

## Criteria -1

### (1.3 Curriculum Enrichment )

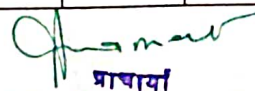
#### 1.3.1 – curriculum Integrating Cross Cutting Issues

#### Department of History

#### New Education Policy

Sr. No.	Class/ Program	Semester/ Year	Paper Code	Name of the Paper	Title of the topic	Cross-cutting issues	paper/ unit
1	B.A.I	First sem	A050101T	Ancient and early Medieval India (till 1206A.D)	Indus valley civilization, later and later Vedic period	Gender	i paper UNIT ii
2	B.A.I	First sem	A050101T	Ancient and early Medieval India (till 1206A.D)	Ashok the Grate , Kautilya and his Arthshastra	Human values and professional Ethics	i paper UNIT iii
3	B.A.I	Second sem	A050201T	History of Medieval India (1206-1757A.D)	Akbar: Religious Policy	Human values	i paper UNIT iv
4	B.A.I	Second Sem	A050201T	History of Medieval India	Development of Sufism in India, Bhakti movement	Human values and Gender	i paper UNIT viii
5	B.A.II	Third Sem	A050301T	History of Modern India (1757-1950)	Indian Renaissance: Reform and revivals	Human values and Gender	I Paper UNIT iv
6	B.A. II	Forth sem	A050401T	History of Modern World (1453 - 1950 A.D.)	Renaissance: its causes, feature and impact. Reformation Movement in Europe and role of Martin Luther	Human values	I Paper UNIT i
7	B.A.III	Fifth Sem	A050501T	History of modern world (1453-1815)	Renaissance: its causes feature and impact	Human values	Optional paper UNIT II
8	B.A.III	Fifth sem	A050501T	History of modern world (1453-1815)	- Reformation Movement in Europe and role of Martin Luther	Human values	Opional paper UNIT III

  
**Dr. Seema Gautam**  
 HDD-History  
 Shri Ram Swaroop Mahila Mahavidyalaya.

  
 प्राचार्या  
 श्री राम स्वरोप महिला महाविद्यालय  
 बरेली

9	B.A.III	Fifth sem	A050502T	History of Modern world (1453-1815)	French revolution : causes, significance and impact on world	Human values	Optional paper UNIT VII
10	B.A.III	Fifth sem	A050503T	Socio- Cultural and Economic History of Medieval India (1200-1700A.D)	Sufism and bhakti movement in India	Human values and Gender	Optional paper UNIT III
11	B.A.III	Fifth sem	A050503T	Socio- Cultural and Economic History of Medieval India (1200-1700A.D)	Women's condition during sultanate period	Human values and Gender	Optional paper UNIT IV
12	B.A.III	Fifth sem	A050504T	Ethics in History	The survey of early Indian Ethics study of Ved and Geeta	Human values and Gender	Optional paper UNIT IV
13	B.A.III	Fifth sem	A050504T	Ethics in History	The Bhakti Movement	Human values and Gender	Optional paper UNIT IV
14	B.A.III	Fifth sem	A050504T	Ethics in History	Ideas and Ethical Philosophy of Gandhi and Radhakrishnan	Human values and Gender	Optional paper UNIT IV
15	B.A.III	Sixth sem	A050601T	Era of Gandhi and Mass Movement.	Entry of Gandhi and The Non Co-operation Movement	Human values and Gender	1 Paper UNIT I
16	B.A.III	Sixth sem	A050603T	Socio – Cultural and Economic History of Medieval India	Social and Religious Reformation Movement	Gender and Human values	Optional paper UNIT I
17	B.A.III	Sixth sem	A050604T	History and its Professional Utility	Local Heritage ,temple and shrines	Human values	Optional paper UNIT IV
18	B.A.III	Sixth sem	A050604T	History and its Professional Utility	Tourism for architectural monuments	Human values	Optional paper UNIT V
19	B.A.III	Sixth sem	A050604T	History and its Professional Utility	Preservation of environment in history	Environment	Optional paper UNIT VI

  
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20	M.A 1 Year	First sem		INDIAN NATIONAL MOVEMENT	Gandhian Movements, Nature, Programme, Social Base Limitations and challenges	Human values	3 <sup>rd</sup> paper 2nd Unit
21	M.A 1 Year	Second sem	42769	HISTORY OF ECOLOGY AND ENVIRONMEN T : INDIA	Studying Ecology & Environment: An Introduction	Environ ment	1st Unit
22	M.A 1 Year	Second sem	42769	HISTORY OF ECOLOGY AND ENVIRONMEN T : INDIA	Indian Philosophy and Environment	Environ ment	Vth Unit
23	M.A 2 Year	Third sem		HISTORY OF MODERN EUROPE, C. 1789-1919	French Revolution	Human values	Ist Unit
24	M.A 2 Year	Fourth sem		SOCIO- CULTURAL AND ECONOMIC HISTORY OF CONTEMPORA RY INDIA, 1947-2000	Status of Women in India	Human values and Gender	Ist Unit

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

<b>Programme / Class</b>	Certificate	Year	B.A.I	Semester	I
<b>Subject</b>	History				
<b>Course Code</b>	A050101T	<b>Course Title</b>	Ancient and Early Medieval India (Till 1206 A.D.)		
<p><b>Course Outcome-</b>The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students.</p> <p>This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.</p>					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	Introduction to Ancient History, Culture & Tradition, Historians of Ancient India , Indian Knowledge System, Short brief History of Pre Historic age.				14
II	Indus Valley Civilization , Vedic and later Vedic period. - ९				12
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt , Bindusara and Ashok the Great , Kautilya and his Arthshastra.				12
IV	Gupta Dynasty – Chandragupt , Samudragupt , Chandragupt 'Vikramaditya' , Golden Era of Ancient India				12
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihara , Chalukya, Parmara and Chauhan				12
VI	Rise of Feudalism in India.				6
VII	Customs, rituals and beliefs of Hindus.				10
VIII	Advent of Islam: Invasion of Mahmood Ghaznavi and Md. Ghori.				12

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

<b>Programme / Class</b>	Certificate	<b>Year</b>	B.A.I	<b>Semester</b>	II
<b>Subject</b>	History				
<b>Course Code</b>	A050201T	<b>Course Title</b>	History of Medieval India (1206 A.D - 1757 A.D)		
<b>Course Outcome</b> —This paper is designed to develop the understanding of India with the advent of Turks, Timurs, Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.					
<b>Credits – 6</b>	<b>Max. Marks : 100</b>		<b>Min. Passing Marks :33</b>		
<b>Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0</b>					
<b>Unit</b>	<b>Topic</b>				<b>No. of Lectures</b>
I	The Early Turks and The Khiljis.				12
II	The Tughluqs and Lodies.				12
III	The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.				12
IV	Akbar to Shahjahan : Mansabdari, Relation with Rajput and Maharana Pratap, Religious Policy. ४				12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals				14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.				6
VII	Development of Architecture and Painting in Mughal Period.				10
VIII	Development of Sufiism in India, Bhakti Movement and Re-strengthening in North India.				12
<b>Suggested Readings:</b>					
<ul style="list-style-type: none"> <li>➤ Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press.</li> <li>➤ Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munsiram Manoharlal</li> <li>➤ Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press</li> <li>➤ Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press</li> <li>➤ Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan</li> <li>➤ Singh, Dilbag: Structure of Rural Society in Medieval India</li> <li>➤ Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>➤ Srivastava, A.L: (2017), The Mughal Empire (English or Hindi Version) India, Shivalal Agarwal &amp; Co.</li> <li>➤ Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications</li> <li>➤ Yadav, B.N.S.: (2012), Society and Culture in North India in the 12<sup>th</sup> Century, India, Raka Prakashan</li> <li>➤ Sarkar, J.N., Shivaji and his Times</li> <li>➤ श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षका इतिहास 1000 से 1907, शिवलाल अग्रवाल एण्ड कम्पनी, दिल्ली</li> <li>➤ पाण्डेय, अवध विहारी (1988), पूर्व मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो</li> <li>➤ पाण्डेय, अन्ध विहारी (1900), उत्तर मध्यकालीन भारत, इलाहाबाद सेन्ट्रल बुक डिपो</li> <li>➤ सरदेसाई, जी.एस. - शिवाजी</li> </ul>					

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

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

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

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

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

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



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

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	History				
Course Code	A050502T (Optional)	Course Title	History of Modern world (1453 A.D – 1815A.D)		

✓ **Course Outcome**-This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also.

**Credits – 5**      **Max. Marks : 100**      **Min. Passing Marks :33**

**Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0**

Unit	Topic	No. of Lectures
I	Political and Religious structure of Europe in the early 15 <sup>th</sup> Century.	10
II	Renaissance: Its Causes, Feature and Impact.	10
III	Reformation Movement in Europe and Role of Martin Luther.	5
IV	Religious warfare: The Thirty Years War.	10
V	Glorious Revolution and Development of Cabinet system in England.	10
VI	Industrial Revolution in 18th Century , American Revolution	10
VII	French Revolution: Causes, Significance and Impact on world.	10
VIII	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	10

**Suggested Readings:**

- Acton: (1906), Lectures on Modern History, London, Macmillan and Co. Limited.
- Fisher, H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
- Hayes, C.J.H.: (1936), A Cultural and Political History of Europe (Vol. I) (1500–1830), London, Macmillan
- Hazen, C.D.: (1937), A History of Europe in Modern Times, Henry Holt and Company
- Phulkan, Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
- Schevil: (1898), History of Modern Europe (Hindi or English), Charles Scribners Sons
- सिंह, हीरालाल एवंरामवृक्ष सिंह: (2011) आधुनिक यूरोपकाइतिहास (1453–1789), इलाहाबाद, स्टूडेन्ट्सफ्रेण्ड्स
- वर्मा, लालबहादुर: (1998) यूरोपकाइतिहास (पुनर्जागरण से क्रान्ति तक), नईदिल्ली, प्रकाशनसंस्थान

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

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

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

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

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

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

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

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

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

# M.J.P. ROHILKHAND UNIVERSITY, BAREILLY (U.P.)

## Revised syllabus for M.A. (History)

According to the New Education Policy, 2020

With effect from 2022-23

**Note :**

1. Each paper carries 100 marks: 25 marks of Internals + 75 marks of Externals
2. Students shall opt optional papers from the same stream throughout all the Semesters. For eg., if a student opts a paper of Ancient History stream in Semester I, he/she will have to opt papers of Ancient History stream for Semesters II, III and IV.
3. Optional Papers shall be floated on the basis of administrative and academic convenience of the institution/college concerned.

### **SEMESTER- I**

03 Core – Compulsory papers + 01 Core Elective (Optional) + 01 Minor Elective from Other Faculty (to be selected either in Semester I or II) + 01 Research Project  
Total Credits during Semester I: 24/28

Name of the Paper	Title of the Paper	Credits	Remarks
Paper 1	HISTORIOGRAPHY: CONCEPTS, METHODS AND TOOLS-I	05	Compulsory
Paper 2	THE ANCIENT WORLD	05	Compulsory
Paper 3	INDIAN NATIONAL MOVEMENT	05	Compulsory
Paper 4 (A)	HISTORY OF INDIA FROM THE EARLIEST TIMES UPTO C. 600 BCE	05	Optional- Ancient Stream

Paper 9 (C)	HISTORY OF INDIA (POLITICAL, ADMINISTRATIVE & CONSTITUTIONAL ASPECTS, 1813-1857)	04	Major Elective - Modern Stream/Compulsory, Theory
Paper 10 (A)	INDIA'S CULTURAL CONTACTS WITH AFGHANISTAN AND CENTRAL ASIA	04	Major Elective - Ancient Stream/Compulsory, Theory
Paper 10 (B)	SOCIETY AND ECONOMY IN MEDIEVAL INDIA, C. 1206 - 1526	04	Major Elective - Medieval Stream/Compulsory, Theory
Paper 10 (C)	WOMEN IN MODERN INDIA	04	Major Elective - Modern Stream/Compulsory, Theory
Paper 11 (A)	HISTORY OF ECOLOGY AND ENVIRONMENT: INDIA	04	Minor Elective/Compulsory, Theory
Paper 11 (B)	URBANISATION IN INDIA	04	Minor Elective/Compulsory, Theory
Paper 12	SEMINAR PAPER PRESENTATION & VIVA-VOCE	06	Compulsory



Total Credits during Semester III: 24


Name of the Paper	Title of the Paper	Credits	Remarks
Paper 13	HISTORY OF MODERN EUROPE, C. 1789 - 1919	05	Compulsory
Paper 14	HISTORY OF THE MODERN WORLD, C. 1920-60	05	Compulsory
Paper 15 (A)	POLITICAL HISTORY OF ANCIENT INDIA, C. 320 - 750 CE	05	Optional-Ancient Stream
Paper 15 (B)	POLITICAL HISTORY OF MEDIEVAL INDIA, C. 1526-1658	05	Optional-Medieval Stream
Paper 15 (C)	HISTORY OF INDIA (POLITICAL, ADMINISTRATIVE & CONSTITUTIONAL ASPECTS, 1858-1905)	05	Optional-Modern Stream
Paper 16 (A)	SOCIETY AND ECONOMY IN ANCIENT INDIA	05	Optional-Ancient Stream
Paper 16 (B)	ART AND CULTURE IN MEDIEVAL INDIA, C. 1206-1526	05	Optional-Medieval Stream

Department of Political Science

Cross-cutting Issues

2022-23

1	B.A.	First	1. Indian National Movement and Constitution of India	1. Distinguishing features of Indian political tradition: Dharma, Rajdharma, Neetishastra, Dandneeti, Matsyanyaya 2. Philosophy of Indian Constitution- Preamble of Constitution 3. Fundamental Rights and Duties, Directive Principles of State Policy	Human values
2	B.A.	First	2. Awareness of Rights and Law	1. Preamble of the constitution 2. Equality before law and equality of opportunity 3. Freedom of belief 4. Expression and dissent 5. Unity in Diversity 6. Universal Human Rights 7. Nation Building	Human values
				1. Gender sensitivity 2. Government policies	Gender

  
प्राचार्या  
साहू राम स्वरूप महिला महाविद्यालय  
बरेली

  
I.O.C.  
S.D. Government College, Mahabudhaya  
Bareilly

3	B.A.	Second	Political Theory and concepts	<ul style="list-style-type: none"> <li>1. Liberty</li> <li>2. Equality</li> <li>3. Justice</li> <li>4. Rights and duties</li> <li>5. Political culture</li> <li>6. Idealism</li> <li>7. Nationalism</li> <li>8. Cultural Nationalism</li> <li>9. Human Rights</li> <li>10. Democracy</li> <li>11. Social Justice</li> <li>12. Secularism</li> </ul>	Human values
				1. Feminism	Gender
4	B.A.	Third	1. Political process in India	<ul style="list-style-type: none"> <li>1. Dimensions of Democracy: Socio, Economic, &amp; Political</li> <li>2. Politics of Secession and Accommodation</li> <li>3. Religion and politics in India</li> <li>4. Debates on secularism</li> <li>5. Challenges of Nation Building: Ethnicity, language, regionalism, caste, majority and minority communalism, corruption</li> <li>6. Politics of defection</li> </ul>	Human values
				1. Affirmative actions, policies with respect to women	Gender

5	B.A.	Fourth	Western Political Thought	<ol style="list-style-type: none"> <li>1. Ancient thought in west: Plato, Aristotle</li> <li>2. Medieval thought in west: Thomas Aquinas and St. Augustine</li> <li>3. Modern Political Thought: Machiavelli, Austin</li> <li>4. Social contractarians: Hobbes, Locke, Rousseau</li> <li>5. Enlightenment and liberalism: Kant and Burke</li> <li>6. Green &amp; Hegel</li> </ol>	Gender and Human values
6	B.A.	Fifth semester	1. Comparative Government and Politics	<ol style="list-style-type: none"> <li>1. Capitalism and the idea of democracy</li> <li>2. Socialism and the working of Socialist state</li> <li>3. Confucianism</li> <li>4. Maoism</li> </ol>	Human values
			2. Principles of Public Administration	<ol style="list-style-type: none"> <li>1. Development Administration</li> <li>2. Good Governance</li> </ol>	Human values and environment & sustainable development
7			3. Public policy formulation and Administration in India	<ol style="list-style-type: none"> <li>1. Good Governance</li> <li>2. Panchayati Raj</li> <li>3. Environmental Policies</li> <li>4. Welfare plans for women &amp; weaker sections</li> </ol>	Gender, Human values & Sustainable development

8	B.A.	Sixth	1. Indian Political Thought	<ol style="list-style-type: none"> <li>1. Ancient Thought: Manu, Kautilya, Jain &amp; Buddhist traditions</li> <li>2. Thinking and Ideas in modern India: Reform Tradition- Raja Ram Mohan Roy, Dayanand Saraswati, Pandita Ramabai</li> <li>3. Political Imaginations: Gandhi, Nehru, Tilak</li> <li>4. Social Imaginations: Jyotiba Phule, B. R. Ambedkar</li> <li>5. Economic Imaginations: Jay Prakash Narayan &amp; Ram Manohar Lohiya</li> <li>6. Cultural Imaginations: V. D. Savarkar &amp; Aala Hazrat</li> <li>7. Civilizational Imaginations: Bankim Chandra Chatterjee &amp; Rabindra Nath Tagore</li> </ol>	Gender, Human values & Sustainable development
			2. International Relations & Politics	<ol style="list-style-type: none"> <li>1. Clashes of Civilization</li> <li>2. Human Rights</li> <li>3. Politics of Environment</li> <li>4. Traditional and Non-traditional security threats</li> </ol>	Gender, Human values & Sustainable development

9	M.A.	First	1. Political Theory	<ol style="list-style-type: none"> <li>1. Civil Society</li> <li>2. Equality,</li> <li>3. Liberty,</li> <li>4. Justice,</li> <li>5. Rights,</li> <li>6. Democracy</li> <li>7. Liberalism</li> <li>8. Nationalism</li> <li>9. Multiculturalism</li> <li>10. Socialism</li> <li>11. Marxism</li> <li>12. Feminism</li> <li>13. Ecologism</li> </ol>	Gender, Human values & Sustainable development
			2. Indian Political thought	<ol style="list-style-type: none"> <li>1. Manu</li> <li>2. Kautilya</li> <li>3. Pandita Ramabai</li> <li>4. Gopal Krishna Gokhale</li> <li>5. Swami Vivekanand</li> <li>6. Aurobindo Ghosh</li> <li>7. Periyar</li> <li>8. Mahatma Gandhi</li> <li>9. M. N. Roy</li> </ol>	Gender and Human Values, Environment and Sustainable development
			3. Indian Political System: Constitution and Institutions: Part 1	<ol style="list-style-type: none"> <li>1. Philosophy of the Constitution: Preamble, Fundamental Rights, Directive Principles</li> <li>2. Constitutionalism in India</li> </ol>	Gender and Human Values


10	M.A.	Second	1. Indian Political System: Constitution and Institutions: Part 2	<ol style="list-style-type: none"> <li>1. Electoral reforms</li> <li>2. Voting behaviour</li> <li>3. Anti-defection law</li> <li>4. National Commission for Scheduled Caste</li> <li>5. National Commission for Scheduled tribes</li> <li>6. National Human Rights Commission</li> <li>7. National Commission for women</li> <li>8. National Commission for Minorities</li> <li>9. Lokpal &amp; Lokayukta</li> <li>10. Impact of Caste, Religion &amp; Region on Indian politics</li> </ol>	Gender and Human values
			2. International Relations: Part 1	<ol style="list-style-type: none"> <li>1. Kautilya's Real politik</li> <li>2. Idealism</li> <li>3. Liberalism</li> <li>4. Marxism</li> <li>5. Neo-Marxism</li> <li>6. Social Constructivism</li> <li>7.</li> </ol>	Gender & Human values
			Western Political Thought- Part 1	<ol style="list-style-type: none"> <li>1. Plato</li> <li>2. Aristotle</li> <li>3. Hobbes</li> <li>4. Locke</li> <li>5. Rousseau</li> <li>6. Machiavelli</li> <li>7. J.S.Mill</li> </ol>	Gender and Human values

11	M.A.	Third Semester	1. International Relations: Part 2	<ol style="list-style-type: none"> <li>1. Nationalism Revived</li> <li>2. United Nations: peace and development perspective and Humanitarian intervention</li> <li>3. International terrorism</li> <li>4. Climate change and environmental concerns</li> <li>5. Human Rights</li> <li>6. Migration and refugees</li> <li>7. Poverty and development</li> <li>8. Role of religion and culture</li> <li>9. Rise of identity politics</li> </ol>	Gender, Human values, environment and sustainable development
			2. Foreign policy of India	<ol style="list-style-type: none"> <li>1. Continuity and change from idealism to strategic relations</li> <li>2. International Panel on Climate change</li> <li>3. Contemporary challenges: Maritime security, energy security, environmental security, water resources, cyber security</li> </ol>	Environment and sustainable development
			3. Western political Thought	<ol style="list-style-type: none"> <li>1. John Rawls</li> <li>2. Antonio Gramsci</li> <li>3. Michel Foucault</li> <li>4. Frantz Fanon</li> <li>5. Hannah Arendt</li> </ol>	Human values



			4. Public Administration	<ol style="list-style-type: none"> <li>1. Challenges of liberalisation, Privatization, Globalization</li> <li>2. Good Governance</li> <li>3. Administrative behaviour</li> <li>4. Accountability and control</li> <li>5. Social Audit</li> <li>6. Citizen Charter</li> <li>7. Role of Media</li> <li>8. Right to Information</li> <li>9. Dynamics of development</li> <li>10. Public policy</li> </ol>	Human values & Professional ethics
M.A.		Fourth	1. Indian Administration	<ol style="list-style-type: none"> <li>1. Philosophical and constitutional framework of government</li> <li>2. Plans &amp; priorities: National Development Council, Social Justice, NITI Aayog,</li> <li>3. Human Resource Development</li> <li>4. Values in Public Service</li> <li>5. Corruption</li> <li>6. Disaster Management</li> </ol>	Human values, Professional ethics, environment & sustainable development

			<p>2. Governance and Public Policy in India</p>	<ol style="list-style-type: none"> <li>1. Planning &amp; Development : Sustainable development „Participatory development , e-governance</li> <li>2. Public policy as an instrument of socio-economic development</li> <li>3. Public Policies with special reference to housing, Health, drinking water, Food security, MNREGA, NHRM</li> </ol>	<p>Human values, environment and sustainable development</p>
			<p>3. Political Process in India</p>	<ol style="list-style-type: none"> <li>1. Development planning model</li> <li>2. Growth and human development</li> <li>3. Social movements</li> <li>4. Civil society groups</li> <li>5. Gender and politics in India</li> </ol>	<p>Environment and sustainable development &amp; Gender issues</p>

  
 IQ.A.C.  
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 Barshi



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

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

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

Year	Sem.	Course Code	Paper Title	Theory / Practical	Credits
1	I	A060101T	Indian National Movement & Constitution of India	Theory	4
1	I	A060102P	Awareness of Rights & Law	Practical	2
1	II	A060201T	Political Theory & Concepts	Theory	6
2	III	A060301T	Political Process In India	Theory	4
2	III	A060302P	Field Work Tradition In Social Sciences	Practical	2
2	IV	A060401T	Western Political Thought	Theory	6
3	V	A060501T	Comparative Government And Politics (UK, USA, Switzerland & China.	Theory	4
3	V	A060502T	Principles Of Public Administration	Theory	4
3	V	A060503P	Public Policy Formulation And Administration In India.	Practical	2
3	V	A060504R	Project 1	Project	3
3	VI	A060601T	Indian Political Thought	Theory	5
3	VI	A060602T	International Relations And Politics	Theory	5
3	VI	A060603R	Project 2	Project	3

**Syllabus Developed by:**

S. No.	Name	Designation	Department	College/ University
1	Dr. Vinay Prakash Singh	Associate Professor & HoD	Political science	JD college Patla, Ghaziabad.
2	Dr. Bina Rai	Associate Professor & HoD	Political science	R.G.P.G college Meerut.
3.	Dr. Priyanka Jha	Assistant Professor	Social Sciences	BHU Varanasi

Revised & Approved Syllabus of UG Pol.Sc.  
in virtual meeting of BOS  
held on 20 & 26 May 2021 at 11:00 a.m.

IQAC  
Dr. Ashok Kumar Rustagi  
Chairman

**(Dr. Ashok Kumar Rustagi)**

Convenor, B.O.S. Pol.Sc.  
J.S.H. (P.G.) College, Amroha

Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	B.A.I	Semester	I
Subject	Political Science				
Course Code	A060101T	Course Title	Indian National Movement & Constitution of India		
Course Outcome-Acquaintance of the Inspirations of Indian National Movement & Constitution is indispensable for a student to make a sense of Indian Political System. The course is designed to provide a overview of Indian freedom Struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen.					
Credits – 4	Lectures 16		Tutorials 4		Practicals 0
Total no. of lectures 20 Tutorials 4 Practical 0 Hours per week 16					
Unit	Topic				no. of lectures
I	Distinguishing features of Indian Political Tradition				1
II	Birth and Growth of the Political Trends in the Indian National Movement				2
III	Stages of Constitutional Development Making of the Constituent Assembly				2
IV	Philosophy of Indian Constitution Citizenship				2
V	Fundamental Rights Fundamental Duties Directive Principles of State Policy				2
VI	History of Conflict Between Fundamental Rights Directive Principles Process of Amendment Concept of Basic Structure of Constitution				2
VII	Executive Legislature Powers Functions of President Prime Minister Speaker Lok Sabha Rajya Sabha				2
VIII	The Relationship Between The Governor Chief Minister The Legislative Assembly The Legislative Council				2
IX	Judiciary				2
X	Composition Powers Jurisdiction of Supreme Court High Court District Court				2
XI	Centre State Relations Administrative Legislative Financial Special Provisions for Tribal Areas and J&K Composition and Function of Election Commission				2
Suggested Readings					
NK Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Mumbai India					
OK Basu D. (2012) 'Introduction to the Constitution of India' Lexis Nexis Kewalhi					
PK Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press Kewalhi					
4K Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya' Orient Blackswan Kewalhi					
RK Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust Kewalhi					
SK Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi					
TK Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. New Delhi.					
9. A.S. Alteker, 1958 state and government in Ancient India, Motilal Banarsidas Banaras					
10. Virkeshwar Prasad Singh, Bhartiya Rashtra Andolan evam samvaidhanik vikas					
11. Awasthi A.P. (2017) 'Bharatiya Shasan Evm Rajneeti' Laxmi Narayan Agarwal, Agra					
NO Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya' Orient Blackswan New Delhi					
NP Chandra Bipin (2015) ' Bharat ka Swatantrata Sangharsh' Hindi Madhyam haryanvya kideshalay					

Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	I	Semester	I
Subject	Political Science				
Course Code	A060102P	Course Title	Awareness of Rights & Laws		
Course Outcome- This paper intends to arm the student with basic digital and legal awareness where by the student can leverage this in the job market. It also intends to make the student aware of his basic legal rights which would help him to stand up and help others.					
Credits – 2	Max. Marks : 25+75		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – (0-0-2)					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Preamble Of The Indian Constitution, Equality Before Law And Equality Of Opportunity, Freedom of belief, Expression And Dissent, Cyber Crime, State & Cyber security,				8
II	Rights And Obligations, Right To Education , Correlation Between Rights And Duties, Justiciability Of Fundamental Rights , Digital Empowerment through social networking sites, Citizen's Charter				8
III	Gender sensitivity , Unity In Diversity, State And Government, Nation Building, Affirmative Action, Universal Human Rights				8
IV	Govt. Policies And Campaigns : Practical Teachings Right To Information , Lokpal				6
<p>Reading list ;</p> <ol style="list-style-type: none"> <li>1 <a href="https://www.digitalindia.gov.in/services">https://www.digitalindia.gov.in/services</a></li> <li>2 <a href="https://rtionline.gov.in/">https://rtionline.gov.in/</a></li> <li>3 <a href="https://www.india.gov.in/topics/law-justice">https://www.india.gov.in/topics/law-justice</a></li> <li>4 Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP</li> <li>5 Benegal, Shyam. 2014. Samvidhan. Rajya Sabha TV</li> <li>6 J.N.Pandey , Bharat ka Samvaidhanik Kanoon</li> <li>7 Rajni Kothari , Bhartiya Rajniti me Jaati</li> <li>8 B.L.Phadia , Bhartiya Shasan Aur Rajniti</li> </ol>					
This Course Can Be Opted As An Elective By The Student Of Any Subject.					
Suggested Continuous Evaluation Methods:					
<ul style="list-style-type: none"> <li>x Project on a relevant topic(10Marks)</li> <li>x VIVA(10Marks)</li> <li>x Attendance (5 marks)</li> </ul>					

Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	BA I	Semester	II
Subject	Political Science				
Course Code	A060201T	Course Title	Political Theory & Concepts		
Course Outcome-Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science. The course is designed to train a student in the foundational issues of political theory, which is relevant for any in depth study and research.					
Credits – S	jaxK jarks W ORHTR		jinK massing jarks WPP		
Total koK of iectures J Tutorials J mpractical Ein hours per weekF JWM					
mit	Topic				koK of iectures
I	Political Science: Definition, Nature, Scope ,Methods And Relations With Other Social Sciences				12
II	Approaches to the study of Political Science. Traditional approaches: Institutional, Historical, Sociological, Philosophical or Normative. Modern Approaches: Behaviouralism, Post Behaviouralism				11
III	State: Definition and Elements, Origin theories: Divine theory, Force theory, Social Contract, Evolutionary theory and Marxists theory. Functions of state: Idealistic theory ,Liberal theory, Socialist theory and Welfare theory				11
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment :Theories of punishment				11
V	Liberty, Equality, Justice, Power, Influence, Authority, Legitimacy, Obligation, Rights, Duties ,Political Culture, Political participation, Political development and Political modernization				12
VI	Idealism, Individualism, Anarchism, Socialism, Capitalism, Imperialism, De colonization, Nationalism, Ethno nationalism, Globalization, Humanright, Feminism,				11
VII	Parliamentary System, Presidential System, Federal vs Unitary, Political Parties, Pressure Groups, Organs of Govt: Executive, Legislature, Judiciary.				11
VIII	Constitution, Constitutionalism Democracy, Totalitarianism, Public Opinion, Social Justice, Secularism, Decentralization, Theories of Representation, Post modernism				11
Suggested Readings :					
<ol style="list-style-type: none"> <li>1. AC Kapoor, Principals of political science.</li> <li>2. Eddy Ashirwatham, political theory, S Chand Delhi,2009</li> <li>3. JC Johari, Modern political theory.</li> <li>4. CEM Joad, Introduction to modern political theory.</li> <li>5. R.C Aggarwal, Political Theory, S Chand</li> <li>6. Appadorai, Substance of Politics, OUP, Delhi 2000</li> <li>7. R. Bhargav &amp; A. Acharya, Political theory: and introduction, pearson 2008</li> <li>8. Amal Ray &amp; Mohit Bhattacharya, Political Theory : An introduction, Pearson 2008 New Delhi</li> </ol>					

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

Programme / Class	Diploma	Year-	B.A.II	Semester	III
Subject	Political Science				
Course Code	A060301T	Course Title	<b>Political Process in India</b>		
Course Outcome: Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train & acclimatize the student with the Indian Political System in action and explain the working relationship between citizens and state and among various units of the state. The student would be able to appreciate the trajectory of the Indian political system since independence.					
Credits – 4	jaxK jarksW ORHTR		jinK massing jarksW PP		
Total koK of ictures J Tutorials J mpractical Ein hours per weekF WMM					
Unit	Topic				No. of Lectures
I	Process of Democratization in Post colonial India, <b>Dimensions of Democracy: Social, Economic, Political</b> , Factors Shaping the Indian Political System since Independence				10
II	Quasi- Federalism ,Coalition, Political parties & Party System In India,				8
III	Impact of Democratic Decentralization: Urban and Local self government, 73 <sup>rd</sup> & 74 <sup>th</sup> Amendment of Indian Constitution				8
IV	Pressure Groups, Determinants of Voting Behavior, Cast & Politics, Need of Electoral Reforms, <b>The Politics Of Secession And Accommodation</b>				10
V	<b>Religion &amp; Politics in India, Debates on Secularism,</b>				6
VI	<b>Affirmative Action Policies With Respect To Women, Cast And Class</b>				6
VII	<b>Challenges of Nation Building: Ethnicity, Language, Regionalism, Cast, Majority and Minority Communalism, Corruption</b>				6
VIII	<b>Politics of Defection, Politics of President rule</b>				6
<b>Suggested Readings:</b>					
<ol style="list-style-type: none"> <li>1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)</li> <li>2. Basu D.D., 'Bharat ka Samvidhan: Ek Parichay, Prentice Hall, New Delhi. (Latest Edition)</li> <li>3. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India , Oxford University Press, New Delhi, 2000.</li> <li>4. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999</li> <li>5. Jayal Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012</li> <li>6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014</li> <li>7. Kothari Rajni, 'Bharat Mein Rajneeti' Orient Blackswan Hyderabad, 2014</li> <li>8. Kothari Rajni, 'Bharat mein Rajneeti: Kal aur Aaj' Vani Prakashan New Delhi, 2007</li> <li>9. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)</li> <li>10. Singh, M.P., and Sexena Rekha, <i>Indian Politics: Contemporary Issues &amp; Concern</i> Prentice Hall of India Pvt. Ltd. New Delhi, 1998.</li> <li>11. Singh, M.P., and Sexena Rekha, <i>Bharatiya Rajneeti: Samkalin Mudde Evm Chunautiya</i> Prentice Hall of India Pvt. Ltd. New Delhi.</li> </ol>					
This Course Can Be Opted As An Elective By The Student Of Any Subject.					
<b>Suggested Continuous Evaluation Methods:</b>					
<ul style="list-style-type: none"> <li>x Assignment/ Seminar/ (10 Marks)</li> <li>x viva (10 Marks)</li> <li>x Attendance (5 Marks)</li> </ul>					

Programme / Class	Diploma	Year	II	Semester	IV
Subject	Political Science				
Course Code	A060401T	Course Title	Western Political Thought		
This course introduces the students to the ancient ,medieval and modern political thinking in the West. This would help them understand the manner in which ideas pertaining to ideal state, kingship, duties of the ruler and the ruled, rights, liberty, equality, and justice have evolved over a period of time.					
Credits – 6	Max. Marks : 25+75		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0					
Unit	Topic			No. of Lectures	
I	Ancient Thought In West: Pre-Socratic Thought: Epicureans, Stoics <b>Plato, Aristotle.</b>			12	
II	Medieval Thought in West: Cicero, <b>Thomas Aquinas</b> and <b>St Augustine</b> , Renaissance The Church- State Controversy,			11	
III	Modern political thought <b>Machiavelli ,Austin, Jean Bodin</b>			11	
IV	Social Contractarians <b>Thomas Hobbes, John Locke,J.J Rousseau</b>			11	
V	Enlightenment and Liberalism: <b>Immanuel Kant, Edmund Burke, Jeremy Bentham, J S Mill,Harold Laski</b>			12	
VI	<b>T.H Green, G W Hegel</b> , Karl Marx.			11	
VII	Simone De Beauvoif, Rosa Luxemburg.			11	
VIII	John Rawls, Michael.J.Oakeshott and Hannah Arendt			11	
Suggested Readings :					
<ol style="list-style-type: none"> <li>1. E. Baker, <i>The Political Thought of Plato and Aristotle</i>, Methuen, 1906.</li> <li>2. J. Coleman.<i>A History of Political Thought: From Ancient Greece to Early Christianity</i>, Oxford: BlackwellPublishers , 2000.</li> <li>3. K. Nelson, Brian, <i>Western Political Thought: From Socrates to the Age of Ideology</i> , Pearson. 1996</li> <li>4. Jha, Shefali, <i>Western Political Thought (From Plato to Marx)</i>, Pearson.</li> <li>5. C. Macpherson, <i>The Political Theory of Possessive Individualism: Hobbes to Locke</i>. Oxford University Press, Ontario.</li> <li>6. Kolakowski, Leszek, <i>Main Currents of Marxism</i>, Oxford University Press, 1978.</li> <li>7. Okin, Susan Moller, <i>Women in Western Political Thought</i> , Princeton University Press,</li> <li>8. Prof S.P.M Tripathi,Pramukh Rajnitik vicharak</li> <li>9. Jivan Mehta,Rajnitik chintan ka Itihas</li> <li>10. Pukhraj jain,Paschatya rajinitik chintan</li> <li>11. Haridatt vedalankar,Rajnitik chintan ka Itihas</li> </ol>					
Suggested Continuous Evaluation Methods:					
<ul style="list-style-type: none"> <li>x Assignment/ Seminar/ (10 Marks)</li> <li>x viva (10 Marks)</li> <li>x Attendance (5 Marks)</li> </ul>					



Programme / Class	Degree	Year	BA III	Semester	V
Subject	Political Science				
Course Code	A060501T	Course Title	Comparative Government And Politics UK, USA, Switzerland & China		
Course Outcome :Politics is the mirror of the society. This paper will help the student in furthering his understanding of the world around. This would help him to appreciate other systems and make him critically analyze the pros and cons of these systems. Comparison is widely used method of scientific knowledge .This would help the student to find out why a certain system is appropriate and suitable to a given society.					
Credits - 4	Max. Marks : 25+75	Min. Passing Marks :33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic			No. of Lectures	
I	Nature, Scope And Utility Of Comparative Study Of Politics.			6	
II	Capitalism And The Idea Of Liberal Democracy			6	
III	Socialism And The Working Of Socialist State,			6	
IV	Decolonization And The Role Of State In The Developing World.			6	
V	Salient Features Of The British Constitution And Examination Of The Relationship Between The Executive And Legislature And Role of Judiciary in UK.			10	
VI	Essential features of the constitution of USA , Composition Powers and Functions of the Executive , Legislature and Judiciary in USA.			10	
VII	Confucianism, Maoism, Salient Features of Chinese Political System, Communist party of China,			10	
VIII	Plural Executive, Direct Democracy, Referendum, Initiative, The Administrative System of Switzerland			6	
<p>1. Suggested Readings :</p> <p>2. A.C. Kapoor &amp; K. K. Mishra, Select Constituions, S.Chand 2001 New Delhi</p> <p>3. V.D. Mahajan, Constitution of the world, S.Chand 2001 New Delhi.</p> <p>4. J.C. Johari: New comparative govt. Lotus,2008</p> <p>5. S.E. Finer, Compartive Governments.</p> <p>6. Bryce,Modern Democracies</p> <p>7. Herman finer,Theory and Practice of Modern government</p> <p>8. Vidya Bhushan &amp; Vishnu Bhagwan.World constitution, sterling publications 1998.</p> <p>9. J. Kopstein and M. lichbach, comparative politics: interests identities and institutions in a changing global order.</p> <p>10. M. Mohanty, comparative political theory and third world sensitivity</p> <p>11. O.P.Gauba,Tulnatmak Rajniti ki Ruprekha</p> <p>12. Pukhraj jain,Tulnatmak shasan evam Rajniti</p>					
Suggested Continuous Evaluation Methods:					
<ul style="list-style-type: none"> <li>x Assignment/ Seminar/ (10 Marks)</li> <li>x viva (10 Marks)</li> <li>x Attendance (5 Marks).</li> </ul>					

Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	Political Science				
Course Code	A060503P	Course Title	Public Policy Formulation & Administration in India		
Course Outcome: It aims to provide interface between public policy and administration in India. The essence of this paper is to appreciate the translation of governing philosophy into programmes and policies. Students will be able to understand Political Process as well as Policy formulation process and the difficulties in implementing Programmes and Policies promised in Manifestoes					
Credits – O	jaxK jarks W ORHTR	jinK massing jarks WPP			
Total koK of ictures J Tutorials J mRACTICAL Ein hours per weekF WMM					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Definition, Scope, Types & Significance of the Public Policy, Public Policy as a Emerging field of Study ,Impact of Globalization Policy Making Process in India Major Determinants: Political Parties, Interest Groups, Pressure Groups, Mass Media, Non Governmental Organization, Government Agencies, International Agencies Niti Aayog, Legislature, Executive, Judiciary, Bureaucracy, Techniques of Policy Implementation				10
II	Policy Evaluation: Concept of Policy Evaluation Survey & Sampling Agencies, Independent Studies Groups Criteria for Policy Evaluation: Problems, Needs, Accountability, <b>Good Governance</b> Major Constraints in Policy Formulation & Implementation				8
III	Policy Intervention- Case Studies/Mock parliament: <b>Panchayati Raj</b> , NEP, MANREGA, <b>Environmental Policies</b> , <b>Welfare Plans for Women &amp; Weaker Sections</b> ,Feedback from Stake Holders.				6
IV	Working And Role Of Parliament In Actual Public Policy Formulation.				6
Suggested Readings: 1. Arora R.K. & Goyal R. 'Indian Public Administration', Vishwa Prakashan 2008 New Delhi OKBasu Rumki (ed. 2015) 'Democracy and Good Governance: Reinventing the Public service Delivery System in India' Bloomsbury, NewDelhi PK Basu Rumki (2015) 'Public Administration in India Mandates, Performance and culture Perspectives', Sterling Publishers, NewDelhi 4K Chakrabarty Bidyut & Chand Prakash (2017) 'Public Administration: From Government to Governance' Orient Blackswan Pvt. Ltd.Hyderabad RK Chakrabarty Bidyut & Chand Prakash (2017) 'Public Administration in a Globalizing worldW Theories & Practices' SAGE, Newaelhi SK Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press, New Delhi TK Sharma M.P., & Sadan B.L. 'Lok Prashasan: Siddhant evam Vyavhar' Kitab Mahal ,Allahabad 8. Singh H. & Singh M. 'Public Administration in India, Theory and Practice', Sterling Publication NVVM kew aelhi 9. B.L.Phadia,Bhartiya shasan aur Rajniti 10. C.P. Bhamri,Lok Prashasan Sidhhant tatha vyavhar					
This Course Can Be Opted As An Elective By The Student Of Any Subject.					
Suggested Continuous Evaluation Methods: x Project on a relevant topic(10Marks) x VIVA(10Marks) x Attendance (5 marks)					

Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	III	Semester	VI
Subject	Political Science				
Course Code	A060601T	Course Title	Indian Political Thought		
This course is to familiarize the students with the larger political and social thinking and ideas in Modern India. Designed in a way to help students engage with various ideological dispensations that came to shape the normative thinking on India.					
Credits – 5	Max. Marks : 25+75		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic			No. of Lectures	
I	Ancient Thought: Manu, Kautilya, Agganna Sutta, Jaina Traditions			15	
II	Buddhist Traditions			10	
III	Thinking and Ideas in Modern India: Reform tradition Raja Ram Mohan Roy, Dayanand, Sir Syed Ahmed Khan, Vivekananda and Pandita Ramabai			10	
IV	Political Imaginations: M.K. Gandhi, Jawaharlal Nehru, B.G Tilak.			10	
V	Social Imaginations: Jyotiba Phule, Tarabai Shinde, Dr B R Ambedkar and Periyar			10	
VI	Economic Imaginations: M N Roy, Jayaprakash Narayan, Kamladevi Chattopdhyaya and Dr Ram Manohar Lohia			10	
VII	Cultural Imaginations: VD Savarakar, M S Golwakar and Aala Hazrat			5	
VIII	Civilizational Imaginations: Bankim Chandra, Rabindranath Tagore, Ananda Coomaraswamy			5	
Suggested Readings :					
<ol style="list-style-type: none"> <li>1. K.P. Jaiswal: <i>Hindu Polity</i>(English &amp; Hindi), Banglore: Banglore Printing &amp; Publishing Co., 1955</li> <li>2. N.C. Bandopadhyaya: <i>Development of Hindu Polity and Political Theory</i>, New Delhi: Munshiram &amp; Manoharlal, 1980</li> <li>3. S. Collins, (ed), <i>Agganna Sutta: An Annotated Translation</i>, New Delhi: Sahitya Academy, 2001</li> <li>4. A.Fazl, <i>The Ain-i Akbari</i> (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57. 1873</li> </ol>					

## Semester III (Second Year)

### Paper XI: International Relations, Part II

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

The State and Foreign Policy in a Global Age: State and Statehood in Flux, National Government to Multi-Level Governance, Foreign Policy.

The Nation in a Global Age: Nationalism and International Politics, Nations in a Global World, Nationalism Revived.

#### Unit II:

United Nations: Aims, Objectives, Structure, and Evaluation of the Working of UN; Peace and Development perspectives; Humanitarian Intervention; International Law; International Criminal Court.

#### Unit III:

International Political Economy: The Evolution of the International Economy: Ideas and Institutions, How the Globalized Economy Work Today, Economic Challenges in the Twenty-First Century.

#### Unit IV:

Post-Cold War Global Order: End of Cold War Bipolarity, the "New World Order" and its Fate.

U.S. Hegemony and Global Order: Rise to Hegemony, The "War on Terror" and Beyond, Benevolent or Malign Hegemony?

A Multipolar Global Order: Rise of Multipolarity, Multipolar Order or Disorder?

#### Unit V:

Globalisation; Global Governance and the Bretton Woods system.

North-South Dialogue, WTO, G-8, G-20, G-77, BRICS, Quadrilateral Security Dialogue, OPEC.

#### Unit VI:

Regional Organisations: European Union, African Union, Shanghai Cooperation Organisation, ASEAN.

Contemporary Issues: International Terrorism, Climate Change and Environmental Concerns, Human Rights, Migration and Refugees, Poverty and Development, Role of Religion and Culture, Rise of Identity Politics.

#### Readings:

In addition to the reading list for Paper VIII, the following books are also suggested:

1. A. Vanaik, "The Ethics and Efficacy of Political Terrorism", in E. Hershberg & K.W. Moore (eds.), *Critical Views of September 11*, Social Science Research Council, New York, 2002.
2. Art Robert and Robert Jervis, 2018, *International Politics: Enduring Concepts and Contemporary Issues*, New-York, Pearson. (9th Edition).

## Semester III (Second Year)

### Paper XII: Foreign Policy of India

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

Perspectives on India's Foreign Policy: India's Identity as a postcolonial rising power and as an emerging political economy.

Evolution of Indian Foreign Policy.

**Continuity and Change: From Idealism to Strategic Realism.**

#### Unit II:

Principles and Determinants of India's Foreign Policy.

Institutions and Actors in the Making of Indian Foreign Policy: The Parliament, The Officialdom, The Private Sector, The Media, Think-Tanks and Universities, Diaspora, Public Opinion, The Economic Imperatives.

#### Unit III:

Non-Aligned Movement: historical background and relevance of Non-Aligned Movement; India's Nuclear Policy.

#### Unit IV:

India's relations with the United States of America.

#### Unit V:

India's relations with the USSR/Russia.

#### Unit VI:

India's relations with the People's Republic of China.

#### Unit VII:

India's relations with the United Kingdom.

#### Unit VIII:

India's relations with Pakistan.

#### Unit IX:

India's Engagement with multipolar world: India's relations with the European Union, BRICS, ASEAN, Shanghai Cooperation Organisation, African Union, Southern African Development Community, Gulf Cooperation Council.

#### Unit X:

India's relations with Afghanistan, Bangladesh, Bhutan, Maldives, Nepal, and Sri Lanka.

Gujral doctrine, Look East/Act East, Look West policies.

#### Unit XI:

India's Negotiation Strategies in International Regimes: The United Nations, World Trade Organisation, International Monetary Fund, Intergovernmental Panel on Climate Change.

**Contemporary Challenges: maritime security, energy security, environmental security, migrants and refugees, water resources, international terrorism, cyber security.**

### Semester III (Second Year)

**Paper XIII:** *Students have to take any one of the following Elective papers:*

**Elective A: Western Political Thought, Part II**

**Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)**

- Unit I:** Antonio Gramsci  
**Unit II:** Hannah Arendt  
**Unit III:** Frantz Fanon  
**Unit IV:** John Rawls  
**Unit V:** Robert Nozick, Michel Foucault.

#### Readings:

1. Adams Ian and R. W. Dyson, 2008, *Fifty Great Political Thinkers*, London, Routledge.
2. Ball Terence and Richard Bellamy (eds.), 2003, *The Cambridge History of Twentieth Century Political Thought*, Cambridge, Cambridge University Press.
3. Benewick Robert and Philip Green (eds.), 1998, *The Routledge Dictionary of Twentieth- Century Political Thinkers*, London, Routledge.
4. Boucher David and Paul Kelly, 2009, *Political Thinkers*, Oxford, Oxford University Press.
5. Finlayson Alan, 2003, *Contemporary Political Thought*, Edinburgh, Edinburgh University Press.
6. Hobsbawm Eric, 1994, *The Age of Extremes: A History of the World, 1914–1991*, New York, Pantheon.
7. Kohn Margaret and Keally McBride, 2011, *Political Theories of Decolonization*, Oxford and Oxford University Press.
8. Kolakowski Leszek, 1978, *Main Currents of Marxism*, Oxford, Oxford University Press.
9. Kulkarni Mangesh (ed.), 2011, *Interdisciplinary Perspectives in Political Theory*, New Delhi/Thousand Oaks, Sage.
10. McLellan David, 2007, *Marxism after Marx*, London, Macmillan.
11. Parekh Bhikhu, 1982, *Contemporary Political Thinkers*, Oxford, M. Robertson.
12. Zuckert Catherine (ed.), 2011, *Political Philosophy in the Twentieth Century*, Cambridge, Cambridge University Press.

## Semester IV (Second Year)

Paper XVII:

*Students have to take any one of the following Elective papers:*

### Elective A: Indian Administration

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I: Evolution of Indian Administration

Kautilya's Arthashastra; Mughal administration; Legacy of British rule in politics and administration - Indianization of public services, revenue administration, district administration, local self-government.

#### Unit II: Philosophical and Constitutional framework of government

Salient features and value premises; Constitutionalism; Political culture; Bureaucracy and democracy; Bureaucracy and development.

#### Unit III: Public Sector Undertakings

Public sector in modern India; Forms of Public Sector Undertakings; Problems of autonomy, accountability and control; Impact of liberalization and privatization.

#### Unit IV: Union Government and Administration

Executive, Parliament, Judiciary - structure, functions, work processes; Recent trends; Intragovernmental relations; Cabinet Secretariat; Prime Minister's Office; Central Secretariat; Ministries and Departments; Boards; Commissions; Attached offices; Field organizations.

#### Unit V: Plans and Priorities

Machinery of planning; Role, composition and functions of the Planning Commission and the National Development Council; 'Indicative' planning; Process of plan formulation at Union and State levels; Constitutional Amendments (1992) and decentralized planning for economic development and social justice. NITI Aayog.

#### Unit VI: State Government and Administration

Union-State administrative, legislative and financial relations; Role of the Finance Commission; Governor; Chief Minister; Council of Ministers; Chief Secretary; State Secretariat; Directorates.

#### Unit VII: District Administration since Independence

Changing role of the Collector; Union-state-local relations; Imperatives of development management and law and order administration; District administration and democratic decentralization.

#### Unit VIII: Civil Services

Constitutional position; Structure, recruitment, training and capacity-building; Good governance initiatives; Code of conduct and discipline; Staff associations; Political rights; Grievance redressal mechanism; Civil service neutrality; Civil service activism.

**Unit IX: Financial Management**

Budget as a political instrument; Parliamentary control of public expenditure; Role of finance ministry in monetary and fiscal area; Accounting techniques; Audit; Role of Controller General of Accounts and Comptroller and Auditor General of India.

**Unit X: Administrative Reforms since Independence**

Major concerns; Important Committees and Commissions; Reforms in financial management and human resource development; Problems of implementation.

**Unit XI: Rural Development**

Institutions and agencies since independence; Rural development programmes: foci and strategies; Decentralization and Panchayati Raj; 73rd Constitutional amendment.

**Unit XII: Urban Local Government**

Municipal governance: main features, structures, finance and problem areas; 74th Constitutional Amendment; Global-local debate; New localism; Development dynamics, politics and administration with special reference to city management.

**Unit XIII: Law and Order Administration**

British legacy; National Police Commission; Investigative agencies; Role of central and state agencies including paramilitary forces in maintenance of law and order and countering insurgency and terrorism; Criminalisation of politics and administration; Police-public relations; Reforms in Police.

**Unit XIV: Significant issues in Indian Administration**

Values in public service; Regulatory Commissions; National Human Rights Commission; Problems of administration in coalition regimes; Citizen-administration interface; Corruption and administration; Disaster management.

**Readings:**

1. Amreshwar Avasthi, *Central Administration*, Tata McGraw-Hill, 1980.
2. Avasthi and Avasthi, *Indian Administration*, Lakshmi Narain Agarwal, 2020.
3. B.N. Puri, *History of Indian Administration*, Vols. I, II, III, Munshiram Manoharlal Publishers, 2003.
4. Bhagwan Vishnoo & Bhushan Vidya, *Indian Administration*, S. Chand, 2011.
5. Bidyut Chakrabarty and Prakash Chand, *Indian Administration: Evolution and Practice*, Sage Publications India Private Limited, 2016.
6. H. K. Sharma, *Institutional and Public Administration*, Mahaveer & Son, 2008.
7. डॉ. अमरेश्वर अवस्थी एवं डॉ. आनन्द प्रकाश अवस्थी, *भारतीय प्रशासन*, लक्ष्मी नारायण अग्रवाल पब्लिकेशन, आगरा, 2006।
8. Mohit Bhattacharya, *Indian Administration*, The World Press Private limited.
9. P. R. Dubhashi, *Administrative Reforms*, BR Publishing Corporation, 1986.
10. Rumki Basu, *Indian Administration Structure, Performance and Reform*, Adroit Publishers, 2019.
11. S. L. Goel, *Public Personnel Administration: Theory and Practice*, Deep & Deep Publications, 2002.
12. S.R. Maheswari, *Indian Administration*, Orient BlackSwan, 2001.
13. Shriram Maheshwari, *Administrative Reforms in India*, South Asia Books, 1981.



## Semester IV (Second Year)

**Paper XVIII:** *Students have to take any one of the following Elective papers:*

### **Elective A: Governance and Public Policy in India**

**Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)**

#### **Unit I:**

**Governance, good governance and democratic governance. Role of state, civil society and individuals.**

#### **Unit II:**

**Accountability and control: Institutional mechanism for checks and balances, legislative control over executive, administrative and budgetary control, control through parliamentary committees, judicial control over legislature and executive, administrative culture, corruption and administrative reforms.**

#### **Unit III:**

**Institutional mechanisms for good governance: Right to Information, Consumer Protection Act, Citizen Charter; Grievance redress system: Ombudsman, Lokpal, Lokayukta.**

#### **Unit IV:**

**Grassroots Governance: Panchayati Raj Institutions and their functioning.**

#### **Unit V:**

**Planning and Development: Decentralised planning, planning for development, sustainable development, participatory development, e-governance; NITI Aayog.**

#### **Unit VI:**

**Public policy as an instrument of socio-economic development: public policies with special reference to housing, health, drinking water, food security, MNREGA, NHRM, RTE.**

**Monitoring and evaluation of public policy; mechanisms of making governance process accountable: Jan Sunwai, social audit.**

#### **Unit VII:**

**The Role of different entities in policy making:**

- (i) Role of the government, bureaucracy, parliament, courts, political parties, in the policy processes**
- (ii) Civil Society: cooperatives, NGOs, social action groups and citizen bodies**
- (iii) The corporate sector: Domestic and Multinational Corporations and the World Trade Organisation**

#### **Readings:**

1. Anderson J.E., 2006, *Public Policy-making: An Introduction*, Boston, Houghton.
2. Birkland Thomas A., 2005, *An Introduction to The Policy Process: Theories, Concepts and Models of Public Policy Making*, 2nd Edition, Armonk, M.E. Sharpe.

## Semester IV (Second Year)

**Paper XIX:** Students have to take any one of the following *Elective papers*:

### **Elective A: Political Processes in India**

**Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)**

#### **Unit I:**

**State, Economy and Development: Nature of Indian State, Development Planning model, New Economic Policy, Growth and Human Development.**

#### **Unit II:**

**Process of globalization: social and economic implications.**

#### **Unit III:**

**Identity Politics: Religion, Tribe, Caste, Region, Language.**

#### **Unit IV:**

**Social Movements: Dalit, Tribal, Women, Farmers, labour.**

#### **Unit V:**

**Civil Society Groups: Non-Party Social Formations, Non-Governmental Organizations, Social Action Groups.**

#### **Unit VI:**

**Regionalization of Indian Politics: Reorganization of Indian States, States as Political and Economic Units, Sub-State Regions, Regional disparities, Demand for New States.**

#### **Unit VII:**

**Gender and Politics in India: Issues of Equality and Representation.**

#### **Unit VIII:**

**Ideology and Social basis of Political Parties: National Parties, State Parties.**

**Electoral Politics: Participation, Contestation, Representation, Emerging trends.**

#### **Readings:**

1. Adeney Katharine and Lawrence Saez, *Coalition Politics and Hindu Nationalism*, Routledge, 2005.
2. Ashutosh Kumar and Yatinder Singh Sisodiya (eds.), *How India Votes: A state by state look*, New Delhi, Orient Black Swan 2019.
3. Ashutosh Kumar Eds, *Rethinking State Politics in India: Regions within Regions*, New Delhi, Routledge 2017.
4. Bidyut Chakraborty, *Indian Politics and Society since Independence: Events, Processes and Ideology*, Routledge 2008.
5. Brass, Paul, *The Politics of India since Independence*, Cambridge University Press, Cambridge, 1994, Introduction.

## Semester I (First Year)

### Paper I: Political Theory

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

##### Concepts

State; Origin, Nature and Functions of State; Theories of State.

**Civil Society:** Historical Evolution of the Concept; Civil Society as Market/Public Sphere; Civic Virtue; Associational Life; State-Civil Society Relationship.

#### Unit II:

Law; **Liberty; Equality; Justice; Rights.**

#### Unit III:

Sovereignty; **Democracy;** Citizenship; Power, Authority and Legitimacy.

#### Unit IV:

**Liberalism,** Conservatism, **Nationalism,** **Multiculturalism.**

#### Unit V:

**Socialism,** **Marxism,** **Feminism,** **Ecologism,** Postmodernism.

#### Readings:

1. एडी आशीर्वादम व कृष्णकान्त मिश्र, *राजनीति विज्ञान*, एस. चन्द एंड कम्पनी, नई दिल्ली, 2010.
2. Adrian Leftwich: *What is Politics: The Activity and Its Study*, Polity Press, 2004.
3. Amartya Sen, "Equality of What?" in S. M. McMurrin, ed., *The Tanner Lectures on Human Values*, Cambridge University Press, 1980.
4. Andrew Heywood, *Political Theory: An Introduction*, Palgrave Macmillan, 4th Edition, 2015.
5. Andrew Heywood, *Politics*, Palgrave Macmillan, 2013 (Fourth Edition).
6. Andrew Vincent, *Modern Political Ideologies*, Wiley-Blackwell, 2010 (Third Edition).
7. Bhikhu Parekh, "Equality in a Multicultural Society", in *Rethinking Multiculturalism*, Palgrave, 2000.
8. Catriona McKinnon, *Issues in Political Theory*, Oxford University Press, 2008.
9. Colin Gordon et.al, eds., *The Foucault Effect: Studies in Governmentality*, University of Chicago Press, 1991.
10. Craig Calhoun, "Civil Society and Public Sphere", in *Public Culture*, Vol 5, No2, 1995.
11. David Held, *Models of Democracy*, Polity, 2006 (Third Edition).
12. David Held, *Political Theory and the Modern State*, Polity Press, 1989.
13. David Miller: *The Liberty Reader*, Paradigm Publishers, 2006.
14. Dr Eddy Asirvatham, K. K. Misra, *Political Theory*, S. Chand Publishing, New Delhi, 2010.
15. Dudley Knowles, *Political Philosophy*, Routledge, 2001.
16. Jean Hampton, *Political Philosophy*, New Delhi, Oxford University Press, 1998.

## Semester I (First Year)

### Paper II: Indian Political System: Constitution and Institutions, Part I

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

**Making of the Indian Constitution:** Colonial heritage and the contribution of Indian National Movement to the making of the Indian Constitution.

#### Unit II:

Constituent Assembly: Composition, Ideological Moorings, Constitutional Debates.

#### Unit III:

**Philosophy of the Constitution:** Preamble, Fundamental Rights, Fundamental Duties, Directive Principles of State Policy,

#### Unit IV:

**Constitutionalism in India:** Democracy, Social Change, National Unity, Checks and Balances.

Basic Structure Debate, Constitutional Amendments.

#### Unit V:

Union Executive: President, Vice-President, Prime Minister and Council of Ministers.

#### Unit VI:

Union Parliament: Structure, Role and Functioning, Parliamentary Committees.

Attorney General of India.

Emergency Provisions.

#### Readings:

1. एम. लक्ष्मीकांत, *भारत की राजव्यवस्था*, छठा संस्करण, McGraw Hill Education, New Delhi, 2019.
2. B. Shiva Rao, *The Framing of India's Constitution, A Study and Select Documents*, Tripathi, Bombay, 1968.
3. B.D. Dua and M.P Singh (eds.), *Federalism in the New Millennium*, Manohar, Delhi, 2003.
4. B.D. Dua, M.P Singh and Rekha Saxena (eds.) *Indian Judiciary and Politics: The Changing Landscape*, Manohar, Delhi, 2006.
5. B.N. Kirpal et al., *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, Oxford University Press, New Delhi, 2000.
6. B.S. Baviskar and George Mathew (eds.), *Inclusion and Exclusion in Local Governance: Field Studies from Rural India*, New Delhi, Sage, 2009.
7. Balveer Arora and Douglas Verney, eds., *Multiple Identities in a Single State: Indian Federalism in Comparative Perspective*, Konark, New Delhi, 1995.
8. Bibek Debroy and Arnab Kumar Hazra, *Judicial Reforms in India: Issues and Aspects*, Academic Foundation, New Delhi, 2007.
9. D. D. Basu, *Introduction to the Constitution of India*, Prentice Hall, New Delhi, 1992.

## Semester I (First Year)

**Paper IV:** *Students have to take any one of the following Elective papers:*

### **Elective A: Indian Political Thought**

**Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)**

**Unit I:**

**Kautilya, Rammohan Roy**

**Unit II:**

**Jotirao Phule, Pandita Ramabai**

**Unit III:**

**Gopal Krishna Gokhale, Bal Gangadhar Tilak, Swami Vivekanand**

**Unit IV:**

**Rabindranath Tagore, M. K. Gandhi**

**Unit V:**

**Sri Aurobindo, Periyar E. V. Ramaswami, M. N. Roy**

**Unit VI:**

**B. R. Ambedkar, Jawaharlal Nehru**

**Unit VII:**

**Ram Manohar Lohia, Jaya Prakash Narayan.**

**Readings:**

1. Appadorai, A., *Indian Political Thinking in the Twentieth Century from Nauroji to Nehru* (London: OUP, 1971).
2. Bidyut Chakarborty and Rajesndra Pandey, *Modern Indian Political Thought*, New Delhi, Sage 2012.
3. Brown, D.M. (ed.), *The White Umbrella: Indian Political Thought from Manu to Gandhi* (Bombay, Jaico, 1970).
4. Chakravarti, Uma, *Rewriting History: The Lives and the Times of Pandita Ramabai*, Delhi, Kali for Women, 1998.
5. Christopher Jaffrelot (ed.), *Hindu Nationalism: A Reader*, Ranikhet, Permanent Black, 2007.
6. Dallmayr, F.R. and Devy, G.N. (eds.), *Between Tradition and Modernity: India's Search for Identity* (London, Sage, 1998).
7. Dalton, D.G., *Indian Idea of Freedom* (Gurgaon, Academic Press, 1982).
8. Deshpande G. P. (ed.), *Selected Writings of Jotirao Phule*, Delhi, Leftword Books, 2002.
9. Doctor, Adhi H., *Political Thinkers of Modern India* (New Delhi, Mittal, 1997).
10. Gopal, S, "The Formative Ideology of Jawaharlal Nehru", *Economic and Political Weekly*, May 22 1976.

## Semester II (First Year)

### Paper VI: Indian Political System: Constitution and Institutions, Part II

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

Supreme Court of India, Judicial Review, Judicial Activism, Judicial Reform.

#### Unit II:

High Courts in States;

Executive and Legislature in the States: Governor, Chief Minister, State Legislature.

#### Unit III:

Relations between the Union and the States. Federalism in India: Strong Centre Framework, Asymmetrical Federal Provisions, Role of Intergovernmental Coordination Mechanisms, Inter-State Council, Emerging Trends.

#### Unit IV:

Electoral Process and Election Commission of India: Conduct of Elections, Rules, **Electoral Reforms.**

**Voting Behaviour. Anti-Defection Law.**

#### Unit V:

Local Government Institutions (Panchayati Raj, Municipalities): Functioning and Reforms.

#### Unit VI:

Constitutional and Statutory Bodies: Comptroller and Auditor General of India, Union Public Service Commission, **National Commission for Scheduled Castes, National Commission for Scheduled Tribes, National Commission for Human Rights, National Commission for Women, National Commission for Minorities.**

NITI Ayog.

**Lokpal and Lokayuktas.**

#### Unit VII:

Changing role of Political Parties and Pressure Groups; **Impact of Caste, Communalism and Regionalism on Indian Politics.**

Readings: Same as in Paper III.

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## Semester II (First Year)

### Paper VII: International Relations, Part I

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

Historical context of Contemporary International Relations: Emergence of Westphalian System, Europe in the Nineteenth Century, The Interwar Years and World War II, The Cold War.

#### Unit II:

**Kautilya's Realpolitik.**

**Idealism.**

Realism (national interest, national power, national security, security dilemma, balance of power, structural realism, defensive/offensive realism).

#### Unit III:

**Liberalism** (interdependence, neoliberal institutionalism, commercial liberalism, democratic peace theory, international law, regimes, world public opinion).

**Marxism, Neo-Marxism.**

#### Unit IV:

**Social Constructivism** (Identity, social construction of knowledge and the construction of social reality).

Critical International Theory, Feminism, Post-structuralism, Postmodernism, Post-colonialism, Ecological.

#### Unit V:

Theories of System; Game Theory (including The Prisoner's Dilemma, Chicken, The Stag Hunt); Bargaining Theory; Decision-making Approach; Communications Approach.

#### Unit VI:

Concepts: State, State System, Non-State Actors, Sovereignty.

Levels of Analysis: The International System, The State, The Individual.

#### Unit VII:

War and Security: The Types of War, The Causes of War, Changing Nature of Warfare, Weapons of Mass Destruction, Deterrence, Preventing War and Managing State Security, "Laws of War" and State Security.

Conflict Resolution, Conflict Transformation.

#### Readings:

1. Alexander Wendt, *Social Theory of International Politics*, Cambridge: Cambridge University Press, 1999.
2. Allen Buchanan, *Justice, Legitimacy and Self-Determination*, OUP, Oxford, 2007.
3. Anthony Giddens, *The Consequences of Modernity*, London: Polity Press, 1991.

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## Semester II (First Year)

### Paper VIII: Western Political Thought, Part I

Credits: 5, Maximum Marks: 100 (Internal Assessment: 30, End-Semester Examination: 70)

#### Unit I:

Plato, Aristotle

#### Unit II:

Niccolò Machiavelli, Thomas Hobbes

#### Unit III:

John Locke, Jean-Jacques Rousseau

#### Unit IV:

Georg Wilhelm Friedrich Hegel, Mary Wollstonecraft

#### Unit V:

John Stuart Mill, Karl Marx.

#### Readings:

1. Allen, J.W., *A History of Political Thought in the Sixteenth Century*, Methuen, London, 1964 (Ch. II Machiavelli).
2. Bakshi, O.P., *Politics and Prejudice: Notes on Aristotle's Political Theory*, University of Delhi, 1975.
3. Barker, E., "Introduction" in E. Barker (ed.), *The Politics of Aristotle*, OUP, Oxford.
4. Barker, E., *Greek Political Theory: Plato and His Predecessors*, Methuen, London, 1947.
5. Barnes, Jonathan, *Articles on Aristotle, Vol. 2, Ethics and Politics*, Duckworth, London, 1977.
6. Berlin, Isaiah, *The Originality of Machiavelli in I. Berlin, Against the Current*, OUP, Oxford, 1981.
7. Brian R. Nelson, *Western Political Thought*, Pearson, Delhi, 2004.
8. Brown, Keith C. (ed.), *Hobbes Studies*, Basil Blackwell, 1965.
9. Cole, G.D.H. (Translator), *The Social Contract and Discourses* by Jean Jacques Rousseau (Author) J.H. Brumfitt (Revised), London, Everyman's Library, 1993.
10. Colletti, Lucio, "Rousseau as Critic of Civil Society" in Lucio Colletti ed. *From Rousseau to Lenin*, OUP, Delhi, 1978.
11. Croix, GEM De Ste, *The Class Struggle in the Ancient Greek World*, Duckworth, London, 1981.
12. Crombie, I.M., *An Examination of Plato's Doctrines*, Vol. I R.K.P., London, 1962.
13. Cross, R.C. & A.B. Woozley, *Plato's Republic*, Macmillan, 1964.
14. Deane, Herbert, A., *The Politics and Social Ideas of St. Augustine*, Columbia University Press, New York, 1963.
15. Dunn, John, *Locke, Past Masters Series*, OUP, Oxford, 1984, Chs. 1 & 2.
16. Dunn, John, *The Political Thought of John Locke*, Cambridge University Press, Cambridge, 1969.
17. Dunning, W.A., *A History of Political Theories*, Allahabad (any edition).
18. Ebenstein, William, *Great Political Thinkers*, IBH, Oxford (any edition).



## Department of English

Cross-cutting Issues

2022-2023

Sr. no	Class/Program	Semester/Year	Paper code	Name of the paper	Title of the topic	Cross-cutting Issues
1	B.A.	First Semester	A040101T	English Prose and Writing Skills	1.O' Henry- The Last Leaf 2. Anton Chekhov- The Lament 3. Guy de Maupassant- The Diamond Necklace 4. M.R. Anand- The Barber's Trade Union 5. R.K Narayan- Under the Banyan Tree 6. Anita Desai- Games at Twilight 7. Francis Bacon- Of Studies 8. Charles Lamb- Dream Children 9. Virginia Woolf- Professions for Women	Gender and Human Values
2		Second Semester	A040201T	English Poetry	1. William Shakespeare Let Me Not to the Marriage of True Minds (Sonnet No. 116) 2. John Milton -Of Man's first disobedience justify the ways of God to	Gender and Human Values

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श्री राम स्वरूप महिला महाविद्यालय  
बरेली

					<p>men (lines 1-26) from Paradise Lost</p> <p>3. John Donne - Present in Absence</p> <p>4. Thomas Gray- Elegy Written in Country Churchyard</p> <p>5. William Blake- London</p> <p>6. William Wordsworth-The World is Too Much with Us</p> <p>7. John Keats- Ode to a Nightingale</p> <p>8. Alfred Lord Tennyson- Ulysses</p> <p>9. Matthew Arnold- Dover Beach</p> <p>10. Robert Browning- My last Duchess</p> <p>11. T.S. Eliot- The Love Song of J. Alfred Prufrock</p> <p>12. W.B. Yeats- The Second Coming</p> <p>13. Philip Larkin- Church Going</p>	
3		Third Semester	A040301T	British and American Drama	<p>1. William Shakespeare- Macbeth</p> <p>2. G.B. Shaw- Arms &amp; the Man</p> <p>3. Goldsmith- She Stoops to Conquer</p>	Human Values and Gender

					4.Eugene O' Neill- The Emperor Jones  5.Arthur Miller- All My Sons	
4		Fourth Semester	A040401T	Indian Literature in Translation	1.Amrita Pritam, Pinjar: The Skeleton and Other Stories, tr.  2.Khushwant Singh (New Delhi: Tara Press, 2009)  3.Jayshankar Prasad, Aansu (The Garden of Loneliness), tr. 4.Charles S.J. White (Delhi: Motilal Banarasidas, 2006) 5.Bhisham Sahni- Amritsar Aa Gaya 6.Mahasweta Devi- The Hunt  6. Mohan Rakesh- Adhe Adhure (Halfway House)  7. Vijay Tendulkar- Kanyadan	Gender and Human Values
5		Third Year	Paper-2	English Literature	1.Nissim Ezekiel 'A Poem of Dedication' 2.Jayant Mahapatra 'Hunger' 3.Vikram Seth 'Unclaimed' 4.A K Ramanujan 'Anxiety' 5.Keki N Daruwala 'The Unrest of Desire'  6.Mahesh Duttani "Seven Steps around the Fire"	Human Values and Gender

					7.Mulk Raj Anand "The Untouchable"	
6			Paper-3	English Literature	1.Ada Cambridge 'An Answer' 2.Margaret Atwood "Bodily Harm" 3.Alice Walker "In Search of Our Mother's Garden (Only 1st essay from part III)"	Human Values and Gender specific Text
7	M.A.	First Semester	ENG701T	English Literature (14th - 17th Century)	1.Thomas More: "*Of their Slaves and of their Marriages" from Utopia 2.Francis Bacon: "Of Friends and Followers", "Of Truth 3.Geoffrey Chaucer: * "The General Prologue to The Canterbury Tales 4. Sir Philip Sidney: "My mouth doth water, and my breast do swell" Astrophel and Stella Sonnet- 37 5.William Shakespeare: Sonnet XVIII (18) and XXIX (29) 6. John Milton: Paradise Lost Book I 7.John Donne: "The Canonization", Go and Catch Falling Star 8. Andrew Marvel: "To His Coy Mistress" 9. Christopher Marlowe:- Dr Faustus 10. William Shakespeare: Hamlet 11.William Congreve: The Way of the World	Human Values and Gender

8			ENG702T	English Literature (18th – 20th Century)	<p>1. Joseph Addison: The Spectator's Account of Himself" from Coverley's Papers</p> <p>2. Charles Lamb: Poor Relations</p> <p>3. A G Gardiner: On Saying Please</p> <p>4. Matthew Arnold: "Sweetness and Light" from Culture and Anarchy Chapter 1</p> <p>5. Alexander Pope: "The Rape of the Lock" Canto I</p> <p>6. William Wordsworth: "Tintern Abbey"</p> <p>7. P.B. Shelley: "Ode to the West Wind"</p> <p>8. John Keats: "Ode to Autumn"</p> <p>9. Alfred Lord Tennyson: "Break, Break, Break, Crossing the Bar"</p> <p>10. Robert Browning: "My Last Duchess"</p> <p>11. T.S. Eliot: "The Waste Land"</p> <p>12. W.B. Yeats: "Sailing to Byzantium"</p> <p>13. Wilfred Owen: "Futility"</p> <p>14. W.H. Auden* "The Shield of Achilles"</p> <p>15. Ted Hughes: "Hawk Roosting"</p> <p>16. J.M. Synge: Riders to the Sea</p> <p>17. Samuel Beckett: Waiting for Godot</p>	Human Values and Gender
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					<p>18. Henry Fielding: Tom Jones</p> <p>19. Emily Brontë: Wuthering Heights</p> <p>20. Joseph Conrad: Heart of Darkness</p>	
9			ENG704T	Indian English Literature	<p>1. Sri Aurobindo: "Indian Literature and External Influence"</p> <p>2. Meenakshi Mukherjee: "Nation, Novel, Language" from The Perishable Empire: Essays on Indian Writings in English</p> <p>3. J..L. Nehru: Autobiography, Chapters 44 and 47</p> <p>4. A.K. Ramanujan: "Love Poem for a Wife"</p> <p>5. R. Parthasarthy: "Exile" From Homecoming</p> <p>6. Sarojini Naidu: "To a Buddha Seated on a Lotus"</p> <p>7. Shiv K Kumar: "Indian Women"</p> <p>8. Dom Moraes: "Bells for William Wordsworth"</p> <p>9. Raja Rao: Kanthapura</p> <p>10. Arundhati Roy: The God of Small Things</p> <p>11. Mulk Raj Anand: "Two Lady Rams"</p> <p>12. Salman Rushdie: "The Free Radio"</p> <p>13. Anita Desai: "Devoted Son"</p> <p>14. Vijay Tendulkar: Ghasi Ram Kotwal</p>	Human Values and Gender

					15.Girish Karnad: Tale danda	
10		Second Semester	ENG802T	Colonial and Post-Colonial Literature	<p>1.A.D. Hope:"The Death of the Bird"</p> <p>2. Yasmine Gooneratne:"This Language, This Woman"</p> <p>3.Derek Walcott:"A Far Cry from Africa"</p> <p>4. Arun Kolatkar: "Heart of Ruin" from "Jejuri"</p> <p>5.Margaret Atwood – "Notes Towards a Poem That Can Never be Written"</p> <p>6. Meena Alexander: "Migrant Memory"</p> <p>7.Grace Ogot: „The Green Leaves“</p> <p>8. Bessie Head: „The Collector of Treasures“</p> <p>9. Ismat Chughtai: „Marigold“</p> <p>10.Ama Ata Aidoo: „The Girl who Can“</p> <p>11.Mahasweta Devi: Draupadi</p> <p>12. Bapsi Sidhwa: Cracking India or The Ice-Candy Man</p> <p>13. Kiran Desai: The Inheritance of Loss</p> <p>14.Uma Parameswaran: Sons Must Die</p> <p>15. David Williamson: Emerald City</p>	Gender and Human Values
11			ENG80BT	Literature and Environment	<p>1.Henry David Thoreau: "Solitude" from Walden</p> <p>2.Lynn White Jr.: "The Historical Roots of Our Ecological Crisis"</p>	Gender and Human Values

					<p>3. Carolyn Merchant: "Nature as Female" Chapter 1 from The Death of Nature: Women, Ecology and the Scientific Revolution</p> <p>4.D.H. Lawrence: "Snake"</p> <p>5.Dylan Thomas: "The force that through the green fuse drives the flower"</p> <p>6. Judith Wright: "Dust"</p> <p>7. Gieve Patel: "On Killing a Tree"</p> <p>8.Upton Sinclair: The Jungle</p> <p>9. Toni Morrison: Sula</p>	
12	M.A.	Final Year	Paper -1	Nineteenth Century English Poetry	<p>1.William Wordsworth: Ode: Intimations of Immortality, The World is too much with us</p> <p>2.John Keats: Ode to Psyche, Ode to Autumn, Ode on a Grecian Urn, Bright Star</p> <p>3.Alfred Lord Tennyson: Break Break Break, Crossing the Bar</p> <p>4.Robert Browning: The Last Ride Together, My Last Duchess</p> <p>5.Edward FitzGerald: The Rubaiyat of Omar Khaiyyam</p>	Human Values and Gender



13			Paper-2	Twentieth Century English Literature	<p>1. Thomas Stearns Eliot: The Waste Land</p> <p>2. William Butler Yeats: The Lake Isle Of Innisfree, Sailing to Byzantium</p> <p>3. Philip Larkin: Poetry of Departures</p> <p>4. Samuel Beckett: Waiting for Godot</p> <p>5. Graham Greene: The Power and the Glory</p> <p>6. William Golding: Lord of the Flies</p> <p>7. David Herbert Lawrence: Sons and Lovers</p>	Human Values and Gender
14			Paper-4B	American Literature	<p>1. Walt Whitman: Song of Myself, I Hear It Was Charged Against Me</p> <p>2. Emily Dickinson: Success is counted sweetest, Hope is a thing with feathers, To fight aloud is very brave, The brain is wider than the sky</p> <p>3. Robert Frost: Mending Wall, The Road Not Taken, Fire and Ice</p> <p>4. Eugene O'Neil: The Hairy Ape</p> <p>5. Ernest Hemingway: The Old Man and the Sea</p> <p>6. William Faulkner: Sound and the Fury</p>	Human Values
15			Paper 5A	Indian English Literature	<p>1. Toru Dutta: Savitri</p> <p>2. Sarojini Naidu: Awake</p> <p>3. Rabindra Nath Tagore: Gitanjali</p>	Gender and Human Values

					4.Nissim Ezekiel: Philosophy, Enterprise, Marriage 5.Mulk Raj Anand: Untouchable 6.Kamala Markandaya: Nector In A Sieve	
16			Paper 5B	Commonwealth Literature	1.Chinua Achebe: Arrow of God 2.Wole Soyinka: A Dance of the Forests 3.Patrick White: Voss 4.Margaret Atwood: Lady Oracle 5.Vikram Seth: A Suitable Boy	Gender and Human Values

## B.A. (from first semester to fourth semester) -2022-2023

Total No. of Lectures-Tutorials-Practical (in hours per week): 6-0-0.		
Unit	Topic	No. of Lectures
I	<b>An Introduction to Indian Writing in English: Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal towards the growth of Indian writing in English.</b>	11
II	<b>Elements of Short Story: Plot, Themes, Characterization, Narrative Technique, Setting and Structure</b> <b>Types of Prose &amp; Prose Style: Autobiography, Biography, Memoir, Travelogue; Periodical Essay; Formal Essay; Personal Essay.</b>	11
III	<b>Prose Devices: Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.</b>	12
IV	<b>Short Stories</b> <del>1. O' Henry- <i>The Last Leaf</i></del> <del>2. Anton Chekhov- <i>The Lament</i></del> <del>3. Guy de Maupassant- <i>The Diamond Necklace</i></del>	11
V	<b>Short Stories</b> <del>1. M.R. Anand- <i>The Barber's Trade Union</i></del> <del>2. R.K. Narayan- <i>Under the Banyan Tree</i></del> <del>3. Anita Desai- <i>Games at Twilight</i></del>	11
VI	<b>Prose</b> <del>1. Francis Bacon- <i>*Of Studies</i></del> <del>2. Charles Lamb- <i>*Dream Children</i></del> <del>3. Richard Steele- <i>*The Spectator Club</i></del>	11
VII	<b>Prose</b> 1. Oliver Goldsmith- <i>*National Prejudices</i> <del>2. Virginia Woolf- <i>* Professions for Women</i></del> 3. A.P.J. Kalam- <i>*Patriotism Beyond Politics &amp; Religion (from <i>Our Ignited Minds</i>)</i>	12
VIII	<b>Computer &amp; Writing skills in English</b> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job)	11

	Topic	No. of Lectures
I	<b>Forms of Poetry</b> 1. The Sonnet 2. The Elegy 3. The Ode 4. The Epic 5. The Ballad 6. The Lyric 7. The Dramatic Monologue 8. Allegory	11

II	<b>Stanza Forms</b> 1. The Heroic Couplet 2. Blank Verse 3. The Spenserian Stanza 4. Terza Rima	11
III	<b>Poetic Device</b> Structure; Tone; Theme; Rhythm; Rhyme Scheme, Kinds of Metre; Stressed & Unstressed Syllables; Figures of Speech; Irony; Inversion; Juxtaposition	11
IV	1. William Shakespeare - * <i>Let Me Not to the Marriage of True Minds</i> (Sonnet 116, 116) 2. John Milton - * <i>"Of Man's first disobedience--- justify the ways of God to men (lines 1-26) from Paradise Lost</i> 3. John Donne - * <i>Present in Absence</i>	
V	1. Thomas Gray- * <i>Elegy Written in Country Churchyard</i> 2. William Blake- * <i>London</i> 3. William Wordsworth- * <i>The World is Too Much with Us</i> 4. John Keats- * <i>Ode to a Nightingale</i>	12
VI	1. Alfred Lord Tennyson- * <i>Ulysses</i> 2. Matthew Arnold- * <i>Dover Beach</i> 3. Robert Browning- * <i>My last Duchess</i>	11
VII	1. T.S. Eliot- * <i>The Love Song of J. Alfred Prufrock</i> 2. W.B. Yeats- * <i>The Second Coming</i> 3. Philip Larkin- * <i>Church Going</i>	11
VIII	<b>Rhetoric &amp; Prosody</b> <b>Practical Criticism</b> Introduction to Practical Criticism One Stanza from Poetry for Practical Criticism	11

NUMBER OF LECTURES THROUGHOUT THE SEMESTER (40 HOURS PER WEEK) 12-10

Unit	Topic	No. of Lectures
I	<b>Drama Types</b> Tragedy & Types; Comedy & Types; Tragi-Comedy; Expressionist Drama; Drama of Ideas; Poetic Drama; Closet Drama; The Problem Play; Theatre of Absurd	12
II	<b>Elements of Drama</b> Conflict; Diction; Epilogue; Epithet; Euphemism; Euphony; Malapropism; Dramatic irony	11
III	<b>Literary Terms (Drama)</b> Flashback; Foil; Foreshadowing; Hubris; Hyperbaton; Motif; Nemesis; Periphrasis; Soliloquy, Aside	11
IV	<b>Literary Terms (Drama)</b> Unity of Time; Place & Action; Setting; Stage	11

	Direction; Plot of drama— Exposition, Climax, and denouement; Chorus	
V	<b>British Drama</b> William Shakespeare- * <i>Macbeth</i>	12
VI	<b>British Drama</b> G.B. Shaw- <i>Arms &amp; the Man</i> (non-detailed study) Goldsmith- <i>She Stoops to Conquer</i> (non-detailed study)	11
VII	<b>American Drama</b> T.S. Eliot- * <i>Murder in the Cathedral</i>	11
VIII	<b>American Drama</b> Eugene O' Neill- <i>The Emperor Jones</i> (non-detailed study) Arthur Miller- <i>All My Sons</i> (non-detailed study)	11

	Topic	No. of Lectures
I	1. Introducing Translation: A Brief History and Significance of Translation in a Multilinguistic and Multicultural Society like India 2. Literal translation Versus Free translation	12
II	Using Tools of Technology for Translation: Computer / Mobile Translation, Software or Translating Different Kinds of Texts with Differing Levels of Complexity and for Transliteration	11
III	<b>Fiction</b> <del>Amrita Pritam, <i>Pinnar: The Skeleton and Other Stories</i>, tr. Khushwant Singh (New Delhi: Tara Press, 2009)</del>	11
IV	<b>Poetry</b>	11

	<del>Jayshankar Prasad, <i>Aansu (The Garden of Loneliness)</i>, tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006)</del>	
V	<b>Short Fiction</b> 1. <del>Bhisham Sahni- <i>Amritsar Aa Gaya</i></del> 2. <del>Mahasweta Devi- <i>The Hunt</i></del>	11
VI	<b>Drama</b> 1. <del>Mohan Rakesh- <i>Adhe Adhure (Halfway House)</i></del> 2. <del>Vijay Tendulkar- <i>Kanyadan</i></del>	12
VII	<b>Translation Practice</b> 1. One Passage for Translation (Hindi to English) 2. One Stanza for Translation (Hindi to English)	11
VIII	<b>Translation Practice</b> 1. One Passage for Translation (English to Hindi) 2. One Stanza for Translation (English to Hindi)	11

**B.A.III  
ENGLISH LITERATURE  
PAPER II**

**Two papers: A & B .The students will have option to choose any one out of these.**

**(A) INDIAN WRITINGS IN ENGLISH**

**Unit-I :** Ten short answer questions based on the entire course including three passages for explanation

**Unit-II: Poetry**

<u>Nissim Ezekiel</u>	<u>'A Poem of Dedication'</u>
<u>Jayant Mahapatra</u>	<u>'Hunger'</u>
<u>Vikram Seth</u>	<u>'Unclaimed'</u>
<u>A K Ramanujan</u>	<u>'Anxiety'</u>
<u>Keki N Daruwala</u>	<u>'The Unrest of Desire'</u>

**Unit-III: Drama**

<u>Mahesh Duttani</u>	<u>Seven Steps around the Fire</u>
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**Unit-IV: Fiction**

<u>Mulk Raj Anand</u>	<u>The Untouchable</u>
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**Unit-V: Prose**

<u>Nirad C Chaudhary</u>	<u>"Tell me the Weather and I'll Tell the Man"</u>
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**Q.No.1.** Ten short answer questions based on the entire course including three passages for explanation

**Q No,2-5.** One Long answer question from each unit (unit II to IV)

**B.A. III  
ENGLISH LITERATURE  
PAPER III  
NEW LITERATURES IN ENGLISH**

The paper has been framed to familiarize the students with the writings in English all over the world.

**Unit-I:** Ten short answer questions based on the entire course including three passages for explanation

**Unit-II:  
Australan Literature  
(Poetry)**

W C Wentworth  
Ada Cambridge  
Chns Wallace  
Kevin Gilbert

'The Wild Colonial Boy'  
'An Answer'  
'Melbourne'  
'Mister Man'

**Unit-III  
American Literature  
(Drama)**

Edward Albee

The Zoo Story

**Unit-IV  
Canadian Literature  
(Fiction)**

Margaret Atwood

Bodily Harm

**Unit-V  
Afro-American Literature  
(Prose)**

Alice Walker

In Search of Our Mother's Garden  
(Only 1<sup>st</sup> essay from part III)

Q. No. 1. Ten short answer questions based on the entire course including three passages for explanation

Q No. 2-5. One Long Answer Questions from each unit (unit II-V)



# M.A. first and second semester (2022-2023)

Programme/Class: <b>Bachelor Degree with Research</b>	Year: <b>Four</b>	Semester: <b>Seventh</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>ENG701T</b>	Course Title: <b>Paper-1: English Literature (14<sup>th</sup> – 17<sup>th</sup> Century)</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop an understanding of the concept, spread and impact of Renaissance</li> <li>• Assess how Renaissance ideas revolutionized the entire Europe</li> <li>• Recognize the impact of discovery of new lands and circulation of new ideas across Europe</li> <li>• Identify the shift of the worldview towards humanism post Renaissance and Reformation</li> <li>• Compare the similarities between the Renaissance and contemporary ideas</li> <li>• Estimate the social and cultural impact of the political events of the Restoration</li> <li>• Develop an understanding of the beginnings of the modern political system which started in England after Restoration</li> <li>• Critically engage with representative mainstream British Literature from the Fourteenth to the Seventeenth century, through selected texts and background readings</li> <li>• Discuss the significance of the literary period of the text by analysing the effects of the major events of that period</li> <li>• Develop independent critical thinking in their analysis of literary texts</li> <li>• Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>• Outline main trends in British drama and poetry.</li> <li>• Describe the development and the constituents of British drama and poetry.</li> <li>• Appreciate the richness and variety of British drama right from Marlow to Congreve.</li> <li>• Identify the various forms of poetry from Chaucer to Milton.</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>30+70</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Prose</b> <ul style="list-style-type: none"> <li>• Thomas More: <b>"*Of their Slaves and of their Marriages"</b> <i>from Utopia</i></li> <li>• Francis Bacon: <b>"*Of Friends and Followers", "*Of Truth"</b></li> </ul>	<b>15</b>
<b>II</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• Geoffrey Chaucer: <b>"*The General Prologue to The Canterbury Tales"</b></li> <li>• Sir Philip Sidney: <b>"*My mouth doth water, and my breast do swell"</b> <i>Astrophel and Stella Sonnet 37</i></li> <li>• William Shakespeare: <b>"*Sonnet XVIII (18) and XXIX (29)"</b></li> </ul>	<b>17</b>
<b>III</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• John Milton: <b>"*Paradise Lost Book 1"</b></li> </ul>	<b>17</b>

	<ul style="list-style-type: none"> <li>• John Donne: <b>"*The Canonization", "*Go and Catch Falling Star"</b></li> <li>• Andrew Marvel: <b>"*To His Coy Mistress"</b></li> </ul>	
<b>IV</b>	<b>Drama</b> <ul style="list-style-type: none"> <li>• Christopher Marlowe: <b>"*Dr Faustus"</b></li> <li>• William Shakespeare: <b>"*Hamlet"</b></li> </ul>	<b>17</b>
<b>V</b>	<b>Drama</b> <ul style="list-style-type: none"> <li>• William Congreve: <b>"*The Way of the World"</b></li> </ul>	<b>17/10</b>

Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Seventh</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>ENG702T</b>		Course Title: <b>Paper-2: English Literature (18<sup>th</sup> – 20<sup>th</sup> Century)</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Identify the reasons of the emergence of prose and novels and the decline of drama in England</li> <li>• Develop an understanding of the philosophy of Romanticism and how it was impacted by the revolutions in Europe</li> <li>• Interpret the meaning of 'Victorian Compromise' and the 'Victorian paradox'.</li> <li>• Recognize the impact of Industrial Revolution, Darwinism and Colonization etc.</li> <li>• Identify the cause of the emergent societal problems like pollution, population explosion, urbanization etc. which strengthened during the era</li> <li>• Take cognizance of the historical, social and cultural contexts of each work and thereby make connections between literature and society.</li> <li>• Get introduced to the tradition and significance of non – fictional writing in Great Britain in the 18<sup>th</sup>, 19<sup>th</sup> and 20<sup>th</sup> century.</li> <li>• Get acquainted with the habit of reasoning and analysis through prose reading.</li> <li>• Explore the impact of the World Wars on British literature.</li> <li>• Appraise the emergence of female narratives in art and literature.</li> <li>• Contextualize the works of modern drama, interpret the thematic and stylistic elements of the plays and appreciate the literary worth, social relevance and timeless appeal of the plays</li> <li>• Familiarize with the nuances of romantic sensibility and Victorian ethos and their reflection in fiction of that period</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>30+70</b>		Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
<b>I</b>	<b>Prose</b> <ul style="list-style-type: none"> <li>• Joseph Addison: *The Spectator's Account of Himself" from <i>Coverley's Papers</i></li> <li>• Charles Lamb: *Poor Relations</li> <li>• A G Gardiner: *On Saying Please</li> <li>• Matthew Arnold: *Sweetness and Light" from <i>Culture and Anarchy</i> Chapter I</li> </ul>	<b>15</b>	
<b>II</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• Alexander Pope: *The Rape of the Lock" Canto I</li> <li>• William Wordsworth: *Tintern Abbey"</li> <li>• P.B. Shelley: *Ode to the West Wind</li> <li>• John Keats: *Ode to Autumn"</li> <li>• Alfred Lord Tennyson: *Break, Break, Break, Crossing the Bar</li> <li>• Robert Browning: *My Last Duchess"</li> </ul>	<b>17</b>	
<b>III</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• T.S. Eliot: *The Waste Land"</li> <li>• W.B. Yeats: *Sailing to Byzantium"</li> <li>• Wilfred Owen: *Futility"</li> </ul>	<b>17</b>	

	<ul style="list-style-type: none"> <li>• W.H. Auden: *The Shield of Achilles</li> <li>• Ted Hughes: *Hawk Roosting</li> </ul>	
<b>IV</b>	<b>Drama</b> <ul style="list-style-type: none"> <li>• J.M. Synge: *Riders to the Sea</li> <li>• Samuel Beckett: <i>Waiting for Godot</i></li> </ul>	<b>17</b>
<b>V</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Henry Fielding: <i>Tom Jones</i></li> <li>• Emily Bronte: <i>Wuthering Heights</i></li> <li>• Joseph Conrad: <i>Heart of Darkness</i></li> </ul>	<b>17</b>

Programme/Class: <b>Bachelor Degree with Research</b>	Year: <b>Four</b>	Semester: <b>Seventh</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>ENG704T</b>	Course Title: <b>Paper-4: Indian English Literature</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Gain insight into "Indianness" through representative works</li> <li>• Understand contributions of various authors in the growth of Indian English Writing</li> <li>• Identify the unique features of Indian English Writing</li> <li>• Identify major figures in Indian English Writing</li> <li>• Acquaint with the work of significant Indian writers of Poetry, Prose, Fiction and Drama</li> <li>• Understand how society and culture have played a significant part in the lives and career of the Indian writers</li> <li>• Recognize the cultural milieu of the post and the pre- independence era</li> <li>• Identify new research areas in the purview of Indian writings</li> <li>• Discover Indian sensibility in the representative works</li> <li>• Understand Dalit and Native voices in Indian English literature</li> <li>• Provide students a taste of diverse literary practices emerging in India</li> <li>• Gain cognizance of the social, economic and political perspectives of the literature produced in India</li> <li>• Develop a view of how Indian English Literature has evolved with time</li> <li>• Identify, interpret and describe the values and themes that appear in Indian English Literature</li> <li>• Imbibe the essence of Indian English Literature</li> </ul>		
Credits: 05	Paper: Core Compulsory	
Max. Marks: 30+70	Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): 5-0-0.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Post-colonialism and its influence on Indian Writing in English, Indianness in Indian English Literature, Contemporary Indian English Poetry and Drama (post- independence), Experimental Poetry and Theatre.</li> </ul>	<b>15</b>
<b>II</b>	<b>Non-Fictional Prose</b> <ul style="list-style-type: none"> <li>• Sri Aurobindo: "Indian Literature and External Influence"</li> <li>• Mecnakshi Mukherjee: "Nation, Novel, Language" from <i>The Unsettling Empire: Essays on Indian Writings in English</i></li> <li>• J.L. Nehru: Autobiography, Chapters 44 and 47</li> </ul>	<b>15</b>
<b>III</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• A.K. Ramanujan: * "Love Poem for a Wife"</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>• R. Parthasarthy: * "Exile" From Homecoming</li> <li>• Sarojini Naidu: " to a Buddha Seated on a Lotus"</li> <li>• Shiv K Kumar: "Indian Women"</li> <li>• Dom Moraes: "Bells for William Wordsworth"</li> </ul>	
<b>IV</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Raja Rao: <i>Kanthapura</i></li> <li>• Arundhati Roy: <i>The God of Small Things</i></li> </ul>	<b>15</b>
<b>V</b>	<b>Short Stories</b> <ul style="list-style-type: none"> <li>• Mulk Raj Anand: "Two Lady Rams"</li> <li>• Salman Rushdie: "The Free Radio"</li> <li>• Anita Desai: "Devoted Son"</li> </ul>	<b>15</b>
<b>VI</b>	<b>Drama</b> <ul style="list-style-type: none"> <li>• Vijay Tendulkar: <i>Ghost Ram Katwal</i></li> <li>• Girish Karnad: <i>Tale danda</i></li> </ul>	<b>15</b>

Programme/Class: <b>Bachelor Degree with Research</b>	Year: <b>Four</b>	Semester: <b>Eighth</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>ENG802T</b>	Course Title: <b>Paper-2: Colonial and Post-Colonial Literature</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Recognize issues, themes and debates in writings from the formerly colonized countries through a study of range of postcolonial literature</li> <li>• Recognize the difference in colonial and post-colonial sensibilities</li> <li>• Examine influence of western culture on non-western societies</li> <li>• Develop an understanding of the postcolonial literature in their historical and cultural context</li> <li>• Identify key questions, authors and literary forms in colonial and postcolonial literature</li> <li>• Situate literary texts in their larger cultural contexts</li> <li>• Evaluate arguments related to postcolonial literary texts</li> <li>• Analyse post-colonial elements in literary texts to distinguish between different postcolonial perspectives</li> <li>• Understand and evaluate the key debates in postcolonial theory</li> <li>• Explore the artistic, psychological, and political impact of colonization through a study of range of literary and theoretical texts</li> <li>• Question how does a text reveal about the problematics of post-colonial identity</li> <li>• Learn how a text reveals about the politics and/or psychology of anti-colonialist resistance</li> <li>• Understand complex theoretical terms and concepts that characterize postcolonial studies</li> <li>• Comprehend resistance and representation in the discourses reflected in colonial and postcolonial writings</li> </ul>		
Credits: <b>05</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>30+70</b>	Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
<b>I</b>	<b>Concepts</b> <ul style="list-style-type: none"> <li>• Colonialism</li> <li>• De-colonization, Globalization and Literature</li> <li>• Writing for the New World Audience</li> <li>• Region, Race, and Gender</li> <li>• Postcolonial Literatures and Questions of Form</li> </ul>	<b>15</b>
<b>II</b>	<b>Prose</b> <ul style="list-style-type: none"> <li>• Homi K. Bhabha: "The Other Question"</li> <li>• Ngũgĩ wa Thiong'o: "Decolonizing the Mind"</li> <li>• Chandra Talpade Mohanty: "Under Western Eyes"</li> </ul>	<b>15</b>
<b>III</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• A. D. Hope: "The Death of the Bird"</li> <li>• Yasmine Gooneratne: "This Language, This Woman"</li> </ul>	<b>15</b>

	<ul style="list-style-type: none"> <li>• Derek Walcott: "A Far Cry from Africa"</li> <li>• Arun Kolatkar: "Heart of Ruin" from "Jejuri"</li> <li>• <del>Michael Ondaatje: "Notes Towards a Poem That Can Never be Written"</del></li> <li>• Meena Alexander: "Migrant Memory"</li> </ul>	
<b>IV</b>	<b>Short Stories and Novella</b> <ul style="list-style-type: none"> <li>• Grace Ogot: "The Green Leaves"</li> <li>• Bessie Head: "The Collector of Treasures"</li> <li>• Ismat Chughtai: "Marriage"</li> <li>• Anna Ata Aidoo: "The Girl who Can"</li> </ul>	<b>15</b>
<b>V</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Mahasweta Devi: "Draupadi"</li> <li>• Hansi Sidhwa: "Crucifix India or The Ice-Candy Man"</li> <li>• Kiran Desai: "The Inheritance of Loss"</li> </ul>	<b>15</b>
<b>VI</b>	<b>Drama</b> <ul style="list-style-type: none"> <li>• Uma Parameswaran: "Soni Must Die"</li> <li>• David Williamson: "Emerald City"</li> </ul>	<b>15</b>

Programme/Class: <b>Bachelor Degree with Research</b>		Year: <b>Four</b>	Semester: <b>Eighth</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>ENG80BT</b>		Course Title: <b>Paper-3 (B): Literature and Environment</b>	
<b>Course Outcomes:</b> After completing this course, the students will be able to: <ul style="list-style-type: none"> <li>• Develop a conscious and eco-friendly relationship with nature</li> <li>• Trace the intertwined relationship between nature and literature since the inception of Literature</li> <li>• Learn how nature has served as an inspiration to literary artists since ages</li> <li>• Gain sensitivity towards the ecological emergencies that the world faces through literary representations</li> <li>• Understand the crucial role of literature in addressing and comprehending environmental issues</li> <li>• Interpret key literary and critical terms associated with the concept of eco-criticism and ecological representations in literature</li> <li>• Relate the nuances and co-relation between gender and environment through study of literary texts</li> <li>• Primarily focus on environmental concerns through the readings of seminal literary texts</li> <li>• Understand and grow ecologically sensitive through the close study of documentaries and films on the subject of environment</li> <li>• Gauge human existence in the context of ecology</li> <li>• Comprehend the interrelation between, life/nature and literature</li> <li>• Realize the role of ecology in the survival of humanity</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>30+70</b>		Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
<b>Unit</b>	<b>Topic</b>		<b>No. of Lectures</b>
<b>I</b>	<b>A) Introduction to Ecocriticism: Historical Background</b> <ul style="list-style-type: none"> <li>• Environmental crisis and the Literary studies</li> <li>• Anthropocentrism</li> <li>• Paganism</li> <li>• Humanism and Animism</li> </ul> <b>B) Definition, Scope and Importance of Ecocriticism</b> <ul style="list-style-type: none"> <li>• Eco poetics/ Pastoral Writing/ Wilderness Writing/ Eco fiction</li> <li>• Ecofeminism</li> <li>• Oikos and Oikopoetics</li> <li>• Tinnai regions- and concepts.</li> </ul>		<b>15</b>
<b>II</b>	<b>Selections</b> <ul style="list-style-type: none"> <li>• Rachel Carson: "A Fable for Tomorrow' Chapter 1 from <i>The Silent Spring</i></li> <li>• Jonathan Bate: "The State of Nature" Chapter 2 from <i>The Song of the Earth</i></li> </ul>		<b>15</b>

	<ul style="list-style-type: none"> <li>• Lawrence Buell: "Modernism the claims of the Natural World: Faulkner and Leopold" Chapter 5 from <i>Writing for an Endangered World</i></li> </ul>	
<b>III</b>	<b>Approach/Essays</b> <ul style="list-style-type: none"> <li>• Henry David Thoreau: "Solitude" from <i>Walden</i></li> <li>• Lynn White Jr.: "The Historical Roots of Our Ecological Crisis"</li> <li>• Carolyn Merchant: "Nature as Female" Chapter 1 from <i>The Death of Nature: Women, Ecology and the Scientific Revolution</i></li> </ul>	<b>15</b>
<b>IV</b>	<b>Poetry</b> <ul style="list-style-type: none"> <li>• D.H. Lawrence: "Snake"</li> <li>• Dylan Thomas: "The force that through the green fuse drives the flower"</li> <li>• Judith Wright: "Dust"</li> <li>• Gieve Patel: "On Killing a Tree"</li> </ul>	<b>15</b>
<b>V</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>• Upton Sinclair: <i>The Jungle</i></li> <li>• Tom Morrison: <i>Sala</i></li> </ul>	<b>15</b>

### Cross- Cutting Issues in Economics

The subject curriculum of Economics integrates cross- cutting issues relevant to professional Ethics, Gender, Environment and Sustainability, Human Values into the syllabus at undergraduate and postgraduate level –

Year & Semester	Gender	Environment and Sustainability	Human Values	Professional ethics
B.A. I – I sem Principle of Micro Economics	-----	-----	-----	Externalities, marginal cost pricing, internalising externalities, public goods, imperfect information, adverse selection, moral hazard, social choice, government inefficiency.
B.A. I – II sem Principle of Macro Economics	-----	-----	-----	-----
B.A. II – III sem History of Economic Thought	BR Ambedkar, Gandhian Economics, Deen Dayal Upadhyay	BR Ambedkar, R Gandhian Economics A.K.Sen	BR Ambedkar, Gandhian Economics, Deen Dayal Upadhyay	Doctrines of Just Cost and Just price- Aristotle and Plato Adam Smith Karl marx Welfare Economics
B.A. II – IV sem Money, Banking and Public Finance	Role of the Government. Gender Budgeting	-----	-----	Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises. Banking System
B.A. III – V sem Environmental Economics, Economic Growth and Development  Demography	Fertility -Concepts and Measures, Factors affecting Fertility	Key environmental issues Unit I to unit IV - Environmental Policy, Pigouvian taxes, transboundary environmental problems; economics of climate change, Environmental Valuation Methods, Sustainable Development, Unit VI Concept of Human Development, HDI, PQLI, Quality of Life Indices. Hunger Index, Happiness Index, Development and Sustainability.	-----	Pareto optimality and market failure
B.A.III- VI Sem	-----	Gross National Happiness Index. Ethics	Ethical ideas of Philosophers: Deendayal Dayal	Doctrine of Equality, Theories of Justice:

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प्राकाश

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Ethics and Economics		and Good Governance: "Achieving Happiness".	Upadhyay, Kant, Bentham. Doctrine of Equality, Theories of Justice: Plato Aristotle, Rawls. Economic Importance of Morality, Self-interest and Greed Self Interest vs. Social Goods. Efficiency and Ethical Concept	Plato Aristotle, Rawls. Morality and Economic Rationality Economic Behaviour Market and Ethical Standards, Business and Social Responsibility
M.A. I – I sem Paper - Economics and Growth and Development	-----	Concept of Economic Growth and Development, Vicious Circle of Poverty Sustainable Development	-----	-----
M.A. I – II sem Micro Economics I	-----	-----	Rawl's theory of justice, Equity Efficiency trade off.	Welfare Economics Unit III, IV, V
M.A. I – II sem Economics of Health and Education	-----	Economic Dimensions of Health Care, Environment and Health, Poverty and Health	Education as an Instrument of Economic Growth, Human Development	Health Care Markets, Externalities in Health Care Markets, Hospitals and the Theory of Non-Profits, Technological Change and Health Care, International Health Organizations - WHO and other UN Agencies
M.A. II – III sem Indian Economic policy	India's population policy	Environmental issues in India, Development of environmental policy in India, Development of energy policy in India	-----	-----
M.A. II – III sem Agricultural Economics	-----	Approaches to sustainable agriculture, WTO agreement on agriculture – tariffication, AMS, Exports subsidies, Market access clause, Safeguard provisions, Sanitary and phytosanitary measures.	-----	-----
		Issues in industrial proliferation and environmental preservation.		Entrepreneur, Entrepreneurship; Importance of Industrial development, types and functions of

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Bapatla

				Entrepreneur;
M.A. II – IV sem International Economics	-----	-----	-----	East Asian crisis, Global melt down, BREXIT, Trade war.
M.A. II – IV sem Demography	Population Policy; Family Welfare Programme	Population, Environment and Economic Development	-----	-----

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Mahavidyalaya  
Barshi



	remedies for monopoly: Antitrust laws, natural monopoly.	
VII	<p>Consumer and Producer Theory</p> <p>a. Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalising externalities, public goods: imperfect information: adverse selection, moral hazard, social choice, government inefficiency.</p> <p>b. Markets and Market Failure Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.</p>	11
VIII	<p>Income Distribution and Factor pricing</p> <p>Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.</p>	11

**Suggested Readings:**

1. Dwivedi, D.N (2011) : "Microeconomics-Theory & Applications", Pearson.
2. Lal, S.N (2013): "Arthshastra Ke Siddhant", Shiva Publishing House, Allahabad.
3. Seth, M.L (2012) : "Arthshastra Ke Siddhant", Laxmi Narayan Publications, Agra
3. Lipsey, Richard & Chrystal, Alec (2011) : "Economics", Oxford University Press Publications, New Delhi.
4. Pindyck, Robert.S., Rubinfeld, Daniel.L., Mehta, Prem.L (2009): "Microeconomics". Pearson.
5. Salvatore, Dominic (2010) : "Principles of Microeconomics", Oxford University Press Publications, New Delhi.
6. Samuelson, Paul.A & Nordhaus, William.D (2010): "Economics", Tata McGraw Hill.
7. Koutsoyiannis, A (2008) (2nd ed): "Modern Microeconomics", Macmillan.
7. Stonier, A.W & Hague, Douglas.C (2003) (5th ed) : "A Text Book of Economic Theory", Pearson.
8. Ahuja, H.L (2013) : "Advanced Economic Theory", S.Chand & Company.
8. Shastri, Rahul.A (1999) : "Microeconomics", Orient Blackswan.
9. Ahuja, H.L (2012) : "Ucchatar Arthik Siddhant", S.Chand & Company, New Delhi.

Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
Part I		
I	Economic thought of Kautilya, Dada Bhai Naroji, R.C.Dutt, B.R. Ambedkar, Ram Manohar Lohiya, Gandhian Economics, Deen Dayal Upadhyay, A.K.Sen and J Bhagwati	12
II	Early Period: Economic thought of Plato and Aristotle - Doctrines of Just Cost and Just price.	11
III	Mercantilism: Main Characteristics; Thomas Munn - Physiocracy: Natural Order, Primacy of Agriculture, Social Classes. Tableau Economique, Taxation, Turgot - Economic ideas of Petty, Locke and Hume.	11
IV	Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, Economic Progress; David Ricardo - Value, Theory of Rent, Stationary State, Distribution, Ideas on International Trade; Thomas R. Malthus - Theory of Population, Theory of Gluts.	11
Part II		
V	German Romantics and Socialists — Sismondi, Karl Marx — Dynamics of Social Change, Labour Theory of Value, Surplus Value, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say, J.S. Mill.	11
VI	Marshall as a Great Synthesizer: Role of Time in Price Determination, Economic Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, Pigou: Welfare Economics; Schumpeter: Role of Entrepreneur and Innovations.	11
VII	Marginalists: The Precursors of Marginalism, Cournot, Gossen — The Marginalist Revolution: Jevons, Walras and Menger - Bohm-Bawark, Wicksell and Fisher: Quantity Theory of Money; Economic Ideas of Wicksteed and Weiser.	11
VIII	Keynesian Economics-Keynes and his policies under lying assumptions of Keyen's system of economic policies, consumption Economics, depression Economics, employment theory, multiplier and critics of Keynes theory.	11

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

<b>Program/Class:</b> Diploma /BA	<b>Year:</b> Second	<b>Semester:</b> Fourth
<b>Subject:</b> Economics		
<b>Course Code:</b> A080401T	<b>Course Title:</b> Money, Banking and Public Finance	
<ul style="list-style-type: none"> <li>• Understand simple concepts related with monetary economics and banking theory.</li> <li>• Correlate and apply to current events &amp; key models and concepts of monetary economics and banking theory.</li> <li>• Appreciate the potential importance of monetary phenomenon in the economy.</li> <li>• Understand the sources of finance both public and private</li> <li>• Demonstrate the role of government to correct market failures and possible advantage of public financing.</li> <li>• Understand the possible burden, benefits and distribution of various types of taxes among various classes of people, know the general trend and impact on general welfare and arouse them to suggest good and bad tax system.</li> </ul>		
<b>Credits:</b> 6	<b>Core Compulsory</b>	
<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week):</b> L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	<p>Money: Concept, functions, measurement; theories of money supply determination.</p> <p><b>Financial Institutions, Markets, Instruments and Financial Innovations</b></p> <p>a. Role of financial markets and institutions; problem of asymmetric information – adverse selection and moral hazard; financial crises.</p> <p>b. Money and capital markets: organization, structure and reforms in India; role of financial derivatives and other innovations.</p>	12

II	Interest Rates Determination: sources of interest rate differentials; theories of term structure of interest rates; interest rates in India.	11
III	Banking System a. Balance sheet and portfolio management. b. Indian banking system: Changing role and structure; banking sector reforms. c. Central Banking and Monetary Policy Functions, balance sheet; goals, targets, indicators and instruments of monetary control; monetary management in an open economy; current monetary policy of India.	11
IV	a. International Trade Absolute advantage, comparative advantage, terms of trade, sources of comparative advantage, trade barriers, free trade protectionism. b. Balance of Payments and Exchange Rate: Balance of payments: current account and capital account; market for foreign exchange; determination of exchange rate.	11
Part II		
V	Nature and Scope of Public Finance: Meaning and scope of Public Finance; Distinction between Private and Public Finance; Public Goods Vs. Private Goods; The Principle of Maximum Social Advantage; Market Failure; Role of the Government.	11
VI	Public Expenditure: Meaning, Classification and Principle of Public Expenditure; Canons and Effects of Public Expenditure; Trends in Public Expenditure and Causes of Growth of Public Expenditure in India.	11
VII	Taxation: Sources of Public Revenue; Taxation — Meaning, Canons and Classification of Taxes; Division of Tax Burden — The Benefit and Ability-To-Pay Approaches; Impact and Incidence of Taxes; Taxable Capacity; Effects of Taxation; Characteristics of A Good Tax System.	11
VIII	Fiscal policy: Components, Instruments, Objectives. Role of Fiscal Policy in Developed and Developing Countries, Budget Structure of the Government of India, State Budget- Sources of Revenues and Expenditures. Major Tax Reforms in India. Fiscal Federalism in India: Union-State Fiscal Relations, Federal Fiscal Imbalances and the Role of Finance Commission. Finances of Local Bodies	11

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

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080501T	Course Title: Environmental Economics, Economic Growth and Development	
<b>Course outcomes</b> <ul style="list-style-type: none"> <li>• Basic concepts of ecology environment and economy</li> <li>• Public good, Market failure, externalities and internalization of externalities</li> <li>• Solution to environmental problems- the command and control approach, market based methods, tax tradable pollution permit, etc, carbon trading</li> <li>• Sustainable development, environmental impact assessment CO 5: Global and local environmental concerns.</li> <li>• It will be focussed on Local Issues of Economic Bearing.</li> <li>• Realize the importance and influence of environment on the economy including the quality of manpower.</li> <li>• Arouse their feelings to make cleaner environment so as to achieve harmonious development.</li> <li>• Understand that environmental problem is not the problem of a single country or region but a global problem/issue.</li> <li>• To understand specific contributions on themes of economic analysis and concerning figures of economists still important in the international economic debate at the international level, through selected readings of their texts and linking the different positions of economic thought to philosophical foundations and political implications. Demonstrate theoretical and empirical analysis of economic growth process.</li> <li>• Demonstrate an understanding of economic growth theory, development and policy implications.</li> <li>• Demonstrate an awareness of economic growth problems, issues in globalisation, and provide grounding in major growth strategies and development.</li> <li>• Apply empirical analysis of growth models to developing countries and/or regions, and draw appropriate policy recommendations"</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
1	Introduction: Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics, Pareto optimality and market failure in the presence of externalities.	9

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	property rights and other approaches.	
II	<b>The Design and Implementation of Environmental Policy:</b> Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience; transboundary environmental problems; economics of climate change	9
III	<b>Environmental Valuation Methods and Applications:</b> Valuation of non-market goods and services--theory and practice; measurement methods; cost-benefit analysis of environmental policies and regulations.	9
IV	<b>Sustainable Development:</b> Concepts; measurement; perspectives from Indian experience.	9

Part II

V	Meaning and Measurement of Economic Growth and Development- Measuring Development and Development Gap, GDP, GNP, Per Capita Income, Factors affecting Economic growth and Development.	9
VI	Concept of Poverty and Inequality, Vicious cycle of poverty, Lorenz Curve, Gini Coefficient Concept of Human Development, Human Development Index, Physical Quality of Life Index, Quality of Life Indices. Hunger Index, Happiness Index, Development and Sustainability.	10
VII	Lewis model of labour surplus economy, Rosentein Rodan's theory of Big Push, Nelson's Level equilibrium trap, balanced vs Un-balanced growth, Rostow's stages of growth, Harrod and Domar Growth models.	10
VIII	International aspects of economic development; International trade, FDI, FII, Regional cooperation (SAPTA, NAFTA, SAARC, BRICS etc.) , WTO and developing countries	10

**Suggested Readings:**

1. Avasthi, N.M : Paryavaraniya Adhyan, Laxmi Narayan Agarwal, Agra.
2. Bharucha, Erach : Paryavaraniya Adhyann, Orient Blackswan.
3. Bhattacharya, Rabindra Nath (2002): Environmental Economics – An Indian Perspective, Oxford University Press.
4. Eugene, T (2005) : Environmental Economics, Vrinda publications, Delhi.
5. Jhingan, M.L & Sharma, C.K (2009) : Environmental Economics Theory Mgt & Policy, Vrinda publications, Delhi.
6. Kolstad, Charles. D (2012): Intermediate Environmental Economics, Oxford University Press.

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VIII	Index Number: Concept, Classification of Index Numbers-price relative, quantity relative, value relative & special purpose (in brief). Consumer Price Index(CPI), Whole Sale Price Index (WPI), Methods of Construction of Index Numbers- i Unweighted & ii Weighted Indices (In brief), Test of Adequacy of Index Number Formulae (In brief)	10
<b>Suggested Readings:</b>		
1. Elhance, D L (2010) : Sankhiki Ke Siddhant (Hindi), Kitab Mahal.		
2. Gupta S C (2018) Fundamentals of Statistics Himalaya Publishing House		
3. Gupta, S P (2011) : Statistical Methods, Sultan Chand & Sons, Delhi.		
4. Hazanka, Padmalochan (2006). Essential Statistics for Economics and Commerce , Akansha Publishing House.		
<b>Suggested Continuous Evaluation Methods:</b>		
Assignment / test / Quiz( MCQ) / Seminar/Presenatations/ Research orientation of students		
<b>Suggested equivalent online :</b>		
Swayam Coursera		

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

<b>Program/Class:</b> Degree /BA	<b>Year:</b> Third	<b>Semester:</b> Fifth
<b>Subject:</b> Economics		
<b>Course Code:</b> A080503T	<b>Course Title:</b> Demography	
<b>Course outcomes</b>		
<ul style="list-style-type: none"> <li>To orient the students with the positive aspects of population and how it can help in the Economic Development of the nation</li> <li>To orient the students with various Quantitative and qualitative aspects of population and various demographic Techniques.</li> <li>To expose the students to recent concepts and developments in Demography.</li> </ul>		
<b>Credits:</b> 5	<b>Core Compulsory</b>	
<b>Max. Marks:</b> 25+75	<b>Min. Passing Marks:</b> 40	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week):</b> L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Meaning and Scope of Demography, Components of Population Growth, Measures of Population Change, Demography, Data, Population and Developments.	9
II	Fertility -Concepts and Measures, Factors affecting Fertility	9



Unit	Topics	No. of Lectures
I	Introduction to Ethics, importance of Ethics to Economics	9
II	Overview of Ethical idea of Indian and Western Philosophers: Deendayal Dayal Upadhyay, Kant, Bentham.	9
III	Doctrine of Equality, Theories of Justice: Plato Aristotle, Rawls.	9
IV	Economic Importance of Morality, Self interest and Greed, Morality and Economic Rationality Economic Behaviour	9
V	Adaptive Preference, Market and Ethical Standards, Economics of Uncertainty: Asymmetric Information and Moral hazards, Business and Social Responsibility	9
VI	Self Interest vs. Social Goods. Efficiency and Ethical Concept: Allocative Efficiency.	10
VII	Markets and Welfare: Pareto Principle.	10
VIII	Measurement of Standard of Living and Quality of life . Gross National Happiness Index. Ethics and Good Governance: "Achieving Happiness".	10

#### Suggested Readings:

1. Backerman, Wilfred (2011): Economics as Applied Ethics: Value Judgements in Welfare Economics, Palgrave MacMillan.
2. Dutta, Amitava Krishna & Wiber, Charles.K (2013): Economics and Ethics: An Introduction, Palgrave MacMillan.
3. Graafland, Johan.J (2009): Economics, Ethics and the Market: Introduction and Applications, Routledge.
4. Hirata, Johannes(2011), Happiness, Ethics and Economics, Routledge Canada an USA
5. Rawls, John (1971): Theory Of Justice, Harvard University Press.
6. Roemer, John (1982): Free To Lose, Harvard University Press
7. Samuelson, Paul.A & Nordhaus, William.D (2012) Tata Mc.Graw Hill Education Private Limited, New Delhi.
8. Sen, A.K.&Williams,B(1982): Utilitarianism And Beyond, Cambridge University Press.
9. Sen,Amartya (1997): Inequality Re-examined, Oxford University Press.
10. Sen,Amartya (1999): Choice Welfare and Measurement, Oxford University Press.
11. Sen,Amartya (1999): Aarbhik Vikas Aur Swatantra (Hindi), Neha Publishers & Distributors.
12. Sen,Amartya (2001): Development as Freedom, Oxford University Press.
13. Sen,Amartya (2001): On Economic Inequality, Oxford University Press.
14. Sen,Amartya (2001): On Ethics And Economics, Oxford University Press.
15. Sen,Amartya (2010): The Idea of Justice, Penguin.
16. Teaching the Ethical Foundations in Economics; National Council on Economic Education, New York
17. Williams roan & Elliott Larry (2010). Crisis And Recovery Ethics Economics and Justice, Palgrave Macmillan.

#### Suggested Continuous Evaluation Methods:

Assignment / test / Quiz (MCQ) / Seminar/ Presentation/ Research orientation of students

#### Suggested equivalent online :

Swayam  
Coursera



The objective of this paper is to familiarize the students with the basic concepts, theories and approaches to understand the behaviour of macroeconomic aggregates and policies.

**UNIT I – Macroeconomics**

**12 Hours**

National Income – Concept, Measurement and Accounting problem, Circular flow of Income in two- three and four Sector Economy; Different forms of National Income Accounting - Social Accounting, Flow of Funds Accounting and Balance of payment Accounting.

**UNIT II – Consumption Function**

**12 Hours**

Keynes' Psychological law of consumption; Short run and long run Consumption Function; Empirical Evidence on Consumption Function; Income – Consumption Relationship: Absolute Income, Relative Income, Life Cycle and Permanent Income Hypothesis.

**UNIT III – Investment Function**

**12 Hours**

Marginal Efficiency of Investment and Level of Investment; Marginal Efficiency of Capital and Investment- Long run and short run; The Accelerator and Investment Behaviour: Impact of Inflation; Influence of policy Measures on Investment.

**UNIT IV – Theory of Employment**

**12 Hours**

Classical Theory of Employment – Say's law of market, Relevance of Classical theory and Keynes' Criticism; Keynesian theory Of Employment, Concept of Effective Demand, Applicability of Keynes' Theory of Employment in Developing Economies.

**UNIT V – Multiplier and Accelerator Principle**

**12 Hours**

Multiplier and Accelerator Principle; Foreign Trade Multiplier; The Multiplier – Accelerator Interaction; Inflation - Concept and Types, Demand Pull and Cost Push Inflation, Methods to control Inflation; Philips Curve; Stagflation.

**Suggestive Readings (Please refer to the Latest Editions)**

1. Ackley, G. Macro Economic Theory and Policy.
2. Branson, W.A., Macro Economic Theory and Policy
3. Dornbusch, R. & Stanley, F., Macro Economics
4. Seth, M.L, Macroeconomics
5. Ahuja, H.L., Ucchatar Samashti Arthashastra
6. Jhingan, M.L., Samashti Arthashastra
7. Sethi, T.T., Maudrik Arthashastra

**SEMESTER I – PAPER ECOC III  
ECONOMICS OF GROWTH & DEVELOPMENT**

**Objectives**

This paper aims to introduce the students to know and understand the theoretical concepts of economic growth and development.

**UNIT I – Economic Growth and Development**

**12 Hours**

Concept of Economic Growth and Development, Factors affecting Economic Growth: Capital, Labour and Technology, Obstacles to Economic Development; Vicious Circle of Poverty; Changing Notions of Development: Traditional Economic Measures, The New Economic view of development; Indicators of Economic Development; Sustainable Development; Concept and Goals.

**SEMESTER II – PAPER ECOCC V  
MICRECONOMICS – II**

**Objectives**

The objective of this paper is to make the students aware of the micro and macro theories of distribution, welfare economics, general equilibrium in closed and open economy system and analysis of economic behaviour under uncertainty.

**UNIT I: Theory of Distribution**

**12 Hours**

Determination of Rent, Wages, Interest and Profit: Neo-classical approach – Marginal Productivity theory: Elasticity of Technical Substitution, Technical Progress and Factor shares: Theory of Distribution in Imperfect product and Factor Markets: Product Exhaustion theorem: Macro theories of distribution – Ricardian, Kalecki and Kaldor.

**UNIT II: General Equilibrium**

**12 Hours**

Partial and general equilibrium, Walrasian excess demand and Input output approaches to general equilibrium, Existence, Stability and Uniqueness of equilibrium and General equilibrium, Coalition and Monopolies: Production without consumption – One sector model – Homogenous function, Income distribution.

**UNIT III: Classical Welfare Economics**

**12 Hours**

The principle of compensating variation, Hicksian type of consumer's surplus, Slutsky's approach to measurement of consumer surplus, Concepts and conditions of Pareto Optimality, Pareto optimality in the General equilibrium system, Compensation criteria, Hicks and Kaldor, Scitovsky's criterion.

**UNIT IV: New Welfare Economics**

**10 Hours**

Social optimum, Community indifference map, Samuelson's utility possibility curve, Bergson's concept of welfare and its measurement, social welfare function.

**UNIT V: Problems of Non-market Interdependence**

**14 Hours**

Externalities in production and consumption, External economies and diseconomies, Problems of public goods and negative spillovers, problem of market failure, uncertainty and non-existent and incomplete markets, theory of Second Best – Arrow's impossibility theorem, Rawl's theory of justice, Equity Efficiency trade off.

**Suggestive Readings (Please refer to the Latest Editions)**

1. Ahuja, H.L. (Hindi & English), Advanced economic theory
2. Hicks, J.R., Value and Capital
3. Jhingan, M.L., (Hindi & English), Microeconomic theory
4. Jain, T.R. & Ohri, V.K. (Hindi), Vyshti Arthashastra Ke Siddhant
5. Koutsoyiannis, A. Modern microeconomics
6. Leftwich, R.H., The price system and resource allocation
7. Richard, A. Bilas, Microeconomic theory
8. Samuelson, Paul A., Economics
9. Joshi, J.M., Theory of value, distribution and welfare economics
10. Surhone, L.M., Tenncce, M.T., & Henssonow, S.F. (Eds.), Welfare Economics
11. Varian, Hal R., Intermediate Microeconomics: A Modern Approach
12. Chaudhary, Sunil (Eds.), Global Encyclopedia of Welfare Economics

**UNIT V - Regional Integration and Global Assessment of Recent Economic Development 12 Hours**  
Market integration vs Policy Integration, Institutional Aspects of Economic Integration, Stages of Economic Integration, Dynamics of the Integration Process, Outlook and related risk, Fiscal and Monetary developments, Liberalization of services, Labor market integration.

**Suggestive Readings** (Please refer to the Latest Editions)

1. Bo Sodersten & Geoffrey Reed, International Economics, MacMillan Press Limited, Hampshire & London.
2. D. Salvatore, International Economics, New York, John Wiley.
3. H. G. Mannur, International Economics, Vikash Publishing House, New Delhi.
4. Kushwaha G. S., Regional. Economic Cooperation in South East Asia.
5. M. C. Vaish & Sudama Singh, International Economics, Oxford & IBH Publishing Co. Pvt. Ltd., New Delhi.
6. Marrewijk, C. V., International Economics-Theory, Applications, and Policy, Oxford University Press, New Delhi.
7. Nayyar, D., Trade and Globalization, Oxford Collected Essays, Oxford University Press, New Delhi.
8. Nayyar, D. (Ed.), Trade and Industrialization, Oxford University Press, New Delhi.
9. Rana & Verma, International Economics, Vishal Publishing Co., Jalandhar, India.
10. Rizvi Syed, SAARC-Challenges Ahead, Kilaso Books, New Delhi.
11. S. Kindleberger, International Economics, Traveller Book Sell, New Delhi.
12. Volz, Ulrich (Ed.), Regional Integration, Economic Development and Global Governance, Edward Elgar Publishing.
13. Schiff, Maurice, Winters, L. Alan. 2003. Regional Integration and Development. Washington, DC: World Bank and Oxford University Press. World Bank.

**SEMESTER II – PAPER ECOMEL II (ii)**  
**ECONOMICS OF EDUCATION & HEALTH**

**Objectives**

The application of microeconomic ideas to the fields of education and health is known as economics of education and health. Education and health are the two main factors that influence the conversion of a population into human capital. This paper offers an overview of the fundamental ideas behind these theories, which can be used to advance the nation's health and education systems.

**UNIT I: Economics of Education**

**12 Hours**

Concept, importance and indicators, Education as an Instrument of Economic Growth, Demand for Education - Private and Social Demand, Cost of Education - Private and Social Cost, Waste and Stagnation, Benefits of Education - Direct and Indirect, Private and Social Benefits, Cost-benefit Model, Education Production Function, Education, Productivity and Income.

**UNIT II: India's Educational System**

**12 Hours**

Problems and Suggestions - Primary, Secondary and higher level, Education and Earnings, Human Development - Concept and Measurement, Human Development Index of India, Human Capital in India, New National Policy on Education, Financing of Education in India, Expenditure on Education during Post-reform Period, National Education Policy 2020

**UNIT III: Health Economics**

**12 Hours**

Concept, Scope and Importance, Health Indicators, Determinants of Health Status, Economic Dimensions of Health Care - Demand and Supply of Health Care, Disease Burden and its Measurement, Economic Appraisal in Health Care - Cost benefit, Cost effectiveness and Cost minimisation approaches, Environment and Health, Poverty and Health

**UNIT IV: India's Health Care System**

**12 Hours**

Public Health Scenario in India - Burden of Diseases, Infant and Child Mortality Rates, Maternal Health & Mortality, Infectious and Parasitic Diseases, Life Style Diseases, Morbidity and Physical Disability; Health Care Infrastructure in India - Primary, Secondary and Tertiary level; Health Care Expenditure in India; National Policies on Health

**UNIT V: Health Care Markets**

**12 Hours**

Concept, Types and Importance, Health Insurance, Information Asymmetries in Health Insurance Markets, Externalities in Health Care Markets, Hospitals and the Theory of Non-Profits, Technological Change and Health Care, International Health Organizations - WHO and other UN Agencies

**Suggested Readings** (Please refer to the Latest Editions)

1. Ainyemi, Samuel, The Economics of Education, Strategic Book Publishing, Houston, TX.
2. Anand, N.K. and Goel, Shikha, Health Economics, AITBS Publishers, India.
3. Blaug, Mark, An Introduction to Economics of Education, Penguin, London.
4. Brewer, D.J. and Patrick, J.M., Economics of Education, Elsevier.
5. Glied, S. and Smith, P.C. (Eds.), The Oxford Handbook of Health Economics.
6. Henderson, J.W., Health Economics and Policy, Cengage Learning, Boston, Massachusetts.
7. Klarman, H.E., The Economics of Health, Columbia University Press, New York.

**Reports**

1. Human Development Reports, United Nations Development Programme
2. Human Capital Index Reports, World Bank
3. Economic Surveys, Government of India
4. Government of India Budget
5. National Human Development Report
6. India Development Reports
7. World Health Organisation Reports on Health
8. National Family Health Survey (NFHS) Surveys of various rounds
9. Recent Bulletin of Sample Registration System (SRS), Census of India
10. National Sample Survey (NSS) Rounds Report
11. Lancet Health Journal

10. Singh, S.K., Public Finance, S.K. Chand Publishing Co., New Delhi
11. Economic Survey, Government of India available at [indiabudget.nic.in](http://indiabudget.nic.in)
12. 'State Finance: A Study of Budgets', RBI, <https://rbi.org.in> and [www.nipfp.org.in](http://www.nipfp.org.in)
13. Annual Report, Ministry of Finance, Government of India available at <https://dea.gov.in>
14. Public Finance Statistics, Government of India, available at <https://dea.gov.in>
15. RBI Handbook of Statistics on Indian Economy available at <https://rbi.org.in>
16. RBI Handbook on State Government Finance available at <https://rbi.org.in>
17. State Development Monitor, Monthly Issues, PHD Chamber, New Delhi at [www.phdcci](http://www.phdcci)

### SEMESTER III – PAPER ECOCC X INDIAN ECONOMIC POLICY

#### Objectives

The objective of this paper is to sharpen the analytical faculty of the student by highlighting an integrated approach to the functioning aspects of the Indian Economy. The emphasis of the paper is on the overall social, political and economic environment influencing policy decisions.

#### UNIT I – Planning in India

08 Hours

Objectives and strategy of planning, failures and achievements of plans, Developing grass-root organisation for development – Panchayats, NGOs and pressure groups.

#### UNIT II – Demographic features and population policy

08 Hours

Broad demographic features of Indian population, Rural – Urban migration, Urbanisation and civic amenities, Poverty and inequality, India's population policy, Census in India.

#### UNIT III – Agricultural policy in India

10 Hours

An overview of agricultural policy in India, New agricultural policy, Agricultural price policy of India, Public distribution and food security in India, pricing of agricultural inputs and outputs, agricultural finance policy, agricultural marketing.

#### UNIT IV – Industrial Policy of India

10 Hours

An overview of Industrial policy in India, New Industrial policy, Micro small and medium enterprises in India, Cottage industry in India, Privatization and disinvestment debate, approaches for employment generation.

#### UNIT V – Commercial policy in India

08 Hours

India's foreign trade policy, Trends and composition of India's balance of payment, foreign capital in India, Policy of India regarding FERA & FEMA

#### UNIT VI – Environmental & energy policy in India

08 Hours

Environmental issues in India, Development of environmental policy in India, Development of energy policy in India

#### UNIT VII – Monetary and Fiscal policy of India

08 Hours

Role and objectives of monetary policy in India, Instruments of monetary policy in India, Monetary policy of India post 1991, Monetary policy and inflation in India, Interest rate policy in India, Money and capital markets in India, Fiscal policy in India.

**Suggestive Readings (Please refer to the Latest Editions)**

1. Bawa, R.S. & Raikhy, P.S. (Eds.) Structural changes in Indian economy
2. Jalan, B., India's economic policy – Preparing for the 21<sup>st</sup> century
3. Sen, R.K. & Chatterjee, B., Indian economy
4. Sandesara, J.C., Industrial policy and planning
5. Guha, R., Environmentalism: Global history
6. Chand, R., India's agricultural challenges: Reflections on policy, technology and other issues
7. Beder, S., Environmental principles and policies: An interdisciplinary introduction
8. Ahuja, A., Agricultural and rural development in India
9. Dutt & Sundaram, Indian economy
10. Misra & Puri, Indian economy

**SEMESTER III – PAPER ECOCC XI  
AGRICULTURE ECONOMICS**

**Objectives**

To provide detailed understanding regarding the issues in agricultural economics to those intending to specialize in this area. To familiarize students with policy issues that is relevant to agricultural economics and enables them to analyse these issues.

**UNIT I – Agriculture and Economic Development**

**10 Hours**

Interrelationship between agriculture and industry, approaches to agriculture development – Schultz, Mellor, Boserup, Lewis and Rannis – Fei, Interregional disparities in growth of output and productivity in Indian agriculture.

**UNIT II – Marketing Structure**

**12 Hours**

Agricultural marketing, E-NAM, Price spread, Behaviour of agricultural prices, Marketed and marketable surplus, terms of trade between agriculture and industry – their impact on agriculture and change since independence, Price trends, Role of subsidies, Agricultural price policy in India, Cobweb theorem.

**UNIT III – Strategy of Agricultural Growth & Technological Progress**

**12 Hours**

Capital formation in Indian agriculture, Public and Private investment, Type and measurement of technical changes, Nature and pattern of technical changes, Agricultural production function, Farm size, Measures of Farm Efficiency.

**UNIT IV – Conventional Farming to Sustainable Farming**

**14 Hours**

Approaches to sustainable agriculture, Growth and composition of output in agricultural and allied activities in India, Trends in overall agricultural growth as well as of pulses, food and non-food items, Demand and supply of agricultural commodities including plantation and horticultural produce, Demand availability and future prospects of livestock, poultry and fishery in India.

**UNIT V – Current Issues in Indian Agriculture**

**12 Hours**

Pattern of change in Exports and Imports of agricultural commodities, composition of Exports and Imports of Agricultural commodities and recent trends, WTO agreement on agriculture – tariffication, AMS, Exports subsidies, Market access clause, Safeguard provisions, Sanitary and phytosanitary measures.

**Suggestive Readings (Please refer to the Latest Editions)**

**SEMESTER IV – PAPER ECOCC XIV  
DEMOGRAPHY**

**Objectives**

The main objective of this paper is to make the students aware of the importance of population in economic development and the growth of population in a country.

**UNIT I - Population and Development**

**12 Hours**

Meaning and Scope of Demography; Components of Population Growth and their Inter-Dependence, Population and Economic Development, Theories of Population; Malthusian Theory, Optimum Theory, Demographic Transitional Theory.

**UNIT II – Demographic Measurements**

**12 Hours**

Concept, Importance and Measurement of Fertility, Mortality, Morbidity and Nuptiality

**UNIT III – Structure of Population**

**12 Hours**

Population Trends in the twentieth Century; Population Explosion; Determinants of age and sex structure, Age pyramids and projections, Life Table; International Aspects of population Growth and Distribution; Migration; Urbanization: Growth and Distribution of Rural and Urban Population in Developed and Developing Countries.

**UNIT IV – Demographic Database in India**

**12 Hours**

Study of Census in India; Growth and Distribution of Population in India, Growth of Population in India: Inter-State Variations; India's Current Population Policy; Family Welfare Programme in India.

**UNIT V - Latest Issues in Demography**

**12 Hours**

Qualitative Demography; Man Power Planning; Population and Human Capital Formation; Demographic Dividends; Population, Environment and Economic Development; Population Education and Health Education.

**Suggestive Readings (Please refer to the Latest Editions)**

1. Agarwala, S.N., India's Population Problem
2. Choubcy, P.K., Population policy in India.
3. Simon, J.L., Population and Development in Poor Countries.
4. Agnihotri, S.B., Sex Ratio in Indian Population: A Fresh Exploration.
5. Seth, M., Women and Development: The Indian Experience.
6. Mishra, J.P., Janankiki
7. Pant, J.C., Janankiki
8. Sharma, R.K., Demography and population problems
9. Sinha, V.C., Janankiki

IOAC  
Sahu Ramswarup Memorial Mahavidyalaya  
Bhubaneswar

**SEMESTER IV – PAPER ECOCEL II (i)  
ECONOMETRICS**

**Objectives**

The econometric theory helps in understanding applied economic relationships and provide meaningful and robust solutions to economic problems. It equips students with basic theory of Econometrics and relevant application of the methods. However, the course assumes that students have basic understanding of mathematical and statistical methods used in Economics.

Criteria -1  
(1.3 Curriculum Enrichment )  
1.3.1 – curriculum Integrating Cross Cutting Issues  
Department of Hindi

Sr.no.	Class/pro gram	Semester /year	Paper/ course code	Name of the paper	Title of the topic	Cross cutting issues	Paper unit
1	बीए प्रथम वर्ष	First semester	A010101T	हिंदी काव्य	भारतीय ज्ञान परंपरा के अंतर्गत आदिकालीन एवं मध्यकालीन हिंदी काव्य का इतिहास आधुनिक कालीन काव्य का इतिहास	मानवीय मूल्य, लिंग	1-2 यूनिट
2	" "	" "	" "	" "	भक्ति कालीन सगुण कवि (गोस्वामी तुलसीदास-श्री रामचरितमानस)	मानवीय मूल्य,	2 यूनिट
3	" "	" "	" "	" "	आधुनिक कालीन कवि	मानवीय मूल्य, नारी सशक्तिकरण	7 यूनिट
4	" "	" "	" "	" "	छायावादोत्तर कवि	संस्कृति, दलित विमर्श	8 यूनिट
5	" "	द्वितीय सेमेस्टर	A010201T	कार्यालय हिंदी और कंप्यूटर	कार्यालयी हिंदी पत्राचार	कार्यालयी पत्र	3 यूनिट
6	" "	" "	" "	" "	हिंदी भाषा में कंप्यूटर	कंप्यूटर व इंटरनेट	5-8 यूनिट

निष्ठा गुप्ता

Head, Department of Hindi  
University of Jammu

प्राचार्या  
शहू राम स्वल्प महिला महाविद्यालय  
बरेली



					प्रौद्योगिकी, हिंदी भाषा और ई-शिक्षण, हिंदी कंप्यूटर टैकर एवं शॉर्टहैंड का सैद्धांतिक पक्ष	प्रौद्योगिकी की	
7	बीए द्वितीय वर्ष	तृतीय सेमेस्टर	" "	हिंदी गद्य	हिंदी उपन्यास (झांसी की रानी-वृंदावन लाल वर्मा)	नारी सशक्तिकरण	3 यूनिट
8	" "	" "	" "		हिंदी कहानी (पिता-ज्ञान रंजन)	वृद्ध विमर्श	4 यूनिट
9	" "	" "	" "		हिंदी नाटक एवं एकांकी- (ध्रुवस्वामिनी- जयशंकर प्रसाद) (लक्ष्मी का स्वागत- उपेंद्रनाथ अश्क)	नारी सशक्तिकरण तथा सामाजिक विसंगतियां	5 यूनिट
10	" "	" "	" "		अन्य गद्य विधाएं- आत्मकथा (जूठन-ओम प्रकाश वाल्मीकि)	दलित विमर्श	8 यूनिट
11	" "	चतुर्थ सेमेस्टर	A010401T	हिंदी अनुवाद	अनुवाद की अवधारणा, क्षेत्र, अनुवाद का सामाजिक सांस्कृतिक संदर्भ	वैश्विक प्रतिस्पर्धात्मक, संस्कृति, भाषागत	1-3 यूनिट
12					अनुवाद सिद्धांतिकी	तकनीकी	6 यूनिट

13	बीए तृतीय वर्ष	पंचम सेमेस्टर	A010501T	साहित्य शास्त्र हिंदी आलोचना	भारतीय काव्यशास्त्र, नाट्यशास्त्र, पाश्चात्य काव्यशास्त्र	साहित्य शास्त्रीय सिद्धांत	1-5यूनिट
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14	" "	" "	" "	" "	हिंदी आलोचना का सिद्धांत एवं सैद्धांतिकी, समीक्षा की विचारधाराएं, आलोचक एवं आलोचना दृष्टि	मानवीय मूल्य	6-8 यूनिट
15	" "	पंचम सेमेस्टर	A010502 T	हिंदी का राष्ट्रीय काव्य	वीरगाथा काल, भक्ति एवं रीतिकाल, भारतेंदु एवं द्विवेदी युगीन, छायावाद युगीन, छायावादोत्तर, समकालीन और हिंदी फिल्म गीतों में राष्ट्रीय काव्य	राष्ट्र प्रेम, संस्कृति	1-8 यूनिट
16	" "	षष्ठ सेमेस्टर	A010607 T	भाषा विज्ञान हिंदी भाषा तथा देवनागरी लिपि	भाषिक संरचना तथा स्तर, हिंदी शब्द संपदा और उसके मूल स्रोत, हिंदी के वैधानिक	भाषिक संरचना, शब्द संपदा, वैधानिकता, वैज्ञानिकता	2 यूनिट 4 यूनिट 6 यूनिट 7 यूनिट

					एवं संवैधानिक स्थिति, देवनागरी लिपि,		
17	" "	षष्ठ सेमेस्टर	A010602 T	लोक साहित्य एवं लोक संस्कृति	लोक साहित्य, लोक संस्कृति एवं राष्ट्रीय एकता, लोक साहित्य की विविध विधाएं, आंचलिक लोक साहित्य	मानव मूल्य, राष्ट्रीयता	2-4 यूनिट
18	एम.ए. प्रथम वर्ष	प्रथम सेमेस्टर	41651	हिंदी साहित्य का इतिहास	मध्यकाल- निर्गुण संत काव्य, सगुण काव्य धारा	मानव मूल्य	2 यूनिट
19	" "	" "	" "	" "	आधुनिक साहित्य: पुनर्जागरण युग-समकालीन लौकिक काव्य	मानव मूल्य स्त्री विमर्श, दलित विमर्श	4 यूनिट
20	" "	" "	41652	आदिकाली नहिंदी काव्य	सिद्ध साहित्य, गोरखनाथ	मानवीय मूल्य	1-2 यूनिट
21	" "	" "	" "	" "	विद्यापति पदावली, अमीर खुसरो: कव्वाली, गीत, दोहे	संस्कृति	4-5यूनिट
22	" "	" "	41653	हिंदी नाटक एवं एकांकी	नाटक: अंधर नगरी, चंद्रगुप्त, आषाढ का एक दिन	ऐतिहासिक ता, स्त्री विमर्श	2-4 यूनिट

23	" "	" "	" "	" "	एकांकी: एक घूंट, प्रतिशोध	मानवीय मूल्य	5 यूनिट
24	" "	" "	41654	हिंदी भाषा और देवनागरी लिपि	हिंदी की ऐतिहासिक पृष्ठभूमि, हिंदी का भौगोलिक विस्तार	भाषाई विविधता	1-2 यूनिट
25	" "	" "	" "	" "	हिंदी के विविध पक्ष	भाषा की वैधानिकता	4 यूनिट
26	" "	" "	" "	" "	देवनागरी लिपि	भाषा की वैज्ञानिक ता	5 यूनिट
27	" "	द्वितीय सेमेस्टर	41656	मध्यकाली न हिंदी काव्य	कबीर ग्रंथावली	मानवीय मूल्य	1 यूनिट
28	" "	" "	" "	" "	तुलसीदास	मानवीय मूल्य	3 यूनिट
29	" "	" "	41657	हिंदी कथा साहित्य (उपन्यास एवं कहानी)	गोदान, राग दरबारी एवं कहानी संग्रह	किसान विमर्श, दलित विमर्श, वृद्धविमर्श , मूल्य बोध	1-4 यूनिट
30	" "	" "	41658	निबंध एवं इस स्फुट गद्य विधाएं	निबंध: काव्य में लोकमंगल की साधना अवस्था, मेरे राम का मुकट भीग रहा है	मानवीय मूल्य	1-2 यूनिट
31	" "	" "	" "	" "	आत्मकथा: जूठन	दलित विमर्श	3 यूनिट
32	" "	" "	41659	वैकल्पिक (क) आधुनिक आख्यानम्	मैथिलीशर ण गुप्त: यशोधरा कामायनी:	मानवीय मूल्य, स्त्री चैतना	1-2 यूनिट

				लक काव्य	श्रद्धा सर्ग		
33	" "	" "	" "	" "	आत्मजयी	मानवीय मूल्य	4 यूनिट

33	" "	" "	41660	(ख) मध्यकालीन काव्य की दरबारी परंपरा	बिहारी	मानवीय मूल्य	2 यूनिट
34	" "	" "	41662	माइनर इलेक्टिव	प्रेमचंद	मूल्य बोध, किसान विमर्श, दलित विमर्श, स्त्री विमर्श, बाल विमर्श	3 यूनिट

<p>मुक्तिबोध :विचार आते हैं, भूल गलती</p> <p>नागार्जुन :अकाल और उसके वाद, वादल को घिरते देखा है</p> <p><u>धर्मवीर भारती</u> :वोआई का गीत, कविता की मौत(दूसरा सप्तक, सम्पादक अज्ञेय)</p> <p><u>धूमिल</u> : मोचीराम, रोटी और संसद</p> <p>(ब) हिन्दी साहित्य में शोध</p> <p>शोध का अर्थ और परिभाषा, साहित्य में शोध की प्रविधियां, शोध के अंग और शोध का महत्व</p>	
<p><b>सन्दर्भ ग्रन्थ:</b></p> <ol style="list-style-type: none"> <li>1. डॉ. नगेंद्र, (संपा.), हिंदी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1976</li> <li>2. बच्चन सिंह, हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नई दिल्ली, 1996</li> <li>3. शुक्ल, रामचंद्र, हिंदी साहित्य का इतिहास, लोक भारती प्रकाशन, इलाहाबाद, 2019</li> <li>4. तिवारी, रामचंद्र, हिंदी गद्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 1992</li> <li>5. चतुर्वेदी, रामस्वरूप, हिंदी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, इलाहाबाद, 2019</li> <li>6. सिंह, नामवरआधुनिक साहित्य की प्रवृत्तियाँ, राजकमल प्रकाशन, नई दिल्ली, 2011</li> <li>7. ओझा, डॉ. दुर्गाप्रसाद एवं राय डॉ. अनिल, छायावादोत्तर काव्य प्रतिनिधि रचनाएँ, प्रकाशन केंद्र, लखनऊ, 2014</li> <li>8. ओझा, डॉ. दुर्गाप्रसाद, आधुनिक हिंदी कविता, प्रकाशन केंद्र, लखनऊ, 2011</li> <li>9. ओझा, डॉ. दुर्गाप्रसाद एवं कुमार, डॉ. राजेश, आधुनिक काव्य प्रतिनिधि रचनाएँ, प्रकाशन केंद्र, लखनऊ, 2014</li> <li>10. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य का आदिकाल, बिहार राष्ट्रभाषा परिषद, पटना, 1961, तृतीय संस्करण</li> <li>11. भटनागर, डॉ. रामरतन, प्राचीन हिन्दी काव्य ,इंडियन प्रेस लिमिटेड, प्रयाग, 1952</li> <li>12. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य की भूमिका, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1940</li> <li>13. श्रीवास्तव, डॉ. रणधीर, विद्यापति : एक अध्ययन, भारतीय ग्रन्थ निकेतन, नयी दिल्ली, 1991</li> <li>14. सिंह, डॉ. शिवप्रसाद, विद्यापति, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1957</li> <li>15. वर्मा, रामकुमार, संत कबीर, साहित्य भवन लिमिटेड, इलाहाबाद, 1943</li> <li>16. द्विवेदी, हजारी प्रसाद, कबीर, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1946</li> </ol>	

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

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



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

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

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

**सन्दर्भ ग्रन्थ:**

1. सागर, रामचंद्र सिंह, कार्यालय कार्य विधि, आत्माराम एंड संस, नयी दिल्ली, 1963
2. शर्मा, चंद्रपाल, कार्यालयीन हिन्दी की प्रकृति, समता प्रकाशन, दिल्ली, 1991
3. प्रज्ञा पाठशाला, राजभाषा विभाग, गृह मंत्रालय, भारत सरकार, नयी दिल्ली
4. गोदरे, डॉ. विनोद, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली, 2009
5. झाल्टे, दंगल, प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली, 2016, पंचम संस्करण
6. सोनटके, डॉ. माधव, प्रयोजनमूलक हिन्दी : प्रयुक्ति और अनुवाद, वाणी प्रकाशन, नयी दिल्ली
7. भाटिया, कैलाश चन्द्र, प्रयोजनमूलक हिन्दी : प्रक्रिया और स्वरूप, तक्षशिला प्रकाशन, नयी दिल्ली, 2005
8. जैन, डॉ. संजीव कुमार, प्रयोजनमूलक कामकाजी हिन्दी एवं कम्प्यूटिंग, कैलाश पुस्तक सदन, भोपाल
9. मल्होत्रा, विजयकुमार, कम्प्यूटर के भाषिक अनुप्रयोग, वाणी प्रकाशन, नयी दिल्ली
10. गोयल संतोष, हिन्दी भाषा और कम्प्यूटर, श्री नटराज प्रकाशन, दिल्ली
11. हरिमोहन, आधुनिक जनसंचार और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली
12. हरिमोहन, आधुनिक जनसंचार और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली

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

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

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

	में) अटलबिहारी वाजपेयी :कदम मिलाकर चलना होगा, उनकी याद करें डॉ. रमेश पोखरियाल 'निशंक' : मातृ वंदना, हम भारतवासी	
VIII	<u>हिन्दी फ़िल्मी गीतों में राष्ट्रीय काव्य:</u> कवि प्रदीप:आज हिमालय की चोटी से फिर हमने ललकारा है (किस्मत-1943) कवि प्रदीप:ऐ मेरे वतन के लोगों ज़रा आँख में भर लो पानी (गैर फ़िल्मी) कवि प्रदीप:हम लाए हैं तूफ़ान से कश्ती निकाल के (जाग्रति-1954) कवि प्रदीप:आओ बच्चों तुम्हें दिखाएँ झांकी हिंदुस्तान की (जाग्रति- 1954) साहिर लुधियानवी: ये देश है वीर जवानों का (नया दौर-1957) प्रेम धवन :छोड़ो कल की बातें कल की बात पुरानी (हम हिन्दुस्तानी- 1961) नीरज :ऐ मेरे प्यारे वतन (कावुलीवाला-1961) कैफ़ी आज़मी:कर चले हम फ़िदा जाने तन साथियों (हकीकत-1964) राजेन्द्र कृष्ण: जहाँ डाल-डाल पर सोने की चिड़िया करती है बसेरा (फ़िल्म- सिकंदर-आज़म-1965) गुलशन बावरा : मेरे देश की धरती सोना उगले (उपकार : 1967) इन्दीवर: है प्रीत जहाँ की रीत सदा (पूरव और पश्चिम-1971) प्रसून जोशी: देस रंगीला रंगीला देस म्हारा रंगीला (फ़ना-2006)	10

PROGRAMME /CLASS DEGREE	BA III YEAR	SEMESTER :VI
Subject: Hindi		
COURSE CODE A010607T	COURSE TITTE: भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि	
Course outcomes: भाषा के अंगों, हिन्दी भाषा के उद्भव तथा विकास और देवनागरी लिपि के स्वरूप की जानकारी प्राप्त होगी। विद्यार्थियों को हिन्दी की वैज्ञानिक एवं वैधानिक स्थिति से परिचित कराना।		
CREDITS: 04	MAX. MARKS: 25+75	MIN. PASSING MARKS 10+30
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
Unit	Topic	No. of Lecture s
I	भाषा एवं भाषाविज्ञान का सामान्य परिचय : भाषा : परिभाषा, स्वरूप, अभिलक्षण भाषाविज्ञान : परिभाषा, प्रकार, क्षेत्र, शाखाएँ	06
II	<u>भाषिक संरचना तथा स्तर :</u> ध्वनि शब्द रूप वाक्य प्रोक्ति	06



	अर्थ	
III	हिन्दी भाषा की उत्पत्ति तथा विकास : पृष्ठभूमि अपभ्रंश अवहट्ट पुरानी हिन्दी मानक हिन्दी	06
IV	हिन्दी शब्द सम्पदा और उसके मूल स्रोत : <del>हिन्दी शब्दों का वर्गीकरण जायासूचक प्रयत्न, आभ्यन्तर प्रयत्न, उच्चारण, स्थान,</del> प्राणत्व और अनुनासिकता	06
V	हिन्दी की उपभाषाओं तथा बोलियों का परिचय : पश्चिमी हिन्दी पूर्वी हिन्दी पहाड़ी हिन्दी राजस्थानी हिन्दी बिहारी हिन्दी	06
VI	हिन्दी की वैधानिक तथा संवैधानिक स्थिति : <del>राजभाषा आयोग</del> राजभाषा अधिनियम तथा उनका विघ्नेपण संवैधानिक प्रावधान तथा उनका विघ्नेपण	10
VII	देवनागरी लिपि : नामकरण उद्भव और विकास विशेषताएं <del>वैज्ञानिकता</del> समस्या सुधार	10
VIII	क्षेत्रीय बोली का विशेष अध्ययन : क्षेत्रीय बोली का विकास क्रम क्षेत्रीय बोली का साहित्यिक विका	10
Suggested Readings:		

<b>PROGRAMME /CLASS DEGREE</b>	<b>BA III YEAR</b>	<b>SEMESTER : VI</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE A010602T</b>	<b>COURSE TITTE: लोक साहित्य एवं लोक संस्कृति</b>	
<b>Course outcomes:</b> भारतीय संस्कृति में जनश्रुति से निर्मित साहित्य के महत्वपूर्ण योगदान से विद्यार्थियों को परिचित कराना तथा लोक संस्कृति के विकास से विद्यार्थियों को अवगत कराना।		
<b>CREDITS: 04</b>	<b>MAX. MARKS: 25+75</b>	<b>MIN. PASSING MARKS 10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	लोक साहित्यका सामान्य परिचय : लोक साहित्य : परिभाषा ,क्षेत्र ,वर्गीकरण,	09
II	लोक साहित्यऔर शिष्ट साहित्य : लोक साहित्य और शिष्ट साहित्य का पारस्परिक संबंध	09
III	लोक साहित्य, लोक संस्कृति एवं राष्ट्रीय एकता : लोक साहित्य में लोक संस्कृति का चित्रण,लोक संस्कृति और राष्ट्रीय एकता	09
IV	लोक साहित्य का संकलन, संरक्षण एवं संवर्धन : लोक साहित्य संकलन,संरक्षण एवं संवर्द्धन,राष्ट्रीय जीवन में लोक साहित्य का महत्व।	09
V	लोक साहित्य की विविध विधाएँ : लोक गीत ,लोक गाथा ,लोक कथा ,लोक नाट्य, लोक नृत्य एवं लोक संगीत	08

## एम.ए. (हिन्दी) प्रथम सेमेस्टर – प्रथम प्रश्न पत्र

प्रश्न पत्र का शीर्षक : हिन्दी साहित्य का इतिहास

इकाई- निर्धारित पाठ्यक्रम-

1. हिन्दी साहित्य के इतिहास लेखन की परम्परा, काल विभाजन और नामकरण, हिन्दी साहित्य का आदिकाल : नामकरण और प्रमुख प्रवृत्तियाँ, नाथ-सिद्ध साहित्य परम्परा, रासो काव्य परम्परा, आदिकाल के प्रतिनिधि कवि और उनकी रचनाएं।
2. मध्यकाल : भक्तिकाल की ऐतिहासिक पृष्ठभूमि और प्रवृत्तियाँ, निर्गुण संत काव्य और उसकी प्रमुख प्रवृत्तियाँ, सूफी काव्य परम्परा, सगुण काव्यधारा : रामभक्ति परम्परा, कृष्णभक्ति परम्परा, भक्तिकाल के प्रमुख कवि और उनकी रचनाएं।
3. रीतिकाल की ऐतिहासिक पृष्ठभूमि और प्रमुख प्रवृत्तियाँ, लक्षण ग्रन्थ-परम्परा, रीतिकाल की काव्यधाराएं : रीतिबद्ध, रीतिसिद्ध और रीतिमुक्त काव्य, प्रमुख कवि और उनकी रचनाएं।
4. आधुनिक साहित्य एवं पुनर्जागरण, भारतेन्दु युग, द्विवेदी युग, छायावाद, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन काव्य।
5. आधुनिक हिन्दी गद्य साहित्य की प्रमुख विधाओं का परिचय, निबन्ध, उपन्यास, कहानी, नाटक एवं अन्य गद्य विधाएं (संस्मरण, रेखाचित्र, यात्रा वृत्तान्त, रिपोर्ताज)।

सहायक ग्रन्थ-

- |   |   |                           |
|---|---|---------------------------|
| 1. हिन्दी साहित्य का इतिहास             | - | आचार्य रामचन्द्र शुक्ल    |
| 2. हिन्दी साहित्य की भूमिका             | - | डॉ० हजारी प्रसाद द्विवेदी |
| 3. हिन्दी साहित्य का आदिकाल             | - | डॉ० हजारी प्रसाद द्विवेदी |
| 4. साहित्य की समस्याएं                  | - | डॉ० शिवदान सिंह चौहान     |
| 5. हिन्दी साहित्य का वैज्ञानिक इतिहास   | - | डॉ० गणपति चन्द्र गुप्त    |
| 6. हिन्दी साहित्य का इतिहास             | - | डॉ० नगेन्द्र              |
| 7. हिन्दी का गद्य साहित्य               | - | डॉ० रामचन्द्र तिवारी      |
| 8. हिन्दी साहित्य का आधा इतिहास         | - | डॉ० सुमन राजे             |
| 9. हिन्दी साहित्य का दूसरा इतिहास       | - | डॉ० बच्चन सिंह            |
| 10. हिन्दी साहित्य और संवेदना का विकास- | - | डॉ० रामस्वरूप चतुर्वेदी   |

अंक विभाजन-

- |     |  |                |
|-----|--|----------------|
| 144 | 4 लघु उत्तरीय प्रश्न<br>(कुल 8 प्रश्न पूछे जाएंगे, जिनमें से परीक्षार्थी को<br>4 प्रश्नों के उत्तर देने होंगे) प्रत्येक प्रश्न 07 अंक का होगा              | = 04 x 07 = 28 |
| 144 | 3 दीर्घ उत्तरीय आलोचनात्मक प्रश्न<br>(कुल 6 प्रश्न पूछे जाएंगे, जिनमें से परीक्षार्थी को 3 प्रश्नों के उत्तर देने होंगे)<br>प्रत्येक प्रश्न 14 अंक का होगा | = 03 x 14 = 42 |
| 144 | आन्तरिक मूल्यांकन<br>(लिखित परीक्षा-20, असाइनमेंट/सेमिनार, विषय आदि-5,<br>समग्र प्रदर्शन- उपस्थिति आदि-5)  | = 20+5+5 = 30  |
|     | कुल योग  | = 100          |

## एम.ए. (हिन्दी) प्रथम सेमेस्टर – द्वितीय प्रश्न पत्र

प्रश्न पत्र का शीर्षक : आदिकालीन हिन्दी काव्य

इकाई- निर्धारित पाठ्यक्रम-

1. सिद्ध साहित्य एवं सरहपाद
2. गोरखनाथ : सबदी (सभी बीस सबद)
3. चन्दय्यरदाई : प्रस्तावित पाठ्य पुस्तक- आदिकालीन काव्य : सं० वासुदेव सिंह पदमावती समय
4. विद्यापति : विद्यापति पदावली (सं० रामवृक्ष बेनीपुरी) से 20 पद  
पद संख्या : कृष्ण वन्दना-1, राधा वन्दना-2, वयसंधि-4, राधा का प्रेम-38, 42, 43, मिलन 72, 76, सरखी-संगापण 97, कातुक 104, 105, मान 137, बसंत 175, 176, 178, 182, विरह 188, 191, 196, 217
5. अमीर खुसरो : कव्वाली (1), गीत (4, 13), दोहे-3 (पृष्ठ-86) 1. गोरी सोवे, 2. खुसरो रैन, 3. चकवा चकवी। (अमीर खुसरो : व्यक्तित्व एवं कृतित्व- डॉ० परमानन्द पांचाल)

सहायक ग्रन्थ-

1. दोहा कोष (ग्रन्थकार सिद्ध सरहपाद) - संकलन एवं संपादन राहुल सांकृत्यायन
2. आदिकालीन काव्य - सं० वासुदेव सिंह
3. विद्यापति पदावली - सं० रामवृक्ष बेनीपुरी
4. विद्यापति - शिव प्रसाद सिंह
5. अमीर खुसरो - सं० गोपीचंद नारंग

अंक विभाजन-

५५	पाठ्य पुस्तक से तीन व्याख्याएं (आन्तरिक विकल्प सहित)	= 03x10 = 30
५५	04 लघु उत्तरीय प्रश्न (आन्तरिक विकल्प सहित)	= 04x05 = 20
५५	02 दीर्घ आलोचनात्मक प्रश्न (विकल्प सहित)	= 02x10 = 20
५५	आन्तरिक मूल्यांकन (लिखित परीक्षा-20, असाइन्मेंट/सेमिनार, विचज आदि-5, समग्र प्रदर्शन- उपस्थिति आदि-5)	= 20+5+5 = 30
	कुल योग	= 100

## एम.ए. (हिन्दी) प्रथम सेमेस्टर – तृतीय प्रश्न पत्र

प्रश्न पत्र का शीर्षक : नाटक एवं एकांकी

इकाई- निर्धारित पाठ्यक्रम-

1. नाटक एवं एकांकी का उद्भव एवं विकास
2. नाटक : अंधेर नगरी- मारतेंदु हरिश्चन्द्र
3. चन्द्रगुप्त- जयशंकर प्रसाद
4. आपाढ़ का एक दिन- मोहन राकेश  
अथवा अंधा युग- घमवीर भारती
5. एकांकी : एक घट- जयशंकर प्रसाद  
प्रतिशोध- राम कुमार वर्मा  
अण्डे क छिलक- मोहन राकेश  
जोक- उपेन्द्र नाथ अश्क

## एम.ए. (हिन्दी) प्रथम सेमेस्टर – चतुर्थ प्रश्न पत्र

प्रश्न पत्र का शीर्षक : हिन्दी भाषा एवं देवनागरी लिपि का इतिहास  
इकाई- निर्धारित पाठ्यक्रम-

1. हिन्दी की ऐतिहासिक पृष्ठभूमि  
- प्राचीन भारतीय आर्य भाषाएं।  
- वैदिक तथा लौकिक संस्कृत और उनकी विशेषताएं।  
- मध्यकालीन भारतीय आर्य भाषाएं- पालि, प्राकृत, शौरसेनी, अर्धमागधी,  
मागधी अपभ्रंश और उनकी विशेषताएं।
2. हिन्दी का भौगोलिक विस्तार  
- हिन्दी की उपभाषाएं, पश्चिमी हिन्दी, पूर्वी हिन्दी, राजस्थानी, बिहारी तथा पहाड़ी  
और उनकी बोलियां, उर्दू साहित्य का संक्षिप्त इतिहास (सामान्य परिचय)।  
- खड़ी बोली, ब्रज और अवधी की विशेषताएं।
3. हिन्दी का भाषिक स्वरूप -  
- हिन्दी की स्वनिम व्यवस्था- खंड्य और खंडयेतर।  
- हिन्दी शब्द रचना- उपसर्ग, प्रत्यय, समास।  
रूपरचना- लिंग, वचन और कारक व्यवस्था के संदर्भ में हिन्दी के संज्ञा, सर्वनाम,  
विशेषण और क्रियारूप।  
हिन्दी वाक्य रचना पदक्रम और अन्विति।
4. हिन्दी के विविध रूप  
- सम्पर्क भाषा, राष्ट्र भाषा, राजभाषा के रूप में हिन्दी, माध्यम भाषा, संचार भाषा।  
- हिन्दी की संवैधानिक स्थिति।

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5. देवनागरी लिपि :  
- देवनागरी लिपि का इतिहास।  
- देवनागरी लिपि की विशेषताएं और मानकीकरण।

## एम.ए. (हिन्दी) द्वितीय सेमेस्टर – प्रथम प्रश्न पत्र

प्रश्न पत्र का शीर्षक : मध्यकालीन हिन्दी काव्य

इकाई- निर्धारित पाठ्यक्रम-

1. -कबीर : कबीर ग्रंथावली (संपादक डॉ० माता प्रसाद गुप्त)  
साखी  
गुरुदेव कौ अंग - 3, 13, 20, 34, 35  
विरह कौ अंग - 1, 3, 6, 11, 12, 18, 22, 28, 33, 40  
सबद - 1, 11, 40, 43, 51, 64, 70, 97, 110, 119, 128, 148  
-जायसी : पद्मावत (नागमती वियोग खण्ड)  
जायसी ग्रंथावली, सं० रामचन्द्र शुक्ल
2. -सूरदास : 15 पद  
भ्रमरगीत सार, सं० रामचन्द्र शुक्ल (पद संख्या 21 से पद संख्या 36 तक)  
- मीराबाई : 15 पद  
मीराबाई की पदावली : सं० परशुराम चतुर्वेदी  
प्रथम खण्ड- पद संख्या- 1, 2, 3, 4, 5, 6, 7, 11, 14, 16, 17, 19, 20, 22, 23 (कुल-15)
3. -तुलसीदास : रामचरितमानस का उत्तरकांड (संपूर्ण)

## एम.ए. (हिन्दी) द्वितीय सेमेस्टर – द्वितीय प्रश्न पत्र

प्रश्न पत्र का शीर्षक : हिन्दी कथा साहित्य (उपन्यास एवं कहानी)

इकाई- निर्धारित पाठ्यक्रम-

उपन्यास :

- |   |   |
|---|---|
| 1. <u>गोदान</u>   | - प्रेमचन्द   |
| 2. <u>राग दरबारी</u>                                    | - श्रीलाल शुक्ल   |
| 3. <u>कहानी :</u><br>उसने कहा था<br><u>कफन</u><br>पाजेब | - चन्द्रधर शर्मा गुलेरी<br>- प्रेमचन्द<br>- जैनेन्द्र कुमार |
| 4. <u>वापसी</u><br>सिक्का बदल गया                       | - उषा प्रियंवदा<br>- कृष्णा सोबती                           |

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इंस्पेक्टर मातादीन चांद पर

- हरिशंकर परसाई

सहायक ग्रन्थ-

- |   |                             |
|---|-----------------------------|
| 1. हिन्दी उपन्यास उद्भव और विकास                  | - डॉ० सुरेश सिन्हा          |
| 2. उपन्यास सिद्धान्त और संरचना                    | - डॉ० रवीन्द्र भ्रमर        |
| 3. हिन्दी के मनोवैज्ञानिक उपन्यास                 | - डॉ० धनराज                 |
| 4. कथा साहित्य के मनोवैज्ञानिक समीक्षा सिद्धान्त- | डॉ० देवराज उपाध्याय         |
| 5. हिन्दी कथा शिल्प का विकास                      | - डॉ० प्रतापनारायण टण्डन    |
| 6. प्रसाद के नाटको का शास्त्रीय अध्ययन            | - श्री जगन्नाथ प्रसाद शर्मा |
| 7. प्रेमचन्द और उनका युग                          | - डॉ० रामविलास शर्मा        |
| 8. गोदान मूल्यांकन                                | - डॉ० इन्द्रनाथ मदान        |
| 9. गोदान के अध्ययन की सीमाये                      | - डॉ० गोपाल राय             |
| 10. हिन्दी कहानी का इतिहास                        | - डॉ० गोपाल राय             |
| 11. राग दरबारी : आलोचना की फांस                   | - डॉ० रेखा अवस्थी           |
| 12. हिन्दी कहानी का विकास                         | - मधुरेश                    |

## एम.ए. (हिन्दी) द्वितीय सेमेस्टर – द्वितीय प्रश्न पत्र

प्रश्न पत्र का शीर्षक : हिन्दी कथा साहित्य (उपन्यास एवं कहानी)  
इकाई— निर्धारित पाठ्यक्रम—

- उपन्यास :
1. गोदान – प्रेमचन्द
  2. राग दरबारी – श्रीलाल शुक्ल
  3. कहानी :  
उसने कहा था – चन्द्रधर शर्मा गुलेरी  
कफन – प्रेमचन्द  
पाजेब – जैनेन्द्र कुमार
  4. वापसी – उषा प्रियंवदा  
सिक्का बदल गया – कृष्णा सोबती

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इंस्पेक्टर मातादीन चांद पर

– हरिशंकर परसाई

सहायक ग्रन्थ—

1. हिन्दी उपन्यास उद्भव और विकास – डॉ० सुरेश सिन्हा
2. उपन्यास सिद्धान्त और संरचना – डॉ० रवीन्द्र भ्रमर
3. हिन्दी के मनोवैज्ञानिक उपन्यास – डॉ० धनराज
4. कथा साहित्य के मनोवैज्ञानिक समीक्षा सिद्धान्त – डॉ० देवराज उपाध्याय
5. हिन्दी कथा शिल्प का विकास – डॉ० प्रतापनारायण टण्डन
6. प्रसाद के नाटकों का शास्त्रीय अध्ययन – श्री जगन्नाथ प्रसाद शर्मा
7. प्रेमचन्द्र और उनका युग – डॉ० रामविलास शर्मा
8. गोदान मूल्यांकन – डॉ० इन्द्रनाथ मदान
9. गोदान के अध्ययन की सीमायें – डॉ० गोपाल राय
10. हिन्दी कहानी का इतिहास – डॉ० गोपाल राय
11. राग दरबारी : आलोचना की फांसी – डॉ० रेखा अवस्थी
12. हिन्दी कहानी का विकास – मधुरेश

क्ष



## एम.ए. (हिन्दी) द्वितीय सेमेस्टर – तृतीय प्रश्न पत्र

प्रश्न पत्र का शीर्षक : निबन्ध एवं स्फुट गद्य विधाएं

इकाई- निर्धारित पाठ्यक्रम-

1. निबन्ध :

- |                       |   |                                    |
|-----------------------|---|------------------------------------|
| बालकृष्ण भट्ट         | - | साहित्य जनसमूह के हृदय का विकास है |
| बालमुकुंद गुप्त       | - | बनाम लार्ड कर्जन                   |
| रामचन्द्र शुक्ल       | - | काव्य में लोकमंगल की साधनावस्था    |
| हजारी प्रसाद द्विवेदी | - | कुटज                               |

2. विद्यानिवास मिश्र

- |               |   |                              |
|---------------|---|------------------------------|
| कुबेरनाथ राय  | - | मेरे राम का मुकुट भीग रहा है |
| हरिशंकर परसाई | - | झरते क्षणों का पर्ण-मुकुट    |
|               | - | विकलांग श्रद्धा का दौर       |

3. आत्मकथा :

- |                   |   |      |
|-------------------|---|------|
| ओमप्रकाश वाल्मीकि | - | जूठन |
|-------------------|---|------|

4. संस्मरण :

- |               |   |            |
|---------------|---|------------|
| महादेवी वर्मा | - | पथ के साथी |
|---------------|---|------------|

सहायक ग्रन्थ-

1. पं० बालकृष्ण भट्ट द्यवित्त और कृतित्व : डॉ० मधुकर भट्ट, विश्वविद्यालय

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## एम.ए. (हिन्दी) द्वितीय सेमेस्टर – चतुर्थ प्रश्न पत्र

वैकल्पिक

प्रश्न पत्र का शीर्षक : (क) आधुनिक आख्यानमूलक काव्य

इकाई- निर्धारित पाठ्यक्रम-

- |   |   |                               |
|---|---|-------------------------------|
| 1. - यशोधरा (सम्पूर्ण)                  | - | मैथिलीशरण गुप्त               |
| 2. - कामायनी (श्रद्धा सर्ग)             | - | जयशंकर प्रसाद                 |
| 3. - प्रियप्रवास (सर्ग-6, प्रथम 40 छंद) | - | अयोध्या सिंह उपाध्याय 'हरिऔध' |
| 4. - आत्मजयी (सम्पूर्ण)                 | - | कुंवर नारायण                  |

सहायक ग्रन्थ-

- |                                  |   |                   |
|----------------------------------|---|-------------------|
| 1. अतीत का हंस                   | - | प्रभाकर श्रोत्रिय |
| 2. साकेत : एक अध्ययन             | - | डॉ० नगेन्द्र      |
| 3. कामायनी : एक पुनर्विचार       | - | मुक्तिबोध         |
| 4. कामायनी के अध्ययन की समस्याएं | - | डॉ० नगेन्द्र      |
| 5. छायावाद                       | - | डॉ० नामवर सिंह    |
| 6. छायावाद पुनर्मूल्यांकन        | - | सुमित्रानंदन पंत  |

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प्रश्न पत्र का शीर्षक : (ख) मध्यकालीन काव्य की दरबारी परंपरा  
इकाई- निर्धारित पाठ्यक्रम-

- |    |               |   |   |
|----|---------------|---|---|
| 1. | केशवदास       | - | कवि प्रिया (केशव ग्रन्थावली)<br>प्रभाव संख्या-3 (1 से 20)   |
| 2. | <u>बिहारी</u> | - | <u>बिहारी रत्नाकर (सं० जगन्नाथदास रत्नाकर)</u><br>50 दोहे- 1, 7, 11, 13, 14, 18, 19, 20, 21,<br>25, 28, 32, 34, 38, 41, 42, 46, 51, 52, 67,<br>69, 70, 73, 78, 79, 84, 94, 99, 102, 103,<br>121, 154, 168, 181, 192, 201, 295, 300,<br>301, 347, 357, 363, 388, 417, 419, 420,<br>428, 472, 576 |
| 3. | पदमाकर        | - | जगद्विनोद (पदमाकर ग्रन्थावली)<br>छंद संख्या- 1 से 20  |
|    | भूषण          | - | शिवाबावनी (भूषण ग्रन्थावली)<br>छंद संख्या- 1 से 20  |
| 4. | मतिसराम       | - | ललित ललाम<br>(मतिसराम ग्रन्थावली, सं० कृष्ण बिहारी मिश्र)<br>छंद संख्या- 1 से 20  |
|    | देव           | - | रस विलास (देव ग्रन्थावली)<br>द्वितीय विलास 1 से 20  |

सहायक ग्रन्थ-

- |    |                                   |   |                              |
|----|-----------------------------------|---|------------------------------|
| 1. | केशव की काव्यकला                  | - | पं० कृष्णशंकर शुक्ल          |
| 2. | भूषण ग्रन्थावली                   | - | सं० डॉ० भगीरथ दीक्षित        |
| 3. | मध्यकालीन काव्य एवं प्रतिनिधि कवि | - | डॉ० सत्यप्रकाश मिश्र         |
| 4. | रीतिकाव्य की भूमिका               | - | डॉ० नगेन्द्र                 |
| 5. | हिन्दी साहित्य का इतिहास          | - | सं० डॉ० नगेन्द्र, डॉ० हरदयाल |
| 6. | बिहारी                            | - | आचार्य विश्वनाथ प्रसाद मिश्र |
| 7. | आचार्य केशव                       | - | डॉ० हीरालाल दीक्षित          |

अंक विभाजन-

- |   |   |           |
|---|---|-----------|
| ॥ | पाठ्य पुस्तक से तीन व्याख्याएं (आन्तरिक विकल्प सहित)                    | = 03x10 = |
| ॥ | 04 लघु उत्तरीय प्रश्न (आन्तरिक विकल्प सहित)                             | = 04x05 = |
| ॥ | 02 दीर्घ आलोचनात्मक प्रश्न (विकल्प सहित)                                | = 02x10 = |
| ॥ | आन्तरिक मूल्यांकन<br>(लिखित परीक्षा-20, असाइन्मेंट/सेमिनार, विषय आदि-5, |           |

माइनर इलेक्टिव (MINOR ELECTIVE)

निम्न में से किसी एक साहित्यकार को चुनें :-

प्रश्न पत्र का शीर्षक : (क) जयशंकर प्रसाद

इकाई- निर्धारित पाठ्यक्रम-

1. प्रसाद की जीवनी और साहित्यिक प्रवृत्तियों का उदय।  
प्रसाद साहित्य की पृष्ठभूमि।

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2. प्रसाद साहित्य की कोटियां : काव्य नाटक, उपन्यास, कहानी, निबन्ध और आलोचना।  
प्रसाद का जीवनगत दृष्टिकोण और भारतीय दर्शन
3. आधुनिक हिन्दी साहित्य और प्रसाद  
प्रसाद का काव्य-साहित्य : झरना, लहर, आंसू और कामायनी का विशेष अध्ययन
4. प्रसाद का नाटक साहित्य- अजातशत्रु से लेकर ध्रुवस्वामिनी तक।
5. प्रसाद के उपन्यास : कंकाल, तितली और इरावती।  
प्रसाद की कहानियां तथा उनका निबंध-साहित्य।

नोट :- व्याख्या केवल कामायनी (चिन्ता, श्रद्धा, इड़ा एवं आनन्द सर्ग) और आंसू से पूछी जाएगी।

सहायक ग्रन्थ-

- |   |   |                         |
|---|---|-------------------------|
| 1. जयशंकर प्रसाद  | - | नन्द दुलारे वाजपेयी     |
| 2. कामायनी : एक पुनर्विचार                              | - | मुक्तिबोध               |
| 3. कामायनी के अध्ययन की समस्याएं                        | - | नगेन्द्र                |
| 4. प्रसाद का काव्य                                      | - | प्रेमशंकर               |
| 5. प्रसाद के नाटकों का पुनर्मूल्यांकन                   | - | सिद्धनाथ कुमार          |
| 6. कामायनी-अनुशीलन                                      | - | रामलाल सिंह             |
| 7. कामायनी की पारिभाषिक शब्दावली                        | - | वैदज्ञ आर्य             |
| 8. प्रसाद के नाटकों का स्वरूप और संरचना                 | - | गोविन्द चातक            |
| 9. प्रसाद का कथा-साहित्य                                | - | जगदीश प्रसाद श्रीवास्तव |
| 10. कामायनी की आलोचना-प्रक्रिया                         | - | गिरिजाराय               |
| 11. प्रसाद की रचनाओं में संस्कारगत परिवर्तनों का अध्ययन | - | अनूप कुमार              |
| 12. प्रसाद का गद्य                                      | - | सूर्य प्रसाद दीक्षित    |

अंक विभाजन-

111	पाठ्य पुस्तक से तीन व्याख्याएं (आन्तरिक विकल्प सहित)	= 03x10 = 30
111	04 लघु उत्तरीय प्रश्न (आन्तरिक विकल्प सहित)	= 04x05 = 20
111	02 दीर्घ आलोचनात्मक प्रश्न (विकल्प सहित)	= 02x10 = 20
111	आन्तरिक मूल्यांकन (लिखित परीक्षा-20, असाइन्मेंट/सेमिनार, विचय आदि-5, समग्र प्रदर्शन- उपस्थिति आदि-5)	= 20+5+5 = 30
	कुल योग	= 100

प्रश्न पत्र का शीर्षक : (ख) प्रेमचन्द्र

इकाई- निर्धारित पाठ्यक्रम-

1. हिन्दी के उपन्यास तथा कहानी साहित्य में प्रेमचन्द्र का स्थान  
प्रेमचन्द्र की जीवनी और रचनाएं
2. प्रेमचन्द्र और उनका युग : प्रेमचन्द्र-साहित्य की पृष्ठभूमि
3. प्रेमचन्द्र-साहित्य के विविध रूप : उपन्यास, कहानी, नाटक, निबन्ध आदि
4. प्रेमचन्द्र का जीवन-दर्शन  
प्रेमचन्द्र-साहित्य के स्रोत
5. प्रेमचन्द्र की उपन्यास-कला और कहानी-कला

नोट :- प्रेमचन्द्र के कहानी साहित्य तथा स्फुट रचनाओं और निबन्धों का अध्ययन।

Yashwantrao Chavan Pratishthan  
Mumbai

कक्षा प्रश्न

**Criteria -1**  
**(1.3 Curriculum Enrichment )**  
**1.3.1 – curriculum Integrating Cross Cutting Issues**  
**EDUCATION DEPARTMENT**

Sr.No	Course/ Program	Semester/ Year	Paper Code	Name of the Paper	Title of the Topic	Cross-cutting Issues	Unit
1	B.A.	First Sem	E01010 1T	Conceptual Framework of Education	Functions of Education: <ul style="list-style-type: none"> <li>• Transmission of Cultural Heritage.</li> <li>• Acquisition and Generation of Human Values</li> <li>• Education for National Integration.</li> <li>• Education for International Understanding.</li> </ul>	Human Values and Professional Ethics	II
2	B.A.	First Sem	E01010 1T	Conceptual Framework of Education	Inculcation of Constitutional Values through Education.	Human Values	II
3	B.A.	Second Sem	E01020 1T	Development and challenges of Indian Education System	Problems of Access - Gender (Masculine, Feminine and Transgender)	Gender	VII
4	B.A.	Second Sem	E01020 1T	Development and challenges of Indian Education System	Affecting Factors of Indian Education <ul style="list-style-type: none"> <li>• Urbanization.</li> <li>• Population Explosion.</li> </ul>	Environment	VIII
5	B.A.	Third Sem	E01030 1T	Philosophical- Sociological- Political- Economic Perspectives of Education	Introduction to Western Philosophies <ul style="list-style-type: none"> <li>• Idealism.</li> <li>• Naturalism.</li> <li>• Pragmatism.</li> <li>• Realism.</li> <li>• Existentialism.</li> </ul>	Human Values and Professional Ethics	III
6	B.A.	Third Sem	E01030 1T	Philosophical- Sociological- Political- Economic Perspectives of Education	Pluralism and Diversity in Indian Society.	Human Values and Professional Ethics	V
7	B.A.	Third Sem	E01030 1T	Philosophical- Sociological-	Social Stratification of Indian Society: Gender	Gender	V

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*Shamant*

शापना  
 उच्च धन स्वच्छ चरित्रा महाविद्यालय  
 कर्नाट

				Political-Economic Perspectives of Education			
8	B.A.	Third Sem	E01030 1T	Philosophical-Sociological-Political-Economic Perspectives of Education	Political Perspectives of Education - Fundamental Rights and Duties	Human Values and Professional Ethics	VII
9	B.A.	Third Sem	E01030 1T	Philosophical-Sociological-Political-Economic Perspectives of Education	Education for Sustainable development	Environment	VIII
10	B.A.	Fourth Sem	E01040 1T	Psychological Perspectives of Education	Individual Differences	Human Values and Professional Ethics	IV
11	B.A.	Fifth Sem	E01050 1T	Educational Assessment	Concept of Emotional Intelligence.	Human Values and Professional Ethics	V
12	B.A.	Sixth Sem	E01060 2T	Milestones and New Dimensions of Indian Education	Societal Trends and Education • Inclusion • Values and Moral	Human Values and Professional Ethics	V
13	B.A.	Sixth Sem	E01060 2T	Milestones and New Dimensions of Indian Education	Women Empowerment	Gender	V
14	B.A.	Sixth Sem	E01060 2T	Milestones and New Dimensions of Indian Education	Environment: Concept and Concerns • Environment and Ecosystems. • Environmental Pollution. • Ozone layer depletion. • Greenhouse effect. • Global Warming	Environment	VII
15	B.A.	Sixth Sem	E01060 2T	Milestones and New Dimensions of Indian Education	Environment and Education • Environmental Education: Concept, Aims and importance.	Environment	VIII

					<ul style="list-style-type: none"> <li>• Awareness towards Environmental Issues.</li> <li>• Conservation of Natural Resources and Utilization of Non-Conventional Resources</li> </ul>		
16	M.A.	First Sem	101	Philosophical Basis of Education	Philosophical heritage of India : Dharm, Arth , Kaam, Moksh and their implications.	Human Values and Professional Ethics	I
17	M.A.	First Sem	101	Philosophical Basis of Education	Philosophical thoughts: 1.Realism 2. Existentialism 3.Marxism 4. Humanism	Human Values and Professional Ethics	II
18	M.A.	First Sem	101	Sociological Basis of Education	Role of education in cultural context.	Human Values and Professional Ethics	III
19	M.A.	First Sem	104	Inclusive Education	Whole Paper	Human Values and Professional Ethics	Whole Paper
20	M.A	Second Sem	203	Gender Issues in Education	Whole Paper	Gender	Whole Paper
21	M.A	Second Sem	204	Higher Education in India	Initiatives for Girl Education a. UDAAN b. PRAGATI	Gender	IV
22	M.A	Second Sem	204	Population Education	Population Policy in relation to health, environment education.	Environment	IV
23	M.A	Third Sem	304	Life Skill Education	Factors of successful Life – Assertiveness, Time Management, Selfcare, Healthy diet & Work Out	Human Values and Professional Ethics	I
24	M.A	Fourth Sem	403	Environmental Education	Whole Paper	Environment	Whole Paper
25	M.A	Fourth Sem	403	Value and Human Right Education	Whole Paper	Human Values and Professional Ethics	Whole Paper

	<ul style="list-style-type: none"> <li>• Acquisition and Generation of Human Values.</li> <li>• Social Cohesion.</li> <li>• Education for Leisure.</li> <li>• Education for National Integration.</li> <li>• Education for International Understanding.</li> <li>• Education for IIRD.</li> </ul>	
III	<u>AGENCIES OF EDUCATION</u> <ul style="list-style-type: none"> <li>• Formal.</li> <li>• Informal.</li> <li>• Non - Formal.</li> </ul>	7
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> <li>• Inculcation of Constitutional Values through Education.</li> <li>• Constitutional Provisions for Education.</li> </ul>	7
V	<u>PREPRIMARY EDUCATION</u> <ul style="list-style-type: none"> <li>• Concept, Objective, Importance of Pre-primary Education.</li> <li>• Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten.</li> <li>• Background and Present Scenario of Pre-primary Education in India.</li> </ul>	8
VI	<u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"> <li>• Concept, Aim and Importance of Secondary Education.</li> <li>• Present Scenario of Primary Education in India.</li> </ul>	7
VII	<u>HIGHER EDUCATION</u> <ul style="list-style-type: none"> <li>• Concept, Objective of Higher Education.</li> <li>• Need for Higher Education.</li> <li>• Present Scenario Higher Education in India</li> </ul>	6
VIII	<u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u> <ul style="list-style-type: none"> <li>• Education Ministry (MHRD)</li> <li>• UNESCO</li> <li>• NCERT</li> <li>• SCERT</li> <li>• DIET</li> <li>• UGC</li> <li>• International Boards</li> <li>• National Boards</li> <li>• CBSE</li> <li>• State Board</li> </ul>	7

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

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T	Course Title: Philosophical- Sociological- Political-Economic Perspectives of Education	
<p><b>Course Learning Outcomes</b> On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Define Education and Philosophy.</li> <li>● Explain difference between Darshan and Philosophy.</li> <li>● Identify significant features of the Indian and Western philosophies.</li> <li>● Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.</li> <li>● Compare the Indian and Western Philosophical thoughts.</li> <li>● Define pluralism and diversity in Indian society.</li> <li>● Relate Education with Political and Economic issues.</li> <li>● Distinguish between Fundamental Rights and duties.</li> <li>● Value role of Education for Sustainable Development</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none"> <li>● Meaning and Concept of Philosophy and 'Darshan'; Difference between Philosophy and 'Darshan', its relationship with Education.</li> <li>● Branches of Philosophy and Education.</li> </ul>	8
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>● Vedant.</li> <li>● Bhagavad Geeta.</li> </ul>	8
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>● Idealism, Realism.</li> <li>● Naturalism, Existencialism.</li> <li>● Pragmatism.</li> </ul>	7



IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> <li>• Mahatma Gandhi.</li> <li>• Swami Vivekanand.</li> <li>• BR. Ambedkar.</li> <li>• Rousseau, Ravindra Nath Tagore</li> <li>• Dewey, J Krishnamurti.</li> </ul>	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> <li>• Pluralism and Diversity in Indian Society.</li> <li>• Social Stratification of Indian Society: Caste, Class, Gender.</li> </ul>	8
VI	<u>SCHOOL EDUCATION AND SOCIETY</u> <ul style="list-style-type: none"> <li>• School as Social Organization.</li> <li>• Social Change and Education.</li> <li>• Social Mobility and Education.</li> </ul>	8
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> <li>• Fundamental Rights and Duties.</li> <li>• Directive Principles.</li> </ul>	7
VIII	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> <li>• Education as Development Indicator.</li> <li>• Education for Sustainable development</li> <li>• UN Millennium development goals VS Sustainable development goals.</li> </ul>	7

12:48 pm

	<ul style="list-style-type: none"> <li>• Relations of Education and Psychology.</li> <li>• Importance of Educational Psychology.</li> <li>• Methods of Studying Educational Psychology.</li> </ul>	
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none"> <li>• Development/Meaning and Forms.</li> <li>• Growth and Development.</li> <li>• Stages of Development.</li> <li>• Domains of Development.</li> </ul>	8
III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> <li>• Meaning, Nature and Factors Influencing the Education.</li> <li>• Transfer of Learning and its classroom implications.</li> </ul>	7
	<ul style="list-style-type: none"> <li>• Learning Theories: Pavlov's Classical Conditioning Theory, Skinnners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.</li> </ul>	
IV	<u>FOUNDATIONS OF BEHAVIOURS</u> <ul style="list-style-type: none"> <li>• Instincts.</li> <li>• Motivation.</li> <li>• Memory.</li> <li>• Attention and Interest.</li> <li>• Habit.</li> <li>• Fatigue.</li> </ul>	7
V	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> <li>• Meaning, Types and Causes of Individual Differences.</li> <li>• Individual Differences and Education.</li> </ul>	8
VI	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> <li>• Mentally Retarded.</li> <li>• Gifted Children.</li> <li>• Divyang (Handicapped).</li> </ul>	8
VII	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> <li>• Concept and need of studying mental health.</li> <li>• Affecting Factors of Mental Health.</li> <li>• Mental Health and Education.</li> </ul>	7
VIII	<u>TEACHING AND LEARNING PROCESS</u> <ul style="list-style-type: none"> <li>• Concept of Teaching.</li> <li>• Relation between Learning and Teaching. • Conditioning vs Teaching.</li> <li>• Role of Teacher in Teaching Learning.</li> </ul>	7

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

Program/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501T	Course Title: Educational Assessment	
Course Learning Outcomes		
On completion of this course, learners will be able to: • Define assessment measurement and evaluation.		
<ul style="list-style-type: none"> <li>• Enumerate and Illustrate Characteristics of a good test.</li> <li>• Classify different psychological tests.</li> <li>• Test Intelligence/Personality/Aptitude of a subject.</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 33%
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	<u>BASICS OF ASSESMENT</u> <ul style="list-style-type: none"> <li>• Assessment, Measurement, Evaluation: Concept, Features and Difference.</li> <li>• Physical vs Psychological Measurements.</li> <li>• Continuous and Comprehensive Education: Meaning, Aims and Aspects.</li> </ul>	8
II	<u>NORMS</u> <ul style="list-style-type: none"> <li>• Norms: Meaning and Significance</li> <li>• Marks vs Grades</li> <li>• Credit System</li> </ul>	7
III	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none"> <li>• Meaning, Aims and Types.</li> <li>• Subjective VS Objective tests.</li> <li>• Characteristics of a Good test.</li> </ul>	8
IV	<u>INTELLIGENCE</u> <ul style="list-style-type: none"> <li>• What is Intelligence, Types?</li> <li>• Concept of Emotional Intelligence.</li> </ul>	7
V	<u>MEASUREMENT OF INTELLIGENCE</u> <ul style="list-style-type: none"> <li>• Verbal, Non-Verbal test</li> </ul>	8

## **Course Contents –**

### **UNIT – I**

#### **Education & Philosophy :**

- 1. Concept, need, scope, elements and definition of Philosophy.**
- 2. Relationship between Education & Philosophy.**
- 3. Functions of Philosophy of Education :**

**Speculative, Normative, Critical.**

- 4. Philosophical heritage of India : Dharm, Arth , Kaam  
, Moksh and their implications.**

### **UNIT – II**

#### **Philosophical thoughts:**

**1. Realism**

**2. Existentialism**

**3. Marxism**

**4. Humanism**

### **UNIT – III**

**Culture : Meaning and Nature**

- 1. Role of education in cultural context.**
- 2. Cultural determinants of Education.**
- 3. Education and Cultural Changes.**

### **UNIT – IV**

**Educational Opportunity, Equality and Equity:**

- 1. Education as related to social equity and equality of opportunities.**
- 2. Social Change : its meaning and concept with special reference to India.**

## **Paper – 104**

### **Inclusive Education**

#### **Learning Outcomes :**

Learners will be able to

- understand the concept of inclusiveness and its difference from special and integrated education.
- explain different National and International policies and programs for inclusive education.
- understand various education intervention programmes for meeting the needs of exceptional children.

#### **Course Content :**

##### **UNIT - I**

###### **1. Inclusive Education :**

- Meaning and concept of diverse needs.
- Need for society and individual.

###### **2. Target groups :**

- Marginalized groups.
- Learners with disabilities.
- Evolution of Philosophy of Inclusive Education – special, integrated, inclusive education.

##### **UNIT – II**

###### **Inclusive Education : Major Policies in Indian perspectives –**

- Kothari Commission
- NPE (1986 )
- Mental Health Act ( 1987 )



Department of Sociology --2022-2023 ( Cross cutting of syllabus)

SR .N O.	CLASS	SEMES TER/ YEAAR	Paper code	Name of The paper	Title of the topic	Cross cutting	Paper/u nit
1-	B.A.1	First sem	A070101 T	Introductio to Basic Concepts of Sociology	Culture and civilization Norms Folkways, Mores, sanction and values	Human values and ethics	Ist paper Unit- 7 Unit-5
2-	B.A.1	Second sem	A070201 T	Society in India: structure organization and change	Women's Gender inequality	Gender Sensitization	Unite- 6,7
					Sex Ratio, Family Planning	Human values and ethics	
3-	B.A.2	Third sem	A070301 T	Social Chang and Social Movement in India	Sanskritization, Modernization Environmental Movement	Human values and ethics, Environment al issu	
4-		Fourth Sem	A070401 T	Social Problems and issues of Development in India	Dowry, Domestic violence, Divorce, Ecology and Global Warming and Climate Change.	Gender Sensitization	Unit- ,4,8
5-	B.A.3 <sup>rd</sup> year	Sixth sem	A070602 T	Gender and Society	Gender vs sex(Biology)Equality vs Difference, Gender Rolls, Wemen in Family Crime Against Crime	Gender Sensitization	Unit 1,2

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प्राचार्या  
साहू राम स्वरूप महिला महाविद्यालय,  
बरेली



Subject	Sociology		
Course Code	A070101T	Course Title	Introduction to Basic Concepts of Sociology
<b>Course Outcomes:</b> This paper will introduce students to new concepts of Sociology discipline. These concepts will enhance the conceptual learning and understanding of the basic concepts used in Sociology. This paper will contribute in enriching the vocabulary and scientific temperament of the students. The course is designed to incorporate all the key concepts of sociology which would enable the learner to develop keen insights to distinguish between the commonsense knowledge and Sociological knowledge.			
Credits - 6	Maximum Marks: 100	Minimum Marks: 33	
Total No. of Lectures –Tutorials – Practical ( in hours per week ) : 6-0-0			
Unit	Topic	No. of Lectures	
I	Sociology: Meaning, Nature, Scope of Sociology, Sociology and Common Sense, Sociology as a Science, Humanistic Orientation in Sociology. History and Emergence of Sociology in India.	12	
II	Sociology and other Social Sciences (Anthropology, Economics, History, Psychology, Political Science).	12	
III	Basic Concepts: Society, Community, Institutions, Association, Social Group, Human and Animal Society.	11	
IV	Social Institutions: Family, Kinship, Marriage, Education, State & Religion.	11	
V	Culture and Civilization, Pluralism, Multiculturalism, Cultural Relativism	11	
VI	Socio-Cultural Processes: Cooperation, Conflict, Competition, Acculturation, Assimilation and Integration.	11	
VII	Social Structure, Status and Role, Norms, Folkways and Mores, Sanctions and Values.	11	
VIII	Social Stratification: Meaning, Forms and Basis, Social Mobility: Meaning and Types.	11	
This is an elective course open for all.			

10/11/20  
Principal  
Bharatiya Mahavidyalaya  
Barshi

(Theory)

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code	A070201T	Course Title	Society in India: Structure, Organization & Change.		
Course Outcomes: This paper is designed in this manner, so that students are introduced to the concepts related to Indian Society. They are made familiar with the Indian Society, its linkages and continuity with past and present. It also gives insights to analyze contemporary Indian society. This paper provides comprehensive understanding of Indian society.					
Credits - 4	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society.				07
II	Indological, Historical, Structural and Functional Perspective to study Indian Society.				07
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.				08
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.				08
V	Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family.				06
VI	Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women.				08
VII	Population: Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control.				08
VIII	Change and Transformation in Indian Society; Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism.				08
This is an elective course open for all.					

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Bareilly

III	Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change.	11
IV	Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization	11
V	Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements.	11
VI	Social Movement and Social Change: Theories of Social Movement: Structural –functional, Marxist, Resource Mobilization Theory,	11
VII	New Social Movement Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement	11
VIII	Social Change in India through Social Movements: Peasant movement, Labour movement, Dalit movement, Women's movement, Environmental movement	11
This is an elective course open for all.		
<p>Suggested</p> <p>Social change :W F Ogburn</p> <p>Theories of social change:A critical appraisal -Raymond Boudon</p> <p>The theory of social change- John McLeish</p> <p>Social change in India : Crisis and resilience - Yogendra Singh</p> <p>Social movement and Social Transformation -MSA Rao</p> <p>Protest and change : Studies in social movement -T K Oommen</p> <p>Social movements in india- Ghanshyam Shah</p> <p>आधुनिक भारत समाजिक परिवर्तनः</p> <p>डा. वि. पी. न. सह, भारत समाजिक आंदोलनः</p> <p>व. ए. न. सह, वि. वि. म. य. न. सह</p> <p>आधुनिक भारत समाजिक परिवर्तनः: एम. ए. शर्मा</p> <p>वि. वि. वा. स.</p>		
<p>Suggested Continuous Internal Evaluation Methods (25 Marks):</p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions / short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz</li> </ul>		
<p>Suggested equivalent online courses:</p> <p>IGNOU &amp; Other centrally/state operated Universities / MOOC platforms such as "SWAYAM" in India and Abroad.</p>		
<p><b>BA 2<sup>nd</sup> Year, Sem. IV ,</b>  <b>Course I</b>  <b>(Theory)</b></p>		

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code	A070401T	Course Title	Social Problems & Issues of Development in India		
Course Outcomes: The syllabus is designed to introduce students to the emerging social problems, the concept and issues of development in Indian Society. The course intends to focus upon the deviant and delinquent behaviour, issue of corruption and other disorganizational and structural problems of Indian Society. The endeavour of the course is to make learners aware about the social problems and developmental issues in the Indian Society.					
Credits:4	Max. Marks:100			Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	TOPIC			NO. OF LECTURES	
I	Deviance: Concept & Meaning, Definition. Crime and Juvenile Delinquency White Collar crime,			07	
II	Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism.			07	
III	Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.			08	
IV	Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter Generational Conflict, Problem of Elderly.			08	
V	Concept of Development, Economic Vs Social Development, Human Development.			06	
VI	Theories of Development: Smelser, Lerner, Rostow. Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society.			08	
VII	Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment.			08	
VIII	Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change.			08	
This is elective course open for all.					

B.A.C.  
 B.A. II Semester  
 Bareilly

Course Outcomes: This course is gender sensitive and is directed towards engaging students to learn and rethink about the gender issues. The course will introduce students to the core gender issue and will equip them to come with suggestions which would be directed towards gender equity.

Credits:5

Max. Marks:100

Min. Passing Marks:33

Total no. of lectures-tutorials-practical (in hours per week):4-0-0

Unit	Topic	No. of Lectures
I	Gender (Culture) vs. Sex (Biology), Equality vs. Difference, Gender Roles, Social Construction of Gender, Gender and Sexuality.	10
II	Women in Family, Socialization and Gender, Feminist Movement Understanding Gender Inequalities- Caste and Class.	10
III	Gender Perspective: Liberal, Marxian, Socialist, Radical	10
IV	Patriarchy and Gender, Sexual Division of Labour, Masculinity vs. Femininity.	09
V	Women and Society in India: Demographic Profile, Population and Gender, Population, Gender and Migration.	09
VI	Women in Economy (Work and Property Rights), Women and Power & Subordination, Women and Education, Women and Health	09
VII	Crime against Women: Infanticide, Domestic Violence, Honour Killing, Harassment at work place.	09
VIII	Constitutional Safegaurds and Provisions regarding Women. Programmes and Policies regarding upliftment of Women. Personal laws, law as tool of emancipation of women. Women Rights as Human Rights, Gender and Human Rights.	09

This is elective course open for all.

**Suggested readings:** Bhasin Kamala, 2000 Understanding Gender, Kali for Women.  
 Basu Aparna, 1999 Women's Education in India in Ray and Basu (ed): From Independence Towards Freedom.  
 Chodhuri Maitreyee, 2004 Feminism in India, Women Unlimited.  
 Chakravarty Uma, 2003. Gendering caste through a feminist Lense, Stree, Calcutta, Courting Disaster, PUDR Report, 2003.  
 Davis Kathy, Evans Mary, Lorber, J (ed), 2006: Handbook of Gender and Women's Studies.  
 Delmont Sara, 2003: Feminist Sociology.  
 Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai  
 Geetha V, 2007 Patriarchy, Stree, Calcutta.

*Handwritten signature*

10/11/19  
 Dr. Anurag Kumar Mahapatra  
 Faculty