcome:

After completion of the course, student will be able to:

- Understand the present constitutional, legal and Political status of women in Rural local bodies.
- Analyze the impact of women's participation in Panchayati Raj .
- Aware about the measures needed to improve the functioning of local bodies and effective participation of women in panchayati Raj.

Recommended books:

1. Agarwal, R. C. & Singh, J. L. (Ed) (2005). *Women and Panchayati Raj*. Delhi: Sunrise Publications.
2. Bhargava, B. S & Subha. K. (Ed) (2007). *Political Empowerment of Women: The Case of Karnataka's Experiments with Panchayati Raj*. New Delhi : Kanishka Publishers and Distributors.
3. Buch, Nirmala (Ed) (2004). *Panchayat and Women*. Jaipur : Pointer Publishers.
4. Chakraborty, Bani (Ed) (2005). *Decentralization of Power: A Case of Women Empowerment*. New Delhi : Concept Publishing Company.
5. Gupta, Alpana (Ed) (2005). *Women and Panchayati Raj*. Delhi : Sunrise Publications,.
6. Jharta, Bhawana (1998). *Women and Politics in India*. New Delhi : Deep and Deep Publications.
7. Lata, Suman (Ed) (2005). *Panchayati Raj- Women Empowerment*. Delhi : Sunrise Publications.

Suggested E-Resources

- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=82>
- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=456>

Women Studies

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

L T P C
5 0 0 5

Section A

Women's Studies as a Discipline.

Emerging Concepts- Gender, Women Empowerment, Gender Sensitization, Gender Bias & Gender Discrimination.

First, Second and Third Waves of Feminism.

Feminist Thought and Theories Liberal: Marxist and Radical Feminism. Developmental Approaches:

Women in Development (WID)

Women and Development (WAD)

Gender and Development (GAD)

Section B

Women in India :

Status of Women in terms of Socio-Cultural Milieu : family structure, Caste, Class and Community.

Demographic Profile, Social Profile (Education, Health, Violence Related to Women).

Economic Profile (Women and Work).

Political Profile of Indian Women Development Index : Human Development Index (HDI), Gender Development Index (GDI) and Gender Empowerment Measure (GEM) Strategies for Women's Development in India (From Welfare to Empowerment), Role of NGOs in Women's Development in India.

Section C

International Declarations For Protection of Women : Universal Declaration of Human Rights (UDHR), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

Institutional Mechanism for Women : National Commission For Women, State Commission, National Human Rights Commission (Organizational Setup and Functions)

Significance and Importance of Legal Provisions for Safeguarding the Rights of Women

Case Studies :

Grassroot Employee : Bhanwari Devi

Women in Sport : Mary Kom, Social Activist : Sunitha Krishnan

Women in Administration : Kiran Bedi.

Learning Outcome:

After completion of the course, student will be able to:

- Explain the fundamentals of Women Studies and its multidimensional aspects.
- Acquire the knowledge of how women's struggles or movements in the West and in India evolved leading to the establishment of the academic discipline.
- Develop a critical understanding of feminist theories.
- Describe inter-linkages of gender, patriarchy and power.

Recommended Readings :

1. Altekar, A.S. (1983). *The Position of Women in Hindu Civilization*. Delhi. Motilal Banarsidas.
2. Chanana, Karuna. (1988). *Socialization, Women and Education: Exploration in Gender Identity*. New Delhi: Orient Longman.
3. Chodrow, Nancy. (1978). *The Reproduction of Mothering*. Berkeley: University of California Press.
4. Desai, Neera & M. Krishnraj. (1987). *Women and Society in India*. Delhi: Ajanta Press.
5. Dube, L. (1986). *Visibility and Power. Essays on Women in Society and Development*. New Delhi: OUP.
6. Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: United Nations University Press.
7. Gandhi, N., & Shah, N. (1992). *The Issue at Stake, Theory and Practice in the Contemporary Women's Movement in India*. New Delhi: Kali for Women.
8. Ghadially, R. (1988). *Women in Indian Society*. New Delhi: Sage Publication.
9. Oakley, A. (1972). *Sex, Gender and Society*. New York: Harper and Row.
10. Jain, D. & Rajput, P. (Ed.). (2003). *Narratives from the Women's Studies Family, Recreating Knowledge*. New Delhi: Sage Publication.
11. Tong, R. (1989). *Feminist Thought: a Comprehensive Introduction*. London: Routledge.
12. Anderson, M.L. (4th Ed) (1997). *Thinking about Women. Sociological Perspectives on Sex and Gender..* Boston: Allyn and Bacon.
13. Avasthi, A. & Srivastava, A.K. (Eds.). (2001). *Modernity, Feminism and Women Empowerment* Jaipur: Rawat Publication.
14. Desai, N., & Patel, V. (1990). *Indian Women, Change and Challenge in the International Decade 1975-85*. Bombay: Popular Prakashan.
15. Kumar, R. (Ed.)(1992). *Women in Decision Making*. New Delhi: Vikas Publishing House Pvt. Ltd.
16. Mishra, A.D. (1999). *Gender Perspective: Participation, Empowerment and Development* (Ed.). New Delhi: Radha Publication.
17. Ollenburger, J.C., & Helen A.M. (1992). *A Sociology of Women: The Intersection of Patriarchy, Capitalism and Colonization*. New Jersey: Prentice Hall.
18. Roy, K. (1999). *Women's Oppression and Protective Law*. Delhi: Rajat Publications.
19. Sahai, S. (1996). *Social Legislation and Status of Hindu Women*. Jaipur: Rawat Publication.
20. Sarkar, L. & Sivararamayya, B. (Ed.). (1994). *Women and Law*. New Delhi: Vikas Publishing House.
21. Srivastava, T.N. (1985). *Women and Law*. New Delhi: Intellectual Publishing House.
22. Tapan, N. (2000). *Need for Women Empowerment*. Jaipur: Rawat Publication.
23. Jackson, S. (1998). *Contemporary Feminist Theories*. Edinburg: Edinburg University Press.
24. Desai, N. & Thakkar, U. (2004). *Women in Indian Society*. National Book Trust.
25. Apte, P. (1996). *Bharatiya Samaj Mein Nari*. Jaipur: Classic Publishing House.
26. Biswal, T. (2009). *Manavadhikar: Gender Evam Paryavaran*. New Delhi: Viva Books Pvt. Ltd.

Suggested E-Resources

- Why Women Studies, Economic and Political Weekly: <https://www.epw.in/node/148856/pdf>
- Introduction to Women, Gender, Sexuality Studies, University of Amherst: https://scholarworks.umass.edu/cgi/viewcontent.cgi?article=1000&context=most_ed_materials
- Gender and Development, Development Bulletin : <https://crawford.anu.edu.au/rmap/devnet/devnet/db-64.pdf>

Gender and Development

Max. Marks : 100

L	T	P	C
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Learning Outcome:

After completion of the course, the student will be able to:

- Understand the key concepts relating to gender.
- Know the evolution of approaches to gender and development.
- Critically analyse the relevance of gender in development, particularly in relation to key debates around the SDGs, power and empowerment.
- Apply a range of gender analysis frameworks and tools in development interventions.

The study of gender's relation to development has gathered major interest amongst scholars and international policy makers. It is a high time to consider gender and development as a separate area of study. It is pertinent to know issues and approaches in this area and Gender Development Index (GDI). As far as the gender action plan and Sustainable Development Goals (SDGs) are concerned students must understand sex ratio, health, poverty and primary education. It is expected from students to know the concept and analysis of women's work with special reference to the valuation of productive and unproductive work, paid and unpaid work, economically and socially productive work, female contribution to national income and its limitation. Particularly, developing country like India women constitute almost half of the population, so, there is a need to understand the role of women in the labor market in India, supply and demand for female labor in India. There is a difference in female work participation in the organized and unorganized sector. It is equally important to understand wage differentials between men and women including education, skill, productivity, efficiency, opportunity. Mainstreaming gender into developmental policies cannot be neglected which involves gender and development planning, gender sensitive governance and gender budgeting. Now, there is a paradigm shift from women's well being to women's empowerment. An increase in the proportion of women accessing microfinance services could potentially reduce gender inequality. It is critically important to comprehend the democratic decentralization and empowerment of women in India.

Recommended Books:

1. Agarwal, B., Humphries, J. & Robeyns, I. (2010). Capabilities, Freedom and Equality. In Amartya Sen (eds.). *Work from a Gender Perspective*. New Delhi: OUP.
2. Agnihotri, S.B. (2000). *Sex ratio in Indian Population: A Fresh Exploration*. New Delhi: Sage publications.
3. Banerjee N. and Krishnaraj, M. (2004). Sieving budgets for women. *Economic and Political Weekly*. Vol 39 (44), pp.4788 –4791.
4. Boserup, E. (1970). *Women's Role in Economic Development*. USA: St. Martin's Press.
5. Chen, M. (2009). Counting the Invisible Workforce: The Case of Home based Workers. *World Development Report*, Vol 27 (3), pp 603 – 610.
6. Dasgupta, M. et al. (2009). Evidence of an incipient decline in the number of missing girls in China and India. *Population and Development Review*, Vol 35 (2), pp 401 – 416.
7. Hirway, I. (2009). Mainstreaming Time Use Surveys in National Statistical System in India. *Economic and Political Weekly*. Vol XLIV (49), December 5, pp 56 – 65.
8. Jacobson, J.P. (2007). *The Economics of Gender*. USA: Blackwell Publishing.

9. John, M. (2007). Women in Power: Gender, caste and the politics of local urban governance. *Economic and Political Weekly*. Sept 29.
10. Lourdes, B. (1992). Accounting for women's work: the progress of two decades. *World Development Report*. Vol. 20, No. 11, 1547-1560.
11. Momsen, J. (2010). *Gender and Development*. USA: Routledge.
12. Seth, M. (2000). *Women and Development: The Indian Experience*. New Delhi: Sage Publications.
13. Sinha, N., Raju, D. & Morrison, A. (2007). Gender Equality, Poverty and Economic Growth. *World Bank Policy Research Working Paper*, 4349.
14. Srinivansan, K. and Shroff, A. (1998). *India: Towards Population, Development Goals*. New Delhi: Oxford University Press.

E- Learning Material

1. www.undp.org/hdr
2. <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTGENDER/0,,contentMDK:20619560~menuPK:1570210~pagePK:148956~piPK:216618~theSitePK:336868,00.html>
3. <https://info.worldbank.org/etools/docs/library/192862/Module1/Module1c.html>
4. <http://www.fao.org/docrep/005/y3969e/y3969e02.htm>
5. <http://www.bridge.ids.ac.uk/sites/bridge.ids.ac.uk/files/reports/re55.pdf>
6. <http://www.un.org/millenniumgoals/>
7. <http://socialjustice.nic.in>
8. https://www.ilo.org/asia/media-centre/news/WCMS_545923/lang--en/index.html
<https://www.sciencedirect.com/science/article/pii/S0305750X11001288>

Gender History

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

L	T	P	C
5	0	0	5

Section I Conceptualizing Gender and Patriarchy, Contemporary Debates on Feminism; Gender as a category in Historical analysis, its contribution towards understanding social relations in ancient societies; Historiography.

Section II Cultural Perspectives: Prehistoric Ancient Technology, Social organization and Religious beliefs; Gendering the Early Indian Societies; Women in Indian religion – Divinities and Devotees; Women in Indian philosophy; Domesticity and Power in Medieval India; Devadasis, Courtesans and Concubines

Section III 'Women's Question' in colonial India; Defining women through social reforms; Organizations and activism in colonial India; Birth control and public health; Post-Independence women related issues

Learning Outcomes:

After completion of the course, the student will be able to:

- Conceptualise Gender, its origin, approaches and the development of Feminism through historical analysis.
- Explain women's status and position in various aspects of society such as religion, philosophy and domestic life from ancient to contemporary times.
- State how women's question is raised in modern period by the European scholars and Indian social reformers and activists.

Recommended Books:

1. Archer, Fischler. & Wyke. (ed.). (1994). *Women in Ancient Societies*. Routledge.
2. Beauvoir, Simone. (1989). *The Second Sex*. New York : Vintage Books.
3. Chakravarti, Uma. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*. New Delhi: Tulika Books.
4. Coontz & Henderson. (ed.). (1986). *Women's Work Men's Property: The Origin of Gender & Class*. London : Verso.
5. Lerner, Gerda. (1986). *The Creation of Patriarchy*. OUP.
6. Pomeroy, Sarah. (1995). *Goddesses, Whores, Wives and Slaves: Women in Classical Antiquity*. Schocken Books.
7. Roy, Kumkum. (ed.). (1999). *Women in early Indian Societies*. Delhi: Manohar Publication.
8. Sangari, Kumkum. & Chakravarti, Uma. (1999). *From Myths to Markets*. Delhi: Manohar Publisher.

Suggested E-Resources:

- Kumar, Radha. (1989). Contemporary Indian Feminism. *Feminist Review*. No. 33. pp.20-29. Retrieved from https://www.jstor.org/stable/1395212?seq=1#metadata_info_tab_contents
- Meyerowitz, Joanne. (2008). A History of "Gender". *The American Historical Review*. Vol. 113, No. 5 pp. 1346-1356. Retrieved from https://www.jstor.org/stable/30223445?seq=1#metadata_info_tab_contents

Gender Studies

Max. Marks : 100

<u>L</u>	<u>T</u>	<u>P</u>	<u>C</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>

Learning Outcomes:

After the completion of course, the students will be able to

- Explain the basic concepts of Gender Studies like feminism, gender, and patriarchy
- Describe interdisciplinary approaches of studying women's issues with regard to their social, cultural, economic and political positioning
- Deal with gender based concerns in feminist framework with critical thinking.

Gender Studies strives to enhance the academic understanding of students by introducing them to concepts like sex and gender, how society acts in construction of gender identities viz., Masculinity, Femininity, and Transgender. Today, it is important for academic researchers to identify patriarchy and its characteristic influences in socio-political scenarios wherein women face discrimination and marginalization. Therefore, it is imperative to study the dynamics between patriarchy, power and masculinity. The historical knowledge of different phases of Women's Movements in the Western and the Indian contexts explain the genesis of Women's Studies as an academic discipline and emergence of theoretical approaches of Liberal, Marxist, Socialist and Radical feminism to understand feminist struggle in the modern era. In the end, the course also initiates a discussion on media and its role vis a vis representation of women and their issues especially in India.

Recommended Books:

- Chanana, K. (1988). *Socialization, education and women: explorations in gender identity*. Delhi, Orient Longman.
- Chaudhuri, M. (2011). *The Indian women's movement*. Delhi, Palm Leaf Publications.
- Connell, R. (2003). *Gender*. Cambridge, Polity Press.
- Das Rani, S. (2010). *Gender dynamics in India*. Delhi, Himalaya Publishing House
- Desai, N., & Krishnaraj, M. (1987). *Women and society in India*. Delhi, Ajanta.
- Desai, N., & Thakkar, U. (2004). *Women in Indian society*. New Delhi, National Book Trust.
- De Souza, A. (1975). *Women in contemporary India*. Delhi, Manohar Publications.
- Forbes, G. (1999). *Women in modern India*. Cambridge University Press.
- Harding, S. (1987). *Feminism and methodology: social science issues*. India, Indiana University Press.
- Hesse-Biber, S. (2007). *Hand book of feminist research, theory and practices*. London, Sage Publications.
- Kaur, M. (2005). *Gender realities*. Chandigarh, Abhishek Publications.
- Momsen, J. (2010). *Gender and development* (2nd ed.). New York, Routledge.
- Poonacha, V. (1990). *Understanding violence*. Mumbai, SNDT.
- Prasad, K. (2005). *Women and media: challenging feminist discourse*. New Delhi, The Women Press.
- Tong, R. (2009). *Feminist thought: A comprehensive introduction*. Colorado, Westview Press

Suggested E-Resources

- What are gender studies?

<https://antifeministpraxis.files.wordpress.com/2017/05/chapter1-what-is-gender-studies-understanding-basic-concepts.pdf>

- Feminism and gender equality.

<http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf>

- Feminist Theories:

<http://diglib.bis.uni-oldenburg.de/pub/unireden/ur97/kap1.pdf>

- Feminist epistemology

https://zodml.org/sites/default/files/%5BKathleen_Lennon%2C_Margaret_Whitford%5D_Knowing_the_D_0.pdf

- Women's movement in India

<http://egyankosh.ac.in/bitstream/123456789/41972/1/Unit-1.pdf>

- Gender and media

Gender, Governance and Politics

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

L T P C
5 0 0 5

Section-I

Issues of Gender in Political Theory, Sex and Gender, Liberal, Socialist, Marxist, Radical Feminism, New Feminist Schools, History of the Women's Movement in India

Section-II

Women and Politics: Gender Imbalance in Political Representation in Parliament and Legislative Assembly; Gender Perspectives of voting Behavior and Electoral Process, Opportunities and Constraints to Women's Participation in Politics, Women and Reservation in India.

Section-III

Women and Governance: Governance and Gender Structures; Gender Issues in Governance and Role of Women for Good Governance, Women's Participation in Local Governance; Gender Auditing and Budgeting in Local Governance.

Learning Outcome:

After completion of the course, student will be able to:

- Apply theoretical framework to gender, governance and politics.
- Accurately describe processes of political change as they relate to gender politics.
- To reach their own conclusion and write an effective research paper.
- Explore theoretical and practical aspects of legal framework and social justice as they relate to gender, governance and politics.

Recommended Books:

1. Ambedkar, S. N. & Nagendera, Shilaja. (2005). *Women Empowerment and Panchayati Raj*. Jaipur: ABD Publishers.
2. Brush, Lisa D. (2007). *Gender and Governance*. Delhi: Rawat Publications.
3. Jha, Ashok Kumar. (2004). *Women in Panchayati Raj Institutions*. New Delhi: Anmol Publications Pvt. Lt.
4. Jha, Deepika. (2010). *Women in World Politics*. Delhi: Pearl Books.
5. Panda, Smita Mishra (Ed.) (2008) *Engendering governance Institutions: State, Market and Civil society*. London: Sage Publications.
6. Altekar, A. S. (1983). *The Position of Women in Hindu Civilization*. Delhi: Motilal Banarsidas.
7. Chanana, Karuna (1988). *Socialization, Women and Education: Exploration in Gender Identity*. New Delhi: Orient Longman.
8. Chodrow, Nancy (1978). *The Reproduction of Mothering*. Berkeley: University of California Press.
9. Desai, Neera & M. Krishnraj (1987). *Women and Society in India*. Delhi : Ajanta Press.

10. Dube, Leela (1997). *Women and Kinship, Comparative Perspectives on Gender in South and South-East Asia*. Tokyo: United Nations University Press,.
11. Gandhi, N. & Shah, N. (1992). *The Issue at Stake: Theory and Practice in the Contemporary Women's Movement in India*. New Delhi,.
12. Ghadially, Rehana) (Ed.) (1988). *Women in Indian Society*. New Delhi: Sage Publication.
13. Oakley, Ann. (1972). *Sex, Gender and Society*. New York : Harper and Row.
14. Tong, Rosemarie (1989). *Feminist Thought: a Comprehensive Introduction*. London: Routledge.
15. Jackson, S. (1998). *Contemporary Feminist Theories*. Edinburg: Edinburg University Press.
16. Biswal, Tapan, (2009). *Manav Adhikar, Gender Evam Paryavaran*, New Delhi: Viva Books Pvt. Ltd.
17. Wollstonecraft, Mary (1792) *A Vindication of the Rights of Women*. Bloomsbury: Floating Press.
18. माहेश्वरी, सरला. (1998). *नारी प्रश्न*, नई दिल्ली: राधाकृष्ण प्रकाशन
19. आर्य, साधना. मेनन, निवेदिता एवं लोकनीता, जिनी. (2001). *नारीवादी राजनीति : संघर्ष व मुद्दे*, दिल्ली : हिंदी माध्यम कार्यान्वयन निदेशालय

Suggested E-Resources

- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=828>
- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=456>

Social Politics: International Studies in Gender, State and Society,
https://muse.jhu.edu/journals/social_politics, Oxford University Pres

Gender, School and Society

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

L	T	P	C
4	0	0	4

Learning Outcomes:

Student Teacher 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.
- reflect roles and responsibilities of various agencies in promoting gender equalities.

Unit-I: Basic Concepts related to Gender

- Concept of Sex, Gender, Patriarchy, Matriarchy
- Concept of Gender Bias and Gender Stereotype

Activity - Discussion on key concepts related to Gender Issues and relating them with the Social Context of student teacher.

Unit- II: Constitutional and Legal Provisions

- Constitutional Provisions related to women
- Legal Provisions
 - Dowry Prohibition Act, 1961
 - The Medical Termination of Pregnancy Act, 1971
 - The Protection of Women from Domestic Violence Act, 2005

Activity - Presentation and Discussion on Constitutional Provisions and Legal Polices for Capacity Building.

Unit- III: Gender Bias in Society

- Gender bias in family
- Gender bias in workplace
- Role of Education in eradicating gender bias in family, workplace and society

Activity - Debate/Discussion on Gender Bias in Family and Workplace.

Unit -IV: Gender Bias in Formal Education

- Gender Bias in Educational Institutions
 - School Setting
 - Curriculum
 - Text Book
 - Teaching Method
 - Co-Curricular Activities

Activity - Discussion on Gender Bias in Educational Institution

Unit -V: Role and Responsibilities in Promoting Gender Equalities

- Parents
- Community
- Mass 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

References:

- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). *Loved and Unloved: the Girl Child in West Bengal*. Kolkata: Stree Publishers.
- Bank, B.J. (2007). *Gender and Education: An Encyclopedia*. London: Praeger, Westport.
- Batliwala, Srilatha. (1993). *Empowerment of Women in South Asia: Concepts and Practices*. New Delhi : Asian-South Pacific Bureau of Adult Education.
- Bhasin, Kamla.(2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhasin, Kamla. (2004). *Exploring Masculinity*. New Delhi: Women Unlimited.
- Bhatt, B.D. & Sharma, S.R. (1992). *Women's' education and social Development*. Delhi: Kanishka.
- Chanana, Karuna(ed.). (1988). *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Gould, S. J. (1981). *The Mismeasure of Man*. London: Penguin Books.
- Govinda, R. (ed.). (2002). *India Education Report: A Profile of Basic Education*. New Delhi: Oxford University Press.
- Kathleen, W. (1988). *Women Teaching for Change: Gender, Class, and Power*. New York: Bergin Garvey.
- Mehrotra, S. (2006). *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly, Vol. 41, No. 10 (Mar. 11-17, 2006), pp. 912-918.
- Ramchandran, V. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- Ramchandran, V. (1998). *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003). *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC.
- 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>
- The Medical termination of Pregnancy Act, 1971. <http://tcw.nic.in/Acts/MTP-Act-1971.pdf>
- Domestic Violence Act, 2005. <http://wcd.nic.in/sites/default/files/wdvact.pdf>

Family and Child Welfare

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 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. Achchal, 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.

Family Dynamics

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

L	T	P	C
3	0	0	3

Learning Outcomes:

Upon completion of the course students will be able to:

- Analyze different aspects of marriage and family in the context of changing socio-economic scenario in the country
- Intelligently deal with economic and social issues
- Solve family disharmony issues and have positive attitude towards marital and family counseling

Syllabus :

Unit I Institution of marriage

Definition and change in concept of marriage in India- past and present

Mate selection- theories and factors influencing.

Dating, courtship and engagement- definition, meaning and objectives

Marital adjustment- definition, factors affecting marital adjustment, areas of marital adjustment

Unit II Family in India

Definition, meaning and objectives

Types of families, their merits and demerits

Implications of family changes- female headed houses, single parent families. Families with working women

Unit III Problems and needs of family in specific situation

Families with chronically ill patients like cancer, AIDS and TB.

Families in extreme poverty conditions e.g. families in urban slums

Unit IV Causes and effect of family disharmony

Factor leading to family disorganization

Desertion and separation by the spouse, divorce and its consequences, laws related to divorce and separation.

Unit V Conflicts

Meaning and sources of conflict

Conflict resolution

Marriage counseling - need, importance and content of marital and premarital counseling

References :

1. Augustine, J.S. (1982). *The Indian Family in Transition*, New Delhi : Vikas Publishing House.
2. Bhatia, H. S. (1983). *Aging and society: A sociological study of retired public servants*. Udaipur Arya's Book Centre.

3. Chaudhary, J.N. (1988). *Divorce in Indian Society*. Jaipur : Printwell Publishers.
4. Desai, N. & Krishnaraj, M. (1987). *Women and society in India*. New Delhi: Ajanta Publications.
5. Devdas, T.S. (1979). *Hindu Family and marriage*, Madras: University of Botany.
6. Jain, B. S. (1984). *Indian society*. Jaipur: College Book Center.
7. Kapadia, K.M. (1990). *Marriage and family* (3rd Ed). Calcutta : Oxford University Press
8. MacIver & Page Charles H. (1952). *Society -An introduction analysis*. London : Macmillan Co. Ltd.
9. Mukherjee, R. (1979). *Indian Society*. Jaipur: College Book Center.
10. Rice F. Philips (1983). *Marriage and Family*. : N.J. : Prentice Hall
11. TISS. (1991). *Research in families with problems in India Mumbai*: BookPublisher T.I.S.S. 991Description: xvi,587 p..
12. Vidya, B. & Sachdeva, D.R. (1984). *Introduction to sociology*. New Delhi : Kitab Mahal.

Discipline Elective – I
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

Family Law – I

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

L	T	P	C
4	1	0	5

Learning Outcomes:

- The students will be able understand the vast discipline of Hindu Law and other Personal Laws.
- The students will be able understand the significance of Hindu Law and other Personal Laws.
- The students will be able get insight into various concepts of Hindu Law and other Personal Laws which will help in shaping their career as Judges, Lawyers, Academicians and Jurists.

Note: The paper will contain ten questions having at least two questions from each unit. Candidates are required to attempt five questions in all taking at least one question from each unit.

Unit I Introduction to Family law: Sources of Hindu Law, Application of Hindu Law, Nature and Origin of Hindu Law as Applied and Interpreted in India, Schools of Hindu Law, Migration and Change of Religion.

Marriage: Concept of marriage in Hindu Law – A sacrament or contract, Essentials of a Valid Marriage, Kinds of marriage and Effects of Void, Voidable and Valid Marriage, Forms of Marriage, Effects of Conversion.

Joint Hindu Family: Introduction, Coparcenaries, Karta-position and powers, Female may be a Karta or not, Religious and Charitable Endowment

Law of Partition: Concepts and Kinds, Who can Demand, Modes of Partition and Reunion, Deemed Partition.

Unit II Dowry: Concept of Dowry in Hindu Marriage, The Dowry Prohibition Act, 1961: Effects of Demand and Payment of Dowry

Matrimonial Reliefs: Concept and Meaning; Positive and Negative Remedies, Restitution of Conjugal Rights-Provisions in Hindu Law and other Personal Laws, Restitution of Conjugal Rights and Cruelty (Domestic Violence), Judicial Opinion regarding Constitutionality of the Remedy of Restitution of Conjugal Rights, Concept, Grounds and Effects of Judicial Separation, Theories of Divorce, Grounds of Divorce under Hindu Law, The Special Marriage Act, 1954, The Indian Divorce Act, 1869 and The Parsi Marriage and Divorce Act, 1936.

Unit III Maintenance: Provisions regarding Maintenance in Hindu Law and Christian Law, Implications of the Provisions in Cr. P.C. (Ss. 125-128) Judicial Approach.

Guardianship and Adoption: Laws of Guardianship, Types of Guardian, Requisites of a Valid Adoption, Adoption by Foreign Parents, Effects of Adoption, Adoption under Juvenile Justice (Care and Protection of Children) Act, 2000, Surrogacy

Unit IV Testamentary Succession & Intestate Succession: Will, Probate and Codicil, Execution, Attestation and Revival, Will under Hindu Law and Section 30 of Hindu Succession Act, 1956, General Principles of Succession under Hindu Law, Succession to Hindu Male, Succession to Hindu Female, Disqualified Heirs, Stridhan and Section 14 of Hindu Succession Act.

Parentage and Legitimacy: Brief Study of Section 112 of Indian Evidence Act, **Legitimacy-** Legal Status of Children Born of Void, Voidable Marriage under Hindu Law.

Unit V Family Courts: Object of the Family Courts Act, 1984, Powers, Functions, Jurisdiction and Critical Evaluation of Family Courts in India

Uniform Civil Code: Uniform Civil Code, Implications, Efforts of Judiciary and Indian Legislature.

Leading Cases:

1. Bajrang Gangadhar Revdekar v. Pooja Gangadhar Revdekar A.I.R. 2010 Bom.
2. Samar Ghosh v. Jaya Ghosh, A.I.R 2007 SC 1000
3. Srinivas Kango v. Narayan Kango, AIR 1954, SC 379.
4. Guru Nath v. Kamla Bai, AIR 1955, SC 280.
5. Gopal Rao v. Sitaramamma, AIR 1964, SC 1970.
6. Angurbala Mullick v. Debabrata Mullick, 1951 S.C.R. 1125.
7. Sawan Ram v. Kalawati, A.I.R. 1967 S.C. 1761.
8. Audh Bihari v. Gajadhar, A.I.R. 1954, S.C. 417
9. Dastane v. Dastane, AIR 1975 SC 1534
10. Hanuman Prasad v. Mussamat Babooee, 6 Moore's Ind. App. 393 (PC)
11. Danial Latifi v. Union of India, (2001) 7 SCC 740

Suggested Readings:

1. Kusum. (2015). *Family Law-I* (4th ed.). Gurgaon: LexisNexis.
2. Saxena, Poonam Pradhan. (2019). *Family Law-II* (4th ed.) Gurgaon: LexisNexis.
3. Kesari, U.P.D. (2018). *Mordern Hindu Law* (11th ed.). Allahabad: Central Law Publications.
4. Diwan, Paras. (2018). *Mordern Hindu law* (23rd ed.). Faridabad: Allahabad Law Agency.
5. Malik, Sumeet. (2016). *B.M Gandhi's Hindu Law* (4th ed.) Lucknow: Eastern Book Company
6. Pillai, K.N. Chandrashekharan. (2017). *R.V Kelkar Lectures on Criminal Procedure Code* (6th ed.). Lucknow: Eastern Book Company.
7. Thakker 'Takwani', C. K., Thakker, M.C. (2014). *Criminal Procedure* (4th ed.). Gurgaon: LexisNexis.
8. Singh, Avtar (2018). *Principles of The Law of Evidence* (23rd ed.). Allahabad: Central Law Publications.
9. Ahmad, Aqil. (2016). *Mohammedan Law* (26th ed.). Allahabad : Central Law Agency
10. Mishra Rangnath, Chauhan B.S., Kumar Vijender. (2014). *Mayne's Treatise on Hindu Law & Usage* (17th ed.) New Delhi: Bharat Law House.
11. Nagpal, R.C. (2008). *Modern Hindu Law* (2nd ed.) Lucknow: Eastern Book Company.
12. Desai, Satyajit A. (2018). *Mulla's Hindu Law* (23rd ed., Vols. 1-2) Gurgaon: LexisNexis.

Suggested E- Learning Material:

1. Kumari, V. (2014). JUVENILE JUSTICE BILL 2014 – A REGRESSIVE STEP. *Journal of the Indian Law Institute*, 56(3), 303-319. Retrieved from <http://www.jstor.org/stable/43953712>
2. Mathew, D. (2014). ARRIVING AT A SETTLEMENT UNDER FAMILY COURTS ACT, 1984: DECONSTRUCTING THE ROLE OF THE JUDGE OF THE FAMILY COURT AND COUNSELOR. *Journal of the Indian Law Institute*, 56(3), 376-385. Retrieved from <http://www.jstor.org/stable/43953715>
3. Jaisy,T. (2015). A Critique of Family Courts in India. Retrieved from http://shodhganga.ac.in/bitstream/10603/166330/1/10_chapter3.pdf.

Family Law – II

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

L	T	P	C
4	1	0	5

Learning Outcomes:

- The students will be able to understand the vast discipline of Muslim Law. Understanding the significance of Muslim Law.
- The students will be able understand the significance of Muslim Law.
- The students will be able get insight into various concepts of Muslim Law which will help in shaping their career as Judges, Lawyers, Academicians and Jurists.

Unit I Introduction to Family Law: Sources of Muslim Law, Application of Muslim Law, Nature and Origin of Muslim Law as Applied and Interpreted in India, Schools of Muslim Law, Migration and Change of Religion.

Marriage: Concept of Marriage in Muslim Law – A Sacrament or Contract, Essentials of a Valid Marriage, Kinds of Marriage and Effects of Void, Irregular and Valid Marriages, Effects of Conversion.

Unit II Dower: Concept of Dower in Muslim Law, Types of Dower, Nature of Dower -whether Inheritable and Transferable, Wife's Right of Retention of Property in lieu of Mahr, Effects of Non-Payment of Dower.

Maintenance: Provisions regarding maintenance for wife and other dependants in Muslim Law, Implications of the Muslim Women (Protection of Rights on Divorce) Act, 1986, Provisions in Cr. P.C. (Sec.125-128), Judicial Approach.

Unit III Matrimonial Reliefs: Theories of Divorce, Grounds & Kinds of Divorce under Muslim Law.

Guardianship, Parentage and Adoption: Laws of Guardianship, Type of Guardian, Legitimacy and Legitimation, Acknowledgement of Sonship under Muslim Law, Adoption under Muslim Law – Whether Recognized or Not?

Unit IV Gift/Hiba: Concept of Gift/Hiba under Muslim Law, Types of Gifts

Wakf: Concept of Wakf under Muslim Law; Object, Essentials and Kinds of Wakf; Doctrine of Mushaa; Mutawalli; Wakf and Sadaqah Distinguished.

Unit V Testamentary Succession & Intestate Succession: Will under Muslim Law, Will under Indian Succession Act, 1925, Law of Inheritance under Muslim Law, Intestate Succession under Indian Succession Act, 1925.

Law of Pre-Emption: Concept of Pre-Emption, Law of Pre-Emption or Shufaa under Muslim Law, Constitutional Validity of the Right of Pre-Emption.

Leading Cases:

1. Mohd. Ahmed Khan v. Shah Bano Begum & Ors, 1985 AIR 945 SCC (2) 556
2. Rosy Jacob v. Jacob A. Chakramakkal, 1973 AIR 2090, 1973 SCR (3) 918
3. Maina Bibi v. Chaudhary Vakil Ahmed, 2, I.A. 145
4. Immambandi v. Mutsaddi (1918) 45, I.A. 71
5. Amjad Khan v. Ashraf Khan, 56 I.A. 218
6. Audh Bihari v. Gajadhar, A.I.R. 1954, S.C. 417
7. Jafree Begum v. Amin Mohammed Khan, 7 All 822.
8. Mohd. Ahmed Khan v. Shah Bano Begum & Ors, 1985 AIR 945 SCC (2) 556
9. Sarla Mudgal v. UOI, AIR 1995 SC 1531
10. Danial Latifi v. Union of India, (2001) 7 SCC 740
11. John Vallamattom v. UOI, AIR 2003 SC 2902
12. Shayara Bano v. Union of India and others, Writ Petition (C) No. 118 of 2016

Suggested Readings:

1. Kusum. (2015). *Family Law-I* (4th ed.). Gurgaon: LexisNexis.
2. Saxena, Poonam. Pradhan. (2019). *Family Law-II* (4th ed.). Gurgaon: LexisNexis.
3. Ahmad, Aqil. (2016). *Mohammedan Law* (26th ed.). Allahabad: Central Law Agency.
4. Mahmood, Tahir. (2016). *The Muslim Law of India and Abroad* (2nd ed.). Gurgaon: Universal LexisNexis
5. Pillai, K.N. Chandrashekharan. (2017). *R.V. Kelkar Lectures on Criminal Procedure Code* (6th ed.). Lucknow: Eastern Book Company.
6. Thakker 'Takwani', C. K., Thakker, M.C. (2014). *Criminal Procedure* (4th ed.). Gurgaon: LexisNexis
7. Mulla, D.F. (2017). *Mulla's Principles of Mohamedan Law* (22nd ed.). Gurgaon: LexisNexis.
8. Saeed Manzar. (2015). *Commentary on Muslim Law in India* (2nd ed.). New Delhi: Orient Publishing Company.
9. Siddiqui, Munir. Ahmad (2012). *Principles of Mohammedan Law* (2nd ed.). Allahabad : Dwivedi & Company.

Suggested E- Learning Material:

1. Habib, I. (2006). Muslims in India: Some Issues for State Action. *Social Scientist*, 34(3/4), 82-89. Retrieved from <http://www.jstor.org/stable/27644129>.

Subramanian, N. (2008). Legal Change and Gender Inequality: Changes in Muslim Family Law in India. *Law & Social Inquiry*, 33(3), 631-672. Retrieved from <http://www.jstor.org/stable/20108777>

Family: Issues and Concerns (Women, Child and Elderly)

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

L	T	P	C
5	0	0	5

Learning Outcomes: After the completion of this Course student will be able to

- Understand the status of Women, Child and Elderly in the contemporary society.
- Develop an insight on dynamics of gender relationship and an understanding on changing perspective of women.
- Apply their skills in intervening social work practice.

Section-A

Women in Society: Patriarchy and Gender relations in India. Demographic Profile of Women in India in terms of Health and Education. Women and work Issues and Challenges before Women's development

Section B

Child and Childhood: Concept, Stages of Child Development (Theories of Sigmund Freud, Eric Erickson & Piaget) Developmental Need of Children –Physical, Social, Emotional and Cognitive with reference to life cycle approach. Problems of Growing up: Adjustment and Maladjustment. Social Work Intervention with Children.

Section-C

Problems and issues related to elderly
Ageing: Concept and Demographic Profile of the ageing population in India.
Perception of the role of the aged in India and situation of elderly in contemporary Indian Society.
Biological and Health aspects of ageing.
Psycho - Social Aspects: Changing roles and functions of family in the society, alienation, Lowering Self –esteem.
Legal Aspect of ageing.

Recommended Books:

1. Conger, P. C. (1984). *Adolescence and youth: Psychological development in a changing world*. Cambridge : Harper & Row Publishers.
2. Devadas, R. P., Jaya, N. (1984). *A text book on child development*. Delhi : Macmillan India.
3. Bee, H. (1989). *The developing child*. (5th Ed.). New York : Harper Collins Publishers.
4. Hurlock, E. (1968). *Developmental psychology*. New York : McGraw Hill. Publishing Company Limited.
5. Hurlock, E. B. (1978). *Child development*. Tokyo : Kogokusha: McGraw- Hill. Publishing Company Limited.
6. Johnson, RC.& Medinnus, G.R. (1974). *Child psychology: behaviour development*. New York : John Wiley and Sons.
7. Mussen, P.H., Conger, J.J. Kagan, Jermoe, Huston,& Aletha Carol (1984). *Child development and personality*. (6th ed.).New York : Harper & Row Publishers.
8. Newman, B. M. & Newman P.R. (2012). *Development through life: a psychological approach*. (4th ed.). Belmont : Brooks/Cole Wadsworth.
9. Papalia, D. E. & Wendkosolds, S. (1994). *Human development*. New Delhi : Tata McGraw-Hill Publishing Company Ltd.
10. Saraswathi, T.S. (Ed.) (1999). *Culture, socialization, human development*. New Delhi : Sage Publication Pvt. Ltd.
11. Thompson, G. (2000). *Child psychology: growth trends in psychological adjustment*. New Delhi : Surjeet Publication.
12. Borgall, E.F. & Mc. Cluskey N.G. (2009). *Ageing and society: current research and policy perspectives*. Bristo : Policy Press.

13. Desai, K.G. (1982). *Ageing in india: Problems and potentialities*. Mumbai: TISS.
14. Lowy, L. (1979) . *Social work with the ageing – The challenge and promise of later years*. New York : Harper & Row
15. Pathak, J.D. (1978). *Our elderly: some effects of ageing in Indian subjects*. Bombay : Medical Research Center of the Bombay Hospital Trust.

Suggested E-resources:

1. Women in Society, Child & Childhood
Platform: Wilder Research, ICRC, Economic and political Weekly.
Link:<https://www.epw.in/journal/2012/35/letters/women-koodankulam.html>
2. Adjustment & Maladjustment: Characteristics and Causes
Platform: EduGyan.
Link:<http://www.edugyan.in/2017/03/adjustment-maladjustment.html>
3. Elderly in India, 2016
Platform: GOI, Ministry of Statistics and Programme Implementation.
Link:http://mospi.nic.in/sites/default/files/publication_reports/ElderlyinIndia_2016.pdf
4. Perspectives on Old Age in India
Platform: Researchgate
Link:https://www.researchgate.net/publication/273125389_Perspectives_on_Old_Age_in_India

Geographical Thoughts and Concepts

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

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Analyze the work of several scholars and their contribution to the field.
- Analyze the historical works and extract geographical information from them.
- Describe the concepts, paradigms and models in Geography.
- Develop an individual approach towards the subject.

Course Content:

Section A

Development of Geographical Thought

Ancient period: Indian, Greek and Roman contribution with special reference of Aryabhata, Eratosthenes and Ptolemy; Medieval period: contribution of Arab scholars with special reference of Al-Masudi, Al-Biruni; Modern period: Contribution of German (Humboldt, Ritter, Ratzel), French (Blache, Brunhes), British (Mackinder), American (Semple, Sauer), Soviet (Peter Kropotkin) Scholars.

Section B

Concepts, Paradigms and Models in Geography

Concept of dualisms in Geography- Physical vs. Human Geography, Systematic vs. Regional Geography; Meaning of Paradigms, Paradigm shift and Changing Paradigms of Geography; Models- Meaning, Definition, Characteristics, Types and Utility; Scientific Explanation in Geography; System analysis- Meaning, structure and types.

Section C

Contemporary Development

Quantitative Revolution in Geography; Welfare Geography; Radical Geography; Gender Geography.

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* (3rded.). London, UK: Prentice Hall.
2. Dikshit, R. D. (2018). *A Contextual History of Ideas* (2nded.). New Delhi, India: PHI.
3. Hussain, M. (2014). *Evolution of Geographical thought* (6thed.). 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* (4thed.). 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. Dualism
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06, M-16
2. System Analysis
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06, M-26
3. Quantitative Revolution
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06, M-25
4. Explanation in Geography <https://epgp.inflibnet.ac.in/ahl.php?csrno=17> P-06, M-32
5. Gender Geography
<https://epgp.inflibnet.ac.in/ahl.php?csrno=17>P-06, M-33

Global Politics

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

L T P C
5 0 0 5

Section I

Globalization –Conception and Perspective:
Meaning, Definition, Concept and Perspectives of Globalization
Political: Debates on Sovereignty and Territoriality
Global Resistance: Global Social Movement and NGOs

Section II

Global Economy:
Significance of Global Economy
Anchors of Global political Economy: International Monetary Fund (IMF), World Bank,
World Trade Organization (WTO)

Section III

Contemporary Global Issues:
Ecological Issue: Historical Overview of International Environmental Agreement, Climate Change and
Global Debate
Proliferation of Nuclear Weapons

Learning Outcome:

After completion of the course, student will be able to:

- Understand the concept and perspective of Globalization and global economy.
- Aware about contemporary Global Issues like ecological issues.
- Critically analyze the trends and issues of Global politics.

Recommended Books:

1. Appadurai , Arjun (1996). *Modernity at Large: Cultural Dimensions of Globalization*. United States:University of Minnesota Press..
2. Nayyar, Deepak (ed.)(2002). *Governing Globalization: Issues and Institutions*. London:Oxford University Press..
3. Held, David & McGrew, Anthony (ed.). *The Global Transformation Reader:An introduction to the Globalization Debate*, Cambridge:Polity Press.
4. Bhagwati, Jagdish (2004). *In defense of Globalization*. Oxford: Oxford University Press
5. Lindenberg, Marc & Bryant, Coralie (2001). *Going Global: Transforming Relief and Development NGOs*. Bloomfield: Kumarian Press.
6. Hertz, Noreena (2000). *The silent take over: Global Capitalism and the death of Democracy*. USA: Praeger.
7. Joseph, Nye S. & Donanu John D. (ed.) (2000). *Governance in a Globalizing World*. Washington: Brookings.
8. Cowen, Tyler (2000). *Creative Destruction: How Globalisation is changing the world's culture*. New Jersey : Princeton University Press.

9. Brahis John and Steeve Smith (ed.) (2001). *The Globalisation of World Politics : An Introduction to International Relations*. Lndon : Oxford University Press.
10. Clark, John (ed.). (2003). *Globalising Civic Engagement: Civil Society and Transnational Action*. London: Earthscan.
11. Khagram, Sanjeev, Riker, James & Korthrxu Sikkink (ed.) (2002) *Restructuring World Politics: Transnational Social Movements*. USA: University of Minnesota Press.

Suggested E-Resources:

- <http://sustainabledevelopment.un.org/content/documents/2843WESS2013.pdf> [accessed 12 January 2015]Source C
 - <http://www.worldcoal.org/coal-society/> [accessed 12 January 2015]
 - <http://theelders.org/article/united-call-action-climate-change> [accessed 12 January 2015]
 - J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.201
- www.globalpolicy.org
<http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf>, Open Element (accessed on 13 October 2011)

Welfare Programmes

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

L	T	P	C
3	0	0	3

Learning Outcomes:

Upon completion of the course students will be able to:

- Discuss welfare services for family and children in India
- Interpret various types of services to meet the needs of family and children
- Analyze the institutional services for women and children; old age and children with special need
- Summarize the role of international agencies in child welfare

Syllabus :

Unit I Concept of welfare services

- a) Meaning and definition of welfare services
- b) Historical orientation of family and child welfare agencies
- c) Categories of child Welfare services-supportive, protective and supplementary
- d) Maternal and child health services
- e) Nutrition services

Unit II Institutional Services for Women and Children

- a) Recreational institutions for children – Bal Bhawan and Holiday Homes
- b) Institutional Services for women and children in distress – Short stay homes, SOS village, rescue homes

Unit III Agencies and Services for aged

- a) Services for the aged – Day Care Centres, old age homes, old age pension schemes
- b) Agencies for the aged – Help age India, Senior Citizens' association in Major cities, Grant –in-aid programme

Unit IV International organizations

- a) Role of international agencies in child welfare: WHO, ILO, UNICEF, FAO, UNESCO -international NGO-AMI, CARE, IUCW, ICCW

Unit V Services for Children with special need & Youth

- a) Blind and deaf
Physically handicapped
Mentally retarded
Juvenile delinquents
- b) Programmes for Youth

References:

1. Alfred, K. (1980). *Child Welfare Services*. New York : Mc-Millan Publishers.

2. Choudhary, D.P. (1985). *Child Welfare Development*, Delhi: Atma Ram & Sons .
 3. Fonseca, M.B. (1991). *Counselling for Marital Happiness*, Bombay : Manaktalas .
- Verma, V.S. & Singh, M. (1988). *Legal Rights for Women and Families* . New Delhi: Women's Legal Aid Centre.

आधुनिक कविता (छायावाद तक)

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

L T P C
5 0 0 5

अपेक्षित परिणाम –

- आधुनिक कविता के अध्ययन से भारतीय काव्यधारा की संपूर्ण विवेचना में सक्षम हो सकेंगी।
- छायावादी काव्य में स्थापित नवीन भावबोध एवं नई काव्यशैलियों से परिचित हो सकेंगी।
- हिन्दी काव्यधारा में युगीन परिस्थितियों यथा राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक कारणों के विश्लेषण क्षमता की वृद्धि हो सकेगी।
- राष्ट्रीय स्वाधीनता संग्राम में साहित्य की भूमिका को सूक्ष्म रूप से विवेचित करने के दृष्टिकोण को विकसित कर सकेंगी।
- भारतीय दर्शन और चिंतन की वर्तमान संदर्भों में प्रासंगिकता को समझ सकेंगी।
- अध्यापकीय एवं प्रशासकीय सेवा की तैयारियों के लिए ज्ञान अर्जित कर सकेंगी।

खण्ड-1 मैथिलीशरण गुप्त – साकेत, साहित्य सदन, चिरगाँव, 2008
(नवम सर्ग)

खण्ड-2 जयशंकर प्रसाद – कामायनी, हिन्द पॉकेट बुक्स, दिल्ली, 2004
(चिंता और श्रद्धा सर्ग)

खण्ड-3 (क) सूर्यकान्त त्रिपाठी 'निराला' – (राग-विराग – डॉ. राम विलास शर्मा, राजकमल प्रकाशन, 2000
(राम की शक्ति पूजा, सरोज स्मृति, वह तोड़ती पत्थर)
(ख) सुमित्रानंदन पंत – आज के लोकप्रिय हिन्दी कवि – सुमित्रानंदन पंत – सं. डॉ. हरिवंशराय बच्चन, राजपाल एण्ड सन्स, कश्मीरी गेट, दिल्ली, 2008
(तेरा कैसा गान, फूलों का हास, ताज, ग्राम युवती, स्त्री, भारतगीत)
(ग) महादेवी वर्मा – परिक्रमा, साहित्य भवन, इलाहाबाद, 1974
(धूप-सा तन, विरह का जलजात जीवन, रश्मियों की छाया में, दीप मेरे जल अकंपित, चुभते ही तेरा अरूण बाण)

सहायक पुस्तकें –

1. डॉ. नगेन्द्र, (1999), साकेत : एक अध्ययन, नई दिल्ली, नेशनल पब्लिशिंग हाउस
2. शर्मा, डॉ. रामविलास, (1977), महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण, नई दिल्ली, राजकमल प्रकाशन
3. श्रोत्रिय प्रभाकर, अतीत के हंस, मैथिलीशरण गुप्त, नई दिल्ली, राजकमल प्रकाशन
4. बाजपेयी, नन्द दुलारे, जयशंकर प्रसाद, (1997), रांची, भारतीय भण्डार
5. डॉ. नगेन्द्र (1987), कामायनी के अध्ययन की समस्याएँ, नई दिल्ली, नेशनल पब्लिशिंग हाउस
6. मुक्तिबोध, गजानन माधव, (1991), कामायनी : एक पुनर्विचार, नई दिल्ली, राजकमल प्रकाशन
7. बाली, डॉ. तारकनाथ, छायावाद और कामायनी, नई दिल्ली, सार्थक प्रकाशन
8. सहल, कन्हैयालाल, (1955), कामायनी दर्शन, विजयेन्द्र स्नातक, दिल्ली, आत्माराम एण्ड सन्स
9. शर्मा, राम विलास, (1969), निराला की साहित्य साधना, नई दिल्ली, राजकमल प्रकाशन
10. सिंह, बच्चन, (1961), क्रांतिकारी कवि निराला, वाराणसी, नन्द किशोर प्रकाशन
11. पाण्डेय, गंगा प्रसाद, (2018), महाप्राण निराला, नई दिल्ली, राजकमल प्रकाशन
12. शर्मा, रामविलास, (1991), निराला, नई दिल्ली, राधाकृष्ण प्रकाशन

13. सिंह, डॉ. राधिका, (1979), *महादेवी के काव्य में लालित्य योजना*, नई दिल्ली, नेशनल पब्लिशिंग हाउस
14. मदान, इन्द्रनाथ, (2009), *महादेवी*, नई दिल्ली, राधाकृष्ण प्रकाशन
15. सिंह, नामवर, (2006), *छायावाद*, दिल्ली, राजकमल प्रकाशन
16. पाण्डेय, गंगा प्रसाद, (2001), *छायावाद के आधार स्तम्भ*, जयपुर, राजस्थान प्रकाशन
17. डॉ. प्रेमशंकर, *हिन्दी स्वच्छंदतावादी काव्य*, भोपाल, मध्यप्रदेश ग्रन्थ अकादमी
18. डॉ. देवराज, (1975), *छायावाद उत्थान और पतन*, लखनऊ, कल्पकार प्रकाशन
19. सिंह, दूधनाथ, (1993), *निराला – आत्महन्ता आस्था*, इलाहाबाद, लोकभारती प्रकाशन
20. नवल, नंदकिशोर, (2000), *चार लम्बी कविताओं का रचना विधान*, नई दिल्ली, राधाकृष्ण प्रकाशन

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

vle.du.ac.in,

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

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 represent

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
1. 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>

Community Health Management

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

L	T	P	C
4	0	0	4

Learning Outcomes:

Upon completion of the course students will be able to

- Understand the concept of health from the individual and community perspective
- Know the factors affecting health and nutritional status of individual and community and promoting aspects to improving community health.

Syllabus :

Unit 1 Health and dimensions of health

Physical health, mental health, emotional health, spiritual health and social health. Characteristics of mental health. Positive health versus absence of diseases

Unit 2 Community and its organization

Concept of community ,types of community, factors affecting health of the community-environmental, social, cultural, dietary, organizational, economic, political.

Vulnerable groups/ needs of specials population

Unit 3 Communicable and infectious Disease control

Nature of communicable and infectious diseases, infection, contamination, disinfections, decontamination, transmission-direct and indirect, vector born disease, infecting organisms and causative agents. Principles of disease control

Unit 4 Community Water and Waste management

Importance of water to the community, etiology and effects of toxic agents, water born infectious agents, sources of water, safe drinking water/potability and tests for potability.

Community waste and waste disposal-sewage disposal and treatment, solid waste and disposal, liquid waste disposal.

Unit 5 Life style and Community health

Preventive and promotive aspects, public education and action, alcohol, cigarette smoking, drugs, AIDS,STD diet and chronic diseases.

References:

Clark,J,J Henderson,J.(1983):Community Health,Churchilli Livingstone.

Park, K. (2017):Park's Textbook of Prevention and Social Medicine 24Th Edition.Banaingstone. Bhanot Publishers,Jabalpur.

E-Resources:

Infectious disease retrieved from <https://www.who.int>

factors affecting health of the community retrieved from <https://www.slideshare.net>

Contemporary Fiction

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

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- familiarize themselves with basic concepts of contemporary fiction;
- interpret the basic concepts of home, exile, nostalgia, dislocation/relocation migration, transnationalism and other diasporic elements in a text of contemporary fiction ;
- critically analyze the postmodern elements in a text of contemporary fiction;
- understand the various narrative techniques used in contemporary texts.

Course Content

Section I

Jhumpa Lahiri : *The Namesake*
Toni Morrison : *The Bluest Eye*

Section II

Margaret Atwood : *The Blind Assassin*

Section III

Salman Rushdie : *Midnight's Children*
Khaled Hosseini : *The Kite Runner*

Suggested Readings:

1. Catherine Candy. (1996). *Salman Rushdie*. Manchester University Press
2. Dhawan R.K. (1992). *The Novel of Salman Rushdie*. New Delhi: Indian Society of Common Studies.
3. Collie, Nathaline (1999) '*Margaret Atwood: A Critical Companion*. London, OUP
4. Bhargava, Rajul. (2002). *Indian Writing in English: Last Decade*. Rawat Publishers: Jaipur
5. Bala, Suman. (2013). *Jhumpa Lahiri : A Critical Introduction*. New Delhi : Khosla Publications House
6. Tally, Justine (ed.) (2007). *The Cambridge Companion to Toni Morrison*. London : CUP
7. Rihani, Aneen. (2016). *The Book of Khalid : A Critical Edition*. N Y : Syracuse U P.

Suggested E-learning Materials:

- **Approaching Contemporary Fiction**
<https://www.jstor.org/action/doBasicSearch?Query=contemporary+fiction&acc=off&wc=on&fc=off&group=none>
- **Images of Indian diaspora**
<http://egyankosh.ac.in/bitstream/123456789/27507/1/Unit-21.pdf>
- **Salman Rushdie and Postmodernism**
<https://muse.jhu.edu/article/49399>
- **Dislocation/Relocation and Jhumpa Lahiri**
<http://egyankosh.ac.in/bitstream/123456789/4931/1/MWG-006-B5-U3.pdf>
- **Black Identities and Toni Morrison**
<https://muse.jhu.edu/issue/23190>

Contemporary Political Theory

Max. Marks : 100

(CA: 40 + ESA: 60)

L T P C

5 0 0 5

Section I

Political Theory: Traditional Perspective, Nature, Characteristics, Role and Limitations. Behavioral Revolution; Meaning Nature Role and Limitations, Post Behavioral Perspective in Political Science. Debate about the Decline and Revival of Political Theory and Nature of the Revival of Political Theory.

Section II

Approaches to Contemporary Political Theory : General Systems Approach, Group Theory, Decision Making Approach. Lasswell's Distributive Analysis.

Section III

Major Issues and Recent Trends in Contemporary Theory : Post Modernism, Feminism, Multiculturalism and Environmentalism.

Learning Outcome:

After completion of the course, student will be able to:

- Understand key concepts, approaches and main problems of political theory.
- To think analytically on the concepts and issues involved in political theory.
- To explicate their own views in political theory.
- Develop ability to research current political issues and relate them to the course material

Recommended Book:

1. Charlesworth, James C. (ed.) (1967). *Contemporary Political Analysis*. New York: Free Press.
2. Easton, David (1963). *The Political System - An Inquiry into the State of Political Science*. USA: Alffred A. Knopf Inc.
3. Lasswell, Harold D. (1969). *Politics: Who Gets, What, When & How*. New York: Mc Graw Hill and Co. Inc
4. Germino, Dante (1969). *Beyond Ideology: Revival of Political Theory*. New York: Harper and Row.
5. Eugene, J. Meehan (1967). *Contemporary Political Thought - A. Critical Study*. USA: Dorsey Press.
6. Eugene J. Meehan (1965). *The Theory and method of Political Analysis*. USA: Dorsey Press.
7. Hayes and Hedlund (ed.) (1970). *The Conduct of Political Inquiry: Behavioural Political Analysis*. Jersey: Prentice-Hall.
8. Verma, S P (1975). *Modern Political Theory*. Delhi: Vikas Publishing House.
9. Kerlingr (1964). *Foundations of Behavioural Research*. Delhi: Surjeet Publications.
10. Brecht, Arnold (1959). *Political Theory: Foundations of Twentieth Centurey Political Thought*. New Jersey: Princeton University Press.
11. Young, Ronald (ed.) (1958). *Approaches to the Study of Political Science*. USA: North Western University Press.
12. Easton, David (1965). *Framework to Political Analysis*. USA: Prentice Hall Inc.
13. Easton, David. (1965). *A System Analysis of Political Life*. USA: John Wiley and Sons, Inc.
14. Lasswell & Kaplan (1953). *Power and Society: Framework for Political Inquiry*. USA: Yale University.
15. Austin, Ranney (ed.) (1962). *Essays on the Behavioural Study of Politics*. Urbana: University of Illinois Press.

16. Almond & Powell (1966). *Comparative Politics - A Developmental Approach*. New York: Little arown and Co. Bosten.
17. Huntignion, Samuel P. (1961). *Political Order in Changing Societies*. London: New Haven.
18. Hass & Hariel (ed.) (1970). *Approaches to the Study of Political Science*. Sen Francisco: Chandler Publishing Co.
19. Ramaswamy, S (2002). *Political theory: Ideas and Concepts*. Delhi: Macmillan.
20. Strauss L. (1968). *Liberalism: Ancient and Modern*. New York: basic Books.
21. Hutcheon (1989). *The politics of Postmodernism*. New York: Routledge.

Suggested E-Resources

- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
 - Annual Review of Political Science, <http://www.annualreviews.org/journal/polisci>, Annual Reviews
 - Review of Middle East Studies, <http://www.jstor.org/action/showPublication?journalCode=revimideaststud>, Middle East Studies Association of North America (MESA)
- Political Methodology, <http://www.jstor.org/action/showPublication?journalCode=polimethod>, Oxford University Press; Society for Political Methodology Political Analysis, <http://www.jstor.org/action/showPublication?journalCode=polianalysis>

Social Demography

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

L	T	P	C
5	0	0	5

Learning Outcomes:

After the completion of this course, students will be able to

- Understand and apply the concepts and theories on population problems.
- Know about importance of population control measures and their implementation.
- Explain reproductive health and social impact of new reproductive technologies.
Critically analyze population problems and policies

Section A

Meaning and Scope of Demography, Importance of studying Demography in Sociology. Socio- Cultural Factors affecting Population Growth. Theories of population: Malthusian theory, Demographic Transition Theory, Optimum Population Theory. Population Trends in 20th Century Population Explosion – Threatened or real, distant or eminent

Section B

Fertility: Crude Birth Rate, Total Fertility Rate, Age Specific Fertility Rate, Net Reproduction Rate and Gross Reproduction rate. Factors affecting Fertility. Factors responsible for Declining Fertility in recent past. Nuptiality: Concept and analysis of marital status, Mean age at Marriage. Mortality and Morbidity: Crude Death Rate, Age Specific Death Rate, Infant Mortality Rate, Child Mortality Rate, Maternal Mortality Rate. Factors affecting Mortality.

Migration: Concept and Types Factors affecting migration.

Section C

Population Policy in India. Problems and Perspective. Evolution of Population Policy in India – The shift in Policy from Population Control to Family welfare to Women Empowerment. Reproductive and Child Health. Social Impact of New Reproductive Technologies. Population Education, Population Information and Communication. New Population Policy – 2000

Recommended Books :

1. Census of India Reports (2011).
2. Finkle, J. L., & McIntosh, C. A. (1994). The new politics of population. *Population and Development Review*, 20, 3-34.
3. Hatcher, R. A. (1997). *The essentials of contraceptive technology*. Johns Hopkins INFO Project.
4. Bose, A. (1991). *Demographic diversity of India*. Census. State and District Level Data. A Reference Book.
5. Premi, M. K., Ramanamma, A., & Bambawale, U. (1983). *An introduction to social demography*. Delhi. Vikas Publishing House.
6. Sharma, R. K. (2004). *Demography and population problems*. Mumbai: Atlantic Publishers & Dist.
7. Srivastava, O.S. (1994). *Demography and population studies*. New Delhi: Vikas Publishing House.
8. Chandrasekhar, S. (Ed.). (2011). *Infant mortality, population growth and family planning in India*. London: Routledge.
9. Sinha, V. C., & Zacharia, E. (1984). *Elements of demography*. New Delhi: Allied Publishers.
10. Guruswamy, M., & Arokiasamy, P. (Eds.). (2004). *Population, health, and development in India: Changing perspectives*. New Delhi: Rawat Publications.

11. Chaubey, P. K. (2001). *Population Policy for India: Perspectives, issues, and challenges*. Kanishka Publishers.
12. Sinha, V. C., & Zacharia, E. (1984). *Elements of demography*. New Delhi: Allied Publishers.
13. Reddy, Krishna M.M. (1998). *Marriage, population and society*. New Delhi: Kanishka Publishers.

Suggested E-Resources :

1. An introduction to demography. Platform: Researchgate, Link-
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>
3. Meaning and Scope of Demography, Birth rate, death rate, determinant, Socio-economic aspect of population, Platform: sociology discussion
Link-<https://www.sciencedirect.com/book/9780126826500/social-demography>

Discourse Analysis

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- analyse discourse on different linguistic levels.
- understand phenomenon of grammatical, rhetorical textualities.

Course Content:

India is known for and by its two eternal treasures; *Sanskrit* and *Sanskriti*. The *Sanskriti* or culture of India is known by the rich and profound stream of intellect and thoughts which have eternally been flowing in India. Those streams of thoughts, ideas or intellect are; Philosophy, Literature and Literary Theory, Art and Aesthetics, Social Sciences, Science and Technology. The course intends to encourage scholars to explore the schools of *Rasa*, *Alamkara*, *Riti*, *Guna/Dosa*, *Vakrokti*, *Aucitya* and *Dhvani* of Sanskrit Poetics which may allow the scholars to apply their philosophical ideas for the analysis of a literary text.

Recommended Readings:

1. Kushwaha, M.S. (1988). *Indian Poetics and Western Thought*. Lucknow: Argo Publications.
2. De, S.K. (1999). *Sanskrit Poetics as a Study of Aesthetics*. New Delhi: Eastern Publications.
3. Tiwari, R.S. (1978). *A Critical Approach to Classical Indian Poetics*. New Delhi: Eastern Publications.
4. Kane, P.V.(1994). *History of Sanskrit Poetics*. New Delhi: MLBD.

Suggested E-learning Material:

- **Stylistic Analysis of Literary Texts: Prose, Poetry, and Drama**
<http://epgp.inflibnet.ac.in/>
- **Concepts of *Rasa Alamkar*, *Vakrokti*, *Riti*, *Guna*, *Dhvani*, and *Auchitya***
<https://swayam.gov.in/>

Western Philosophy

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- familiarize themselves with major schools of Western Philosophy.
- develop analytical and critical faculty.
- understand the complexity of an argument and a thesis.
- contextualize an anti-thesis.

Course Content

Philosophy is integral to scientific enquiry, critical thinking and the process of identifying an objective truth. The knowledge of different schools of Indian Philosophy may help the students in enriching the eclectic thought process

and critical faculty. The course includes exploration of the major ideas of Empiricism; Lock, Berkeley, Rationalism; Descartes, Spinoza, Leibniz, Political Transformation ; Hobbs, Hegel, Marx and Utilitarianism

Recent Philosophy; Phenomenology and Existentialism

Art and Aesthetics; Kant, Hegel, Nietzsche, and Heidegger

Recommended Readings:

1. Hobbes, Thomas.(1947). *Leviathan*. London: Routledge.
2. Locke, John. (1975). *An Essay Concerning Human Understanding*. London: Routledge.
3. Scruton, Roger.(1981). *A Short History of Modern Philosophy*. London: Routledge.

Suggested E-learning Material:

- **Introduction to Contemporary Philosophy:**
<http://egyankosh.ac.in/handle/123456789/38418>
- **Karl Marx**
<http://egyankosh.ac.in/handle/123456789/38420>

Five Fold Activities

Fine Arts	Physical Education and Sports
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
	BVFF 213 Hockey
Social Service and Extension Activities	BVFF 214 Judo
BVFF 301 Banasthali Sewa Dal	BVFF 215 Kabaddi
BVFF 302 Extension Programs for Women Empowerment	BVFF 216 Karate – Do
BVFF 303 FM Radio	BVFF 217 Kho-Kho
BVFF 304 Informal Education	BVFF 218 Net Ball
BVFF 305 National Service Scheme	BVFF 219 Rope Mallakhamb
BVFF 306 National Cadet Corps	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

Tribal Studies

Max. Marks : 100

<u>L</u>	<u>T</u>	<u>P</u>	<u>C</u>
<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>

Learning Outcomes:

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

- Understand the concept and profile of tribes.
- Explain about tribal culture and economy.
- Discuss the various problems encountered by tribal community in India.

In India, there are diverse demographic groups based on ethnicity, caste, religion and region. The academic discourse on tribal communities in our country finds immense relevance from a sociological perspective. Thus, course on tribal studies explains the concept of Tribe and its characteristics and socio-cultural profile. Tribes form a distinct entity from caste which is needed to be explained for understanding ethnic identity of tribal society. Tribes are classified on various grounds of race, culture and economic status. This categorization is essential to get comprehensive knowledge of their social position. The Tribal lifestyles are interestingly unique in terms of the patterns of subsistence ranging from Food Gathering, Hunting, Shifting cultivation and Nomadic to Settled Agriculture. In changing scenario, their traditional forms of subsistence are being affected as and they are working as Artisans, Migrant Workers and Salaried employees. Therefore, demographic Profile of different tribes across India vis a vis their habitat, distribution and concentration of tribes and their Folklore enhance knowledge about them. Tribal communities are also unique in terms of their Social, Economic, Political and Religious Institutions. Tribal communities are of both types patriarchal and matriarchal; therefore, exhibit different status and role of women in their community. In present times, tribal societies in India are witnessing various social problems that have led the emergence of tribal movements. Thus, this course focuses on sensitizing students towards tribal society and culture and various problems encountered by them due to development process undergoing in India.

Recommended Books:

- Majumdar, D.N., & T.N. Madan. (2005). *An Introduction to Social Anthropology*. Delhi, National Publishing House.
- Singh, K.S. (2002). *Tribal Situation in India*. Indian Institute of Advanced. Shimla.
- Mathur, K.S. (1974). *Tribe, Caste and Peasants*. Ethnographic and Folk Culture Society. Lucknow.
- Pati, R.N & Jagatdeb, L. (1992). *Tribal Demography in India*. Delhi, South Asia Books.
- Rao, M.S.A. (2002). *Social Movements in India*. New Delhi, Manohar Publishers and Distributors.
- Dube, S, C. (1977). *Tribal Heritage of India*. New Delhi, Vikas Publications.
- Haimendorf, C. Von. (1982). *Tribes of India: The Struggle for Survival*. New Delhi, OUP.
- Jha, Makhan. (2003). *Social Anthropology*. New Delhi, Vikas Publishing House Private Limited.
- Patel, M.L. (1974). *Changing Land Problem: Problems of Tribal India*. Delhi, Progress Publishers.
- Xaxa, V. (2008). *State, Society and Tribes: Issues in Post- Colonial India*. New Delhi. Dorling Kindersley (India).
- Bose, N.K. (1967). *Culture and Society in India*. Delhi, Asia Publishing House.

- Hasnain, Nadeem. (2005). *Tribal India*. Delhi. Palka Prakashan.
- Mahapatra, L.K. (1994). *Tribal Development in India: Myth and Reality*. Delhi. Vikas publication.

Suggested E-Resources

- Concept of Tribe and characteristics
<http://ndpublisher.in/admin/issues/IJSSAv1n1e.pdf>
- Socio- Cultural profile of Tribes in India
<https://ijm.mercglobal.org/abstractijm101.html>
- Difference between Tribe and Caste
<http://egyankosh.ac.in/bitstream/123456789/39008/1/Unit-1.pdf>
<http://www.egyankosh.ac.in/bitstream/123456789/27233/1/Unit-18.pdf>
- Status and Role of Women in Tribal Society
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.544.2059&rep=rep1&type=pdf>

Tribal Problems and Tribal Movements in India

<http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/3726/tirbal-movements-and-political-realities-problems-of-conceptualisation.pdf?sequence=1>

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 रूचि 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 कहाँ 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, जगत राम 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।

ई-सामग्री स्रोत –

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

vle.du.ac.in

प्राचीन भारत में स्त्री शिक्षा

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

L T P C
5 0 0 5

निर्गम-

पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे-

- भारतीय संस्कृति का ज्ञान।
- प्राचीन भारतीय संस्कृत साहित्य में निहित स्त्री शिक्षा विषयक ज्ञान की प्राप्ति।
- निर्धारित साहित्य में विद्यमान शिक्षा - सम्बन्धी मूल्यों का बोध होगा।

निर्देश :

1. यह प्रश्न-पत्र तीन खण्डों में विभक्त है। प्रत्येक खण्ड से तीन-तीन प्रश्न पूछे जायेंगे।
2. परीक्षार्थी को कुल पाँच प्रश्नों के उत्तर देने हैं। प्रत्येक प्रश्न के अंक समान हैं। प्रत्येक खण्ड में से अधिकतम दो व कम से कम एक प्रश्न का उत्तर देना अनिवार्य है।
3. किसी भी एक प्रश्न का उत्तर संस्कृत भाषा के माध्यम से देना होगा।

प्रथम खण्ड

- वैदिक साहित्य परम्परा में स्त्री शिक्षा

द्वितीय खण्ड

- जैन एवं बौद्ध साहित्य परम्परा में स्त्री शिक्षा

तृतीय खण्ड

- आर्षकाव्य एवं कालिदासपर्यन्त साहित्य में स्त्री शिक्षा

संस्तुत पुस्तकें-

- उपाध्याय, भरतसिंह, (1950), *थेरी गाथाएँ : भिक्षुणियों के भावनापूर्ण उद्गार*, सस्ता साहित्य मण्डल प्रकाशन।
- कुमार, कृष्ण, (1950), *प्राचीन भारत की शिक्षा पद्धति*, नईदिल्ली, श्री सरस्वती सदन, ।
- काणे, पी. वी., (1990), *धर्मशास्त्र का इतिहास*, (अनु.) अर्जुन चौबे कश्यप, लखनऊ, हिन्दी समिति सूचना विभाग, ।
- गुप्ता, राजेशचन्द्र, (1950), *बौद्ध दर्शन का प्राचीन भारतीय शिक्षा पद्धति पर प्रभाव (वर्तमान शिक्षा के सन्दर्भ में इसकी उपादेयता)*, नई दिल्ली, राधा पब्लिकेशन्स।
- घोष, इला, (2007), *ऋग्वैदिक ऋषिका*, दिल्ली, ईस्टर्न बुक लिंकर्स,।
- घोष, इला, (2012), *वैदिक संस्कृति संरचना(नारी योगदान विभूषित)*, दिल्ली, ईस्टर्न बुकलिंकर्स
- पोद्दार, हनुमान प्रसाद, (2009), *नारी शिक्षा*, गोरखपुर, मोतीलाल जलान, गीताप्रेस।
- मिश्र, बाबूलाल, (2003), *महाभारतकालीन शिक्षा प्रणाली*, प्रतिभा प्रकाशन,।
- सफाया, रघुनाथ, (2011), *संस्कृत शिक्षण*, पंचकूला, हरियाणा साहित्य अकादमी।
- मुकर्जी, राधाकुमुद, (1971), *हिन्दू सभ्यता*, (अनु.) वासुदेवशरण अग्रवाल, दिल्ली, राजकमल प्रकाशन।
- Altekar, A.S, (1944), *Education in Ancient India*, Nand kishore & Bros. Banaras

- Altekar, A.S, (1938), *The Position of Women in Hindu Civilisation (From Prehistoric times to the Present Day)*, Banaras, The Culture Publication House.
- Bhawalkar, Vanmala, (1999), *Women in the Mahabharata*, Delhi, sharda publishing house.
- Chaturvedi, Badrinath, (2008), *The Women of the Mahabharata The Question of Truth*, Delhi, Orient Longman Private Limited.
- Das, S.K, (1930), Calcutta *The Educational System of the ancient Hindus*.
- Dharampal, (2007), *The Beautiful Tree:Indigenous indian Education in the Eighteenth Century*,Goa, Other India Press.
- Idaykidath, V.S, (2000), *Upnishads on Education*, Thiruvananth puram-34.
- Keay, F.E, (1960), *Ancient Indian Education : an enquiry into its origin development and ideas*, New delhi Cosmo Publication.
- Mazumder, Nogensra Nath, (1916), *A History of Education in ancient india*, Calcutta, Macmillian & Co., Ltd.
- Mookerji, Radha Kumud, (1947), *Ancient Indian Education (Brahmanical and Buddhist)*, London, Macmillan and Co., Limited,.

E- Resources-

- **History of Dharmashastra**
<https://archive.org/details/in.ernet.dli.2015.37698>
<https://archive.org/details/historyofdharmas029210mbp/page/n8>
<https://archive.org/details/HistoryOfDharmasastraancientAndMediaevalReligiousAndCivilLawV.4/page/n2>
<https://archive.org/details/in.ernet.dli.2015.49709>
- ***The Position of Women in Hindu Civilisation***
<https://archive.org/details/in.ernet.dli.2015.100033/page/n3>
- ***Education in Ancient India***
<https://archive.org/details/educationinancie032398mbp>

Discipline Elective

Indian Literatures

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

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- know some major concepts of Indian culture, art, aesthetics, and literature, Indian knowledge system or Indian Intellectual Tradition;
- learn some major concepts of Indian culture, art and literature;
- understand the theoretical complexes that may enrich their understanding of Indian culture, art and literature;
- develop analytical and cognitive ability and appreciate different aspects of Indian culture, art and literature.

Course Content

SECTION I

1. Bhasa 'Svapna-vasavadattam or The Vision of Vasavadatta', Thirteen Plays of Bhasa, tr. A.C. Woolner and Lakshman Swarup (Delhi: Motilal Banarasidas, 1985), pp. 37-70.

Section-II

2. Lal Ded: 'I will weep and weep for you, my Soul', 'By the highway I came', 'My Guru gave me but one precept', 'When can I break the bonds of shame?', 'Who can stop the eaves' drip during the frost?', 'Thou art the earth, Thou art the sky', 'On nothing else I built my hopes', 'He who is the eternal "Anahata"', 'Hoping to bloom like a cotton flower'; 'I, Lalla, entered by the garden-gate', pp. 91, 92, 97, 103, 109, 111, 119, 123, 128, 131.
3. M.M.H. Ruswa: *Umrao Jaan Ada* (1899), tr. David Matthews (New Delhi: Rupa, 1996).

SECTION III

4. Premchand: *The Gift of a Cow* (1936), tr. Gordon Roadarmel.
5. Shrilal Shukla: *Raag Darbari* (1968), tr. Gillian Wright (New Delhi: Penguin).

Suggested Readings:

1. Bhasa. (1985). *Svapna-vasavadattam or, The Vision of Vasavadatta*. in *Thirteen Plays of Bhasa*, tr. A.C. Woolner and Lakshman Swarup. Delhi: Motilal Banarasidas.
2. Anandavardhana. (1974). 'The First Flash', in the *Dhvanyalok* of Anandavardhan, ed. and tr. K. Krishnamoorthy. Delhi: Motilal Banarasidas,
3. M.M.H.(1996). Ruswa: *Umrao Jaan Ada*. Trans. David Matthews. New Delhi: Rupa
4. Premchand (1936). *The Gift of a Cow*. Trans. Gordon Roadarmel. New Delhi : Oxford University Press.
5. Shrilal Shukla: (1968). *Raag Darbari* . Trans. Gillian Wright. New Delhi: Penguin,
6. Kaul, Jaylal. (1973). *Lal Ded* . New Delhi: Sahitya Akademi.

Suggested E-learning Material:

- **Plays of Bhasa**
http://shodhganga.inflibnet.ac.in/bitstream/10603/19823/9/09_chapter%202.pdf
https://www.jstor.org/stable/41152424?seq=1#metadata_info_tab_contents
- **Lal Ded**

<http://www.sutrajournal.com/lal-ded-the-mystic-of-kashmir-by-mh-zaffar>

- **Ruswa's *Umrao Jaan Ada***
<https://journals.sagepub.com/doi/pdf/10.1177/0021989414553241>
- **Premchand: *The Gift of a Cow***
http://shodhganga.inflibnet.ac.in/bitstream/10603/195269/1/11_chapter%204.pdf
- **Shrilal Shukla: *Raag Darbari***
<https://www.tandfonline.com/doi/abs/10.1080/02759527.2014.11932992>

Indian Writing in English

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

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- identify relationship between Indian Writing in English and its social context;
- interpret texts with attention to their complexity, intricacy and aesthetic value;
- demonstrate literary sensibility and emotional response to the literary texts;
- know various eminent figures of Indian literature in English ;
- assimilate and synthesize Indian values and sensibility through their understanding of the texts.

Course Content

Section I

- (i) Toru Dutt: The Lotus, Our Casuarina Tree
- (ii) R. N. Tagore: *Gitanjali* 1, 13, 15
- (iii) Ramanujan: A River, Love Poem for Wife I, Obituary
- (iii) Kamala Das: A Hot Noon in Malabar, The Invitation, The Sunshine Cat, The Looking Glass
- (iv) Nissim Ezekiel: The Night of the Scorpion, Good Bye Party for Miss Pushpa T.S.

Section II

- (i) Amitav Ghosh - *The Shadow Lines*

Section III

- (i) Girish Karnad - *Hayavadana*
- (ii) Mahesh Dattani : *Tara*

Suggested Readings:

1. Iyengar, K.R.S (1998). *Indian Writing in English*. New Delhi: Sterling.
2. Verghese, C. P.(1990) *Problems of the Indian Creative Writer in English*.New Delhi: Sterling.
3. Singh, R.S. (2000) *Indian Novels in English*. New Delhi: Arnold Heinemann.
4. Naik, M.K. (2001) *Perspectives on Indian Fiction in English*. New Delhi: Abhinav Publication.
5. Srivastava, R. (1984) *Perspectives on Anita Desai*. Gaziabad: VimalPrakashan.
6. Sharma, R.S. (1981) *Anita Desai*. New Delhi: Arnold Heinemann.
7. Sundaram, P.S. (2000)*R.K.Narayan*. New Delhi : Arnold Heinemann.
8. Srinath, C.N. (1986) *The Literary Landscape*. New Delhi: Mittal Publication.
9. Ramamurthi, K.S. (1987) *Rise of the Novel*.New Delhi: Sterling.
10. Sharad, P. (1987)*Raja Rao and Cultural Tradition*.New Delhi: Sterling.
11. Jha, R. (1983)*Gandhian Thought and Indo-Anglian Novelists*.New Delhi: Sterling.

Suggested E-learning Materials:

- **Nissim Ezekiel and Kamala Das:**
<http://egyankosh.ac.in/bitstream/123456789/22861/1/Unit-4.pdf>
- **Rabindranath Tagore:**

<http://egyankosh.ac.in/bitstream/123456789/27472/1/Unit-24.pdf>

- **A.K. Ramanujan:**

<http://egyankosh.ac.in/bitstream/123456789/22862/1/Unit-5.pdf>

- **Toru Dutt**

<http://egyankosh.ac.in/bitstream/123456789/23169/1/Unit-4.pdf>

- **Mahesh Dattani: Tara**

<https://www.jstor.org/stable/3245741?seq>

International Politics

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

L T P C
5 0 0 5

Section I

Meaning, Nature and Scope of International Politics. Evolution and Development of International Politics. Theories of International Politics : Realist, Idealist and Theory of Integration.

Section II

Approaches : A Brief Survey of Traditional and Modern Approaches, Systems Approach of Kaplan, Political Economy Approach. Concept of Power and International Politics as a Struggle for Power. Elements of National Power, Changing Nature of National Power.

Section III

Instruments for the Promotion of National Interest: Diplomacy, Propaganda. Political Warfare and War. Economic Instruments of National Policy, Imperialism and its types and New Imperialism.

Learning Outcome:

After completion of the course, student will be able to:

- Critically analyze the theories of international politics.
- Evaluate the concept of power and its changing nature.
- Explore the instruments for the promotion of national interest.

Recommended Books:

- 1 Schawarzenberger, G. (1952). *Power Politics*. London: Stevens and Sods Ltd.
- 2 Palmer & Perkins (1967). *International Relations*. Calcutta: Scientific Book Agency.
- 3 Sprout and Sprout (1962). *Foundation of International Politics*. Delhi: Von Nostrand.
- 4 Kumar, Mahendra (2017). *Theoretical aspects of International Politics*. UP: SLA Publications.
- 5 Calude Jr, I.L. (1967). *Power and International Relations*. UK: Random House.
- 6 H Herz, John. (1960). *International Politics in the Atomic Age*. New York: Columbia University Press.
- 7 Schleicher, C.P. (1962). *International Relations: Cooperation and Conflicts*. New Jersey: Princeton Press.
- 8 Bhaneja, Dr. B. (1973). *The Politics of Triangles: The Alignment Patterns in South Asia, 1961- 71*, Delhi: Research Publications.
- 9 Garg, J.P. (1972). *Regionalism in International Politics*. Delhi: Research Publication.
- 10 Morganthau, H.J. (1985). *Politics Among Nations*. New York: Alfred Knopf.
- 11 Burchill, Et.all (2001). *Theories of International and Relations*. UK: Macmillan.
- 12 Sullivan, M.P. (2001). *Theories of International Politics: Enduring Paradigm in a Changing World*. Hampshire: Macmillan.
- 13 Kegley, C.W. & Wittkopf, E.R (1995). *World Politics: Trends and Transformation*. New York: Martin Press.
- 14 Hoogvelt, A.M (1997). *Globalizaion and the Post Colonial World: The New Political Economy of Development*. UK: Basingstaka Macmillan.
- 15 Cox, Robert & T.J. Sinclain (1966). *Approaches to World Order*. UK: Cambridge Univ. Press.

- 16 Bandhopadhyaya, Jayanta & Mukherjee, Amitava (2001). *International Relations Theory: From anarchy to World Government*. Kolkata: Howrah Manuscript.
- 17 Jackson, Robert & Sorensen, George (2003). *Introduction to International Relations. Theories and Approaches*. London: Oxford University Press.

Suggested E-Resources

- E PG Pathshala- <https://epgp.inflibnet.ac.in/ahl.php?csrno=29>
- World Affairs <http://www.jstor.org/action/showPublication?journalCode=worldaffairs>
- Review of International Studies <http://www.jstor.org/action/showPublication?journalCode=revinterstud>
- International Studies Perspectives- <http://isp.oxfordjournals.org/>
- International Studies Quarterly - <http://isq.oxfordjournals.org/>

Discipline Electives

International Relations since 1945

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

L	T	P	C
4	0	0	4

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: factors leading to Post Cold War Era, emerging Trends in post-cold war era, Uni-Polarity and Polycentrism

Unit 4: North South Dialogue, South-South cooperation, New International Economic Order.

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. Paimor & Perkins, (2001). *International Relations*, 3rd 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. Coulombis, 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=indiaintecentq>, 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>

प्रथम समसत्र

कथा साहित्य

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

L	T	P	C
5	0	0	5

अपेक्षित परिणाम –

- उपन्यास कला तथा कहानी कला के मूलभूत अंतर को समझने में समर्थ हो सकेंगी।
- साहित्य एवं समाज के अंतर्संबंध को समझने की क्षमता विकसित कर सकेंगी।
- उपन्यास एवं कहानी के पठन – पाठन, मूल्यांकन एवं विश्लेषण की आलोचनात्मक दृष्टि विकसित कर सकेंगी।
- हिन्दी कथा – साहित्य की विविध प्रवृत्तियों को समझ सकेंगी

खण्ड-1

क. गोदान- प्रेमचन्द, सरस्वती प्रेस, बनारस, 1961

ख. मैला आंचल – फणीश्वरनाथ रेणु, राजकमल पेपरबैक्स, दिल्ली 2009

खण्ड-2

झूठा-सच (प्रथम खण्ड) – यशपाल, लोकभारती प्रकाशन, इलाहाबाद, 1996

(व्याख्या के लिये केवल प्रथम खण्ड)

झूठा-सच (द्वितीय खण्ड) – यशपाल

खण्ड-3

क. त्यागपत्र – जैनेन्द्र, पूर्वोदय प्रकाशन, दिल्ली, 1987

ख. हिन्दी कहानियाँ- चन्द्रधर शर्मा गुलेरी, प्रेमचन्द, जैनेन्द्र, यशपाल, अज्ञेय, अमरकान्त, कृष्णा सोबती, मन्नू भण्डारी, उषा प्रियंवदा (उसने कहा था, पूस की रात, पाजेब, परदा, रोज, जिन्दगी और जोंक, सिक्का बदल गया, यही सच है, वापसी)

सहायक पुस्तकें –

1. श्रीवास्तव, डॉ. शिवनारायण, (1951) हिन्दी उपन्यास, सरस्वती मन्दिर प्रकाशन
2. सिंह, डॉ. कुँवरपाल सिंह, (1976) हिन्दी उपन्यास सामाजिक चेतना, नई दिल्ली, पाण्डुलिपि प्रकाशन
3. सिंह, डॉ. कुँवरपाल सिंह, (1980) प्रेमचन्द और जनवादी साहित्य की परम्परा, दिल्ली, भाषा प्रकाशन
4. सिंह, डॉ. त्रिभुवन, (1961) हिन्दी उपन्यास और यथार्थवाद, वाराणसी, हिन्दी प्रचारक
5. शर्मा, डॉ. रामविलास, (1981) प्रेमचन्द और उनका युग, नई दिल्ली, राजकमल प्रकाशन
6. मदान, (सं.) डॉ. इन्द्रनाथ, (1967) प्रेमचन्द प्रतिभा, इलाहाबाद, सरस्वती प्रेस
7. मदान, डॉ. इन्द्रनाथ, (1975) हिन्दी उपन्यास : पहचान और परख, दिल्ली, लिपि प्रकाशन
8. सिंहल, डॉ. शशि भूषण, (1976) हिन्दी उपन्यास : बदलते सन्दर्भ, नई दिल्ली, प्रवीण प्रकाशन
9. फाक्स, रॉल्फ, (1957) उपन्यास और लोक जीवन, नई दिल्ली, पीपुल्स पब्लिशिंग हाउस
10. मदान, डॉ. इन्द्रनाथ, (1953) आज की कहानी, नई दिल्ली, राजकमल प्रकाशन
11. सिंह, डॉ. नामवर, (1966) कहानी : नयी कहानी, इलाहाबाद, लोकभारती प्रकाशन
12. कमलेश्वर, (1966) नयी कहानी की भूमिका, दिल्ली, अक्षर प्रकाशन
13. श्रीवास्तव, डॉ. परमानन्द, (1965) हिन्दी कहानी की रचना प्रक्रिया, कानपुर, ग्रन्थम प्रकाशन
14. यादव, राजेन्द्र, (1993) एक दुनिया समानान्तर, नई दिल्ली, राधाकृष्ण पब्लिकेशन,
15. अवस्थी, डॉ. देवीशंकर, (1973) नयी कहानी : सन्दर्भ और प्रकृति, नई दिल्ली, राजकमल प्रकाशन
16. मोहन, नरेन्द्र, (1973) समकालीन कहानी की पहचान, नई दिल्ली, वाणी प्रकाशन

संस्कृत रेडियो

रूपक

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

L	T	P	C
5	0	0	5

निर्गम:-

पाठ्यक्रम के सफलतापूर्वक अध्ययन के पश्चात् विद्यार्थी निम्नलिखित में समर्थ होंगे-

- छात्राएँ संस्कृत साहित्य की आधुनिक विधाओं से परिचित होंगी।
- संस्कृत रेडियो रूपकों के माध्यम से छात्राओं में संस्कृत साहित्य के अभिनव प्रयोग की दृष्टि प्राप्त होगी।
- संस्कृत साहित्य एवं संचार तकनीक के साधनों के उपयोग की समझ का विकास।

निर्देश :

- यह प्रश्न-पत्र तीन खण्डों में विभक्त है। प्रत्येक खण्ड से तीन-तीन प्रश्न पूछे जायेंगे।
- परीक्षार्थी को कुल पाँच प्रश्नों के उत्तर देने हैं। प्रत्येक प्रश्न के अंक समान हैं। प्रत्येक खण्ड में से अधिकतम दो व कम से कम एक प्रश्न का उत्तर देना अनिवार्य है।
- किसी भी एक प्रश्न का उत्तर संस्कृत भाषा के माध्यम से देना होगा।

प्रथम खण्ड-

आधुनिक संस्कृत विधाएँ
संस्कृत रेडियो रूपक का इतिहास

द्वितीय खण्ड-

पूर्वशाकुन्तलम्
गंगा लहरी
न हि भोजसमो नृपः

तृतीय खण्ड-

सत्यमेव जयते
वेताल-कथा

सन्दर्भ पुस्तकें-

- आचार्य, डॉ हरिराम, (2002), पूर्वशाकुन्तलम्, जयपुर, हंसा प्रकासन।
- कुमार, सिद्धनाथ, रेडियो नाटक की कला,
- सिंह, इन्द्रपाल, संस्कृत नाटक समीक्षा, कानपुर, साहित्य निकेतन।
- पाण्डेय, डॉ रामजी, भारतीय नाट्य सिद्धान्त: उद्भव और विकास (संस्कृत एवं हिन्दी नाटकों के विशेष सन्दर्भ में), पटना, बिहार राजभाषा परिषद्।
- भरतमुनि, नाट्यशास्त्रम्, व्या. प्रो. ब्रजमोहन चतुर्वेदी, वाराणसी, चौखम्बा सुरभारती प्रकाशन।
- Mehta, Tarla, (1999), Delhi, Sanskrit Play Production in Ancient India, Motilal Banarsidas Publishers.

E- Resources-

- Abhigyan Shakuntam
<https://archive.org/details/in.ernet.dli.2015.485570>
- Bhartiya Natya Siddhant
<https://archive.org/details/BhartiyaNatyaSiddhantaUdbhavaAurVikasDr.RamjiPandeyPart2>

Law of Equity and Trust

Max. Marks : 100

(ESA: 100)

L	T	P	C
0	0	0	2

Learning Outcomes:

- The student will be able to demonstrate an advanced and integrated understanding of equity and trust principles.
- They will be able to analyse and research complex problems relating to equity and trust principles.

Note: Question paper will contain five questions and candidate will be required to attempt any three.

Course Content

1. Concept of Equity Definition, Nature and origin of equity, Equity as a Court of conscience, transformation of equity, the relation between common law and equity,
2. Equitable doctrines: Conversion and reconversion, election, performance and satisfaction;
3. The Maxims of equity – Equity will not suffer a wrong to be without a remedy; Equity follows the law; where equities are equal, the law shall prevail; where equities are equal, first in time shall prevail
4. The Indian Trust Act 1882: Definition (sec 3); Creation of Trusts Rules (sections 4-10);
5. Duties and Liabilities of the Trustees (Sections 11-30);
6. Public and private Trusts and Doctrine of Cyprus. Rights and powers of Trustees (Sections 31-45); Disabilities of Trustees (Sections 46-54);
7. Rights and Liabilities of Beneficiaries (Sections 55-69); Vacating the office of Trustee and Extinction of Trusts (sections 70-79).

Suggested readings:

1. Gandhi, B.M. (2015). *Equity, Trusts and Specific Relief*. Lucknow: Eastern Book Co.
2. Singh, G. P. (2015). *Principles of equity: With special reference to trust and specific relief* alongwith Fiduciary Relations & Mortgages Allahabad :Central Law Agency
3. Upadhyaya, J. J. R. (1979). *Equity, trusts, mortgages, and fiduciary relations*. Allahabad: Central Law Agency.
4. Basu, D. D., & Basu, D. D. (1983). *Equity, trusts, specific relief*. New Delhi: Prentice-Hall of India Private Ltd.
5. Desai, S. T., & Desai, T. R. (1991). *T.R. Desai's Equity, trusts, and specific relief: (with the Indian Trusts Act and specific relief)*. Bombay: N.M. Tripathi Private Ltd.

Suggested E-Learning Material:

1. Harding, M. (2013). Trust and Fiduciary Law. *Oxford Journal of Legal Studies*, 33(1), 81-102. Retrieved from-<http://www.jstor.org/stable/41811767>
2. Akehurst, M. (1976). Equity and General Principles of Law. *The International and Comparative Law Quarterly*, 25(4), 801-825. Retrieved from <http://www.jstor.org/stable/758525>
Teacher, Law. (November 2013). The nature and purpose of equity. Retrieved from-
<https://www.lawteacher.net/free-law-essays/common-law/the-nature-and-purpose-of-equity.php?vref=1>

Life Span Development - I (Prenatal to Early Childhood years)

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

L	T	P	C
4	0	0	4

Learning Outcomes:

Upon completion of the course students will be able to:

- Understand various aspects of development from prenatal to early childhood years
- Assess the issues faced and adjustments required during these years

Syllabus:

Unit I Pregnancy -

- a) Human Reproductive System
- b) Conception, signs and symptoms of pregnancy
- c) Common discomforts of pregnancy
- d) Complications during Pregnancy
- e) Care during Pregnancy

Unit II Prenatal Development -

- a) Course of prenatal development
- b) Conditions effecting prenatal development
- c) Overview of birth process and complications
- d) Types of Delivery
- e) Hazards during prenatal development

Unit III Infancy-

- a) Characteristics of Neonate (0-4 weeks) - physical description, sensory capacities and reflexes, becoming coordinated - Feeding, sleeping, crying
- b) Developmental tasks, milestones of development during Infancy
- c) Physical, Motor, social, emotional, cognitive and language development of child from 4 weeks to 2 years

Unit IV Early Childhood-

- a) Definition, overview of early childhood years - highlights, developmental tasks and milestones
- b) Physical, motor, moral, cognitive and language development during early childhood years
- c) Social and emotional development during early childhood years

Unit V

- a) Role of preschool education during childhood years
- b) Importance of play and creative activities during childhood
- c) Need for ECCE programme to provide quality care

- d) Available child care practices and services

References :

1. Berk, L.E. (1996). *Child Development*. New Delhi: Prentice Hall.
2. Cole, M., & Cole, S. (1995). *The Development of Children*. NY: Freeman & Co.
3. Hurlock, E.B. (1978). *Child Development* (6th ed.). New York: Tata McGraw Hill Publishing Company Limited.
4. Hurlock, E.B. (1980). *Developmental Psychology - A Life Span Approach* (5th ed.). New York: Tata McGraw Hill Publishing Company Limited.
5. Rice, F.P. (1965). *Human Development – A Life Span Approach*. New Jersey, NJ: Prentice Hall.
6. Santrock, J.W. (2008). *Life Span Development*. New Delhi: Tata McGraw Hill Companies Pvt. Ltd.

E-Resources:

- Early childhood development and cognitive development
<https://www.pdfdrive.com/early-childhood-development-and-cognitive-development-e63805631.html>
- Early childhood development and cognitive development in developing countries
<https://www.pdfdrive.com/early-childhood-development-and-cognitive-development-in-developing-countries-e124334421.html>
- Effects of Prenatal Stress and Poverty on Fetal Growth
<https://www.pdfdrive.com/effects-of-prenatal-stress-and-poverty-on-fetal-growth-e21046301.html>
- Influence of prenatal stress and postnatal maternal behaviour on child temperament and coping with stress
<https://www.pdfdrive.com/influence-of-prenatal-stress-and-postnatal-maternal-behaviour-on-child-temperament-and-coping-d57252917.html>
- Prenatal Book
<https://www.pdfdrive.com/prenatal-book-e35457151.html>
- Prenatal maternal stress and child motor development
<https://www.pdfdrive.com/prenatal-maternal-stress-and-child-motor-development-1-understanding-the-d53948640.html>
- Prenatal, Perinatal & Postnatal Aspects
<https://www.pdfdrive.com/prenatal-perinatal-postnatal-aspects-e54138046.html>

Life Span Development - II (Middle Childhood to Old age)

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

L	T	P	C
4	0	0	4

Learning Outcomes:

Upon completion of the course students will be able to:

- Acquire knowledge related to various aspects of development in different stages of life span.
- Understand adjustment issues and requirements of different stages from middle childhood to old age.

Syllabus :

Unit-I Middle Childhood (6 to 12 yrs)

- Definition, developmental tasks, milestones.
- Physical, motor, social, cognitive and emotional development.
- Role of family and peer group
- Importance of schooling
- Effects of success and failure

Unit-II Adolescence (13 to 18 yrs)

- Definitions, developmental tasks.
- Puberty, growth spurt
- Physical, Social, Moral, Cognitive and Emotional development during Adolescence
- Choosing a career
- Peers and heterosexual relationship, importance of friendship
- Heightened emotionality: meaning, causes, conflict with authority
- Problems: Drug and alcohol abuse, psychological breakdown, STDs and HIV/AIDS, pregnancy

Unit-III Young Adulthood (19 to 40 yrs)

- Definitions, need to study
- Development tasks of young adulthood
- Responsibilities and adjustments with new family, work place, parenthood, financial matters.
- Sex role issues and implications for young adults.
- Different developmental aspects during young adulthood.

Unit-IV Middle Adulthood: (41 to 60 yrs)

- Definition- physical & psychological changes (senses, diseases)
- Menopause and other health issues.
- Stress in middle age, coping with stress at family and workplace
- Job satisfaction
- Pre-retirement- preparation and effect

Unit-V Old Age

- a) Definition, physiological and psychological changes.
- b) Health problems during old age
- c) Cognitive and memory status and changes
- d) Retirement- effect of retirement on self, family, society
- e) Attitudes towards aging
- f) Interests during old age
- g) Issues- old age homes, loneliness, coping with complications, prolonged illness
- h) Death: preparation and coping strategies

References:

1. Berk, L.E. (1996). *Child Development*, New Delhi: Prentice Hall.
2. Cole, M. & Cole, S. (1995). *The Development of Children*. New York, NY: Freeman & Co.
3. Craig, G. (1999). *Human Development*. New Jersey, NJ: Prentice Hall.
4. Gardiner, H.W., Mutter, J.D., & Kosmitzki. (1998). *Lives Across Cultures*. Boston: Allyn & Bacon.
5. Gupta, R. (1998). *Matra Kala Shishu Palan avm Bal Vikas*. Agra: Ratan Prakashan Mandir.
6. Hurlock, E.B. (1980). *Development Psychology: A Life Span Approach* (5th ed.). New York: Tata McGraw Hill Publishing Co. Ltd.
7. Hurlock, E.B. (1990). *Vikas Manovigyan*. Pratham Khand/Dutiya Khand, Hindi Madhyam Karyanvai Nideshalaya, Delhi University Dwara Prakashit.
8. Rice, F.P. (1965). *Human Development : A life Span Approach*. New Jersey, NJ: Prentice Hall.
9. Santrock, J.W. (2008). *Life Span Development*. New York: Tata McGraw Hill Companies, Inc.

E-Resources:

- Ageing and old age as a task
<https://www.pdfdrive.com/ageing-and-old-age-as-a-task-e38334984.html>
- Aging, Economic Growth, and Old-Age Security in Asia
<https://www.pdfdrive.com/aging-economic-growth-and-old-age-security-in-asia-e34443523.html>
- Chapter 16 Middle Adulthood: Emotional and Social Development
<https://www.pdfdrive.com/chapter-16-middle-adulthood-emotional-and-social-development-e7909382.html>
- Factors contributing to life satisfaction in early and middle adulthood
<https://www.pdfdrive.com/factors-contributing-to-life-satisfaction-in-early-and-middle-adulthood-e32013339.html>
- Physical and Cognitive Development in Middle Adulthood
<https://www.pdfdrive.com/physical-and-cognitive-development-in-middle-adulthood-e59558323.html>

Literature, Visual Arts and Cinema

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- know some major concepts of Literature, Visual Arts and Cinema;
- develop their analytical and cognitive ability so that they may examine different aspects of Literature, Visual Arts and Cinema;
- understand the theoretical complexes that may help them in organizing and characterizing some complexes of Literature, Visual Arts and Cinema;
- develop critical thinking so as to have better social interaction;
- inculcate effective citizenship by addressing various social issues with a deep grounded sense of ethics and moral dimensions;
- learn some major concepts of Literature, Visual Arts and Cinema;
- develop analytical and cognitive abilities and examine different aspects of Literature, Visual Arts and Cinema;
- understand the theoretical complexes which help in organizing and characterizing some complexes of Literature, Visual Arts and Cinema.

Course Content

Literature has always been associated with the realities of art and cinema in the intellectual tradition of the East and the West. This relationship has received some special focus in the contemporary age as it has explored the complex gamut of the representation of self and the ways of reading and seeing it. It has also underlined the complex relationship between the epistemological realities of art and aesthetics with performative aspects of cinema. The present course intends to encourage students to explore the wide areas of literature, visual arts and cinema that may enrich their knowledge system as for as this complex relationship with literature, visual arts and cinema is concerned. Students are required to read: The body and the self, William Wordsworth: *The Prelude* (1850), Books I, VI, and VIII; Nature and Landscape, Cinema

Suggested Readings:

1. Ferguson, S. (1986) *Literature and the Visual Arts in Contemporary Society*. New York: Ohio State University, 1986. Print.
2. Hausser, Arnold.(2001). *Social History of Art*. London: Routledge
3. Gaut, Breys.(2010). *A Philosophy of Cinematic Art*. London: Cambridge University Press

Suggested E-learning Materials:

- **Literature and Cinema**
<https://www.ukessays.com/essays/film-studies/the-relationship-between-cinema-and-literature-film-studies-essay.php>
- **Visual Arts and Literature**
<http://www.diacronia.ro/ro/indexing/details/A15833/pdf>
- **Visual Arts**
<https://www.press.uchicago.edu/ucp/books/book/chicago/L/bo3630670.html>
- **Cinema and Literature**
http://shodhganga.inflibnet.ac.in/bitstream/10603/142786/9/09_chapter03.pdf

Literature and Gender

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

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

- learn to place Gender, Sexuality and Feminist Studies in historical, political, economic, and theoretical perspective;
- develop critical thinking on the basis of issues of gender as a construct and its treatment in literature;
- inculcate effective citizenship with a deep grounded sense of ethics and moral dimensions;
- learn major concepts of Gender Studies and the relationship between literature and gender;
- develop analytical and cognitive ability and examine different aspects of Cultural Studies;
- understand the theoretical complexes that help them in organizing and characterizing various complexes of literature and Gender.

Course Content

Literature, Art, and Aesthetics of the contemporary age have primarily been dominated by three types of literary and philosophical discourses; realist, aesthetic and metaphysical. The realist discourse explores the uncanny domains of ideology, consciousness and identity whereas the aesthetic discourse examines the material and metaphysical dimensions of art and literature. Similarly, the metaphysical discourse and the discourses on metaphysics have expounded the nature of reality. The aforesaid discourses have interrogated the ontology and the epistemology of knowledge that triggers the complex process of subjectivization and identity formation. The contemporary age has witnessed some changes in the rubrics of the constituents of identity construction and as a result of such changes the world of literature, art, and aesthetics have also included some viable aspects of gender and identity. Today, literature and some forms of art voice for the representation of those forms of gender which have always been kept on the margin of human existence and hence some discourses on masculinity, femininity and feminism, alternative sexuality and queer theory have become so prominent in modern and postmodern age. The presence of such discourses encourages the scholars of today to explore the reality of gender and identity in contemporary literature.

Students are required to read works of Oscar Wilde: *The Picture of Dorian Gray*, Michel Foucault: *History of Sexuality* Vol 1, Judith Butler: *Gender Trouble*, Ismat Chugati: *Lihaaf or The Quilt*, Ruth Vinita. *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*, Julia Kristeva: *Women's Time*, Mahesh Dattani: *Dance Like a Man*, Michel Foucault: *History of Sexuality*, Kate Chopin :*The Awakening*, Jeanette Winterson: *Sexing the Cherry*

Recommended Readings:

1. Wilde, Oscar. (1890). *The Picture of Dorian Gray*. London: Penguin
2. Foucault, Michel (1978) *History of Sexuality* Vol 1. New York: Vintage
3. Chugati, Ismat. (1942) *Lihaaf or The Quilt and Other Stories*, New Delhi: Penguin
4. Vinita, Ruth. (2002) *Queering India: Same-Sex Love and Eroticism in Indian Culture and Society*. London: Routledge
5. Mahesh Dattani. (2004) *Dance Like a Man*. New Delhi: Penguin
6. Foucault, Michel. (1978) *History of Sexuality*. Vol. 2. New York: Vintage
7. Chopin, Kate . (2012) *The Awakening*. London: Routledge,
8. Butler, Judith. (1980) *Gender Trouble*. London: Routledge
9. Winterson, Jeanette. (1989) *Sexing the Cherry*. London: Routledge
10. Kristeva, Julia. (1986) *Women's Time*. In *The Kristeva Reader*. Toril Moi

Suggested E-learning Materials:

Oscar Wilde:

https://www.jstor.org/stable/1343135?seq=1#metadata_
https://www.jstor.org/stable/pdf/2932864.pdfinfo_tab_contents

Michel Foucault:

<https://www.jstor.org/stable/pdf/3704752.pdf>

Ishmat Chugtai:

https://www.jstor.org/stable/40928108?seq=1#metadata_info_tab_contents

Mahesh Dattani

Health Statistics and Population Dynamics

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

L	T	P	C
6	0	0	6

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

- Understand different measures related to health statistic,
- Able to calculate morbidity measures,
- Identify principle sources of demographic data and assess their strengths and weaknesses.
- Discuss the demographic significance of age and sex structures and the implications of variations in age & sex structure.
- Construct and interpret life tables.
- Calculation and interpretation of the principal demographic measures, and standardize these measures for comparison.
- Understand the components of population change, including the effects of changing birth, death and migration rates, and demonstrate their influences on age structure.
- Estimate and project the population by different methods.

Unit 1 Health statistics: Introduction, utilization of basic data, sources of health statistics, problems in the collection of sickness data, measurement of sickness, hospital statistics and the international classification of diseases, different measures: incidence rates, prevalence rate, attack rate, case fatality rate. Measures of accuracy or validity, sensitivity index, specificity index.

Unit 2 Sources of demographic data in India: census, vital events, registration, survey, extent of under registration, Population pyramids and its use. Population growth rates: arithmetic, geometric and exponential growth rates, population estimation and projection.

Unit 3 Mortality and its measures: Crude, direct and indirect standardization of death rates, age specific death rate, infant mortality rate, neo- natal mortality rate, definitions and their evaluation.
Fertility and its measures: CBR, ASBR, measures of reproduction: GFR, TFR, GRR, NRR, cohort fertility analysis.

Unit 4 Measures of migration crude, specific and standardized rates survival ratio and national growth rate method.

Urbanization - Growth and distribution of rural - urban population in developed and developing countries.

Unit 5 Life tables and their application: construction of complete and abridged life tables and their interrelationship, force of mortality, evaluation of probabilities of survival and death from life table.

Text Books

1. Rao, P.S.S.Sundar, & Richard, J. (2004). *An introduction to Biostatistics (A manual for students in health sciences)*, Prentice Hall of India, Pvt. Ltd.
2. Misra, B.D. (2004). *An introduction to the study of population*, South Asian Publishers Pvt. Ltd.
3. Ramkumar, R. (2006). *Technical Demography*. New Age International.
4. Pathak, K.B.& Ram, F. (2019). *Techniques of Demographic Analysis* (2nd. ed.). Himalaya Publishing House.

Reference Books

1. Keyfitz.N. (2013). *Applied Mathematical Demography*, New York: John Wiley.
2. Bhide, A. A. & Kanitker, T. (2018). *Principles of Population Studies* (19th. ed.). Himalaya Publishing House.

Suggested E- Learning Material

1. Demographic data; Platform: National Family Health Survey, India <http://rchiips.org>
2. Population Studies; Platform; e-PG Pathshala <https://epgp.inflibnet.ac.in>
3. Demography ; Platform: University Library - The University of Adelaide
<https://www.adelaide.edu.au/library/>

Demography; Platform: MITOPENCOURSEWARE <https://ocw.mit.edu/index.htm>

Medical Geography

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

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Depict spatial and temporal development of medical geography.
- Relate the course with other social sciences and develop an interdisciplinary approach.
- Relate natural, social and environmental factors with human health and diseases.
- Use statistical methods for assessing health.

Course Content:

Section A

Introduction to Medical Geography

Meaning, definitions and scope of Medical Geography; Spatio-temporal development of Medical Geography with special reference to India; Relationship of Medical geography with other disciplines – sociology, psychology, economics, political science, law, natural science; Approaches to study Medical geography; Meaning of health (physical, mental and social health), health and hygiene, disease cycle, causes of ill health, disease ecology

Section B

Geographical Factors Affecting Human Health and Diseases

Natural factors – climate, relief, soil, vegetation; Social factors – population density, literacy, social customs and traditions and poverty; Economic Factors – occupation, standard of living, food security and nutrition; Environmental Factors – urbanization and congesting, water, air and noise pollution and solid waste; Factors influencing health in India; WHO classification of diseases and their distribution (major diseases) in world.

Section C

Human Health in India

Indicators of health - changes in Birth and death rates, Infant mortality rates, life Expectancy, changes in sex ratio, population growth, Population Control; Food: classification, food stuffs, balanced diet and Basal Metabolic Rate (BMR); Nutrition – mal nutrition & under nutrition – causes & consequences, status of food and nutrition in India and personal health; Health care delivery system : areas of health education, tools for health education, Health Planning (aim, district level, block level, local level organizations); Health Care Programmes, Family Welfare Programmes, Family Planning Association of India (FPAI)

Stencils are to be permitted during the examination.

Recommended Books:

1. Akhtar, R. (1991). *Environment and Health: Themes in Medical Geography*. New Delhi, India: South Asia Books.
2. Akhtar, R. (Ed). (2016). *Climate Change and Human Health Scenario in South and Southeast Asia*. New Delhi, India: Springer Nature.
3. Hussain, M. (Ed). (1994). *Medical Geography*. New Delhi, India: Anmol.
4. May, J. M. (1970). *The World Atlas of Diseases*. New Delhi, India: Nat Book Trust.
5. Mayer, A. I. (2007). *Medical Geography*. New Delhi, India: APH.

6. Meade, M. S., & Earickson, R. J. (2006). *Medical Geography* (2nded.). New Delhi, India: Rawat
7. Mishra, R. P. (1969). *The Medical Geography of India*. New Delhi, India: National Book Trust.
8. Park, J. E., & Park, K. (2014). *Text Book of Community Health for Nurses*. Jabalpur, India: Ansari.
9. Park, J. E., & Park, K. (2007). *Preventive and Social Medicine*. (19th ed.). Jabalpur, India: M/s Banarsidas
10. सिंधई, जी. सी. (2010). *चिकित्सा भूगोल* (द्वितीय सं.). गोरखपुर, भारत: वसुन्धरा.

Suggested e-learning materials:

1. Indicators of Health https://www.who.int/gho/publications/world_health_statistics/EN_WHS2015_Part2.pdf
2. Family Welfare programme in India
<http://planningcommission.nic.in/plans/mta/mta-9702/mta-ch17.pdf>

Onconutrition

Total Marks : 100
(ESA : 100)

L	T	P	C
0	0	0	2

The dietary therapy implies qualitative and quantitative changes in the existing food intake, for therapeutic purposes, being a fundamental therapeutic element in different pathologies. This has a major role for patients diagnosed with cancer, the medical nutritional therapy being regarded as a principle of antitumor therapy, as it is a well-known fact that nutrition can change the tumoural process in any stage, and that nutrition and diet could contribute as causing factors in approximately 35% of all malignancies. In this advanced discipline of therapeutic nutrition the student is expected to attain insights about the nutritional assessment, nutritional diagnosis and intervention in accordance to the type of cancer, co morbidities involved, treatment regime while being client centric.

Content

Broad topics (in relation to nutrition oncology) to be covered include:

1. **Nutritional assessment and diagnosis**
 - **Screening and assessment (with tools)**
 - **History and physical; signs and symptoms**
 - **Treatment effects**
2. **Nutritional care**
 - **Nutrition care process**
 - **Interventions**
 - **Education**
 - **Prioritization of care**
 - **Nutrition support**
3. **Reassessment and outcomes**
4. **Risk reduction**
5. **Paediatric oncology and nutrition**

Suggested Readings:

1. **Marian, M., Robert, S. (2010). Clinical nutrition for oncology patients. Jones and Barlett Publishers, LLC.**
2. **Leser, M., Ledesma, N., Bergerson, S., Trujillo, E., Oncology nutrition for clinical practice. First edition. US: Academy of Nutrition and Dietetics.**
3. **Thompson, K.L., et. al., (2017). Oncology evidence- based nutrition practice guideline for adults. Journal of the Academy of Nutrition and Dietetics, 117(2): 297-310.**
(doi: <https://doi.org/10.1016/j.jand.2016.05.010>)

E-Resources:

1. **Eat Right to Fight Cancer**
<https://www.oncologynutrition.org/erfc>
2. **Nutrition in Cancer Care (National Cancer Institute)**
<https://www.cancer.gov/about-cancer/treatment/side-effects/appetite-loss/nutrition-pdq>
3. **HealWELL: A cancer nutrition guide (American Institute for Cancer Research)**
<http://www.aicr.org/assets/docs/pdf/education/heal-well-guide.pdf>

4. Nutrition for People with Cancer (American Cancer Society)

<https://www.cancer.org/treatment/survivorship-during-and-after-treatment/staying-active/nutrition.html>

In lieu of the above: Certificate course in Oncology Nutrition (Online course by IAPEN)

<http://www.iapen.co.in/certificate-course-oncology-nutrition.pdf> (It is an online six months, paid course)

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— वर्णोच्चारण 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— (वर्णोच्चारण 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/pANinIyashikShA.pdf
- Sanskrit Sahitya ka Itihaas
<https://archive.org/details/in.ernet.dli.2015.327677>

Parenthood and Family Relation

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
2	0	0	2

Learning Outcomes:

Upon completion of the course students will be able to:

- Observe children at different age levels in different situations and record them
- Prepare age related teaching aids
- Evaluate ,modify and compose age related printed materials / songs /and stories
- Plan and organize play activities / games, role plays, parties/ get together for children of different age groups

Note : The paper will contain Eight questions in all. Candidates are required to attempt any five.

Content

- Preparing for parenthood:
 - Personal readiness and understanding the responsibilities of becoming a parent
 - Pre and post parenthood health issues and concerns - Management of reproductive health issues
- Antenatal, natal and postnatal care: Health, nutritional and emotional
- Infant care practices: feeding, weaning, toilet training, hygiene, sleep and rest
- Milestones of developments and role of parents as facilitators
- Effective parenting skills:
 - Disciplinary techniques and their impact
 - Strategies for positive parenting
 - Handling behavioural problems such as sibling rivalry and aggression
- Significance of family harmony in changing society:
 - fostering positive inter personal relationships family conflict and resolution

Learning Experiences :

1. Observing children at different age levels in different situations through Field Visit
2. Recording observations, including Anecdotal records on Individual differences in difference aspects of behaviour
3. Preparing age related teaching aid
4. Viewing educational films followed by group discussion
5. Case Studies
6. Evaluating printed materials – (Magazines, news papers, articles from the books)
7. Collecting, composing and modifying age related songs and stories
8. Introspecting one's own past childhood experiences, with parents, siblings, friends neighbours etc.
9. Planning and organizing play activities and games for children of different age groups
10. Group discussions/Buzz sessions
11. Role playing
12. Planning for celebrating festivals, parties, get together.

References :

1. Kulkarni, S. & Kulkarni, S. (1995). *Responsible Parenthood and Harmonious Families*. Jaipur: Classis Pub. House.
2. Minett, P.M. (2001). *Child Care and Development* (4th ed.). London, United Kingdom, UK: John Murray.

3. Santrock, J.W. (2008). *Life Span Development*. New York, NY: Tata McGraw Hill Companies, Inc.
4. Sharma, K. (1993). *Bal Vikas*. Agra: Star Publications.
5. Sharma, K. & Sharma, L. (1993). *Matrkala Evam Bal Vikas* (pancham sanskarn). Agra: Star Publications.
6. Sharma, N. (1999). *Understanding Adolescence*. New Delhi: National Book Trust.
7. Singh, V. (2012). *Matrkala Evam Shishu Kalyan* (5th ed.). Jaipur: Panchsheel Prakashan.
8. Hurlock, E.B. (1988). *Child Development* (6th ed.). New York, NY: Tata McGraw Hill Publishing Co. Ltd.

Suggested E-Learning materials

1. Childhood and Growing Up 1MB
<https://drive.google.com/open?id=0Bwk5FIsI0ctxTUNrazYzRFpSdms>
2. Guidance and Counseling 14MB
[https://drive.google.com/open?id=Bwk5FIsI0ctxSm5ERUNtTG1 KalU](https://drive.google.com/open?id=Bwk5FIsI0ctxSm5ERUNtTG1KalU)

Paper I - Concepts & Theories

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

L T P C
2 0 0 2

Learning Outcome

After completion of this paper students will be able to

- Acquaint with concepts of human rights and women human rights.
- Sensitized on historical development of human rights.
- Expect to become aware about WID WAD GAD, gender inequality, discriminatory practices.

Section –A

Concept of Human Rights & Historical overview

Women's Human Rights: Concept, its importance i.e. why we need separate Women's Human Rights, Individual Vs Group Rights, Relativism Vs Universalism.

Origin and development of Women's Human Rights

Section -B

Liberal Feminism

Marxist Feminism

Radical feminism

Section –C

Approaches to development-WID, WAD, GAD, Gandhian Approach to Development

Concept-Gender, Gender inequality, Gender Discrimination, Patriarchy

Liberalization and Globalization and their threats

Reference:

- Donnell,_(2003).*Universal Human Rights in Theory and Practice*.(2nd Ed.). New York, Cornell University Press.
- Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012*
- Pachauri, S. K. (2010). *Women and Human Rights*. New Delhi, APH Publishing Corporation.
- Singh, Dharam (2015). *Human Rights*. Delhi, Low price publication.
- Saksena, Anu (2002). *Gender and Human Rights: Status of Women Workers in India*. Delhi, Shipra Publication.
- [Kriemild, Saunders \(ed\)](#) (2018). *Feminist Post-Development Thought: Rethinking Modernity, Post-Colonialism and Representation*. Jaipur, Rawat Publication.

E- resources:

- WID, WAD, GAD: Trends In Research and Practice
Platform: dl-bnc-idrc.dspacedirect.org
<https://idl-bnc-idrc.dspacedirect.org/bitstream/handle/10625/5225/34345.pdf?sequence=1>
- Human rights as a concept and UDHR
Platform- UN/UDHR

Link- <http://www.un.org/en/universal-declaration-human-rights>

- Feminism and its waves

Platform- Pacific University Oregon

Link- <https://www.pacificu.edu/about/media/four-waves-feminism>

Paper II- Institutional Mechanism & Constitutional Provisions

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

L T P C
2 0 0 2

Learning Outcome

After completion of this paper students will be able to

- Promote understanding among students on changing status of women in India.
- Develop an insight among students and understanding of different laws to protect women's human rights and changing perspectives of women.
- Ability to understand and identify means to combat current problems in India

Section-A

Status of Women in India: Pre Independence and Post Independence

Constitutional Provisions: Constitutional Safeguard for the promotion of women's human right in India.

Section –B

Institutional Support-NHRC, SHRC, NCW, SCW, SC/ST Commission, Department of Women and Child Development

Section-C

Different laws to protect WHR

Political

Economic

Social

References:

- United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication.
- Biswal, Tapan (2006). *Human Rights Gender & Environment*. New Delhi, Viva Books Private Limited.
- Aasen, HenrittesindingHellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press.
- Singh, Dharam (2015). *Human Rights*. Delhi, Low price publication.
- Reilly, Niamh (2009). *Women's Human Rights*. Oxford, UK, and in Boston, Polity Publication.
- Saksena, Anu (2002) *Gender and Human Rights: Status of Women Workers in India*. Delhi, Shipra Publication

E resources:

- Constitutional Provisions
Platform : mospi.nic.in
http://mospi.nic.in/sites/default/files/reports_and_publication/statistical_publication/social_statistics/WM16ConstitutionalLegalRights.pdf
- NHRC, SHRC
Platform: nhrc.nic.in
http://nhrc.nic.in/sites/default/files/Unit_2.pdf
- NCW, SCW

Platform : wcd.nic.in

<http://www.wcd.nic.in/sites/default/files/nwact.pdf>

- SC/ST Commission

Platform: shodhganga

http://shodhganga.inflibnet.ac.in/bitstream/10603/49841/13/12_chapter%207.pdf

III-Women's Human Rights: National and International Context

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

L T P C
2 0 0 2

Learning Outcome

After completion of this paper students will be able to

- Acquaint on conceptualizing feminism, women/gender, sexual division of labour and patriarchy.
- Understand on violence against women in private and public domain.
- Develop an understanding on national and international Initiatives.

Section-A

Issues regarding the violation of Women's Human Rights

Violence against women –private domain; domestic violence, Public domain; sexual harassment

Institutional practices-trafficking and prostitution, foeticide, Devdasi, Dowry, Child Marriage.

Section –B

Role of Media: Positive & Negative impact

Democratization of Indian parliament: Debate on reservation of seats for women.

Section-C

International initiatives-

International Convention on Civil and political Rights.

International Convention on Economic Social and Cultural Rights

Vienna Declaration, 1993

Fourth Women's Conference in Beijing, 1995

CEDAW

References:

- United Nation (2014). *Women's Rights are Human Rights*. New York and Geneva, United Nations Publication.
- Mohanasundaran, K. (2013). *Human Rights Theories and Practice*. Delhi, Concept Publishing Company.
- Biswal, Tapan (2006). Human Rights Gender & Environment. New Delhi, Viva Books Private Limited.
- Aasen, Henritte Sinding Hellum, Anne. (2014). *Women's Human Rights CEDAW in International Regional and National Law*. Cambridge, Cambridge University Press.
- Myra Marx Ferree; Aili Mari Tripp. (2006). [Global Feminism: Transnational Women's Activism, Organizing, and Human Rights](#). New York, University Press.
- Alison Jeffries, (1999) [Women's Voices, Women's Rights: Oxford Amnesty Lectures 1996](#). Westview Press.
- Working group in Human rights in India and UN, (2012). *Human Rights in India Status Report 2012*

E resources:

- Concerned Legislations related to women
Platform :advocatekhoj.
<http://www.advocatekhoj.com/library/bareacts/index.php>
- International Convention on Civil and Political Rights

Platform: ohchr.org

<https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf>

- International convention on Economic Social and Cultural Rights

Platform: ohchr.org

<https://www.ohchr.org/Documents/ProfessionalInterest/cescr.pdf>

- CEDAW

Platform :ohchr.org

<https://www.ohchr.org/documents/professionalinterest/cedaw.pdf>

Population Geography

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

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Map the world in terms of density, distribution and other demographic aspects.
- Differentiate between demographic characteristics of developing and developed nations and factors posing that difference.
- Have a theoretical background about population growth and migration.
- Depict the trends of urbanization and demographic structure of India.

Course Content:

Section A

Scope of Population Geography & Demographic Characteristics of the World

Definition and scope of Population Geography and its relation with other sciences; Recent trends in Population Geography; Factors affecting the distribution and density of the world's population; Population growth and distribution in the world; Recent demographic characteristics of developed and developing nations.

Section B

Theories of Population Growth and Migration

Theories of Population Growth - Malthusian theory, Optimum population theory and Theory of demographic transition; Factors affecting population change, Population resource regions of the world; Migration: Major factors, consequences and types of migration; Theories of migration: Lee, Rewenstein and Zelinsky's model; Important migration of the world.

Section C

Population Geography in India

Development of Population Geography in India; Population change (birth rate and death rate), Population growth and internal migration; Demographic structure (sex ratio, literacy rate and occupation structure); Trends of urbanization in India; Population policy of India 2000.

Stencils are to be permitted during the examination.

Recommended Books:

1. Ahmad, A., Noin, D., & Sharma, H. N. (Eds.). (1997). *Demographic Transition- The third World Scenario*. Jaipur, India: Rawat.
2. Bhende, A. A., & Kanitkar, T.(2008). *Principles of Population Studies* (19thed.). Mumbai, India: Himalaya
3. Chaubey, P.K. (2011). *Population Policy for India- prespectives, issues and challenges*. New Delhi, India: Kanishka.
4. Chandana, R. C. (2014). *A Geography of population* (11thed.). New Delhi, India: Kalyani.
5. Chopra, G. (2006). *Population Geography*. New Delhi, India: Commonwealth.

6. Cox, P. R. (1993). *Demography* (5thed.). New Delhi, India: Universal Book Stall.
7. Jay, W., & Pillai, V. K. (2017). *Demography- The Science of Population* (2nded.). Jaipur, India: Rawat.
8. Jhingon, M. L., Bhatt, B. K., & Desai, J. N. (2011). *Demography* (2nded.). New Delhi, India: Vrinda.
9. Premi, K. M., & Das, D. N. (2012). *Population of India 2011*. Delhi, India: B.R.
10. Qazi, S. A. (2010). *Population Geography*. New Delhi, India: APH.
11. Srivastava, S. C., & Srivastava, S. (2004). *Studies in Demography*. New Delhi, India: Anmol.
12. Tripathi, R. K. (2007). *Population Geography*. New Delhi, India: Commonwealth.
13. Weinstein, J., Pillai, A., & Vijayan, K. (2017). *Demography- The Science of Population* (2nded.). Jaipur, India: Rawat.
14. पंडा, बी. पी. (2007). *जनसंख्या भूगोल*. भोपाल, भारत: मध्यप्रदेश हिन्दी ग्रन्थ अकादमी.
15. बंसल, एस. सी. (2015). *जनसंख्या भूगोल (द्वितीय सं.)*. नई दिल्ली, भारत: आर. के.

Suggested e-learning materials:

1. Migration

http://www.un.org/en/development/desa/population/migration/publications/migrationreport/docs/MigrationReport2017_Highlights.pdf

2. Demographic Data of India

http://censusindia.gov.in/2011-prov results/data_files/india/Final_PPT_2011_chapter3.pdf

National Population Policy 2000

<https://mohfw.gov.in/sites/default/files/26953755641410949469%20%281%29.pdf>

Population Studies

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

L	T	P	C
5	0	0	5

Learning Outcome:

After completion of the course, the student will be able to:

- Understand the role of population in economic development.
- Learn fundamentals of population studies like fertility, mortality and migration.
- Critically examine theories of population.
- Estimate composition and growth of population.
- Apply demographic concepts and population theories to explain past and present population characteristics.
- Assess the relationship between demographic change and policy

Section A

Meaning, Nature and Scope of population studies; Population dynamics: mortality (concepts; measurement and determinants of infant mortality), fertility (importance; measures and determinants) and migration (concept and types); Population composition: Sex, Age, Rural, Urban and Educational structure; World Population: Growth and Distribution.

Section B

Malthus' theory of Population Growth; Optimum theory of population; Theory of demographic transition; Population and economic development; Population issues and women empowerment.

Section C

Study of India's population, size, growth and characteristics; changing pattern of sex ratio in India; age structure of population; infant and child mortality rates; maternal mortality rates, life expectancy; Pattern of migration and urbanization in India; Factors responsible for high fertility rate in India; National Population Policy-2000.

Recommended Books:

1. Agarwal S.N. (1972). India's Population Problems. New Delhi: Tata McGraw Hill.
2. Bhende, A. and Kanitkar, T. (1978). Principles of Population Studies. New Delhi: Himalaya Publishing House.
3. Bogue, D.J. (1969). Principles of Demography. New York: John Wiley and Sons.
4. Bonar, J. (1926). Malthus and His Works. London: Macmillan.
5. Cassen, R. (1999). Population and Development Revisited. In Harriss-White, B. and S.
6. Subramanian (Eds.) Illfare in India: Essays on India's Social Sector in Honour of S.Guhan. New Delhi: Sage Publications.
7. Cassen, R.H. (1978). India: Population, Economy, Society. London: Macmillan.
8. Coale A.J. and Hoover E.M. (1958). Population Growth and Economic Development in Low Income Countries: A Case Study of India's Prospects. New Jersey: Princeton University Press.
9. Coontz, Sydeny H. (1957). Population Theories and the Economic Interpretation. London: Routledge.
10. Govt. of India. Census of India. GoI.
11. Gulati, S.C. (1988). Fertility in India: An Econometric Study of Metropolis. New Delhi: Sage Publication.
12. Jones, G. W. (2005). Why are population & development issues not given priority?' Asia-Pacific Population Journal.
13. Krishnaraj, at.el. (1998). Gender, Population and Development. New Delhi: Oxford University Press.
14. Government of India. (Reprint 2002). Ministry of Health & and Family Welfare: National Population Policy 2000. GoI.
15. Shiva Kumar, at.el. (Ed). (2010). Oxford Handbook of Population and Development in India. Delh: OUP.
16. Simon J. L. (1977). Theory of Population Growth. Princeton University Press.
17. Srinivasan K. (1997). Basic Demographic techniques and Applications. Sage Publication.

18. Srivastava, R. S. (2011). Internal Migration in India: An Overview of its Features, Trends and Policy Challenges. National Workshop on Internal Migration and Human
19. Development in India. New Delhi: UNICEF and ICSSR.
20. Thomson, Warren S. and Levis, D. I. (1965). Population Problems. New York: McGrawHill.
21. Turchi, B. (1975). A Micro-economic Theories of Fertility: A Critique. Social Forces.

E- Learning Material:

1. <http://iipsindia.org>
2. <http://eprints.lse.ac.uk/32511/1/Population%20and%20development%20%28Isero%29.pdf>
3. <https://www.tandfonline.com/loi/rpst20>
4. <https://www.hindawi.com/journals/ijpr/>
5. <http://ojs.whioce.com/index.php/ijps>
6. <http://censusindia.gov.in>

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
6. डॉ. नगेन्द्र, (1973), *हिन्दी साहित्य का इतिहास*, नई दिल्ली, नेशनल पब्लिशिंग हाउस
7. चतुर्वेदी ,पंकज, (2017), *आत्मकथा की संस्कृति*, नई दिल्ली, वाणी प्रकाशन

ई-सामग्री स्रोत –

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

First Semester

Prose and Short Stories

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:

- 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
- Philosophy of Short Stories

<https://archive.org/stream/philosophys/>

- Themes of Short Stories

<https://www.jstor.org/>

Third Semester

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 a 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

- Tennessee Williams

https://www.jstor.org/stable/3197002?seq=1#metadata_info_tab_contents

Urbanisation and Public Policy

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcome:

After completion of the course, the student will be able to:

- Understand the process of urbanization and government policies.
- Explain the link between the urban growth and economic development.
- Analyze challenges in effective implementation of public policy for urban development vis-a- vis overall development of the country.

Urbanization has been a worldwide phenomenon during much of this century. The development of a national urban policy is the key step for reasserting urban space and territoriality. The Policy provides an overarching coordinating framework to deal with the most pressing issues related to trends and patterns of urbanization and urban economic status. Urban poverty is unique, particularly in the way that it follows certain patterns of growth. It is expected from students to know about urban land regulation, local authorities-functions and responsibilities. It is important to know urban planning, housing policies and regulations. Urban infrastructure and services- specific sectors incorporates water and sanitation, energy, transport and mobility, drainage, urban waste management, telecommunication and other services which is critical to know to formulate public policy for urban development. Managing problem of environmental pollution is equally important. Municipal finances are characterized by the constant tension between the funds and functions of local governments. Job creation and local economic development examine the impact of technological progress on regional and local labour markets. It is expected to comprehend the dynamics of main cities including capital city, policy options for intermediate cities and policy options for market towns and other settlements. It is also expected from students to understand linkages between urban-rural and social inclusion - including youth and gender. A thorough understanding of recent policies for education and health achievements in urban localities is also required.

Recommended Books:

1. Ahluwalia, I.J. and Kanbur, R. (2014). *Urbanisation in India: Challenges, Opportunities and the Way Forward*. , New Delhi: Sage India.
2. Evans, A.W. (1984). *Urban Economics*. London: Basil Blackwell.
3. Kulshrestha, S.K. (2012). *Urban and Regional Planning in India: A Handbook for Professional Practice*. Delhi: Sage India.
4. Ministry of Housing and Urban Poverty Alleviation, Government of India (2014). *Inclusive Urban Planning: State of the Urban Poor Report-2013*. New Delhi: Oxford University Press.
5. Mohanty, K. P. (2014). *Cities and Public Policy: An Urban Agenda for India*. New Delhi: Sage India.
6. Sen, J. (2012). Sustainable Urban Planning. *The Energy and Resources Institute*, New Delhi.
7. Shaw, A. (2012). *Indian Cities*. New Delhi: Oxford **University Press**.
8. Sivaramakrishnan, K.C. (2011). *Re-visioning Indian Cities: The Urban Renewal Mission*. New Delhi: Sage India.

9. Sivaramakrishnan, K.C. (2014). *Governance of Megacities: Fractured Thinking, Fragmented Setup*. Oxford: Oxford University Press.
10. World Bank (2013). *Urbanization Beyond Municipal Boundaries: Nurturing Metropolitan Economies and Connecting PeriUrban Areas in India*. World Bank Publications, Washington DC.

E-learning materials:

1. [http://www.indiaenvironmentportal.org.in/files/file/Strategic_Plan_draft_new\[1\].pdf.pdf](http://www.indiaenvironmentportal.org.in/files/file/Strategic_Plan_draft_new[1].pdf.pdf)
2. http://www.urbangateway.org/icnup/sites/default/files/NUP_Framework_for_a_Rapid_Diagnostic.pdf
3. https://openknowledge.worldbank.org/bitstream/handle/10986/5962/9780821372814_ch06.pdf
4. <https://www.planetizen.com/node/75766/public-policies-optimal-urban-development>
5. <https://planningtank.com/dissertation/national-urbanisation-policy-india>
6. <http://www.urbanpro.co/wp-content/uploads/2017/04/Inside-the-City-On-Urbanisation-Public-Policy-and-Planning.pdf>

Social Geography

Max. Marks : 100

(CA: 40 + ESA: 60)

L	T	P	C
5	0	0	5

Learning Outcomes:

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

- Develop an approach to study social geography.
- Describe social processes, social strata's and organizations.
- Relate society and culture, understand cultural realms and regions.
- Analyze the current status of women in India and suggest measures for improvement.

Course Content:

Section A

Introduction to Social Geography

Meaning, Scope and Aims of Social Geography; Approaches to the study of social geography: Ecological approach, Regional approach, Historical approach, Welfare approach, System approach and Behavioral approach; Society: Definition, Origin and Classification of Society; Social Process: Forms of Social Interaction (Cooperation, Accommodation, Assimilation, Competition and Conflict); Social Stratification, Caste and Class; Social Organization and Groups.

Section B

Society and Culture

Society and Culture; Cultural Hearths; Cultural Diffusion: Definition, Elements and causes of diffusion. Barriers of diffusion, Effects and Types of diffusion. Hagerstand model of diffusion; Cultural Realms: Meaning of Cultural Realms, Basis of delimitation of cultural realms, Modern classification of the cultural realms; Cultural Regions of the world: Meaning and Bases of delimitation of cultural regions, Cultural Regions United States, U.K., Mesopotamia and Indian.

Section C

Social Geography in India

Social Geography of India: Indian Society in Historical Perspective; Status of Women in India; Social Change in India; Human Development in India; Social Planning in India: Meaning, Importance and Major Aspects of social planning; Social Welfare Programmes in Planned Period (Child Welfare Programme, Women Welfare Programme, Labour Welfare Programme, Family Planning and Family Welfare Programme, Adult Education Programme).

Stencils are to be permitted during the examination.

Recommended Books :

1. Ahmad, A. (2006). *Social Geography* (Reprint). Jaipur, India: Rawat.
2. Hamnett, C. (Ed.). (1996). *Social Geography : A Reader*. New York, NY: John Wiley & Sons.
3. Majid, H. (2006). *Human Geography* (3rded.). Jaipur, India: Rawat.

4. Mehtani, S. & Sinha, A. (2010). *Social Geography*. New Delhi, India: Commonwealth.
5. Mohanty, G. S. (Ed.). (2005). *Social & Cultural Geography*. Delhi, India: Isha Books.
6. दीक्षित, एस. एवं त्रिपाठी, आर. (2008). *सांस्कृतिक भूगोल*. गोरखपुर, भारत: वसुन्धरा.
7. मौर्य, एस. डी. (2010). *समाजिक भूगोल*. इलाहाबाद, भारत: शारदा पुस्तक भवन.

Suggested e-learning materials:

1. Society: Definition, origin and Classification, Society and Culture
<http://egyankosh.ac.in/bitstream/123456789/41246/1/Unit-1.pdf>
2. Family welfare programmes
<https://humdo.nhp.gov.in/about/national-fp-programme/>

Child in the Family

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 family as component of social cultural milieu and context
- Deal the sensitive issues and crisis situations of family
- Understand human rights and duties
- Play significant and appropriate role in family and social context

Syllabus:

Section A

1. Family in social context
 - a) Sociological significance of family
 - b) Approaches to the study of family: developmental, social, psychological and educational
 - c) Family: structure, functions, roles and relationships
 - d) Influence of SES, culture, religion on family
 - e) Intergenerational conflict within the family
 - f) Family as an eco system
 - g) Intrafamilial influences on the personality development – secure and insecure experiences, crisis in the family; death, divorce, alcoholism, illness, and unemployment

Section B

2. Role of the child in the family -
 - a) Child and family interaction, emotional satisfaction
 - b) Expansion of family interest
 - c) Opportunity and insight into the life process
3. Where and how the family helps the individual member through -
 - a) Shared responsibility
 - b) Proper use of leisure hours
 - c) Family customs
 - d) Family rituals
 - e) Sacraments
 - f) Sound sex education
4. Mental health & hygiene: meaning, definition, characteristics of good mental health, role of parents in maintaining positive mental health

Section C

Human Rights:

1. Classification of human rights- normal, legal, political and civil, social emotional and cultural environment and development rights
2. Duties of Indian citizens
3. Child rights:
 - a) Status of Indian children

- b) Violation of child right and gender disparities
 - c) Children in difficult circumstances
 - d) Child labour, street children, child prostitutes and children of prostitutes
 - e) Remedial measures
 - f) Adoption and adopted child
4. Women's Rights:
- a) Status of Indian women
 - b) Violation of women rights – violence against women at home, workplace and society
 - c) Sexual harassment and rape
 - d) Remedial measures

Reference:

1. Ahuja, R. (2014). *Social problems in India*. Jaipur: Rawat Publications.
 2. Awasthi, P.K. (2014). *Children and Family Relationship*. Delhi: Ancient Publishing House.
 3. Byrne, O. & Dureen, J. (2003). *Human Rights: An Introduction*. New Delhi: Pearson Education.
 4. Carson, D. K., Carson, C. K. and Chowdhary, A. (Eds.) (2007). *Indian Family at the Crossroad*. Delhi: Gyan Publishing House.
 5. D' Souza, C. & Menon, J., *Understanding Human Rights* (series-4) Bombay: Research and Development centre.
 6. Dallos, R. & McLaughlin, E.. (1993). *Social Problems and the Family*. New Delhi: SAGE Publications Ltd.
 7. Desai (1991). *Research on Families with problem in India: Issues and implications*. (Vol. II) Mumbai: M Book Publisher.
 8. Gupta, U.N. (2004). *The Human Rights*. New Delhi: Atlantic Publishers and Distributors.
- Lock, S.L. (1992). *Sociology of the Family*. London: Prentice Hall

Society in India

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

- Understand the ethnic and cultural heritage of India.
- Identify the tribal culture and traditions of Indian society.
- Discuss the features of rural and urban society and their continuum.
- Critically analyze social issues in rural, urban and tribal communities in India.

Unit 1 The textual and the field view of Indian society; the significance of the field view; the interface between the present and the past. Women, minorities and Dalits, issues.

Unit 2 Cultural and Ethnic Diversity: historically-embedded diversities in respect of language, caste, religious belief and practices and cultural patterns. Basic institutions of Indian society: Concept of caste, religion and class & changing dimensions.

Unit 3 Change and Transformation in Indian society; nation-building and national identity; Dimension of Social Change, urbanization, concept of subalterns, and social transformation.

Unit 4 The structure and composition of Indian Society, Rural Society and Urban Society, Agrarian unrest, changing rural society, Rural-Urban Continuum.

Unit 5 Movements of India - Peasant Movement, Environmental Movements, Students Movements, Dalit Movement and Women's Movement.

Suggested Readings:

1. Ahuja, R. (2002). *Society in India* (Hindi & English). Jaipur, Rawat Publication
2. Dube, S.C. (1990). *Indian Society* (Hindi & English). New Delhi, National Book Trust.
3. Mandelbaum, D. G. (1972). *Society in India*. Bombay, Popular Publication.
4. Sharma, R. (1981). *Indian Society*. Bombay, Media Promoters.
5. Sharma, R. (1981). *Indian Society*. Bombay, Media Promoters.
6. Shrirama, I. (1999). *Society and Culture in India*. New Delhi, Rawat Publication.

Suggested E-Learning Material:

- 1 Cultural and Social Anthropology, Platform: NVAO.net, Link: https://search.nvao.net/files/51c0c2b94107c_rapport%20UvA%20wo-ma%20Cultural%20and%20Social%20Anthropology.pdf
2. Introduction to Rural Society, Platform: e-Gyankosh.in, Link: <http://egyankosh.ac.in/bitstream/123456789/31744/1/Unit-1.pdf>

Socio-Cultural Context of Education

Max. Marks : 100
(ESA: 100)

L	T	P	C
0	0	0	2

Learning Outcomes:

Students will be able to:

- Clarify Social purposiveness of education.
- Examine issues related to Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Reflect upon Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.

Course Outlines:

- Social purposiveness of education.
- Multilingual and multicultural Indian Society and other diversity, appropriate approaches for teaching in the context of diversity.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and disabilities.

References:

- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harvard University Press.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education, New York: Macmillan.
- NCERT (2005). National curriculum framework, New Delhi.
- MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
- MHRD, (1992), Programme of action. Govt. of India, New Delhi.
- Naik, J.P. (1975) Equality, quality and quantity: The elusive triangle of Indian education, Allied Publications, Bombay.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

Web Resources:

- Social and Cultural Issues in Education- [http://www.eolss.net/ sample-chapters/c04/e6-61-01-04.pdf](http://www.eolss.net/sample-chapters/c04/e6-61-01-04.pdf)

- Multilingualism in India-http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/9/09_chapter%202.pdf
- New Concepts of Equality of Educational Opportunity- <http://www.hrpub.org/download/20180228/UJER6-19510774.pdf>

Sociology of Youth

Max. Marks : 100

L	T	P	C
0	0	0	2

Learning Outcomes:

After completion of this course, students will be able to

- Explain youth's transition to adulthood in present scenario and how this transition is shaped by social status, social norms and current economic conditions.
- Identify the problems related to youth and provide their sociological explanation
- Understand how youth could be agent of constructive social change
- Critically analyze the issues related to education and livelihood of youth and role of policies for ensuring better opportunities

Sociology of youth highlights that the youth is an essential building block for transforming India into a developed nation. Young people are often considered to represent the future as they bring new ideas into the pool of existing knowledge. Hence, the course seeks to develop an understanding of Sociology of youth encompassing Demographic Profile of Youth in India, Youth life stages, Psycho-social processes of identity formation of youth, Youth culture and (Sub) Culture. Moreover, today's youth is facing challenges in leading quality life in absence of skillful education and livelihood opportunities. Thus, the course includes critical appraisal of **Issues, Policies and Programmes related to Youth. In present times, youth is reflecting deviant behaviour which is evident in incidents of youth unrest, bullying, gang wars and other forms of crime. However, they can be the agents of social change in this era of globalization. With constructive role of media, state and civil society, youth can bring enthusiasm and vitality which can lead to new developments and discoveries that can benefit society or even the world at large.**

Recommended Books :

1. Firth, S. (1984). *The Sociology of Youth : Themes & perspectives in sociology*. New York: Causeway Press Ltd.
2. Brake, M. (1980). *The Sociology of Youth culture and Youth subcultures: Sex and drugs and rock 'n' roll?* London : Routledge and Kegan Paul.
3. Pandey, R. (1987). *Sociology of youth*. London: Sterling Publications.
4. Whyte, W. F. (1993). *The Street corner society: The social structure of an Italian slum*. Chicago: The University of Chicago Press.
5. Cohen, A.K. (1955). *Delinquent boys: The culture of the gang*. Glencoe: The Free Press.
6. Furstenberg, F. (2000). The sociology of adolescence and youth in the 1990s: A critical commentary. *Journal of Marriage and the Family* 62(4): 896-910.
7. Milner, M. (2006). *Freaks, geeks, and cool kids*. New York: Routledge.
8. Muncie, J. (1999). *Youth and Crime*. London: Sage Publications.
9. Blackman, S. (2005). Youth subcultural theory: A critical engagement with the concept, its origins and politics, from the Chicago School to postmodernism, *Journal of youth Studies*. 8(1).
10. Shanahan, M. (2000). Pathways to adulthood in changing societies: Variability and mechanisms in life course perspective. *Annual Review of Sociology* 26(1): 667-92.
11. Erikson, E. H. (1994). *Identity: youth and crisis*: WW Norton & Company. 232-260.

12. Dornbusch, S. M. (1989). The sociology of adolescence. *Annual Review of Sociology* 15(1): 233-259.
13. Larson, R.W., & Wilson, S. (2004). Adolescence across Place and Time: Globalization and the changing pathways to adulthood In *Handbook of adolescent psychology*, edited by R.M. Lerner and L. Steinberg, 299-330. New York: Wiley.
14. Brown, B. B., Larson, R., & Saraswathi, T. S. (2002). *The World's youth: Adolescence in eight regions of the Globe*. New York: Cambridge University Press.

Suggested E Resources:

1. The Sociology of Youth Culture and Youth Subcultures: Platform: Sage publications Link : <https://journals.sagepub.com/doi/abs/10.1177/003803858001400308>
2. Sub Cultures, Platform: tezu.ernet,
Link : <http://www.tezu.ernet.in/dmass/CBCT/subcultures2.pdf>
3. Youth culture, subculture and the importance of neighborhood, Platform: Sage Pub
<http://you.sagepub.com/cgi/content/abstract/14/1/61>
4. Youth in India, Platform: mospi.nic mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf
5. Youth Policy in India, Platform: rgniyd gov. Link-
http://www.rgniyd.gov.in/sites/default/files/pdfs/scheme/nyp_2014.pdf

Discipline Electives

Tracing Women's History in Indian Society

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

L	T	P	C
4	0	0	4

- 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>