

# CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT

## MODIFIED SYLLABI

(AS PER THE RECOMMENDATIONS OF BOARD OF STUDIES IN ECONOMICS,  
CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT  
HELD ON JUNE 2, 2021)



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

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
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Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus is developed by:**

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

# B.A. in Economics

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

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

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

## List of all Papers in all Six semesters.

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

Year	Sem.	Course Code	Paper Title	Theory/Practical	Credits
1	I	A080101T	Principle of Micro Economics	Theory	6
1	II	A080201T	Principles of Macro Economics	Theory	6
2	III	A080301T	History of Economic Thought	Theory	6
2	IV	A080401T	Money, Banking and Public Finance	Theory	6
3	V	A080501T	Economic Growth and Development	Theory	5
3	V	A080502T/ A080503T	<b>Optional Paper(Any 1)</b> Environmental Economics Or International Economics	Theory	5
3	V	A080504R	Elementary Statistics based Project	Practical	3
3	VI	A080601T	Indian Economy & Economy of Uttar Pradesh	Theory	5
3	VI	A080602T/ A080603T	<b>Optional Paper(Any 1)</b> Agriculture Economics Or Elementary Mathematics	Theory	5
3	VI	A080604R	Dissertation/Project On the Local Issues with Economic Focus plus Presentation on Ppt of the Dissertation	Project	3

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

Programme/Class: Degree/ BA	Year: First	Semester: First
Subject: Economics		
Course Code: A080101T	Course Title: Principle of Micro Economics	
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>● The students are familiarized with basic concepts of microeconomics such as laws of demand and supply and elasticity etc so that he/she can comprehend them &amp; familiarize with day today happenings.</li> <li>● The students learn and understand the concepts of consumer behaviour like cardinal utility and ordinal utility analysis.</li> <li>● The students learn and understand application of Indifference curve analysis in deriving demand curves, price effect, income effect and substitution effect.</li> <li>● The students learn and understand the Theory of production- iso-quants, laws of returns to scale, law of variable proportion.</li> <li>● The students learn, understand and compare between the Traditional and modern theory of cost.</li> <li>● Demonstrate an understanding, usage and application of basic economic principles.</li> <li>● Describe and apply the methods for analyzing consumer behavior through demand and supply, elasticity and marginal utility.</li> <li>● To analyze the behavioral patterns of different economic agents regarding profit, price, cost etc.</li> <li>● The decision-making process in different market situations such as perfect competition, monopolistic competition, monopoly and oligopoly markets.</li> </ul>		

<ul style="list-style-type: none"> <li>• To deal with the advance theoretical issues and their practical applications of distribution theories.</li> <li>• General equilibrium, economic efficiency and market failure.</li> </ul>		
Credits: 6		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Introduction: Problem of scarcity and choice: scarcity, choice and opportunity cost; production possibility frontier; economic systems. Demand and supply: law of demand, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium. Applications of demand and supply: <del>price rationing, price floors</del> , consumer surplus, producer surplus. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity, other elasticities.	12
II	Consumer Theory: Budget constraint, concept of utility, diminishing marginal utility, Diamond-water paradox, income and substitution effects; consumer choice: indifference curves, derivation of demand curve from indifference curve and budget constraint. Theory of Revealed Preference	12
III	Production and Costs: a. Production: behaviour of profit maximizing firms, production process, production functions, law of variable proportions, choice of technology, isoquant and isocost lines, cost minimizing equilibrium condition. b. Costs: costs in the short run, costs in the long run, revenue and profit maximizations, minimizing losses, short run industry supply curve, economies and diseconomies of scale, long run adjustments.	11
IV	Market Structures a. Perfect Competition: a. Assumptions: theory of a firm under perfect competition, demand and revenue; equilibrium of the firm in the short run and long run; long run industry supply curve: increasing, decreasing and constant cost industries. <del>Welfare: allocative efficiency under perfect competition.</del> b. Imperfect Competition Monopolistic competition: Assumptions, SR& LR price and output determinations under monopolistic competition, economic efficiency and resource allocation; oligopoly: assumptions, oligopoly models, game theory, <del>contestable markets</del> , role of government.	11
V	Theory of a Monopoly Firm Concept of imperfect competition; short run and long run price and output decisions of a monopoly firm; concept of a supply curve under monopoly; comparison of perfect competition and monopoly, social cost of monopoly, price discrimination; remedies for monopoly: Antitrust laws, natural monopoly.	11
VI	Consumer and Producer Theory a. Consumer and Producer Theory in Action Externalities, marginal cost pricing, internalising externalities, public goods; imperfect information: adverse selection, moral hazard, social choice, government inefficiency. b. Markets and Market Failure Market adjustment to changes in demand, efficiency of perfect competition; sources of market failure: imperfect markets, public goods, externalities, imperfect information; evaluating the market mechanism.	11
VII	Income Distribution and Factor pricing Input markets: demand for inputs; labour markets, land markets, profit maximisation condition in input markets, input demand curves, distribution of Income.	11

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

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

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

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

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

Programme/Class: Degree/BA		Year: Second	Semester: Third
Subject: Economics			
Course Code: A080301T		Course Title: History of Economic Thought	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>● To learn and discuss, at an advanced undergraduate level, how the economic thought has evolved over time.</li> <li>● Introducing students to the critical comparison of the contributions of the main schools of economics.</li> <li>● To introduce &amp; highlight before the students about Indian Economic Thinkers and their valuable contribution in the field of Economics.</li> <li>● The classical, the marginalize revolution and its application to the theories of general and partial equilibrium, the current macroeconomic debate between the neo-classical and the Keynesian school.</li> </ul>			
Credits: 6		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
<b>I</b>	B R Ambedkar, Kautilya, Dada Bhai Naoroji, RC Dutt, , R M Lohia, Gandhian Economics, <b>Chaudhary Charan Singh</b> (added)		12
<b>II</b>	JK Mehta, A K Sen, J. Bhagwati, Pt. DeenDayal Upadhyay		12
<b>III</b>	Early Period: Economic thought of Plato and Aristotle - Doctrines of Just Cost and Just price.		11
<b>IV</b>	Mercantilism: Main Characteristics; Thomas Munn - Physiocracy: Natural Order, Primacy of Agriculture, Social Classes, Tableau Economique, Taxation, Turgot - Economic ideas of Petty, Locke and Hume.		11
<b>V</b>	Classical Period: Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, David Ricardo, Distribution, Ideas on International Trade; Thomas R. Malthus, Theory of Gluts.		11
<b>VI</b>	German Romantics and Socialists — Sismondi, Karl Marx — Dynamics of Social Change, Labour Theory of Value, Surplus Value, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say, J.S. Mill.		11
<b>VII</b>	Marshall as a Great Synthesizer: Role of Time in Price Determination, Economic Methods, Ideas on Consumer's Surplus, Elasticity, Representative Firm, Quasi-Rent, Pigou: Welfare Economics; Schumpeter.		11
<b>VIII</b>	Marginalists: The Precursors of Marginalism ,Cournot , Gossen — The Marginalist Revolution: Jevons, Walras and Menger - Bohm-Bawark, Wicksell and Fisher; Economic Ideas of Wicksteed and Weiser.		11
Suggested Readings:			
1. Bhatia,H.L : History of Economic Thought ,Vikash Publishing House.			
2. Blackhouse,R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.			
3. Ganguli, B.N(1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.			
4. Hajela,T.N (2011) : AarthikVicharon Ka Itihas , Ane Books.			
5. Hajela,T.N (2011) : History Of Economic Thought , Ane Books.			
6. Hunt,E.K&Lautzenheiser,Mark (2011) : History of Economic Thought: A Critical Perspective , Phi Learning.			

7. Jhingan, M.L (2008): AarthikVicharon Ka Itihas , Vrinda Publications, New Delhi.
8. Kautilya (1992), The Arthashastra, Translated And Introduced By L.N.Rangarajan, Penguin Books.
9. Loknathan,V (2009) : History of Economic Thought , S.Chand& Company.
10. Roll,Eric : History of Economic Thaght, Faber.
11. Schumpeter, J.A(1954): Historyof Economic Analysis, Oxford University Press, New York.
12. Sinha,V.C (2011) : AarthikVicharon Ka Itihas , Mayur Pu
13. Staley,Charles.E, “A History of Economic Thought: From Aristole To Arrow”, Blackwell Publishing.
Suggested Continuous Evaluation Methods: Assignment / Test / Quiz( MCQ) / Seminar/ Presentations/ Research orientation of students.
Suggested equivalent online : Swayam

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

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



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

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

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080501T	Course Title: Economic Growth and Development	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>● Students should be able to comprehend the concept and meaning of economic growth and economic development.</li> <li>● Students should be able to distinguish between economic growth and economic development.</li> <li>● Students should be able to comprehend the issues and challenges in economic growth and development.</li> <li>● Students should be able to comprehend and explain the concept of poverty and human development &amp; the related concepts.</li> <li>● Students should be familiar with the approaches to development.</li> <li>● Students should be able to understand and explain the factors and variable of economic development.</li> <li>● Students are able to understand how international factors facilitate and impede economic development.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Meaning and Measurement of Economic Growth and Development- Measuring Development and Development Gap, GDP, GNP, Per Capita Income, Factors affecting Economic growth and Development.	10
<b>II</b>	Concept of Poverty and Inequality, Vicious cycle of poverty, Lorenz Curve, Gini Coefficient Concept of Human Development, Human Development Index, Physical Quality of Life Index, Quality of Life Indices. Hunger Index, Happiness Index, Development and Sustainability. Concept of Sustainable Development. Millennium Development goals.	10
<b>III</b>	Lewis model of labour surplus economy, Rosentain Rodan's theory of Big Push, Nelson's Level equilibrium trap, balanced vs Un-balanced growth, Rostow's stages of growth, Harrod and Domar Growth models.	10
<b>IV</b>	Theory of Demographic Transition, Population as Limits to Growth. The Concept of Inclusive Growth- with Reference to India. Market Failure and Government Failure, Food Security, Education, Health and Nutrition, Gender and Development.	10
<b>V</b>	Development & Underdevelopment: an Overview; The Characteristics and Explanations Of Underdevelopment- Vicious Circle of Poverty, Circular Causation, Dualism-Social, Technological, Financial, Organizational, Model of Dual Economy, Lewis, Ranis-Fei, Jorgenson, Dependency Theories of Underdevelopment.	10
<b>VI</b>	Models of Technical Progress, Embodied and Disembodied Technical Progress, Neutral Technical Progress- Hicks, Harrod, Solow, Kaldor, Mirrlees Technical Progress Function, Arrow's Learning by Doing Approach to Economic Growth.	10
<b>VII</b>	Accumulation Endogenous growth, Intellectual capital, Role of Learning, Education and Research, Explanations of Cross country Differentials in Economic Growth, Information Paradigm-Stiglitz	8
<b>VIII</b>	International Trade, Aid and Finance in the Development of Developing Countries-with special reference to India. FDI & FII, Role of Technology Transfer and Multinational Corporations in promoting development in development of developing countries-with Special Reference to India.	7

**Suggested Readings:**

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

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

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080502T	Course Title: Environmental Economics	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>● Students should be familiar with the basic concepts of ecology environment and economy.</li> <li>● Students to understand the solution to environmental problems- the command and control approach, market based methods, tax tradable pollution permit, etc, carbon trading</li> <li>● Students should be familiar with the concept of Sustainable development, environmental impact assessment CO 5: Global and local environmental concerns.</li> <li>● Students should be comprehend the Local Issues of Economic Bearing related to environment &amp; development.</li> <li>● Students should realize the importance and influence of environment on the economy including the quality of manpower.</li> <li>● Students should realize the importance to make cleaner environment so as to achieve harmonious</li> </ul>		

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

- Kolstad, Charles. D (2012): Intermediate Environmental Economics, Oxford University Press.
- Nagre, Vijay.H (2012) : Environmental Economics, Chandralok Prakashan.
- Singh, Kartar & Shishodia (2007): Environmental Economics: Theory and Applications, Sage India.
- Singh, S.R(2012): Environmental Economics, APH Publishing Corporation, Delhi.
- Smith, Stephen (2011): Environmental Economics: A Very Short Introduction, Oxford University Press.
- Tripathi, Daya Shanker : Paryaavaran Addhyayan, Motilal Banarasidass Pvt Ltd.

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

Program/Class: Degree /BA		Year: Third	Semester: Fifth
Subject: Economics			
Course Code:A080503T		Course Title: <b>International Economics</b>	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>● Students should be able to understand and explain the concept, need, significance and scope of international economics.</li> <li>● Students should be familiar with the approaches of international trade.</li> <li>● Students should be familiar with and are able to explain the economic integration at the global level and the formation of groups.</li> <li>● Students are familiar with the international organizations and their objectives. Students should be able to analyse the importance and relevance of these international organizations.</li> </ul>			
Credits: 5		Core Compulsory	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w			
Unit	Topics		No. of Lectures
<b>Part I</b>			
<b>I</b>	Need, Significance and Scope of International Economics. Early Trade Theory-Mercantilism; The Classical Theories of Trade -Adam Smith, David Ricardo; Opportunity Cost Approach; Terms of Trade-Meaning and Concepts, Factors affecting Terms of Trade; Mill's Reciprocal Demand Analysis.		8
<b>II</b>	Free Trade and Protection-Meaning of Free Trade, Arguments For and Against Free Trade, Meaning of Protection, Arguments for Protection-Economic and Non-Economic Arguments; Protection and Less Developed Countries. Globalization		7
<b>III</b>	Theories and Forms of Economics Integration-Meaning &Benefits; Forms of Economic Integration- Custom Union: Production and Consumption Effects of Customs Union; Problems Involved in the Formation of Customs Union; Political Economy of Protection; SAFTA,BRICS,IBSA.		10
<b>IV</b>	Balance of Payments-Concepts ; Adjustment Mechanisms of Balance of Payments- Adjustment Through Variations in Exchange Rates, Devaluation and Balance of Payments Adjustment, The Elasticity Approach, Marshall-		10

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

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

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Economics		
Course Code: A080603R	Course Title: Elementary Statistics based Project	
<p>Course Outcome:</p> <ul style="list-style-type: none"> <li>● Students to be familiar with the concepts in Statistics.</li> <li>● The concepts comprehended by the students shall be put to use in practice.</li> <li>● The students become familiar with the practical aspects of preparing a questionnaire/interview schedule and putting them in usage.</li> <li>● The information/data collected by the students should be analyzed with the help of Statistical Tools taught so as to derive inferences.</li> <li>● The students shall experience the practical aspect of the theory of statistics being taught in the class room environment.</li> <li>● The students are able to use statistical tools vis-à-vis given real life situation.</li> <li>● Practical work to be based on the topics covered in the contents given below.</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Introduction to Basic Concepts in Statistics: Population, Sample, Parameter, Data-Meaning & types. Questionnaire, Schedule & Interview Schedule (meaning, concept & types), Frequency Distribution, Cumulative frequency; Graphic and Diagrammatic representation of data.	<b>45 (Class room teaching and practical)</b>
II	Measures of Central Tendency - Mean, Median, Mode, Geometric mean and Harmonic mean. (Meaning, concept, properties & methods of measurement-in brief). Measure of Dispersion: Range, Mean Deviation, Standard deviation, Coefficient of Variation, Quartile deviation, Skewness and Kurtosis (Meaning, concept, properties & methods of measurement-in brief)	
III	Correlation: Meaning, Concept, Types & Properties. Methods of Regression: Meaning and Concept. Least squares method, Interpretation of Regression Coefficients. Meaning, concept & types of Sampling. Meaning & concept of Hypothesis & hypothesis testing.	
IV	Time Series: Concept, Meaning & Components - Determination of Regular, Trend and Seasonal Indices. Index Number: Concept, Classification of Index Numbers-price relative, quantity relative, value relative & special purpose (in brief). Consumer Price Index(CPI), Whole Sale Price Index (WPI), Methods of Construction of Index Numbers- i Unweighted & ii Weighted indices (in brief). Test of Adequacy of Index Number Formulae (in brief).	

**Suggested Readings:**

- Elhance,D.L (2010) : Sankhiki Ke Siddhant (Hindi), Kitab Mahal.
- Greenlaw, Steven A (2005): Doing Economics: A Guide to Understanding and Carrying Out Economic Research.
- Gupta,S.P (2011) : Statistical Methods, Sultan Chand & Sons, Delhi.
- Hazarika,Padmalochan (2006) : Essential Statistics for Economics and Commerce , Akansha Publishing House.
- Kothari, C.R: Research Methodology: Methods & Techniques. New Age International Publishers ISBN (13) : 978-81-224-2488-1
- Leighton,Thomas (2011) : Using Statistics in Economics, Tata McGraw Hill Education.
- Lind, Wathen &Marchal (2013): Basic Statistics for Business & Economics, McGraw Hill Education.
- Newbold, Paul (2008) : Statistics for Business and Economics , Pearson Education.
- Richard ,I. Levin. H. Siddiqui Masood S. Rubin David Sanjay Rastogi (2017):\_ Statistics for Management. Pearson. ISBN-10 8184957491
- Sharma,J.K(2011) : Business Statistics “Pearson Education.

**Note:**

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

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

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code:A080601T	Course Title: Indian Economy & Economy of Uttar Pradesh	
<b>Course Outcome :</b>		
<ul style="list-style-type: none"> <li>● Students should be able familiar with the basic characteristics of Indian economy,</li> <li>● Students should be able familiar with the it's potential on natural resources of Indian economy and the economy of Uttar Pradesh.</li> </ul>		



<ul style="list-style-type: none"> <li>● Students are able to understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.</li> <li>● Students are able to develop an understanding about Uttar Pradesh , its demographic feature, natural resources and factors that cn stimulate its economic growth and development.</li> <li>● Students should be familiar with the rural development of Uttar Pradesh over the period of time.</li> <li>● Students should be familiar with the industrial development in India and in Uttar Pradesh.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks: 40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Structure and Features of Indian Economy: Indian economy as a Developing Economy. Comparative Development of Indian States	8
II	Agricultural Sector: Institutional Reforms, Technological change in Agriculture, Terms of Trade between Agriculture and Industry; Agricultural Policy, Policies for Sustainable Agriculture. Agrarian Crisis and Agricultural Labour.	10
III	The Industrial Sector: Industrial Policy; Public Sector Enterprises and their Performance, Privatization and Disinvestment debate, Small, Medium and Large-scale Sector, Industrial Labour, trade Union Movement.	10
IV	Planning in India: Objectives and Strategy of Planning; Success story of Indian Plans; NITI AYOJ, SOCIAL SECTOR (added) , Strategy of Inclusive Growth, Resource mobilization for Development. INDIA'S FOREIGN TRADE : COMPOSITION AND BASIC FEATURES (added)	10
V	Nature, Features, Demographic Profile, Status of Natural Resources, Major Factors affecting growth and development in Uttar Pradesh. Economic and non-economic factors in economic development of Uttar Pradesh.	10
VI	Sectoral growth pattern in Uttar Pradesh; Economic growth in Uttar Pradesh and Indian economy: A comparison; Infrastructural development of Uttar Pradesh.	7
VII	Pattern of land-holding and irrigation; production and productivity in agriculture, Farm mechanization, Crop diversification, agricultural credit, Agricultural policy and strategies in Uttar Pradesh, Rural Development in Uttar Pradesh.	10
VIII	Problems and Policies. Major industries in Uttar Pradesh, Pattern of Industrial Development in Uttar Pradesh, Industrial Policy in Uttar Pradesh, Growth pattern of Services sector and Its linkages of other sectors of UP Economy. Micro, Small, Medium Enterprises (MSMEs) in Uttar Pradesh. One Product One District (OPOD).	10
Suggested Readings:		
<ol style="list-style-type: none"> <li>1. Agarwal,,M K (2009): Uttar Pradesh ka Arthik Vikas. New Royal Book Company</li> <li>2. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years &amp; the latest.</li> <li>3. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years &amp; the latest.</li> <li>4. Annual Financial Statement (Budget)various years &amp; Latest published by the Government of India.</li> <li>5. Economic Surveys, Government of India (Hindi/English)</li> </ol>		

6. Indian Economy by Mishra & Puri. Himalaya Publishing House (Hindi /English)
7. Indian Economy by Uma Kapila, Academic Foundation
8. Indian Economy. Rudra Dutt & Sunderam. S. Chand & Company (Hindi /English)
9. Mishra, Arvind Narayan & Atul Chandra (2018):The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224, 9789386240224
10. Mishra, Arvind Narayan & Atul Chandra (2018):The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224, 9789386240224
11. Publications of the Government of Uttar Pradesh.
12. Publications of the Government of Uttar Pradesh.
13. Uttar Pradesh Human Development Report, UNDP, 2008.
14. Uttar Pradesh Human Development Report, UNDP, 2008.
15. Uttar Pradesh State Development Report, Volume I & II, State Plan Division, Planning Commission, Government of India, 2014.
16. Uttar Pradesh State Development Report, Volume I & II, State Plan Division, Planning Commission, Government of India, 2014.

Suggested Continuous Evaluation Methods:

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

Suggested equivalent online :

Swayam

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

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code: A080602T	Course Title: Agriculture Economics	
<b>Course Outcome</b>		
<ul style="list-style-type: none"> <li>● Students should be able to comprehend and explain the approaches to economic development with respect to dualistic development.</li> <li>● Students should be able to understand and explain the basics of agriculture economics.</li> <li>● Students should be familiar with labour issues in agriculture sector.</li> <li>● Students should be able to explain the significance of agriculture in the economic growth and economic development of an economy and in case of Indian Economy.</li> <li>● Students should be familiar with the institutional initiatives to strengthen the rural and agricultural development to achieve self sufficiency.</li> <li>● Students should be able to comprehend the role of credit in the development of agriculture in a country like India and the significance of institutional mechanism in this regard.</li> </ul>		
Credits: 5	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>Part I</b>		
<b>I</b>	Models of Agricultural Development: Physiocrats approach, W. A. Lewis model, Fei & Ranis Model, Schultz Theory of Agricultural Development, Jorgenson's Dual Economy Model	10

II	Agricultural Production Function, Supply Response, Farm Size, Returns to Scale and Productivity. Cobweb Theorems. Farm Size and Productivity Debate; Theoretical And Empirical Findings. Agricultural Price Policy in India.	10
III	Labour in Agriculture- Interlocking of Factor Markets, Labour and Work Force in Rural Farm and Non-Farm Sectors. Agricultural Labour- Problem and Policy. Concept and Measurement of Rural Poverty & Employment, Poverty Alleviation Programmes (in brief-the Objectives, Achievements & the Shortcomings).	10
IV	Current Issues in Indian Agriculture- Poverty & Food Security in India, Agro- Subsidies in India, Subsidy Vs Public Investment. Export and Imports of Agricultural Commodities, Terms of Trade in Indian Agriculture, WTO and Indian Agriculture-Bali Negotiations	10
V	Role Of Agriculture in Economic Growth and Development in India. Backward, Forward Linkage between Agriculture and Industry, Approaches towards Agriculture And Allocation of Resources under Different Plans in India. Employment Elasticity in Indian Agriculture, Challenges & Issues Regarding Agricultural Area Expansion, Production and Productivity in India (With Focus On Post Reform (Post 1991 & 1995) Period.	10
VI	Land Reforms in India & Its Contemporary Relevance, Green Revolution and the Need for Second Generation, Green Revolution, Role of Infrastructural Support-Irrigation, Power, Seeds Fertilizers, Marketing Support System and Roads in Agricultural Development in India..	10
VII	Role of Credit in Agricultural Development, Institutional & Non-Institutional Sources of Credit in India, Cooperative Movement in India (In Brief). Role of Schedule Commercial Banks, Lead Banks, Regional Rural Banks and NARBAD to Promote Agricultural Development.	8
VIII	Agricultural Marketing: Meaning and Concept. Structure of Agricultural Markets in India, Issues and Challenges in the Marketing of Agricultural Products in India (With Focus On The Post Reform Period-Post 1991). Agricultural Diversification: Meaning, Concept & Issues. Crop Diversification: Meaning, Concept and Issues. Farm Incomes and Employment in Indian Agriculture.	7

**Suggested Readings:**

- Bardhan, P. (1984) Land, Labour and Poverty; Essays in Economic Development, OUP, New Delhi.
- Bhaduri, A. (1984), The Economic Structure of Backward Agriculture; Macmillan, Delhi.
- Bhalla, G.S., (2007) Indian Agriculture since Independence, National Book Trust, India
- Bharadwaj, K. (1974), Production Condition in India Agriculture; OUP, Cambridge.
- Black, J.D, (1953) Introduction to Economics for Agriculture, Macmillan.
- Dantawala, M.L. et al. (1991): Indian Agricultural Development since Independence, Oxford & IBH, New Delhi.
- Dash, Mrutyunjay (2013): Agricultural Economics, Anmol Publications.
- Ghatak, Sand K. Ingerscant(1984), Agriculture and Economic Development; Select Books, New Delhi.
- Griffin, K.(1973): Political Economy of Agrarian Change.
- Gupta,P.K (2012) : Agricultural Economics, Vrinda Publications,Delhi.
- Gupta,P.K (2012) : Krishi Arthsastra , Vrinda Publications,Delhi.
- Khusro, A.M.(1973), The Economics of Land Reforms and Farm Size in India, MacMillan.
- Kumar,N.S.Ravi (2010) : Agricultural Economics, Neha Publishers.
- Lekhi,R.K(2013) : Agricultural Economics, Kalyani Publishers.
- Lekhi,R.K(2013) : Krishi Arthsastra, Kalyani Publishers.

- Mahajan, Ashwani (2010): Agricultural Economics, Centrum Press.
- Mellor, J.W., The Economics of Agricultural Development, Vora and Co., Bombay, 1964.
- Raghavan and L. Sarkar (Eds.) (1996): Poverty and Employment: New Delhi.
- Raj, K.N. et.al. (1988): Essays in the Commercialization of Indian Agriculture; OUP, New Delhi.
- Rao, CHH (1993):Agricultural Growth, Rural Poverty and Environmental Degradation in India, OUP, NewDelhi.
- Rao, CHH, (1975): Technological Change and Distribution of Gains in Indian Agriculture, MacMillan.
- Rudra, A. (1982): India Agriculture Economics; Myths and Reality: Allied Publishers, New, Delhi.
- Sarap Kailash (1991): Interlinked Agrarian Markets in Rural India, Sage Publication, New Delhi.
- Schultz, T.W.(1964): Transforming Traditional Agriculture, Yale University Press.
- Soni, R.N (2011): Krishi Arthshastra Ke Mukhya Vishay, Vishal Publishing Company,Jalandhar (New Delhi)
- Soni, R.N (2011): Leading Issues In Agricultural Economics, Vishal Publishing Company,Jalandhar (New Delhi)
- Sunder,I (2010): Principles of Agricultural economics, Neha Publishers.
- Talathi, J.M (2008): Introduction To Agricultural Economics And Agribusiness Management, Ane Books.
- Taylor, H.C., (1949), Outlines of Agricultural Economics, MacMillan.
- Verma, N.M.P. (1990), Irrigation Change and Agricultural Development, Uppal, New Delhi.

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

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code: A080603T	Course Title: Elementary Mathematics	
Course Outcome		
<ul style="list-style-type: none"> <li>● Students should be familiar with the basis concepts of mathematics and their application in economics.</li> <li>● Students are able to comprehend &amp; explain the concepts of straight lines slope etc of mathematics and its application in economics.</li> <li>● Students should be able to understand basics of differential &amp; its application in economics.</li> <li>● Students should be able to understand and work with matrices and determine if a given square matrix is invertible.</li> <li>● Learn about and work with vector spaces and subspaces.</li> <li>● Students are able to understand and work with the concepts of linear programming &amp; graphic methods.</li> </ul>		
Credits: 5		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Basic Concepts: Variables, Sets, Functions, Equations, Identities, Systems of Equations	9
<b>II</b>	Application of Straight Line System, Slope of the Line, Homogeneous Function.	9

<b>III</b>	Role Of Mathematical Techniques In Economic Analysis, Theory of Numbers, Indices and Factorization.	9
<b>IV</b>	Progression, Growth Rate, Equilibrium.	9
<b>V</b>	Basics of Calculus: Rules of Differentiation of a Function; Maxima and Minima,	9
<b>VI</b>	Elasticities; Inter- relationships among Total, Marginal and Average Cost and Revenues; Constrained Optimisation Problem; Integration of a Function, Consumer's and Producer's Surplus	10
<b>VII</b>	Matrix and Determinants: Various types of Matrices, Determinants, Inverse of a Matrix, Cramer's Rule.	10
<b>VIII</b>	Concept of Linear Programming — Graphic Methods.	10
<b>Suggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Agarwal, D.R. (2009): Mathematics for Economics, Vrinda Publications, Delhi. Livornois, John., Rees, Ray., &amp; Hoy, Michael (2012) : Mathematics for Economics , PHI Learning.</li> <li>2. Agarwal, D.R. "Prarambhik Ganitiya Arthshastra (Hindi), Vrinda Publications, Delhi.</li> <li>3. Allen, R.G.D (2008) : Mathematical Analysis for Economics , AITBS.</li> <li>4. Bhardwaj, R.S (2006): Mathematics for Economics and Business, Excel Books.</li> <li>5. Chiang, A.C &amp; Wainwright, Kevin (2013) : Fundamental Methods of Mathematical Economics" McGraw Hill Publication.</li> <li>6. Dowling, Edward.T (2005): Schaum's Easy Outline of Introduction to Mathematical Economics , Tata Mcgraw Hill Education.</li> <li>7. Madnani, G M K : Mathematics for Economics. Sultan Chand &amp; Sons</li> <li>8. Mishra, J.P. "Ganiteeya Arthshastra", Pratiyogita Sahitya.</li> <li>9. Rosser, Mike (2003) : Basic Mathematics for Economists , Routledge.</li> <li>10. Seth, M.L., "Arthshastramei Prarambhik Ganit", Laxmi Narayan Publications, Agra.</li> <li>11. Sharma, J.K (2007): Business Mathematics, Ane Books Pvt. Ltd.</li> <li>12. Yamane, Taro (2007) : Mathematics For Economists : An Elementary Survey , PHI Learning</li> </ol>		
<b>Suggested Continuous Evaluation Methods:</b>		
Assignment / test / Quiz ( MCQ ) / Seminar/ Presentation/ Research orientation of students		
<b>Suggested equivalent online :</b> Swayam		

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

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Economics		
Course Code: A080604R	Course Title: <b>Project/Dissertation</b>	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>● The objective of introducing Dissertation/Project at the graduation level is to familiarise, acquaint and experience the local issues of economic implication or focused on economic wellbeing and behaviour of consumers/citizens.</li> <li>● It aims at enabling the students to use and apply the learned economic principles vis-a-vis local economic issues.</li> <li>● To enable them to learn preparation of questionnaire/interview schedule.</li> <li>● The Template/Format of the Dissertation/Project shall be developed by the respective Department.</li> <li>● The idea behind this is to develop economic thinking in the students through direct experience to real life.</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks: 40	

Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	Dissertation Topic on the Local/Current Issues with Economic Focus plus Presentation using Ppt. Dissertation Report will be prepared using Statistical/Research Techniques .Surveys, Questionnaire/interview schedule. Questionnaire/Interview Schedule must be attached with the report as annexure.	45
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>● Choubey, Varanya (2018): Research Writing: The Structural Challenge of Communicating Knowledge + A Method to Meet it. ISBN-13: 978-1974673162 &amp; ISBN-10: 1974673162</li> <li>● Greenlaw, Steven A (2005): Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Harcourt (HMH).</li> <li>● Kothari, C R (2013): Research Methodology. New Age International Publishers.</li> <li>● Paliwal, Neha &amp; Surendra Khatri (2018): Sodh Pravidhi. National Publishing House. ISBN: 9788180181726, 8180181723</li> <li>● Pandey Arun &amp; Ganesh Pandey (2009): Sodh Pravidhi. Radha Publication. ISBN-10 : 8174873805</li> <li>● Sharma, Vinay Mohan(2018): Sodh Pravidhi. Mayur Books.</li> <li>● Thomson, Williams (2011): A Guide for the Young Economists. MIT Press</li> </ul>		
This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suggested Continuous Evaluation Methods:</b> Fieldwork, Seminar, Presentations, VIVA, Dissertation.		
Suggested equivalent online : Swayam		

# Minor Paper-1( Economics)

## BASIC ECONOMICS

- Unit – I:** **Scope and Method:** Nature of Economic Laws: Micro economics *versus* Macro Economics; Concept of margin; Cardinal *versus* Ordinal approach of Utility; Indifference curve analysis and its properties; Consumer Surplus, and Consumer's equilibrium.  
**Demand Analysis:** Demand function and law of demand; Concept of elasticity-price, cross and income elasticity of demand.
- Unit – II:** **Economic Systems:** Capitalism, Socialism and Mixed economy; Problem of resource allocation.
- Unit – III:** **Production:** Production function, Combination of factors, Laws of production- Returns to scales, Law of variable proportions; Isoquant and its properties.
- Unit – IV:** **Nature of Costs and Markets:** Cost functions- Short-run and long-run cost curves; Structure of Markets: Nature of perfect competition, monopoly and monopolistic competition; Equilibrium of firm.
- Unit – V:** **National Income Analysis:** Concepts, Methods of measurement; Circular flow of income; Concept of inflation and employment; Sources of income – Central, State and Local Governments in India.

### Books Recommended:

1. An Introduction to Positive Economics – R. G. Lipsey
2. Economics – Samuelson and Nordhaus
3. Modern Micro Economics – A. Koutsoyiannis
4. Principles of Micro Economics – Mankiw
5. Principles of Macro Economics – Mankiw
6. Advanced Economic Theory – H. L. Ahuja
7. Micro Economic Theory - Gould and Ferguson
8. Indian Economy - A. N. Agarwal
9. Public Finance – T. N. Hazela

## **Minor Paper-2(Economics)**

### **Fundamentals of Indian Economy**

**Unit-1 Introduction:** Nature and Characteristics of Indian Economy; Planning Commission: History of Five Year Plans in India, NITI Ayog: Strategy for future development.

**Unit-2 Indian Public Finance:** Budget Classification: Revenue Account v/s Capital Account; canons of public expenditure; canons of taxation; direct v/s indirect taxes; brief idea of Indian federal system.

**Unit-3 Indian Agriculture:** Nature and Problems of Indian Agriculture; Agricultural credit and agricultural marketing; Commission for agricultural costs and prices (CACP)& Agricultural Price Policy; Farm Management.

**Unit-4 Indian Industry:** Nature & Problems of Indian Industry; Industrial Finance; Industrial Policies since independence, Public sector v/s Private sector, Foreign Trade.

**Unit-5 Indian Monetary System:** Structure of Banking System: Central bank, Commercial Bank, Foreign Banks; Bank v/s Non-Bank financial Institutions.

#### **Basic Reading List:**

- 1 Ruddar Datt & K.P.M. Sundaram : Indian Economy
- 2 A.N. Aggarwal : Indian Economy-Problems of Development and Planning
- 3 Uma Kapila : Indian Economy Since Independence
- 4 Jean Dreze & Amartya Sen : Indian Development-Selected Regional Perspectives
- 5 Kaushik Basu : India's Emerging Economy-Performance and Prospects  
in the 1990s & beyond
- 6 Shankar Acharya and Rakesh Mohan : India's Economy-Performance and Challenges
- 7 Mishra and Puri : Indian Economy



## Minutes of the Meeting of Board Studies in Sociology

Chauhary Charan Singh University Campus Meerut.

A meeting of Board of Studies in Sociology was held on 26/05/2021 in the Department of Sociology, CCS University Campus. The following members were present in the meeting.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. Professor Y Vimla             | PVC, CCS University (Chairperson) |
| 2. Professor NC Lohani           | DEAN Faculty of Arts              |
| 3. Professor Yogendra Singh,     | (Convener- I)                     |
| 4. Dr Manju Goyal, SDC GZB       | (Convener - II)                   |
| 5. Professor Alok Kumar          | (University Professor)            |
| 6. Dr. Anjula Rajvanshi RGC, MRT | (College member)                  |
| 7. Dr Praveen Kumarm SDC,GZB     | (College member)                  |
| 8. Prof B.K Nagla                | (External Subject Expert)         |
| 9. Prof. P.A Abbasi              | (External Subject Expert)         |
| 10. Prof. S. S Sharma            | (Retired Principal)               |
| 11. Prof. R.C Sarikwal           | (Director Research centre )       |
| 12. Mr Y.P Singh                 | (Special Invitee)                 |

The agenda for the meeting approved

1. To prepare the Common Minimum Syllabus for B.A. in Sociology for CCS University Meerut according to national education policy-2020 keeping in view the Program Outcome (After 3 Years of Study). This course will introduce students to new concepts of Sociology discipline.
2. To prepare the Common Minimum Syllabus for CCS University for B.A. in Social work according to national education policy-2020 keeping in view the Program Outcome(After 3 Years of Study). This course will introduce students to new concepts of Social work discipline.
3. It is recommended that the courses of B.A in Sociology and Social work should also be implemented in department of Sociology at university campus and the classes as per the new B.A syllabus should be started in campus of the university.

Prof Y Vimla  
PVC, CCS University

Prof NC Lohani,  
( DEAN Faculty of Arts)

Prof Yogendra Singh  
(Convener- I)

Dr Manju Goyal,  
SDC GZB (Convener II)

Prof Alok Kumar  
(University Professor)

Dr. Anjula Rajvanshi  
RGC,Mrt (College member)

Dr Praveen Kumar

SDC, GZB(College member)

Prof. P.A Abbasi

(External subject Expert)

Prof B.K Nagla

(External subject Expert)

Prof. S. S Sharma

(Retired Principal)

Prof. R.C Sarikwal

(Director Research centre)

Y P Singh

(Special Invitee)

## Common Minimum Syllabus for CCS University for B.A. in Sociology according to national education policy-2020

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

Year	Semester	Course Code	Paper Title	Theory/Practical	Credits
I	I		Introduction to Basic Concepts of Sociology	Theory	6
I	I		Concepts of Rural Sociology	Theory	4
I	I		Writing skill development on observation based on topic rural society.	Practical	2
I	II		Political Sociology	Theory	6
I	II		Society in India: Structure, Organization & Change.	Theory	4
I	II		Writing skill development on topics of Contemporary Sociological Importance	Practical	2
II	III		Social Change & Social Movements	Theory	6
II	III		Population and society	Theory	4
II	III		Projects on Communication Skills (Practicals)	Practical	2
II	IV		Participatory Management in Community Development	Theory	6
II	IV		Social Problems & Issues of Development in India	Theory	4
II	IV		Projects on Sustainable Society	Project	2
III	V		Classical Sociological Thought	Theory	5

III	V		Research Methodology in Social Sciences	Theory	5
III	V		Practical Application of Research Methodology/ Project Work	Practical	3
III	VI		Pioneers of Indian Sociology	Theory	5
III	VI		Gender and Society	Theory	5
III	VI		Field Work/Case Study/Project Work	Project	3

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

Programme/Class	Certificate	Year	B.A.I	Semester	I
Subject	Sociology				
Course Code		Course Title	Concepts of Rural Sociology		
Course Outcomes: 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 - 4	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 4-0-0					
Unit	Topic			No. of Lectures	
I	Meaning, Scope and Significance of Rural Sociology			08	
II	Concepts- Little Community, Peasant Society, Folk Culture,			08	
III	Concepts- Folk - Urban Continuum, Jajmani System, Dominant Caste			08	
IV	Rural Social System- Agrarian Relations,			08	
V	Land Reforms, Green Revolution,			06	
VI	Peasant Movements, Rural Leadership			08	
VII	Traditional Caste and Village Panchayats, Panchayati Raj System, Factions			06	
VIII	Rural Development and change- Trends of Change in Rural Society, Migration, Social and Economic Mobility			06	
This is an elective course open for all.					

Suggested Readings:

**REFERENCES:**

1. Srinivas, M. N. (ed.), 1955: India's Village, Bombay, Asian Publishing House
2. Mariott, Mckim (ed.), 1955: Village India, Chicago, Chicago University Press
3. Mukherjee, Ram Krishna, 1957: The Dynamics of Rural Society, Berlin
4. Desai, A.R. 1959: Rural Sociology in India, Bombay, Popular Prakashan
5. Retzlaff, 1962: Village Government in India, Bombay, Asia Publishing House
6. Dube, S. C., 1968: "Dominant Caste and Factionalism", Contributions to Indian Sociology,
7. Redfield, Robert, 1969: Little Community, Peasant Society & Culture, Chicago
8. Madan, T.N. & Majumdar, D.N., 1970: An Introduction to Social Anthropology, Bombay, Asia Publishing House
9. Oommen, T. K., 1970: "The Concept of Dominant Caste: Some Queries", Contributions to Indian Sociology
10. Atal, Yogesh, 1972: Local Communities and National Politics, Delhi, National
11. Beteille, Andre, 1974: Studies in Agrarian Structure, Delhi, Oxford University
12. Srinivas, M. N., 1976: The Remembered Village, Bombay, OUP
13. Desai, A.R. 1979: Rural India in Transition, Bombay, Popular Prakashan
14. Rao, M.S.A. 1979: Social Movements in India, New Delhi, Manohar
15. Shanin, T. (ed.), 1979: Peasants and Peasant Societies, London, Penguin Books
16. Oommen, T. K., 1984: Social Transformation in Rural India, Mobilization and State Intervention, New Delhi, Vikas
17. Singh, Yogendra, 1998: Panchyati Raj Institutions and Development of Scheduled Caste, New Delhi, R.K. Publication
18. Sekar, Chandra S. 2008: Panchayati Raj and Financial Resource, New Delhi,
19. Palanithurai, G. 2008: Dynamics of New Panchayati Raj System in India, New Delhi, Concept Publishing Company
20. SL Doshi 1999: Rural Sociology: New Delhi, Rawat Publications

Suggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

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

**Course 2 (Theory)**

**B.A. 1<sup>st</sup> Year (Semester 1) Course 2 (Theory)**

Programme/Class	Certificate	Year	B.A.I	Semester	I
Subject	Sociology				
Course Code		Course Title	Introduction to Basic Concepts of Sociology		
Course Outcomes: 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.		

**BA 1<sup>st</sup> Year, Sem.**

**Course 3 (Practical)**

**B.A. 2nd Year(Semester 1) Course 3( Practical)**

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code		Course Title	Writing skill development on observation based on topic rural society,		
Course Outcomes: This is the practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students of Sociology. This would enhance and inculcate the analytical skills among the students. The paper is designed to enrich the conceptual vocabulary of the students, such that they are equipped with the writing style in Sociology. This paper is presumably beneficial for the students who are interested in the field of research observation.					
Credits - 2	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 2-0-0					

Unit	Topic	No. of Lectures
I	The structure and composition of rural society: Rural Urban continuum.	08
II	Structural and Functional Perspective to study rural Society.	08
III	Cultural and Ethnic diversity: Diversities in respect of caste, religious beliefs and practices.	07
IV	Trends of change in rural society.	07

This is an elective course open for all.

Suggested Readings: 1.J, Jennifer. Quinn.S. Brown.R, 2011: Writing for Sociology, University of California, Berkeley.  
 2. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India.  
 3. <https://www.citethisforme.com/guides/harvard/how-to-cite-a-book>  
 4. <https://libguides.ru.nl/apaEN/reference-examples-books-and-reports>  
 5. Collected Essays. By M. N. Srinivas with a foreword by, A. M. Shah. Delhi: Oxford University Press, 02.  
 6. . 'kekZ ds ,y % vk/kqfud Hkkjrh; lekftd ljakuk ,oa ifjoZru] jkor ifCyds'ku t;iqj

Suggested Continuous Evaluation Methods:

- Practical file evaluation. main focus on presentation, content and proper use of research methodology & Viva.

Suggested equivalent online courses:

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

Suggested Readings:

1. Berger, P.1963. An Invitation to Sociology: A humanistic Perspective.
2. Bottomore, T.B.1973. Sociology: A guide to Problems and Literature. (Hindi version available).
3. Davis, Kingsley.1973. Human Society.
4. Giddens. Anthony.2009. Introduction to Sociology.
5. Haralambos M. Sociology: Themes and Perspectives. (Hindi version available).
6. Inkeles, Alex.1987. What is Sociology.
7. MacIver, R.M. and Charles H. Page.1949. Society: An Introductory Analysis. (Hindi version available)
8. Mills, C.W.1959. The Sociological Imagination.
9. Thakur, Navendu.2016, Samaj Shastra Ek Parichay.
10. MkW ts ih flag % lekt'kkL= ds ewy rRoA

Suggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

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

**B.A. 2nd Year(Semester 2) Course 1 (Theory)**

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code		Course Title	Political Sociology		
<p>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.</p>					
Credits - 6	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0					
Unit	Topic			No. of Lectures	
I	Basic Concepts: Sociology of Politics, Power, Authority, Leadership, Bureaucracy.			08	
II	Political Parties, Political Socialization, Political Mobilization,			08	
III	Role of Election Commission			08	
IV	Elite theories of distribution of power in society: Mosca, Pareto and C. W. Mills			08	
V	Pressure groups and interests groups: Nature, bases, political significance			06	
VI	Public opinion: Role of mass media			08	
VII	Political Process in India: Role of caste, Religion,			08	
VIII	Role of Regionalism and language in Indian Politics			06	
This is an elective course open for all.					

<p>Suggested Readings:</p> <p>REFERENCES:</p> <ol style="list-style-type: none"> <li>1. Weber, Max, 1947: The Theory of Social and Economic Organization, New York, Macmillan</li> <li>2. Michels, Robert. 1949: Political Parties, Glencoe, Free Press</li> <li>3. Wright, Mills C, 1963: Power Elite, New York, Oxford University Press</li> <li>4. Desai, A.R., 1966: Social Background of Indian Nationalism, Bombay, Asia Publ.</li> <li>5. Nettel, J.P., 1967: Political Mobilization, London, Faber and Faber Ltd.</li> <li>6. Bottomore, T.B., 1968: Elites and Society, London, Penguin Books Ltd.</li> <li>7. Duverger, Maurice, 1969: Political Parties: Their Organization and Activity in the Modern State, London, Methue and Co</li> <li>8. Eisenstadt, S.N., 1971: Political Sociology, New York, Oxford University Press</li> <li>9. Kothari, R., (ed). 1973: Caste in Indian Politics, New Delhi, Orient Longman</li> <li>10. Kothari, R., 1979: Politics in India, Delhi, Orient Longman</li> <li>11. Mitra, Subrata K 1992: Power, Protest and Participation: Local Elites and Politics of Development, UK, Routledge</li> </ol>
<p>Suggested Continuous Internal Evaluation Methods (25 Marks):</p> <ul style="list-style-type: none"> <li>• Seminar/Assignment on any topic of the above syllabus.</li> <li>• Test with multiple choice questions / short and long answer questions.</li> <li>• Research Orientation of the student.</li> <li>• Quiz</li> </ul>
<p>Suggested equivalent online courses:</p> <p>IGNOU &amp; Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.</p>

**BA 1<sup>st</sup> Year, Sem. II ,  
Course 2 (Theory)**

**B.A. 2nd Year(Semester 2) Course 2 (Theory)**

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code		Course Title	Society in India: Structure, Organization & Change.		
<p>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.</p>					
Credits - 4	Maximum Marks: 100		Minimum Marks: 33		
<p align="center">Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0</p>					
Unit	Topic				No. of Lectures
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society.				07



II	Indological, Historical, Structural and Functional Perspective to study Indian Society.	07
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.	08
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.	08
V	Basic Institutions of Indian society: Caste, Marriage, Religion, Class and Joint Family.	06
VI	Social Classes in India: Agrarian-Rural, Industrial-Urban: The Middle Class; Exclusion and Inclusion, Backward classes, Dalits, Women.	08
VII	Population: Structure and dynamics, Demographic analysis, Population explosion, Demographic theories, Population growth and control.	08
VIII	Change and Transformation in Indian Society; Factors affecting National Integration: Casteism and Politics of caste in India, Communalism and Politics of communalism, Naxalism.	08

This is an elective course open for all.

**Suggested Readings:**

1. Bose, N.K. 1967: Culture and Society in India
2. Dube, S.C., 1958: India's Changing Villages.
3. Karve, Irawati, 1961: Hindu Society: An Interpretation.
4. Srinivas, M.N., 1963: Social Change in Modern India.
5. . vkgwtk vkj 2000 % Hkkjrh; lekt jkor ifCyds'ku t;iqj

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

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

**Suggested equivalent online courses:**

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

**BA 1<sup>st</sup> Year, Sem. II**  
**Course 3 (Practical)**

**B.A. 2nd Year(Semester 2) Course 3 (Practical)**

Programme/Class	Certificate	Year	B.A.I	Semester	II
Subject	Sociology				
Course Code		Course Title	Writing skill development on topics of Contemporary Sociological Importance		
<p>Course Outcomes: This is the practical paper introduced in the second semester of the certificate course in order to develop writing skills among the students of Sociology. This would enhance and inculcate the analytical skills among the students. The paper is designed to enrich the conceptual vocabulary of the students, such that they are equipped with the writing style in Sociology. This paper is presumably beneficial for the students who are interested in the field of Media, Journalism, Essay writer, Column writer, Psephology, Journalism.</p>					
Credits - 2	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 2-0-0					
Unit	Topic			No. of Lectures	
I	The structure and composition of Indian society: Village, Town, City, Rural Urban linkages. Unity and diversity in Indian society.			08	
II	Indological, Historical, Structural and Functional Perspective to study Indian Society.			08	
III	Cultural and Ethnic diversity: Diversities in respect of language, caste, region and religious beliefs and practices.			07	
IV	Tribal Communities in India: Geographical distribution, Problem of Assimilation, Integration and Assertion, Backwardness and Underdevelopment in Tribe.			07	
This is an elective course open for all.					
<p>Suggested Readings: 1.J, Jennifer. Quinn.S. Brown.R, 2011: Writing for Sociology, University of California, Berkeley.          7. Uberoi, Patricia, 1993: Family, Kinship and Marriage in India.          8. <a href="https://www.citethisforme.com/guides/harvard/how-to-cite-a-book">https://www.citethisforme.com/guides/harvard/how-to-cite-a-book</a>          9. <a href="https://libguides.ru.nl/apaEN/reference-examples-books-and-reports">https://libguides.ru.nl/apaEN/reference-examples-books-and-reports</a>          10. Collected Essays. By M. N. Srinivas with a foreword by, A. M. Shah. Delhi: Oxford University Press, 02.          11. . 'kekZ ds ,y % vk/kqfud Hkkjrh; lekftd ljapuk ,oa ifjoZru] jkor ifCyds'ku t;iqj</p>					
<p>Suggested Continuous Evaluation Methods:</p> <ul style="list-style-type: none"> <li>Practical file evaluation. main focus on presentation, content and proper use of research methodology &amp; Viva.</li> </ul>					
<p>Suggested equivalent online courses:          IGNOU &amp; Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.</p>					

**Course I (Theory)****B.A. 2nd Year(Semester 3) Course 1(Theory)**

Programme/Class	Diploma	Year	B.A.II	Semester	III
Subject	Sociology				
Course Code		Course Title	Population and society		
Course Outcomes: This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement. This course will introduce students to the dynamic aspect and dissension tendencies of society. The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society.					
Credits - 4	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 4-0-0					
Unit	Topic				No. of Lectures
I	Demography and Sociology.				06
II	Malthusian Theory of Population.				06
III	Elements of Population Analysis: Fertility, Mortality and Migration.				06
IV	Elements of Population Analysis: Population Structures-age and Sex.				05
V	Interaction between Demographic variables and Social Structure and institutions: Fertility and Culture.				05
VI	Interaction between Demographic variables and Social Structure : Migration				06
VII	Interaction between Demographic variables and Social Structure and institutions: Urbanization				06
This is an elective course open for all.					

**Suggested REFERENCES:**

1. Hallwachs. M. 1960 Population and Society Introduction to Social Morphology .Glencoe Free Press.
2. American Association for the Advancement of Science. 1974 Culture and Population Change. Washington
3. UNO. 1973 The Determinants and Consequences of Population Trend Vol I, New York.
4. Peteron, W 1967 Population. (2nd ed London collier Macmillan.
5. Jackson, JA ed 1969. Migration Cambridge University Press.
6. Mandelbaun David 1974 Human Fertility in India: social components and policy perspectives. Berkeley: University of California Press.

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

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

**Suggested equivalent online courses:**

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

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

**B.A. 2nd Year(Semester 3) Course 2(Theory)**

Programme/Class	Diploma	Year	B.A.II	Semester	III
Subject	Sociology				
Course Code		Course Title	Social Change and Social Movement in India		
Course Outcomes: This paper is designed in a manner, so that students are introduced to the concepts related to Social change and Social Movement. This course will introduce students to the dynamic aspect and dissension tendencies of society. The critical evaluation would enable students to come out with better suggestions, contributing in cohesion of society.					
Credits - 6	Maximum Marks: 100		Minimum Marks: 33		
Total No. of Lectures –Tutorials – Practical ( in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	Concept, Meaning & Nature of Social change, Factors of Social Change, Change in structure and Change of structure				12
II	Types of Social change: Evolution, Development, Progress and Revolution.				12
III	Theories of Social Change: Linear, Cyclical, Demographic, and Economic (Conflict). Information technology and Social Change.				11
IV	Processes of Social Change in India: Sanskritization, Westernization, Modernization. Concept & Impact of Secularization and Globalization. Parochialisation and Universalization				11

V	Concept & Meaning of Social Movement, Nature, Definitions and Characteristics of Social Movements.	11
VI	Social Movement and Social Change: Theories of Social Movement: Structural –functional , Marxist, Resource Mobilization Theory ,	11
VII	New Social Movement Types of Social Movement: Reform, Rebellion, Revival, Revolution, Insurrection, Counter Movement	11
VIII	Social Change in India through Social Movements: Peasant movement, Labour movement , Dalit movement , Women’s movement , Environmental movement	11

This is an elective course open for all.

Suggested  
 Social change :W F Ogburn  
 Theories of social change:A critical appraisal -Raymond Boudon  
 The theory of social change- John McLeish  
 Social change in India : Crisis and resilience - Yogendra Singh  
 Social movement and Social Transformation -MSA Rao  
 Protest and change : Studies in social movement -T K Oommen  
 Social movements in india- Ghanshyam Shah  
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Suggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

## BA 2<sup>nd</sup> Year, Sem. III

### Course 3 (Practical)

#### B.A. 2<sup>nd</sup> Year(Semester 3) Course 3(Practical)

Programme/Class: Diploma	Year: Second	Semester: Third
Subject: Social Work		
Course Code:	Course Title: Communication Skills (Practicals)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• Able to gain opportunity in understanding contemporary fields of social work profession</li> <li>• Able to influence to practice, analyze and evaluate social work intervention</li> <li>• Able to develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work</li> </ul>		

Credits: 6		Elective
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures--Tutorials-Practical(in hours per week)P-6/w		
Unit	Topic	No of Lectures
<b>I</b>	Presentation skills: listening centered message, knowing about the listeners messages, overcoming anxiety, persuasive strategies.	10
<b>II</b>	structuring the presentation, effective use of visual aids and non- verbal communication.	8
<b>III</b>	Life skills: Self-awareness, self-esteem, assertiveness, coping with anger, fear, anxiety, stress, hurt and depression sensitivity, empathy and support	10
<b>IV</b>	, creative thinking, time management, Decision making.	8
<b>V</b>	Soft –Skills: communication, commitment, conflict resolution, civic and traffic sense, emotional competence, listening skills, nonverbal communication,	8
<b>VI</b>	Building effective relationships; Building rapport, nurturing friendship. Personal communications skills: Self – disclosure, feedback.	8
<b>VII</b>	Conflict management skills: negotiating; Team work and synergy skills.	08

<b>Suggested Readings:</b>	
<ol style="list-style-type: none"> <li>1. Pasty McCarthy a Carolin Hatcher, (2002). Presentation Skills The essential guide for student, New Delhi SAGE publication.</li> <li>2. Neil Thompson (1996) peopleskills,London;Macmillan.</li> <li>3. Dalai Lama and cutler,H.C(1998) the Art of Happiness; A Handbook forLiving.London;Coronet Books</li> </ol> <ol style="list-style-type: none"> <li>1. Hargie,Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London;Routledge.</li> </ol>	
This course can be opted as an elective by the students of following subjects: Open for all	
<b>Suggested Continuous Evaluation Methods:</b>	
A) Semester End Examination :75 marks	
B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )	
Assignment / Test / Quiz(MCQ) / Seminar/ Presentations	
Suggested equivalent online courses: <a href="http://mssw.in">http://mssw.in</a> <a href="mailto:bswinfo@ignou.ac.in">bswinfo@ignou.ac.in</a>	

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

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

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code		Course Title	Participatory Management in Community Development		

**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: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

Participatory Management: Meaning, Nature, Scope and Relevance

08

II

Approach: Training Methodology, Conscientization and follow up capacity building activities

12

III

Needs Assessment of target group specially: SC, ST, OBC, Women and PH.

12

IV

Participatory Extension: PRA: Participatory Rural Appraisal

07

V

Participatory Extension: RRA: Rapid Rural Appraisal

07

VI

FGS: Focused Group Strategy

07

VII

PLA: Participatory Learning & Action: Sociology of Sanitation

07

This is elective course open for all.

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Suggested readings:

REFERENCES:

1. Jackson, Adrian June, 1995: Leadership Circles from Participatory Learning and Action (PLA), Notes No. 23, London: IIED
2. Hinton, Rachel, 1995: What Is PRA? A Participatory Learning Game from Participatory Learning and Action (PLA), Notes No. 24, London, IIED
3. Chambers, Robert, 1996: Dominance And Submission from Participatory Learning and Action (PLA), Notes No. 26, London, IIED
4. Dereze, Jean and Sen, Amartya. 1996: India: Economic Development and Social Opportunity, New Delhi, OUP
5. Guijt, Irene, 1996: For or Against? from Participatory Learning and Action (PLA), Notes No. 27, London, IIED
6. Sarah, Gelpke, Water Aid June, 1997: Using Drama in PRA Training from Participatory Learning and Action (PLA), Notes No. 29, London, IIED
7. Coupal, Francoise, 1999: Exploring Evaluation Through Drawing from Participatory Learning and Action (PLA), Notes No. 33, London, IIED

dSuggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

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

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

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code		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
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Total no. of lectures-tutorials-practical (in hours per week):4-0-0

Unit	TOPIC	NO. OF LECTURES
I	Deviance: Concept & Meaning, Definition. Crime and ,Juvenile Delinquency White Collar crime,	07
II	Corruption in Public life, Cyber Crime, Drug Addiction, Suicide, Terrorism.	07
III	Structural Problems: Poverty, Caste Inequality, Problems: Religious, Ethnic and Regional, Minorities, Backward Classes and Dalits.	08
IV	Familial Problems: Dowry, Domestic Violence, Divorce, Intra and Inter Generational Conflict, Problem of Elderly.	08
V	Concept of Development, Economic Vs Social Development, Human Development.	06
VI	Theories of Development: Smelser, Lerner, Rostow.Under Development Dependency: Centre Periphery (Frank), Uneven Development (Samir Amin); Globalization and Development Society.	08
VII	Issues of Development: Agrarian Crisis, Human Resource Development & Skilled Unemployment.	08
VIII	Ecology and Development: Development and Displacement, Rehabilitation and Resettlement Policy, Sustainable development, Global Warming and Climate Change.	08

This is elective course open for all.

**Suggested readings:**

1. Cloward, R., 1960. Delinquency and Opportunity.
2. Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert.
3. Cohen, Albert .K. 1955, Delinquent Boys: The Culture of the gang.
4. H, Travis, 1969, Causes of Delinquency.
5. E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.
6. Betellie, Andre, 1974: Social Inequality.
7. Gill, S.S., 1998: The Pathology of Corruption.
8. Lewis, Oscar, 1966: Culture of Poverty, Scientific American, Vol.II & V
9. Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.
10. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.
11. Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.
12. Desai A.R, 1971: Essays on Modernization of Underdeveloped Societies.
13. Datt and Sundaram, 2008. Indian Economy
14. Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future
15. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly, May 14-1994.
16. Escobar Arturo, 1995: Encountering Development, the Making and Unmaking of the Third World

17. Ghosh J, Never Done and Poorly Paid: Women's Work in Globalizing India.

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dSuggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

Suggested readings:

16. Cloward, R., 1960. Delinquency and Opportunity.
17. Charles, L.C., Michael, W.F., 2000. Crime and Deviance: Essays and Innovations of Edwin M Lemert.
18. Cohen, Albert .K. 1955, Delinquent Boys: The Culture of the gang.
19. H, Travis, 1969, Causes of Delinquency.
- 20.E, Sutherland, D, Cressey, D.F., Luckenbill, 1934. Principles of Sociology.
21. Betellie, Andre, 1974: Social Inequality.
22. Gill, S.S., 1998: The Pathology of Corruption.
23. Lewis,Oscar,1966: Culture of Poverty, Scientific American, Vol.II & V
24. Gadgil, Madhav and Guha, Ramchandra, 1996: Ecology and Equity: The Use and Abuse of Nature in Contemporary India.
25. Berreman, G.D., 1979: Caste and Other Inequalities: Essays in Inequality.
26. Browning Halcli, Webster(ed), 1996: Understanding Contemporary Society: Theories of the Present.
27. Desai A.R, 1971: Essays on Modernization of Underdeveloped Societies.
28. Datt and Sundaram, 2008. Indian Economy
29. Eade D and Ligteringen E, Debating Development, 2006. – NGOs and the Future
30. EPW Research Foundation, Social Indicators of Development for India, Economic and Political Weekly,May 14-1994.
- 16.Escobar Arturo, 1995: Encountering Development, the Making and Unmaking of the Third World
17. Ghosh J, Never Done and Poorly Paid: Women's Work in Globalizing India.
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dSuggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

**BA 2<sup>nd</sup> Year, Sem. IV ,Course 3 (Project)**

Programme /Class	Diploma	Year	B.A II	Semester	IV
Subject	Sociology				
Course code		Course	Project on Sustainable Society		
Course Outcomes: The syllabus designed to introduce students to the emerging social problems and the concept and issues of development in Indian Society. The project work will engage students directly in practical knowledge about the conducting research project. This project work will help learners to know about the issue of sustainability and policies & programmes.					
Credits:2		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):2-0-0					
Unit	Topic			No. Of Lectures	
I	Research Project: Definition & Concept, Selection of Research Topic related to Social Problems and Social Development, Sustainable Development.			07	
II	How to develop Research Proposal and its Implementation.			07	
III	Methods & Techniques for conducting scientific study. Writing of Bibliography.			08	
IV	Research Project final draft and writing of findings, Presentation of Research Project.			08	
This is elective course open for all.					
Suggested readings:1. Goode and Hatt, 2006: Methods in Social Research. 2. Young Pauline, 1988 Scientific Social Surveys and Research Practice. 3. Silverman David, 1985 Gower, Vermont Qualitative Methodology and sociology. 4. Sachdev Meetal, 1987: Qualitative Research in Social Sciences. 5. <a href="https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-write-your-research-proposal">https://www.westminster.ac.uk/study/postgraduate/research-degrees/entry-requirements/how-to-write-your-research-proposal</a>					
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> <li>Project file evaluation,main focus on presentation,content and proper use of research methodology,Viva.</li> </ul>					

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

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

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code		Course	Classical Sociological Thought		
<p>Course Outcomes: The course syllabus is designed to help students to know about the classical contributions of Pioneers of Sociology. The paper will focus upon the history of Sociology and the intellectual traditions originated during the crisis in Europe and the impact it had on the structures of society. The learner will gain theoretical as well as methodological knowledge about the subject.</p>					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
<b>Unit</b>	<b>Topic</b>				<b>No.of Lectures</b>
I	Emergence of Sociology, Intellectual Sources: Enlightenment, Philosophy of History, Political History, Social and Political Reform Movements. Revolution: French Revolution and Industrial Revolution.				10
II	.August Comte: Positivism, The Hierarchy of Sciences, Law of Three Stages. Herbert Spencer: Social Evolution and Social Darwinism				10
III	Emile Durkheim: Social Fact, Mechanical Solidarity and Organic Solidarity, Suicide.				10
IV	Vilfredo Pareto: Action – Logical and Non Logical Action, Residues and Derivatives.				09
V	Karl Marx: Dialectical Historical Materialism, Class Struggle, Theory of Alienation.				09
VI	Max Weber: Social Action, Power and Authority, Protestant Ethics and Spirit of Capitalism.				09
VII	G.H.Mead: Symbolic Interaction, Concept of ‘Self’ and ‘Me.’.				09
VIII	Talcott Parsons: Action and Behaviour; Social System, Pattern Variables. R.K.Merton: Middle Range Theory, Manifest and Latent Function.				09
This is elective course open for all					

**Suggested Readings :**

1. Giddens Anthony, 1989 : Sociology, Polity Press, Cambridge
2. Kalberg Stephen, 2002: The Protestant Ethic and Spirit of Capitalism, III rd edition.
3. Kamernka Eugene, 1983: The Portable Marx, Penguin.
4. Kalberg Stephen, 1994: Connecting Issues in Comparative Historical Studies Today
5. Lukes Steven, Durkheim: Life and Works: A Critical Study, 1973.
6. Morrison Ken, Marx, Durkheim, Weber – formation of Modern Social Thought, Sage Publication, New Delhi, 1995.
7. Ritzer George, Sociological Theory, McGraw Hill, New York, 2000.
8. Tucker K.N, 2002. Classical Social Theory.
9. Wilhelm Outhwaite and Mulkey M, Social Theory & Social Criticism
10. ,e ,y nks"kh ,oa ih lh tSu% eq[; lekt'kkL=h; fopkjd] jkor ifCyds'ku t;iqj

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

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

**Suggested equivalent online courses:**

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

<b>BA 3<sup>rd</sup> Year, Sem. V , Course II (Theory)</b>					
<b>BA 3<sup>rd</sup> Year, Sem. V ,Course II (Theory)</b>					
Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code		Course		Research Methodology in Social Sciences	
<p>Course Outcomes: The course of Research Methodology in Social Sciences/Sociology is structured in a way that it makes student to understand and comprehend the research problems, research techniques and nevertheless course intends to develop objective as well as subjective enquiry into the areas of Sociological studies. The main purpose of the course is to develop scientific and humanistic approach towards the research work in the subject.</p>					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	TOPIC				No. of Lectures

<b>I</b>	Social Research: Concept, Nature & Types of Social Research, Importance of Social Research.Steps of Scientific Research: Formulation of Research Problem.	10
<b>II</b>	Research Design: Meaning, Types and Importance.Hypothesis: Its Types and Sources.	10
<b>III</b>	Problems of Objectivity. Objectivity Versus Subjectivity, Value Neutrality. Ethical Issues in Social Research. Plagiarism and Copy Right.	10
<b>IV</b>	Types of Research: Basic and applied: Historical and Comparative; Descriptive, Exploratory, Explanatory and Diagnostic.	09
<b>V</b>	Data Collection: Primary and Secondary Source; Census: Observation; Case Study; Content Analysis.	09
<b>VI</b>	Techniques of Data Collection; Sampling, Questionnaire, Schedule and Interview, Primary and Secondary Data.	09
<b>II</b>	Classification and Presentation of Data: Coding; Tables; Graphs; Diagrams; Bar; Chart, Pictorial and Histogram and Report Writing.	09
<b>VIII</b>	Overview of Statistics in Sociology, Measures of Central Tendency (Simple Arithmetic Mean, Median and Mode).	09

This is elective course open for all

- Suggested readings:
1. Babbie Earl, 2004: The Practice of Social Research, (10th ed.)
  - 2 Burawoy M and Joseph Blum (ed),2000: Global Ethnography: Forces, Connections and Imaginations
  - 3 Bryman Alan, 2001 Social Research Methods.
  - 4Carol Grbich, 2000: New Approaches in Social Research, Sage Publication.
  - 5Devine and Heath, 1999: Sociological Research Methods in Context, Palgrave.
  - 6 Denzin Norman, Lincoln Yvonna (ed), 2006.:Handbook of Qualitative Research,
  7. Goode and Hatt, Methods in Social Research
  8. Giddens Anthony, 1976: New Rules of Sociological Research.
  9. Mulkay Michael, 1979: Science and the Sociology of Knowledge, George Allen and Unwin Ltd.
  10. Silverman David, 1985: Qualitative Methodology and sociology, Gower, Vermont.
  11. Sachdev Meetali, 1987: Qualitative Research in Social Sciences, Raj Publishing, Jaipur.
  12. Williams Malcolm, 2004. Science and Social Science, Routledge, New York,
  13. Young Pauline, Scientific Social Surveys and Research Practice,
  14. ts ih falg% lekftd vuqla/kku dh fof/k;kWa A

Suggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

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

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

Programme /Class	Degree	Year	B.A III	Semester	V
Subject			Sociology		
Course code		Course	Practical Application of Research Methodology/Project Work		
Course Outcomes: Research Methodologies comprise important part in the course structure of Sociology, hence the course is designed in such a way that student will learn the basic and useful techniques of research which will be beneficial in exploring the research questions and formulation of Research Design. The student will learn how to construct schedules, questionnaire and applicability of other research methods.					
Credits:3		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):2-0-0					
Unit	Topic				No. Of Lectures
<b>I</b>	Social Research: Meaning and Definition. Basic Steps in Social Research.				12
<b>II</b>	Formulation of Hypothesis and Selection of Research Problem.				11
<b>III</b>	Use of techniques of data collection. Construction of Interview Schedule, Questionnaire, Case study method, Observation method.				11
<b>IV</b>	Classification and Presentation of data: Use of coding method, Classification, Preparation of tables, Graphs, Bar and Pie diagram.				11
This is elective course open for all					
Suggested Readings: 1 Bagchi, Kanak, k, 2000: Research Methodology in Social Sciences: A Practical Guide. 2 Daniel, Stockemer, 2019: Quantitative Methods for the Social Sciences 3 Kara, Helen: Creative Research Methods in the Social Sciences: A Practical Guide. 4 ts ih falg% lekftd vuqla/kku dh fof/k;kWa A					
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> <li>Practical/Project file evaluation, main focus on presentation, content and proper use of research methodology, Viva.</li> </ul>					
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities / MOOC platforms such as “SWAYAM” in India and Abroad.					



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

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

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject			Sociology		
Course code		Course	Pioneers of Indian Sociology		
<p>Course Outcomes: The course outline has been delineated in a manner that the student of Sociology is able to gather knowledge about the esteemed Indian Pioneers of Sociology, who largely used indigenous methodology to understand the Indian society and its complexities. The learner will be able to grasp information and knowledge about the approaches and theoretical framework adopted by the Indian Sociologists and simultaneously they will know about the History of Sociology in India and Sociological traditions.</p>					
Credits:5		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):4-0-0					
Unit	Topic			No. of Lectures	
I	G. S. Ghurye: Caste; Indian Sadhus; Rururban Community; D. N. Majumdar: Caste; Tribal Integration			10	
II	Radhakamal Mukherjee: Social Structure of Values; Social Ecology			10	
III	D.P. Mukherjee: Indian Culture and Diversities; Modernity, Indian Youth, Marxology			10	
IV	Irawati Karve: Kinship in India I.P. Desai: Indian Family			09	
V	M.N. Srinivas: Sanskritization; Westernization; Secularization; Dominant Caste.			09	
VI	S. C. Dube: Indian Village; Tradition; Modernization and Development.			09	
VII	A.R. Desai: Social Background of Indian Nationalism; Marxist Approach to Study Indian Society. Rama Krishna Mukherjee: Dynamics of Agrarian Class Structure.			09	
VIII	Andre Beteille: Caste, Class and Power: Agrarian Structure			09	

This is elective course open for all.

Suggested readings: D.N. Dhanagare, 1999: Themes and Perspectives in Indian Sociology.

Das Veena, 1995: Critical Events, An Anthropological Perspective on Contemporary India.

David Ludden, 2000: Critique of Subaltern Studies.

Dube, S. C, 1990. Indian Society.

Gail Omvedt, 2002 Dalits and Democratic Revolution.

Vivek P. S, 2002. Sociological Perspectives and Indian Sociology

T.S.Pawale & S.D.Patil, Basic Sociological Concepts

Ghurye, G. S. 2000 1932. Caste and Race in India.

Pramanik. S. K. 2001. Sociology of G S Ghurye.

Majumdar. D. N 1944 The Fortunes of Primitive Tribes.

Saksena. H. S. 2017. Tribal Studies and Beyond: Contributions of D.N. Majumdar to Indian Anthropology

Madan, T.N.2011. Sociological Traditions: Methods and Perspectives in the Sociology of India

Madan, T.N.2013. Sociology at the University of Lucknow: The First Half Century (1921-75

Oommen, T.K. 2015- Radhakamal Mukherjee on Social Ecology: Filling Up Some Blanks,

Sociological Bulletin, Vol. 64, No. 1 (January – April 2015), pp. 15-35.

Mukherjee, D.P. 2002. Indian Culture.

Mukherjee, D.P. 2002. Diversities: Essays In Economics, Sociology and Other Social Problems.

Desai I.P. 1964: Some aspects of family in Mahuva.

Karve, Irawati, 1953 Kinship Organisation in India. (Deccan College Monograph Series, 11.)

Uberoi, Patricia, Nandini Sundar and S. Deshpande. 2007. Anthropology in the East: Founders of Indian Sociology and Anthropology.

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Suggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

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

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

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject		Sociology			
Course code		Course	Gender and Society		

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

Credits:5	Max. Marks:100	Min. Passing Marks:33
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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 (edt): From Independence Towards Freedom.  
 Chodhuri Maitreyee, 2004 Feminism in India, Women Unlimited.  
 Chakravarty Uma, 2003. Gendering caste through a feminist Lense, Stree, Calcutta, Courting Disaster, PUDR Report, 2003.  
 Davis Kathy, Evans Mary, Lorber, J (edt), 2006: Handbook of Gender and Women's Studies.  
 Delmont Sara, 2003: Feminist Sociology.  
 Feminist Concepts, Contribution to Women's Studies Series, Part-I, II, III, RCWS, Mumbai  
 Geetha V, 2007 Patriarchy, Stree, Calcutta.

Geetha V, 2002 Gender, Stree, Calcutta.  
 Kimmel Michael, The Gendered Society, Oxford, NY, 2008.  
 Radha Kumar, History of Doing, Kali for Women, New Delhi, 1992  
 भारत में घरेलू **fgalk** 2017, रिंकी भट्टाचाया।

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Suggested Continuous Internal Evaluation Methods (25 Marks):

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

Suggested equivalent online courses:

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

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

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

Programme /Class	Degree	Year	B.A III	Semester	VI
Subject		Sociology			
Course code		Course	Field Work/Case Study/ Project Work		
Course Outcomes: The syllabus is designed to introduce students to get themselves engaged in the field work and project work so that they are equipped with the practical knowledge about the field work and research project. This will be an empirical learning for those who aspire to become future Social Scientists.					
Credits:3		Max. Marks:100		Min. Passing Marks:33	
Total no. of lectures-tutorials-practical (in hours per week):2-0-0					
Unit	Topic			No. Of.Lectures	
I	Knowing about field work, Selection of research problem for Research project and field work. Concept of Universe and Units.			12	
II	Research Design, Use of Census and Sampling method to select units of study.			11	

III	Estimation of resources: Time, money, human resource. Conducting field survey, Necessary gadgets and equipments.	11
IV	Classification and Tabulation of data, Presentation of data. Report writing.	11

This is elective course open for all.

Suggested readings: Czarniawska, Barbara. 2014: Social Science Research: From Field to Desk.  
Percman, Ellen, Curran, Sara, R., 2006: A Handbook For Social Science Field Research.  
Wadds,P.,Apoifis,N.,Schmeidl,S,Spurway,K.,2020: Navigating Field Work in the Social Sciences: Stories of Danger, Risk and Reward.

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Suggested Continuous Evaluation Methods:

- Project file evaluation,main focus on presentation,content and proper use of research methodology,Viva.

Suggested equivalent online courses:

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

**Common Minimum Syllabus for CCS University for B.A. in Social work according to national education policy-2020 .**

**Semester-wise Titles of the Papers in U.G Programme (Social Work)**

Year	Semester.	Course Code	Paper Title	Theory/Practical	Credits
B.A- 1 <sup>st</sup> Year	I		Contemporary Ideologies for Professional Social Work	Theory	6
1	I		Fundamentals of Social Work (Theory)	Theory	4
1	I		Introduction to Field Work Practice	Practical	2
1	II		Dynamics Of Human Behaviour	Theory	6
1	II		Social Science concepts and Social Problems	Theory	4
1	II		Field Work Practicum-I (Observational visit of the agencies)	Practical	2
B.A- 2 <sup>nd</sup> Year	III		Communication Skills for Social Workers	Theory	6
2	III		Areas of Social Work Practice	Theory	4
2	III		Field Work Practicum-II (Intervention of Social work)	Practical	2
2	IV		Corporate Social Responsibility	Theory	6
			Methods Of Social Work	Theory	4
2	IV		Field Work Practicum-III(Importance of Community Base Services)	Practical	2
B.A 3 <sup>rd</sup> Year	V		Human Growth and Development	Theory	4
	V		Social Work Practice and Media Information	Theory	4
3	V		Field Work Practicum -IV	Practical	2
3	V		Rural Educational camp	Project	3
3	VI		Social Legislation and Policy	Theory	4
3	VI		Counseling and Guidance	Theory	4
3	VI		Field work Practicum-V (In Speciality )	Practical	2
3	VI		NGO and Project Formulation	Project	3

**Proposed Year wise Structure of UG Program in Social WorkProgram Outcomes (POs)**

The main purpose of the Programme in Social Work is to develop and disseminate knowledge, skills and values through education, field training and research necessary for promoting, maintaining and improving the functioning of individuals, families, groups, organizations and communities existing in the society. The programme is strongly committed to a diverse learning environment, in which respect for dignity and worth of all human beings and understanding of diverse conditions would be practiced. It respects individual uniqueness and offers a professional program to build a foundation for practice with population groups, keeping the larger goal in mind. The values and ethics of professional social work practice, the theory guiding the profession, and the skills that are necessary for practice and the ability to be engaged in lifelong learning.

**B. A. First Year Program Specific Outcomes (PSOs)**

At the end of program following outcomes are expected from students to understand history and evolution of social work profession, both in India and the Western and to develop insights into the origin and development of ideologies and approaches to social change and develop Skills to understand contemporary reality in its historical context. To understand the genesis and manifestation of social problems

And also know the preventive and remedial measures for contemporary social problems and role of social work in addressing social problems.

Psychological concepts and its relevance to Social Work

	Semester I	Name of Papers	Credits	No of Lectures
		Contemporary Ideologies for Professional Social Work	6	60
		Fundamentals of Social Work (Theory)	4	60
		Introduction to Field Work Practice (Practical)	2	30
	Total		6	90
	Semester II	Name of Paper	Credits	Lectures
		Dynamics Of Human Behaviour	6	60
		Social Science concepts and Social Problems(Theory)	4	60
		Field Work Practicum-I(Observational visit of the agencies)(Practical)	2	30
	Total		6	90

### B.A. Second Year Program Specific Outcomes (PSOs)

Able to demonstrate familiarity with Casework, Group work processes, tools and techniques and their application in Professional Social Work Practice. And to develop skills of Observation, Listening, Interviewing and Home Visits, Rapport Building, Resource Mobilization and Recording. And to develop skills of Facilitation, Analytical Thinking, Leadership Building, Programme Planning, Evaluation and using Programme Media in groups. Able to understand the concept and place of field work in Social Work education and to understand and develop self-awareness and orientation to field work, to explore role of Social Worker in different settings and to develop skills in Field Work like report writing, observation and Analysis

	Semester III	Name of Paper	Credits	No of Lectures
		Areas of Social work Practice(Theory)	4	60
		Communication Skills for Social Workers	6	60
		Field Work Practicum-II(Intervention of Social work )(Practical)	2	30
	Total		6	90
	Semester IV	Name of Paper	Credits	No of Lectures
		Corporate Social Responsibility	6	60
		Methods of Social Work (Theory)	4	60
		Field work Practicum-III (Importance of Community base services)(Practical)	2	30
	Total		6	90

### B.A. Third Year Program Specific Outcomes (PSOs)

To develop understanding of concept of social policy and social planning, Concept and nature of Development and Human Development. And relation of Social Policy to assist society welfare and Community organization and social action deals to know the problems of community and facilitate as methods of social work profession and to understand the relationship of community organization and social action with other methods of social work

	Semester V	Name of Paper	Credits	No of Lectures
		Human Growth and Development (Theory)	4	60
		Social Work Practice and Media Information (Theory)	4	60
		Field Work Practicum-IV ( Practical)	2	30



		Rural Educational Camp(Project)	3	45
	Total	Total	13	195
	Semester VI	Name of Paper	Credits	No of Lectures
		Social Legislation and Policy (Theory)	4	60
		Counselling and Guidance (Theory)	4	60
		Field work Practicum -V I(n speciality) (Practical)	2	30
		NGO and Project Formulation(Project)	3	45
	Total		13	195

### B.A. I st year( Semester I ) Paper -1(Theory)

Programme/Class: Certificate/BA	Year: First	Semester: First
<b>Subject: Social Work</b>		
Course Code:	Course Title: Contemporary Ideologies for Professional Social Work (Theory)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• <b>To understand history and evolution of social work profession, both in India and the West.</b></li> <li>• <b>To develop insights into the origin and development of ideologies and approaches to social change.</b></li> <li>• <b>To develop Skills to understand contemporary reality in its historical context.</b></li> </ul>		

Credits: 6	Elective	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical(in hours per week)L-6/w		
Units	Topic	No of Lectures
<b>I</b>	<b>Contemporary Ideologies:</b> 1. Social Change 2. Neo-Liberalism,	08
<b>II</b>	1. Globalization. 2. Postmodernism, 3. Feminism,	10
<b>III</b>	1. Renaissance of the civil society, 2. Multiculturalism, 3. Ideology of sustainable & people centered Development.	10
<b>IV</b>	<b>Contemporary Ideologies professional Social Work Profession:</b> 1. marginalization of vulnerable groups 2. Emerging ideologies of professional social work. 3. Spirituality & social work	10

V	<b>Social Reformers:</b> Jyotiba Phule, Mahatma Gandhi, Dr. B.R. Ambedkar, Baba Amte, Medha Patkar, Justice Ranade, Pandita rama bai	08
V1	, Social Reform Movements: Narmada Bachao Andolan, Chipko Movement, Naxalbari Movement	08
VII	Social movements in India , peasant movement Movements related to problems of natural and man- made displacements, ethnic identity.	06

**Suggested Readings:**

1. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.
2. Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.
3. Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge,
4. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
5. Desai, Murli, (2006). Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi.
6. Prof Rajaram Shastri, lektdk;Z (2016):Uttar pradesh Hindi Sansthan,Lucknow.
7. Dr.AjayR.Choure, Dr. Vinod Shankar Singh “lektdk;Z dk ifjp;”.
8. ckys’oj ikMs.; (Baleshwar Pandey) “lektdk;Z% fl}kar ,oa i}fr;kWaA” Read more at: <https://hindi.oneindia.com/dictionary/social-work-meaning-in-hindi/>
9. Tata Institute of Social work Educators forum (TISSWEF) 1997: Declaration of Ethics for Professional Social Workers, The Indian Journal of social work 58 (2) 335-341

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

**Suggested Continuous Evaluation Methods:**

A) Semester End Examination :75 marks

B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )  
Assignment / Test / Quiz(MCQ) / Seminar/ Presentations

Suggested equivalent online courses:

<http://mssw.in/>

**B.A. I st year( Semester I ) Paper - 2(Theory)**

Programme/Class: Certificate/BA	Year: First	Semester: First
<b>Subject: Social Work</b>		
Course Code:	Course Title:Fundamentals of Social Work (Theory)	

**Course outcomes:**

- **To understand history and evolution of social work profession, both in India and the West.**
- **To develop insights into the origin and development of ideologies and approaches to social change.**
- **To develop Skills to understand contemporary reality in its historical context.**

Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical(in hours per week)L-4/w		
Units	Topic	No of Lectures
<b>I</b>	<b>Basic concepts in Social Work</b>  1. Concept, definitions and scope of social work 2. Related concepts: Social Welfare, Social Development, Social Service and social reform	10
<b>II</b>	<b>History of Social Work</b>  1. Emergence of Social Work: UK, USA, India 2. Development of Social Work Education in India 3. Ancient, Medieval and Modern contributors in social work field	08
<b>III</b>	<b>Fundamental Of Social Work</b> 1. Values of the Social Work & Codes of Ethics 2. Principles and Skills of Social Work	08
<b>IV</b>	<b>Social Work Profession in India</b> 1. Profession: Meaning Definition and Attributes 2. Professionalization of Social Work in India 3. Issues and Challenges before Social Work Profession	08
<b>V</b>	<b>Human Rights And Social Work</b> 1. Social Work and its Relation to Human Rights and Social Justice	08
<b>V1</b>	<b>Approaches I</b>  1. Professional v/s Voluntary Approaches to Social Work	05
<b>VII</b>	<b>Approaches II</b>  1. Generalist Approach to Social Work Practice	03
<b>VIII</b>	<b>Ideology of Social Work</b>  1 Ideology of Action Groups and Social Movements 2 Influence of Political Ideology on Social Welfare Policies and Programme	10

**Suggested Readings:**

10. Surendra Singh (Chief Editor). (2012): Encyclopedia of Social Work in India. Lucknow: New Royal Book Company.
11. Singh, D. K. and Bhartiya, A.K. (2010). Social Work: Concept and Methods. Lucknow: New Royal Book Company.
12. Annie Pullen-Sansfaçon (2013), The Ethical Foundations of Social Work, Stephen Cowden Routledge,
13. Banks, S. (1995). Ethics and Values in Social Work: Practical Social Work Series, London: Macmillan Press Ltd.
14. Compton, B. R. (1980). Introduction to Social Welfare and Social Work. Illinois: The Dorsey Press.
15. Desai, Murli, (2006). Ideologies and social Work: Historical and Contemporary Analyses, Rawat Publication, New Delhi

7 Prof Rajaram Shastri, lektdk;Z (2016):Uttar pradesh Hindi Sansthan,Lucknow

8 [Dr.AjayR.Choure](#), Dr. Vinod Shankar Singh “lektdk;Z dk ifjp;”

9 ckys’oj ikMs.; (Baleshwar Pandey) “lektdk;Z% fl}kar ,oa i}fr;kWaA”

Read more at: <https://hindi.oneindia.com/dictionary/social-work-meaning-in-hindi/>

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

**Suggested Continuous Evaluation Methods:**

A) Semester End Examination :75 marks

B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )  
Assignment / Test / Quiz(MCQ) / Seminar/ Presentations

Suggested equivalent online courses:

<http://mssw.in/>

**B.A. Ist Year Semester I Paper 3(Practical)**

Programme/Class: Certificate/BA	Year: First	Semester: First
<b>Subject: Social Work</b>		
Course Code	Course Title: Introduction to Field Work Practice (Practical	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• Able to understand the concept ad place of field work in Social Work education</li> <li>• Able to understand and develop self-awareness and orientation to field work</li> <li>• Able to explore role of Social Worker in different settings</li> <li>• Able to develop skills in Field Work like report writing, observation and Analysis</li> </ul>		

Credits: 2	Core Compulsory / Elective
Max. Marks: 25+75	Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical(in hours per week)P-2/w	

	Topic	No. Of Lectures
	<p align="center"><b>Understanding Self and Field Work</b></p> <ol style="list-style-type: none"> <li>1. .Understanding Self: Self Concept, Dimension, Component</li> <li>2. Field Work: Concept, Definition, Purpose and Component.</li> </ol>	07
	<p align="center"><b>Field Work Practice and Ethics</b></p> <ol style="list-style-type: none"> <li>1. Field work Learning Plan: Need and Importance</li> <li>2. Planning for Programmes: Objectives and Process</li> <li>3. Participative Techniques in Field Work: Social and Resource Mapping</li> </ol>	08
	<p align="center"><b>Field Work and Record Writing</b></p> <ol style="list-style-type: none"> <li>1. Report Writing</li> <li>2. Field Work Record Writing with Individual, Group and Community</li> </ol>	07
	<p align="center"><b>Skills and Techniques in Field Work</b></p> <ol style="list-style-type: none"> <li>1. Rapport Building, Observation and Analysis</li> <li>2. Public Relation and Advocacy</li> <li>3. Lobbying and Networking</li> <li>4. Use of Programme Media and Mass Media -</li> </ol>	08

**Suggested Readings:**

1. Ahuja ,Ram (1997) Social Problem in India, Rawat Publishers, Jaipur
2. Ali, A.F. Iman (1992) Social Stratification Among Muslim-Hindu Community, New Delhi : Commonwealth Publishers
3. Bhusan, Vidya & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad : Kitab Mahal Crawford, K. (2004). Social Work and human development: Transforming Social Work practice. Exeter: Learning Matters
4. Flippo, Osella and Katy, Gardner (2003) Contraventions to Indian Sociology, Migration Modernity and Social Transformation in South Asia, New Delhi : Sage Publication
5. Gandhi P. Jagadish (1982) Indian Economy – Some Issues, Institute of Social Sciences and Research, Vellore
6. Koutsoyiannis (2008), Modern Micro Economics, 2nd Edition, London: Macmillan Press Ltd. Mahajan, G. (Ed.). (1998). Democracy, Difference and Social Justice. New Delhi: Cambridge University Press

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

**Suggested Continuous Evaluation Methods:**

The distribution of internal and external marking scheme will be 75 and 25 respectively  
 Test / Quiz(MCQ) / Seminar, Individual and Group presentation  
 Evaluation: Orientation Report, Report Writing , Focus Group Discussion  
 ( Viva Voce)

Suggested equivalent online courses:

<http://mssw.in/>

**B.A. 1st Year (Semester 2) Paper 1 (Theory)**

Programme/Class: Certificate/BA		Year: First	Semester: Second
Subject: Social Work			
Course Code:		Course Title: Dynamics Of Human Behaviour	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>• To understand and develop insight about sociological concepts for professional social work practice</li> <li>• Able to understand preventive and remedial measures for contemporary social problems</li> <li>• Able to understand role of social work in addressing social problems</li> </ul>			
Credits: 6		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures--Tutorials-Practical(in hours per week)P-6/w			
Unit	Topic	No. of Lectures	
I	Concept of human growth, development and Understanding Human Behaviour: Factors affecting human behavior; Methods of study human behavior;	08	
II	Theories of development & behavior – Freud’s Psycho analytical theory, Psycho-sexual theory & Erikson’s Psychosocial theory, , theory of classical conditioning.	08	
III	Biological Bases of Behaviour: Role of heredity, traits theory, Role of endocrine glands, Role of central nervous systems	08	
IV	Psycho-Social Bases of Behavior: Role of environment: Pre-natal & Post natal, Social factors affecting behavior, Socialization Process	08	
V	Human Growth & Development: Life span approach to the understanding of human growth & behaviour,	08	
VI	Principles of growth & development, Stages of development: from conception to old age.	08	
VII	Basic psychological processes: Learning, Motivation, Frustration.	06	
VIII	conflict, Coping / defense mechanisms, Personality development.	06	

<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Chowdary, D.P.1992 Aging and the aged, New Delhi: Inter India Pub.</li> <li>2. Kakar, Sudhir, 1978, Images of the Life cycle &amp; adulthood in India, In Anthony,</li> <li>3. Colette, C (Eds) The Child in his family wiley, 319- 332.</li> <li>4. S.V.Kale Child Psychology &amp; child Guidance</li> <li>5. S.K. Mangal - General Psychology 6. James C. Coleman, Psychology &amp; effective Behaviour</li> </ol>	
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>	
<p><b>Suggested Continuous Evaluation Methods:</b>  A) Semester End Examination :75 marks  B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )  Assignment / Test / Quiz(MCQ) / Seminar/ Presentations</p>	
<p>Suggested equivalent online courses:  <a href="http://mssw.in/">http://mssw.in/</a></p>	

**B.A. 1st Year (Semester 2) Paper 2 (Theory)**

Programme/Class: Certificate/BA	Year: First	Semester: Second
Subject: Social Work		
Course Code:	Course Title: Social Science concepts and Social Problems(Theory)	
<p><b>Course outcomes:</b></p> <ul style="list-style-type: none"> <li>• To understand and develop insight about sociological concepts for professional social work practice</li> <li>• Able to understand preventive and remedial measures for contemporary social problems</li> <li>• Able to understand role of social work in addressing social problems</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures--Tutorials-Practical(in hours per week)P-4/w		
Unit	Topic	No. of Lectures
<b>I</b>	<p><b>Basic Concepts</b></p> <ol style="list-style-type: none"> <li>1. Social Groups,Community, Association and Social Institution</li> <li>2. Social Structure and Social Control</li> </ol>	7
<b>II</b>	<p><b>Understanding Society and Social Process</b></p> <ol style="list-style-type: none"> <li>1. Society: Meaning, Characteristics and approaches</li> <li>2. Social process and Socialization</li> </ol>	7

<b>III</b>	<b>Social Stratification</b> 1. Concept and Theories of Social Stratification 2. Forms Of Srtatification: Caste, Class, Power, Gender 3. Social Change and social mobility	7
<b>IV</b>	<b>Social Work practice with family</b> 1. Family:concept,definition,structures,functions 2. Families in vulnerable situations ( conflicts,family break-up) 3. Social Work intervention with Families	7
<b>V</b>	<b>Understanding Social Problems</b> 1. Social Problems: Concept, Definition and Characteristics 2. Theoretical perspective to social problems 3. Social Work response to Social problems	8
<b>VI</b>	<b>Gender and Related Concerns</b> 1. Understanding gender, gender discrimination 2. Gender Based Violence 3. Social and Legal instruments to address gender related concerns	8
<b>VII</b>	<b>Contemporary Social problems( I)</b>  1. Scheduled Castes, Scheduled Tribes, Other Backward Classes and Minorities 2. Street Children, Working Children, Child Labour and their care and protection 3. Problem of elderly and differently able person 4. Alcoholism,drug abuse	8
<b>VIII</b>	<b>Contemporary Social problems (II)</b> 1. Suicide: Definition, Causes, Types and Impact 2. Farmers and Student's Suicide: Prevention, Remedy and Role of Social Workers 3. Poverty and Unemployment: Prevention, Remedy and Role of Social Workers	8
<b>Suggested Readings:</b>  1. Ram Ahuja (2014): Social problems in India, Jaipur: Rawatpublication  2. Malcolm Spector (2017): Constructing Social Problems: Routledge 3Joel Best (2016): Social Problems: W.W.Norton, Incorporated. 3. Joel Best (2017): Images of Issues-Typifying Contemporary Social Problems , Routledge  4. Madan, G.R. (1981): Indian social problem, New Delhi : Allied publication 5. H.S, Becker.(1966). Social Problems-A Modern Approach. New York: John Wiley and Sons.		
This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suggested Continuous Evaluation Methods:</b> A) Semester End Examination :75 marks B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 ) Assignment / Test / Quiz(MCQ) / Seminar/ Presentations		



Suggested equivalent online courses: <a href="http://mssw.in/">http://mssw.in/</a>	
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### B.A. 1st Year( Semester 2 ) Paper 3 (Practical)

Programme/Class: Certificate/BA	Year: First	Semester: Second
Subject: Social Work		
Course Code:	Course Title: Field Work Practicum -I(Observational visit of the agencies)	
<b>Course outcomes:</b> <ul style="list-style-type: none"> <li>• Able to understand the significance of field work in social work education</li> <li>• Able to understand role of professional Social Workers in different settings</li> <li>• Capable to understand the role of professional social workers</li> <li>• Able to understand the programmes and projects of governmental and non-governmental social welfare/developmental agencies/organisation</li> </ul>		
Credits: 2		Core Compulsory
	Max. Marks: 25+75	Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical(in hours per week)P-2/w		
Unit	Topic	No. of Lectures
	<b>Task/Activities</b> <ol style="list-style-type: none"> <li>1. Attend orientation programme organized by the department</li> <li>2. Agency/ Community visits for learning agency /community/structure,functioning,policies,programmes &amp; activities,services and networking with other organization</li> <li>3. Establish contact and develop rapport with agency personnel,volunteers and community</li> <li>4. Regular reporting to all concerned persons (both at agency and college level) during scheduled meetings and supervisor/individual conferences under the guidance of supervisor</li> <li>5. Prepare and submit learning plan</li> <li>6. Complete and submit weekly records</li> <li>7. Continuous self-assessment of field work experiences</li> </ol>	

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

#### Suggested Readings:

2. Singh,A.P (2017). Strengthening Field Work in Social Work Education. Lucknow,India.Rapid Book Services
3. Subhedar, I.S.(2001) Field Work Training in Social Work. New Delhi: Rawat Publications.
4. Verma,R.B.S and Singh A.P.(2011),Handbook of Field Work Practice Learning in Social Work.Lucknow,India:New Royal Book Company.

**Suggested Continuous Evaluation Methods:**

**Note:** A minimum 15 hours(including report writing)per week

Assesment will be done by both internal supervisor and external examiner.

The distribution of internal and external marking scheme will be 75 and 25 respectively

Test / Quiz(MCQ) / Seminar

Suggested equivalent online courses:

<http://mssw.inbswinfo@ignou.ac.in>

**B.A. 2<sup>nd</sup> Year(Semester 3) Paper 1(Theory)**

Programme/Class: Diploma		Year: Second	Semester: Third
Subject: Social Work			
Course Code:		Course Title: Communication Skills for Social Workers (Theory)	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>• Able to gain opportunity in understanding contemporary fields of social work profession</li> <li>• Able to influence to practice, analyze and evaluate social work intervention</li> <li>• Able to develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work</li> </ul>			
Credits: 6		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures--Tutorials-Practical(in hours per week)P-6/w			
Unit	Topic		No of Lectures
I	Presentation skills: listening centered message, knowing about the listeners messages, overcoming anxiety, persuasive strategies.		10
II	structuring the presentation, effective use of visual aids and non- verbal communication.		8
III	Life skills: Self-awareness, self-esteem, assertiveness, coping with anger, fear, anxiety, stress, hurt and depression sensitivity, empathy and support		10
IV	, creative thinking, time management, Decision making.		8

V	Soft –Skills: communication, commitment, conflict resolution, civic and traffic sense, emotional competence, listening skills, nonverbal communication,	8
VI	Building effective relationships; Building rapport, nurturing friendship. Personal communications skills: Self – disclosure, feedback.	8
VII	Conflict management skills: negotiating; Team work and synergy skills.	08
	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>2. Pasty McCarthy a Carolin Hatcher, (2002). Presentation Skills The essential guide for student, New Delhi SAGE publication.</li> <li>2. Neil Thompson (1996) peopleskills,London;Macmillan.</li> <li>3. Dalai Lama and cutler,H.C(1998) the Art of Happiness; A Handbook forLiving.London;Coronet Books</li> <li>5. Hargie,Saunders, C Dickson, D. (1994) Social Skills in Interpersonal Communication; London;Routledge.</li> </ol>	

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

**Suggested Continuous Evaluation Methods:**

A) Semester End Examination :75 marks

B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )

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

Suggested equivalent online courses:

<http://mssw.in>

[bswinfo@ignou.ac.in](mailto:bswinfo@ignou.ac.in)

**B.A. 2<sup>nd</sup> Year(Semester 3) Paper 2(Theory)**

Programme/Class: Diploma	Year: Second	Semester: Third
Subject: Social Work		
Course Code:	Course Title: Area of Social Work Practice(Theory)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• Able to gain opportunity in understanding contemporary fields of social work profession</li> <li>• Able to influence to practice, analyze and evaluate social work intervention</li> <li>• Able to develop understanding of different areas of social work practice like correctional social work, medical, psychiatric and school social work</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures--Tutorials-Practical(in hours per week)P-4/w		
Unit	Topic	No of Lectures
<b>I</b>	<b>Family Welfare</b> <ol style="list-style-type: none"> <li>1. Family: Concept, Meaning, Definition, Importance and Functions</li> <li>2. Types of families: Joint, Extended, Nuclear, Single Parent and Female Headed</li> </ol>	8
<b>II</b>	<b>Child Welfare</b> <ol style="list-style-type: none"> <li>1. Child: Concept and Definition and Stages of Childhood</li> <li>2. Needs and Problems of Children; Types of Children</li> <li>3. Personality Development: Role of Family, Peer Group, Neighbourhood, School</li> <li>4. National Policy on Children</li> </ol>	8
<b>III</b>	<b>Youth Welfare</b> Youth Welfare: Concept, Meaning, Definitions and Importance Needs and Problems of Youth; Youth Unrest, Youth Conflict and Youth Crime National Youth Policy; Role of Social Worker in Mitigating the Issues of Youth	8
<b>IV</b>	<b>Elderly Welfare</b> <ol style="list-style-type: none"> <li>1. Elderly: Concept, Meaning and Definition</li> <li>2. Needs and Problems of Elderly</li> <li>3. Profile of Elderly; Constitutional and Legislative Provisions for the Welfare of the Aged</li> </ol>	8
<b>V</b>	<b>Community and Ecological Development</b> <ol style="list-style-type: none"> <li>1. Community Development: Concept and Evolution</li> <li>2. Rural and Urban Community Development Programmes and 73rd and 74th Amendment</li> <li>3. Ecology and Development: Concept and Inter linkages</li> </ol>	7

<b>VI</b>	<p><b>Industrial and Correctional Social Work</b></p> <ol style="list-style-type: none"> <li>1. Organized and Unorganized Labour: Concept, Definition, Characteristics and Issues</li> <li>2. Concept of Labour Welfare, Industrial Relations and Human Resource Management</li> <li>3. Correctional Social Work: Concept, Definition, Characteristics and Problems</li> <li>4. Social Work Practice in Correctional Institutions</li> </ol>	7
<b>VII</b>	<p><b>Medical, Psychiatric and School Social Work</b></p> <ol style="list-style-type: none"> <li>1. Medical and Psychiatric Social Work: Concept, Meaning, Definitions and Scope</li> <li>2. Role and Functions of Medical and Psychiatric Social Workers</li> <li>3. School Social Work: Concept, Need and Challenges</li> </ol>	7
<b>VIII</b>	<p><b>Gender and Empowerment</b></p> <ol style="list-style-type: none"> <li>1. Advocacy, Legal Rights and Human Rights Campaign</li> <li>2. Women's Empowerment: Concept, Definition, and Current Status</li> <li>3. 4. Policies and Programmes for Women's Empowerment</li> </ol>	7
	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Uttar Pradesh Hindi Santhan “<b>lektdk;Z ds {ks=</b>”</li> <li>2. Bajpai, A. (2003). Child Rights in India – Law, Policy and Practice, Delhi: Oxford University Press.</li> <li>3. Bhattacharya, S.K. (2003): Social Defence: An Indian Perspective. New Delhi: Regency Publications.</li> <li>4. Colin Pritchard (2006), Mental Health Social Work, USA: Routledge.</li> <li>5. Desai , Arvind (1988) : Psychiatric and Modern Life, New Delhi : Sterling Publishers Pvt. Ltd.</li> </ol>	

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

**Suggested Continuous Evaluation Methods:**

A) Semester End Examination :75 marks

B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )

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

Suggested equivalent online courses:

<http://mssw.in>

[bswinfo@ignou.ac.in](mailto:bswinfo@ignou.ac.in)

**B.A. 2<sup>nd</sup> Year (Semester 3 ) Paper 3 (Practical)**

Programme/Class: Diploma/BA	Year: Second	Semester: Third
Subject: Social Work		
Course Code:	Course Title: Intervention of Social work in field approach	
<p><b><u>Course outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Capable to critically examine the agency’s structure, functions, resources, services delivery system etc.</li> <li>• Able to integrate theoretical knowledge with field practice((i.e. principles , skills, techniques etc)</li> <li>• To apply programme media skills in social work interventions</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical(in hours per week)P-2/w		
Unit	Topic	No. of Lectures
	<p><b>Task/ Activities</b></p> <ol style="list-style-type: none"> <li>1. To perform the assigned task during field work.</li> <li>2. Work with volunteers, professionals and outreach workers in the agency and community.</li> <li>3. Regular reporting to all concerned persons (both at agency and college level)during scheduled meetings and supervisory/individual conferences .</li> <li>4. Prepare and submit learning plans</li> <li>5. Complete and submit weekly records of field work.</li> <li>6. Prepare group conference and focus group discussion</li> <li>7. Continuous self-assessment of field work experiences.</li> </ol>	

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

**Suggested Continuous Evaluation Methods:**

**Note:**

The field work assessment will be done by both internal supervisor and external examiner. The students will be required to submit their weekly report to the respective supervisors. The students will be required to appear in viva-voce before the external examiner. The distribution of internal and external marking scheme will be 75 and 25 respectively

Field Work Evaluation:

Observation/ Research Orientation of Students:

Intervention in Field:

Suggested equivalent online courses:

[bswinfo@ignou.ac.in](mailto:bswinfo@ignou.ac.in)

**B.A. 2<sup>nd</sup> Year (Semester 4) Paper 1 (Theory)**

Programme/Class: Diploma		Year: Second	Semester: Fourth
Subject: Social Work			
Course Code: A160401T		Course Title: Corporate Social Responsibility (Theory)	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>• Able to understand the different areas of social work practice.</li> <li>• To develop skills to work in diverse areas of social work practice</li> <li>• To understand intervention of social work in various settings</li> </ul>			
Credits: 6		Elective	
Max. Marks: 25+75		Min. Passing Marks:40	
Total No. of Lectures--Tutorials-Practical(in hours per week)P-6/w			
Unit	Topic	No of Lectures	
<b>I</b>	Corporate Social Responsibility: Concept, Definition , Objectives,	06	
<b>II</b>	Principles, Models of CSR.	06	
<b>III</b>	Benefits of CSR to Business & Society, Impact of Globalization on CSR, Trends in CSR , Competencies needed for CSR ,	08	
<b>IV</b>	CSR and business Strategy, CSR & Sustainable Development.	08	
<b>V</b>	CSR in India: Govt. Policies,Guidelines to CSR, Role of Govt. in supporting CSR , Prospects &problems.	08	
<b>VI</b>	CSR in India: Govt. Policies,Guidelines to CSR, CSR , Prospects &problems.	08	
<b>VII</b>	Challenges to CSR in India, CSR in Public & Private sectors in India, MNC's & CSR in Indian context.	08	
<b>VIII</b>	Role of Social worker in CSR planning, promotion, intervention regarding CSR Opportunities for social workers in CSR careers, skills & techniques for CSR	08	
		<b>Suggested Readings</b>	
		<ol style="list-style-type: none"> <li>1. Corporate Social Responsibility in India, Sage Publications, New Delhi</li> <li>2. Corporate Social Responsibility Perceptions of Indian Business, www. csm world.org</li> <li>3. Chatterjee N.N. Social Responsibility of Business: Some Indian myths &amp; Realities Decision, Vol. 8,</li> <li>4. "Corporate Social Responsibility (CSR):Theory and Practice in a Developing Country Context", Journal of Business Ethics, Vol. 72, pp. 243-262.</li> <li>5. Kotler P and Lee N (2005), "Corporate Social Responsibility-Doing the Most Good for Your Company and Your Cause".</li> </ol>	
		This course can be opted as an elective by the students of following subjects: Open for all	
		<b>Suggested Continuous Evaluation Methods:</b>	
		A) Semester End Examination :75 marks B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 ) Assignment / Test / Quiz(MCQ) / Seminar/ Presentations	

	Suggested equivalent online courses: <a href="http://mssw.inbswinfo@ignou.ac.in">http://mssw.inbswinfo@ignou.ac.in</a>	
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### B.A. 2<sup>nd</sup> Year (Semester 4) Paper 2 (Theory)

Programme/Class: Diploma	Year: Second	Semester: Fourth
Subject: Social Work		
Course Code: A160401T	Course Title: Methods of Social Work(Theory)	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• Able to understand the different areas of social work practice.</li> <li>• To develop skills to work in diverse areas of social work practice</li> <li>• To understand intervention of social work in various settings</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures--Tutorials-Practical(in hours per week)P-4/w		
Unit	Topic	No of Lectures
<b>I</b>	<b>Social Case Work</b> 1. Concept of Social casework 2. Components of Social Case Work 3. Principles of Social Case Work	8
<b>II</b>	<b>Tools, Techniques and Skills of Social Case Work and Process</b> 1. Workers- Client relationship 2. Casework tools 3. Skills of Casework  4. Process of Social Casework	8
<b>III</b>	<b>Social Group Work</b> 1. Concept of social group work 2. Skills and techniques 3. Group behavior and Dynamics	7
<b>IV</b>	<b>Community Organization</b> 1. Concept of Community, Types Of Community 2. Community power structure 3. Process of Community Practice 4. Community Organization and Community Development	8
<b>V</b>	<b>Social Welfare Administration</b> 1. Concept,History and Principles 2. Structure and Process: Registration of Social Welfare organization,NGOs and GOs as Service Providers 3. Components of Social Welfare Administration	7



<b>VI</b>	<b>Social Work Research</b> 1. Basics Of Research 2. Social Science Research and Social Work Research 3. Research Design and Process 4. Sampling and Data Collection 5. Statistical Tools and Use of Computer in Research	7
<b>VII</b>	<b>Social Action</b> <b>Concept, Models and Strategies</b> <b>Social Change</b> <b>Approaches Of Social Action</b> <b>Gandhian and Ambedkar approach to Social Action</b>	8
<b>VIII</b>	<b>Social Movements</b> <b>Concept and Nature</b> <b>Classification Of Social Movements</b>	7
	<b>Suggested Readings</b> 6. Gupta, S.C., (2012), Fundamentals of Statistics, 7th revised ed., Himalaya Publishing House, New Delhi. 7. Kerlinger, F. (1986). Foundations of Behavioral Research. New York: Holt, Rinehart and Winston. 8. Kothari, C. R.,(2004) , Research Methodology –Methods and Techniques, 2nd ed., 9. Kumar, R., (2006), Research Methodology, 2nd ed., Pearson Education, New Delhi 10. Bhattacharya, S. (2006). Social Work Administration and Development. Jaipur: Rawat Publications 11. Freire, P.(2005) Pedagogy of the Oppressed. New York: Continuum, pp43-100 12. Siddiqui, H.Y (1997) Community Organization in India. New Delhi: Harman 13. Siddiqui H.Y (2008) Group Work :Theories and Practices. Jaipur: Rawat Publications	
	This course can be opted as an elective by the students of following subjects: Open for all	
	<b>Suggested Continuous Evaluation Methods:</b> A) Semester End Examination :75 marks B). Internal Assessment:25marks (Sessionals-10, Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 ) Assignment / Test / Quiz(MCQ) / Seminar/ Presentations	
	Suggested equivalent online courses: <a href="http://mssw.inbswinfo@ignou.ac.in">http://mssw.inbswinfo@ignou.ac.in</a>	

### B.A. 2<sup>nd</sup> Year (Semester 4) Paper 3 Practical

Programme/Class: Diploma/BA	Year: Second	Semester: Fourth
Subject: Social Work		
Course Code: A160402P	Course Title: Importance of Community Base Services	
<b>Course outcomes:</b>		
Able to understand the importance of social work methods in field approach		
Credits: 2	Core Compulsory / Elective	

Max. Marks: 25+75		Min. Passing:40
Total No. of Lectures--Tutorials-Practical(in hours per week)P-2/w		
Unit	Topic	No. of Lectures
	<p>Social Work interventions in different areas.</p> <p>To understand the role and functions of social workers in different settings</p> <p>To learn to make use of professional relationship and referrals to deal with human problems</p> <p>To develop an ability to narrate the learning experiences, assessment of services and resources and participate in service delivery</p>	
This course can be opted as an elective by the students of following subjects: Open for all		
<p><b>Suggested Continuous Evaluation Methods:</b></p> <p>Observation Visits to the governmental or non-governmental organizations. At least five Observation Visits should be organized highlighting the role of Social Work Profession in the given area. Some of the Social Work areas where visits can be organized are: Health Settings, School settings, Old age home,Community</p> <p>Field Work Evaluation:  Field Survey and Interaction With Community: 75  (Viva Voce)  Field Report Writing: 25</p>		
Suggested equivalent online courses: <a href="mailto:bswinfo@ignou.ac.in">bswinfo@ignou.ac.in</a>		

### B.A. 3<sup>rd</sup> Year (Semester 5) Paper 1 Theory

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Social Work		
Course Code: :	Course Title: Human Growth and Development	
<p><b>Course outcomes:</b></p> <ul style="list-style-type: none"> <li>To understand psychological concepts and its relevance to Social Work and the basic concepts and processes in social psychology and its relevance to Social Work</li> <li>To understand determinants and processes of personality development</li> <li>Able to understand social attitudes and psycho-social behaviour</li> </ul>		
Credits: 4	Core Compulsory / Elective	

Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures--Tutorials-Practical(in hours per week)P-4/w		
Unit	Topics	No. of Lectures
<b>I</b>	<b>Human Growth and Development.</b> 1. Meaning and definition 2. Biological influences of Human Growth and Behaviours 3. FACTORS AFFECTING HUMAN DEVELOPMENT	8
<b>II</b>	<b>Indian Concepts and Humanistic Perspective of Human Development</b> 1. Physical, Social and Educational Aspects of the following developmental stages with special reference to Indian conditions	7
<b>III</b>	<b>Different Stages of Human Development (I)</b> 1. Infancy 2. Early Childhood 3. Middle and Late Childhood	8
<b>IV</b>	<b>Different Stages of Human Development (II)</b> 4. Adolescence 5 Early Adulthood 6 Middle Age 7 Old Age	8
<b>V</b>	<b>Introduction to Social Psychology</b> 1. Social Psychology: Concept, Definition and Relevance to Social Work 2. Perception 3. Motivation: Concept and Factors affecting Motivation 4. Emotion and Intelligence	8
<b>VI</b>	<b>Personality and Social Learning</b> 1. Personality: Concept ,Determinants,and Characteristics 2. Learning,definiotion and types	7
<b>VII</b>	<b>Theories</b> 1. Personality: Concept and Determinants 2. Psychoanalytic Theories of Personality: Freud and Carl Jung 3. Behaviour and Humanistic Theories: B.F. Skinner and Carl Rogers	7
<b>VIII</b>	<b>Social Attitude and Collective Behaviour</b> 1. Social Attitude: Meaning, Definition 2. Collective Behaviour: Characteristics and Dynamics 3. Leadership: Meaning, Definitions, Traits and Functions	7
This course can be opted as an elective by the students of following subjects: Open for all		

**Suggested Readings:**

1. Dandapani, S. (2005). General Psychology. Hyderabad: Neel Kamal Publications
2. Kuppaswamy, B. (1972). Elements of Social Psychology. New York: Asian Publishing House.
3. Morgan, C.T., King, R.A. Weisz, J.R., Schopler, J. (2001). Introduction to Psychology. New Delhi: Tata McGraw and Hill.
4. Myers, D.G. (2005). Social Psychology (8th ed.). New Delhi: Tata McGraw Hill Pub. Co. Ltd.
5. Mishra Brij Kumar "Manovigyan "Publisher: Prentice-Hall of India Pvt.Ltd
6. Chowdhary, Richa (2010) "VikasatmakManovigyan" New Delhi, NamanPrakashan

**Suggested Continuous Evaluation Methods**

A) Semester End Examination :75 marks

B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )  
Assignment / Test / Quiz(MCQ) / Seminar/ Presentations

Suggested equivalent online courses:

[bswinfo@ignou.ac.in](mailto:bswinfo@ignou.ac.in)

**B.A. 3<sup>rd</sup> Year (Semester 5) Paper 2 Theory**

rogramme/Class: Degree/BA	Year: Third	Semester: Fifth
Subject: Social Work		
Course Code:	Course Title: Social Work Practice and Media Information (Theory)	
<b><u>Course outcomes:</u></b>		
<ul style="list-style-type: none"> <li>• Concept, Importance and relevance of media and information literacy</li> <li>• Able to understand social realities and issues from the lens of social media</li> <li>• Able to explore the roles of media and other information providers</li> <li>• Able to understand how knowledge of media and information literacy is helpful for social workers for critically attending social issues</li> <li>• Able to develop and sharpen skills for using media, information and digital communication</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures--Tutorials-Practical(in hours per week)P-4/w		
Unit	Topic	No. of Lectures

<b>I</b>	<b>Introduction to Communication</b> <ol style="list-style-type: none"> <li>1. Communication: Concept, Meaning, Definition and Components</li> <li>2. Principles and Process of Communication</li> <li>3. Types of Communication</li> </ol>	8
<b>II</b>	<b>Media and Information Literacy</b> <ol style="list-style-type: none"> <li>1. Media: Concept, Components and Importance</li> <li>2. Information and Digital Literacy: Concept, Components and Importance</li> <li>3. Forms of Media,</li> </ol>	7
<b>III</b>	<b>Communication Tools</b> <ol style="list-style-type: none"> <li>1. Communication Tools in Prevention and Resolving Community Issues: Puppets, Songs, Folklore, Street Theatre, Posters, Logos and Exhibitions.</li> <li>2. Contemporary Communication Tools: Facebook, WhatsApp, Blogs, Instagram and twitter</li> <li>3. Information Education and Communication: Means and Importance</li> </ol>	8
<b>IV</b>	<b>Communication and Social Work Practice</b> <ol style="list-style-type: none"> <li>1. Role of Media and Information in Perception Building of Social Issues</li> <li>2. Use of Media, Information and Digital Literacy for Social Change</li> <li>3. Communication in Social Work Practice</li> </ol>	8
<b>V</b>	<b>Programme Media</b> <ol style="list-style-type: none"> <li>1. Programme Media: Concept, Meaning, Definition and Purpose</li> <li>2. Scope of Programme Media</li> <li>3. Role of Programme Media in Social Work</li> </ol>	7
<b>VI</b>	<b>Types of Programme Media</b> <ol style="list-style-type: none"> <li>1. Types of Programme Media: Advertisement, Flip Chart,</li> <li>2. Application of Programme Media in Various Settings</li> </ol>	8
<b>VII</b>	<b>Essentials of Programme Media</b> <ol style="list-style-type: none"> <li>3. People-Centred Approach to Programme Media</li> <li>4. People/Target Group Participation in Social Work Programme</li> <li>5. Planning Programme Media Activities: Role of Social Worker</li> </ol>	7
<b>VIII</b>	<b>Skills for Programme Media</b> <ol style="list-style-type: none"> <li>1. Self Awareness</li> <li>2. Organizing</li> <li>3. Planning</li> <li>4. Listening</li> </ol>	7

This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suiggested Readings:</b>		
<ol style="list-style-type: none"> <li>1. Menon, Mridula, Gandhi, Ved Prakash (1997) Media and Communications- Vol. I. (New Information Order): New Delhi: Kanishka Publishers/Distributor</li> <li>2. Trecker, H.B. (1970). Social Group Work- Principles and Practices, New York: Association Press</li> <li>3. Wholey, J. Hartry, S. Harry, P. Kathryn, E. (2004). Hand Book of Practical Programme Evaluation. (2nd ed.). Jossey- Bass: A Wiley Imprint</li> </ol>		
<b>Suggested Continuous Evaluation Methods:</b>		
A) Semester End Examination :75 marks B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 ) Assignment / Test / Quiz(MCQ) / Seminar/ Presentations		
Suggested equivalent online courses: <a href="mailto:bswinfo@ignou.ac.in">bswinfo@ignou.ac.in</a>		

**B.A. 3<sup>rd</sup> Year (Semester 5 )Paper 3(Practical)**

Programme/Class: Degree/BA	Year: Third	Semester: Five
Subject: Social Work		
Course Code:	Course Title: Field Work Practicum	
<b><u>Course outcomes:</u></b>		
<ul style="list-style-type: none"> <li>• Able to understand the concept and place of field work in Social Work education</li> <li>• Able to understand and develop self-awareness and orientation to field work</li> <li>• Able to explore role of Social Worker in different settings</li> <li>• Able to develop skills in Field Work like report writing, observation and Analysis</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks:25+75	Min. Passing Marks:40	
Total No. of Lectures--Tutorials-Practical(in hours per week)P-2/w		
Unit	Topic	No. of Lectures

	<p><b>Field Work Task/Activities</b></p> <ol style="list-style-type: none"> <li>1. Record Writing: Purpose and Importance</li> <li>2. Lobbying and Networking</li> <li>3. Use of Programme Media and Mass Media Placement in the communities</li> <li>4. Village/ communities visit Observe agency functioning</li> <li>5. Practice the methods of working with individuals and groups in the agency</li> <li>6. Practice the Skills in observation, listening, group discussion and report writing.</li> </ol>	
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Columbia University. (2015). Handbook for Student Social Work Recording, School of Social Work</li> <li>2. Kadushin, Alfred Harkness, Daniel (2005) Supervision in Social Work, New Delhi :Rawat Publication</li> <li>3. Kumar, S. (2002). Methods for Community Participation: A Complete Guide for Practitioners. London: ITDG Publishing.</li> <li>4. Narayana Rao, S. (2002). Counselling and Guidance. Tata McGraw-Hill Publishing Company Ltd</li> <li>5. O'Hagan, Kieran, et al (2003) Competence in Social Work Practice – A Practical Guide for</li> </ol>		
<p>This course can be opted as an elective by the students of following subjects: Open for all  .....</p>		
<p style="text-align: center;"><b>Suggested Continuous Evaluation Methods:</b></p> <p><b>Note:</b> Concurrent Field Work To be decided by Departmental Committee  Workshops on Attitude Building, personality development</p> <p>. Field Evaluation :50%  Viva Voce of Field work: 50%</p>		
<p>Suggested equivalent online courses:  <a href="http://www.ignou.ac.in">www.ignou.ac.in</a></p>		

**B.A. 3<sup>rd</sup> Year (Semester 5) (Project)**

Programme/Class: Degree/BA	Year: Third	Semester: Fifth
<b>Subject: Social Work</b>		
Course Code	Course Title: Rural Educational Camp	
<b><u>Course outcomes:</u></b> .		
<ul style="list-style-type: none"> <li>• To Orient students with social work lexicon and prepare the students with requisite value orientation</li> <li>• To understand Programmes and projects of governmental and nongovernmental organizations and critically appraise them</li> <li>• Able to understand role of professional Social Workers in different settings</li> <li>• Able to understand programme media Skills in planning Social Work interventions</li> <li>• Able to develop skills of writing record of the observation visits and engage in meaningful discussions during group interactions</li> </ul>		
Credits: 3		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w		
	Topics: Field Work Tasks /Activities	No of Lectures
	<ol style="list-style-type: none"> <li>1. Provide exposure of realities of life in rural and semi-rural areas</li> <li>2. Understand the rural social system, its culture, and livelihood patterns</li> <li>3. To know the geographical, economic and political features, needs and problems of rural Community</li> <li>4. Observe living conditions, housing, water supply and other amenities in rural areas</li> <li>5. Sharpen the Skills of rapport formation, situational analysis and awareness generation</li> <li>6. Group-living and develop attitudes conducive for effective team work</li> <li>7. Acquire Skills in planning, organizing, implementing the camp</li> </ol>	



<p>This course can be opted as an elective by the students of following subjects: Open for all          .....          .....</p>
<p><b>Suggested Continuous Evaluation Methods</b>  <b>(75 marks )Rural camp and Participation</b>  <b>(25 marks ) Report Writing</b>  <b>Note:Though it is proposed that camp will be organized in 5thsem, however, based on the local conditions, the camp can be organized during the period of the course.</b>          The 8-10 day camp will acquaint the students with rural and tribal scenario and their socio-economic aspects. They will in this manner get familiarized with group dynamics and power structures in a rural Community, learn rapport formation, situational analysis and awareness generation, and develop attitudes helpful for effective team</p>
<p><b>Suggested equivalent online courses:</b>  <a href="http://www.ignou.ac.in">www.ignou.ac.in</a></p>

### B.A. 3<sup>rd</sup> Year (Semester 6) Paper 1(Theory)

Programme/Class: Degree/BA	Year: Three	Semester: Sixth
Subject: Social Work		
Course Code:	Course Title: Social Legislation And Policy(Theory)	
<b><u>Course outcomes:</u></b>		
<ul style="list-style-type: none"> <li>• Able to understand concept of social welfare and social welfare administration</li> <li>• Able to understand the Structure and components of social welfare administration</li> </ul>		
Credits: 4		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 4/w		
Unit	Topic	No. of Lectures
<b>I</b>	<b>Legislation</b> 1. Legislation: Concept, Meaning and Definition 2. Functions of Legislation 3. Process of Making Legislation 4. 4. Important Law Making Institutions in India	<b>7</b>

<b>II</b>	<b>Social Legislation</b> <ol style="list-style-type: none"> <li>1. Social Legislation: Concept, Meaning and Definition</li> <li>2. Needs and Objectives of Social Legislation</li> <li>3. Welfare State; Legal-aid and Legal and Public Advocacy</li> </ol>	7
<b>III</b>	<b>Social Legislations in India</b> <ol style="list-style-type: none"> <li>1. Salient Features of Dowry Prohibition Act (1961) and its Amendments; Salient Features of Protection of Women from Domestic Violence Act (2005);</li> <li>2. Salient Features of Child Labour Prohibition and Regulation Act (1986) and its Amendments; Salient Features of Juvenile</li> </ol>	8
<b>IV</b>	<b>Constitution of India</b> <ol style="list-style-type: none"> <li>1. History of Drafting of Indian Constitution</li> <li>2. Preamble; Fundamental Rights and Duties; Directive Principles of State Policy</li> </ol>	8
<b>V</b>	<b>Introduction to Social Policy</b> <ol style="list-style-type: none"> <li>1. Social Policy: Concept, Definitions, Characteristics and Objectives</li> <li>2. Social Policy: Principles, Models, and Determinants</li> </ol>	8
<b>VI</b>	<b>Understanding Social Planning</b> <ol style="list-style-type: none"> <li>1. Social Planning: Concept, Definitions and Objectives</li> <li>2. Social Planning: Principles, Functions and Types Social and Economic Planning</li> <li>3. Planning Commission and Niti Aayog: Structure and Functions</li> </ol>	8
<b>VII</b>	<b>Nature and Concept of Development</b> <ol style="list-style-type: none"> <li>1. Social Development: Concept, Definition, Objectives and Prerequisites</li> <li>2. Economic Development: Concept, Definition, Objectives and Prerequisites</li> <li>3. Sustainable Development: Concept, Definition, Objectives and Goals</li> </ol>	7

<b>VIII</b>	<b>Human Development</b> <ol style="list-style-type: none"> <li>1. UNDP and Human Development</li> <li>2. Human Development Indicators</li> <li>3. 4. Approaches to Human Development</li> </ol>	7
<b>Suggested Readings:</b> <ol style="list-style-type: none"> <li>1. . Bakshi PM (2007), Constitution of India, Delhi: Universal Law Publishing House</li> <li>2. Basu, D. D. (2015). Introduction to Constitution of India. 22nd Edition. Mumbai: LexisNexis.</li> <li>3. Gangrade KD (1978), Social Legislation in India, New Delhi, Concept pub</li> <li>4. Gaur K. D. (2004) A Text Book on the Indian Penal Code, Delhi: Universal Law Publication Co.</li> <li>Government of India. (1956), Social Legislation, New Delhi, Govt of India</li> <li>5. Kulkarni, P. D. (1979). Social Policy and Social Development in India, Madras: Association of Schools of Social Working India</li> <li>6. <u>dr. g.k. agrawal</u>“Welfare and Social Legislation in India (Hindi)”.,sbpd publishing house</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject		
<b>Suggested Continuous Evaluation Methods</b> <p>A) Semester End Examination :75 marks</p> <p>B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 )</p> <p>Assignment / Test / Quiz(MCQ) / Seminar/ Presentation</p>		
<b>Suggested equivalent online courses:</b> <a href="http://www.ignou.ac.in">www.ignou.ac.in</a>		

**B.A. 3<sup>rd</sup> Year (Semester 6) Paper 2 (Theory)**

Programme/Class:Degree/BA	Year: Third	Semester: Sixth
<b>Subject: Social Work</b>		
Course Code:	Course Title: Counseling and Guidance(Theory)	

**Course outcomes:**

- To understand the basics of counseling and guidance
- Able to understand the theories of counseling
- Able to develop application of various counseling techniques with special groups
- Able to understand linkages of counseling and guidance in Social Work

Credits: 4	Core Compulsory
Max. Marks: 25+75	Min. Passing Marks:40

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

Unit	Topic	No. Of Lectures
<b>I</b>	<b>Introduction to Counseling and Guidance</b> 1. Concept and Definitions of Counseling and Guidance 2. Principles of Counseling 3. Counseling Process (Assessment, Intervention, and Termination)	8
<b>II</b>	<b>Counseling Process</b> 1. Assessment 2. ,Intervention, 3. Termination	7
<b>III</b>	<b>Techniques and Procedures of Guidance</b> 1. Counseling Techniques	7
<b>IV</b>	<b>Theories of Counseling</b> 1 Theories of Counseling 2 Ethical considerations in Counseling	8

<b>V</b>	<b>Counseling With Special Groups</b>  1. Characteristics and Needs of Special Groups 2. Counseling and Guidance with Delinquents, School Drop-outs, HIV - AIDS Patients, Processes and Social Work Intervention	8
<b>VI</b>	<b>Individual</b> 1. Understanding Individual 2. Advantages and Characteristics of individual Counseling	7

<b>VII</b>	<b>Group Counseling and Guidance</b> Understanding Group Dynamics and Group Process Skills of Group Facilitation (including dealing with conflict).	7
<b>VIII</b>	<b>Special Problem</b> <ol style="list-style-type: none"> <li>1. Nature of Behaviour Problems</li> <li>2. Problems of Children</li> <li>3. Problems of Adolescents</li> <li>4. Identification of Behaviour Problems</li> <li>5. Types of Behaviour Problems</li> <li>6. Causes of Behaviour Problems</li> <li>7. Personal and Social Needs</li> <li>8. Suggestions for Dealing with Behavioural Problems Remedial Measures</li> <li>9. Role of Teachers, Parents ,Counsellors/Psychologist</li> </ol>	8
	<b>Suggested Reading</b> <ol style="list-style-type: none"> <li>1. Nayak, A. K. (2007). Guidance and counselling. New Delhi: APH Publishing.</li> <li>2. Nugent,F (1990) An introduction to the profession of counselling. Columbus, Ohio: Merill Pub. co.</li> <li>3. V.C. Pandey (2007) Educational Guidance and Counselling Paperback -</li> </ol>	
This course can be opted as an elective by the students of following subjects: Open for all		
<b>Suggested Continuous Evaluation Methods:</b> A) Semester End Examination :75 marks B). Internal Assessment:25marks (Sessionals-10,Assignment/ Research Orientation of Students: 05, Assignment Presentation: 05, Class Participation: 05 ) Assignment / Test / Quiz(MCQ) / Seminar/ Presentation		
<b>Suggested equivalent online courses:</b> <a href="https://sites.google.com/site/ignouhelpbooks22/ES-363%20Block-4%20Guiding%20Students%20with%20Special%20Problems%20-4.zip?attredirects=0&amp;d=1">https://sites.google.com/site/ignouhelpbooks22/ES-363%20Block-4%20Guiding%20Students%20with%20Special%20Problems%20-4.zip?attredirects=0&amp;d=1</a>		

**B.A.3<sup>rd</sup> Year (Semester 6)Paper 3 Practical**

Programme/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Social Work		
Course Code:	Course Title: Field Work Practicum in Specialty	
<p><b>Course outcomes:</b></p> <ol style="list-style-type: none"> <li>1 To understand the agency set up in relation to service delivery system</li> <li>2 To understand the needs, problems and Programmes for different target groups</li> <li>3 To network with other organizations</li> <li>4 To develop Skills in report writing and use of supervision.</li> </ol>		
Credits: 2	Core Compulsory	
Max. Marks: 25+75	Min. Passing Marks:40	
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 2/w		
Unit	Topic	No. of Lectures
	<p><b>Field Work Tasks /Activities</b></p> <ol style="list-style-type: none"> <li>1 Familiarisation withagency, its objectives and Programmes.</li> <li>2 Familiarisation withCommunity people and prepare Community profile.</li> <li>3 Explore and analyze the needs, problems and re- sources of individuals, groups and communities.</li> <li>4 Organize activities with groups of women, children,youth and other populationgroups.</li> <li>5 Mobilize resources and developnetwork with otherinstitutions/organizations working in the neighbouring areas.</li> <li>6 Understand power structure of surroundingarea and of local Community leaders andstakeholder</li> </ol>	
This course can be opted as an elective by the students of following subjects: Open for all		

**Suggested Continuous Evaluation Methods:**

Field Specilization Report :50%

Viva Voce: 50%

**B.A. 3<sup>rd</sup> Year( Semester 6))Paper 4 Practical**

Programme/Class	Year: Third	Semester: Sixth
<b>Subject: Social Work</b>		
Course Code:	Course Title: NGO and Project Formulation	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>• To know the concept and basic features of NGO</li> <li>• To develop ability to initiate and conduct research</li> <li>• To know the how to formulate projecst</li> <li>• Able to understand research skills of identifying and selecting topic for research</li> <li>• Able to develop skill of doing literature review and data collection and accompanying drawbacks</li> <li>• Able to understand different steps in conducting research and associated limitations</li> <li>• Able to do data analysis and report writing</li> <li>• Able to understand ethics involved in research</li> </ul>		
Credits: 3		Core Compulsory
Max. Marks: 25+75		Min. Passing Marks:40
Total No. of Lectures-Tutorials-Practical (in hours per week): P- 3/w		
Unit	Topic	No. Of Lectures
	<b>Introduction to NGO</b> <ol style="list-style-type: none"> <li>1. NGO: Concept Meaning, Objectives and Characteristics</li> <li>2. National and State Levels</li> </ol>	
	<b>Understanding Legal Provisions</b> <ol style="list-style-type: none"> <li>1. The Societies Registration Act, 1860</li> <li>2. The Charitable Endowments Act, 1890</li> <li>3. The Indian Trust Act, 1882 and The Companies Act, 2013</li> <li>4. 4. FCRA and National and International Funding Agencies</li> </ol>	

	<p><b>Process of Project Formulation</b></p> <ol style="list-style-type: none"> <li>1. Stages of Project Formulation</li> <li>2. Project Monitoring</li> <li>3. Project Evaluation</li> </ol>	
	<p><b>Project Report</b></p>	
	<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. Batra, Promod and Mahendra, Deepak (1993) Management Ideas In Action Delhi: Think Line</li> <li>2. Chowdhary, S. (1990) Project Management. Delhi: Tata McGraw-Hill.</li> <li>3. Fernandes,W. (1989). Voluntary Action and Government Control, Indian Social Institute.</li> <li>4. Fred Setterberg, Kary Schulman (1985), Beyond Profit: Complete Guide to Managing the Non Profit Organizations, New York: Harper &amp; Row.</li> <li>5. Frenda, M. (2005): Voluntary Actions and Local Development, Young India Foundation, New Delhi. Garain, S. (1998) : Organizational Effectiveness of NGOs, Jaipur : University Book House</li> <li>6. Gregory Dees, Jed Emerson, Peter Economy (2002), Enterprising Non Profits – A Toolkit for Social Entrepreneurs, New York: John Wiley and Sons.</li> </ol>	
	<p><b>Note: The format for preparing framework for synopsis of the project are:</b></p> <ul style="list-style-type: none"> <li>• Identification of issue and development of proposal</li> <li>• Literature review</li> <li>• Objectives</li> <li>• Research methodology (Universe, Sampling, Tool Preparation)</li> <li>• Data collection</li> <li>• Analysis and interpretation of data</li> <li>• Report writing</li> </ul>	
<p>This course can be opted as an elective by the students of following subjects: Open for all</p>		



**Suggested Continuous Evaluation Methods:**

Formulation of Project of any Social Problem & Preparation of an education aid/kit.:**75marks**

Viva voce:**25 marks**

**Suggested equivalent online courses:**

[http://ignou.ac.in/userfiles/Guidelines%20for%20SOSW-P\(1\).pdf](http://ignou.ac.in/userfiles/Guidelines%20for%20SOSW-P(1).pdf)



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

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

Syllabus Developed by:

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

*Aparna Tripathi*

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

Ye ar	Se m.	Course Code	Paper Title	Theory/Practical	Credi ts
1	I	E01010 1T	Conceptual Framework of Education	Theory	4
1	I	E01010 2P	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2
1	II	E01020 1T	Development and challenges of Indian Education System	Theory	4
1	II	E01020 2P	Prepare a profile of any School (Class 6 <sup>th</sup> - 12 <sup>th</sup> ) - Government / aided / Private.	Practical	2
2	III	E01030 1T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4
2	III	E01030 2P	Practical: Review a book written by prominent educational thinkers included in the course .	Practical	2
2	IV	E01040 1T	Psychological Perspectives of Education	Theory	4
2	IV	E01040 2P	Course Title: Practical: Prepare a Case study of a Special Child	Practical	2
3	V	E01050 1T	Course Title: Educational Assessment	Theory	4
3	V	E01050 2T	Course Title: Educational Statistics	Theory	4
3	V	E01050 3P	Administration and Interpretation of Score of a psychological test-  Achievement/Intelligence/ Personality /Aptitude	Practical	2

Aparna Gopalakrishnan

3	V	E010501R	Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.  OR Visit to any type of University other than Distance University: A. It's profile preparation.  B. Report on its administrative structure.	Project	3
3	VI	E01060 1T	Educational Administration and Management	Theory	4
3	VI	E01060 2T	Milestones and New Dimensions of Indian Education	Theory	4
3	VI	E01060 3P	I. Visit to an Anganwadi Centre and report preparation.  II. Write and submit an article on any trending Socio-Cultural Environmental Issue.	Practical	2
3	VI	E010601R	Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.  OR For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.	Project	3

*Aparna Yarpal*

# Syllabus for BA (Education)

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

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

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

*Aparna Jeyaraj*

List of all papers in all six semesters.

Year	Sem.	Course I (Theory)	Credits	Course II (Theory/Practical)	Credits	Course III (Theory/Practical)	Credits	Research Project	Credits	Total Credit
1	I	Conceptual Framework of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
	II	Development and challenges of Indian Education System	4	Practical	2	NIL	NIL	NIL	NIL	6
2	III	Philosophical-Sociological-Political-Economic Perspectives of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
	IV	Psychological Perspectives of Education	4	Practical	2	NIL	NIL	NIL	NIL	6
								<b>Project</b>	3	13
		Educational Assessment		Educational Statistics				Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.		
3	V		4		4	Practical	2	OR		

*Aparna Singh*

							<p><b>Visit to any type of University:</b></p> <p>A.It's profile preparation.</p> <p>B.Report on its administrative structure.</p>		
VI	Educational Administration and Management	4	Milestones and New Dimensions of Indian Education	4	Practical	2	<p><b>Project</b></p> <p>Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.</p> <p>OR</p> <p>For Understanding Social disadvantages, Interview an working child/ a child who has experienced</p>	3	13

*Aparna Jaiswal*





Program/Class: Certificate /BA	Year: First	Semester: First
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Subject: Education

Course Code: E010101T	Course Title: Conceptual Framework of Education
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**Course Learning Outcomes**

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

- To understand the meaning, nature, scope and aims of education.
- To explain the factors of education and their interrelationship.
- To become aware of different agencies of education that influence education.
- To be acquainted with the Constitutional values and Educational provisions.

- Distinguish between different levels of the Education System.
- Explain the present status of different levels of Education.
- Identify the level of Education and concern governing/regulatory bodies.
- Differentiate the needs and importance of different levels of Education.

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

Unit	Topics	No. of Lectures
I	<p><b>EDUCATION: CONCEPT AND AIMS</b></p> <ul style="list-style-type: none"> <li>● Concepts of Education- Meaning, Nature.</li> <li>● Education in the context of</li> <li>● Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha.</li> <li>● Vidya - Gyan --Teaching.</li> <li>● Training vs. Education.</li> <li>● Influencing Factors of Education.</li> <li>● Aims of Education: Individualistic, Social, Democratic and Vocational.</li> </ul>	10

*Aparna Gupta*

II	<u><b>FUNCTIONS OF EDUCATION</b></u> <ul style="list-style-type: none"><li>• Individual and Social Development.</li><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><li>• Education for HRD.</li></ul>	8
III	<u><b>AGENCIES OF EDUCATION</b></u> <p>Concept of</p> <ul style="list-style-type: none"><li>• Formal.</li><li>• Informal.</li><li>• Non – Formal Agencies</li></ul>	7
IV	<u><b>INDIAN CONSTITUTION AND EDUCATION</b></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><b>PRE-PRIMARY EDUCATION</b></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><li>• NEP 2020 and Pre-primary Education.</li></ul>	

*Aparna Jaiswal*

<b>VI</b>	<u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"><li>• Concept, importance and present Scenario of Primary Education in India.</li><li>• Concept, importance and present Scenario of Secondary Education in India.</li></ul>	7
<b>VII</b>	<u>HIGHER EDUCATION</u> <ul style="list-style-type: none"><li>• Concept, Objective of Higher Education.</li><li>• Need of Higher Education in India.</li><li>• Types of Universities- Central, State, Deemed, Private, Open.</li><li>• Present Scenario of Higher Education in India.</li></ul>	6
<b>VIII</b>	<u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA:</u> <u>Role and functions of -</u> <ul style="list-style-type: none"><li>• Education Ministry (MHRD), UNESCO.</li><li>• NCERT.</li><li>• SCERT.</li><li>• DIET.</li><li>• NIOS.</li><li>• NUEPA.</li><li>• NCTE.</li><li>• UGC.</li><li>• NAAC.</li><li>• IQAC.</li><li>• AICTE.</li><li>• International Boards, National Boards, CBSE, State Board.</li></ul>	7

*Aparna Jaiswal*

**Suggested Readings:**

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

*Aparna Jaiswal*

- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

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

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

*Aparna Singh*

Suggested equivalent online courses:  
Courses on Swayam / MOOCs

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

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

*Atanu Sanyal*

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

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

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

*Aparna Jeyalini*

I	<p><u>ANCIENT EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>• Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education.</li> <li>• Viewpoints of Travelers towards Ancient Indian Education System.</li> </ul>	8
II	<p><u>EDUCATION IN MEDIEVAL PERIOD</u></p> <ul style="list-style-type: none"> <li>• Main Characteristics.</li> <li>• Merits and Demerits of Education System.</li> <li>• Contribution to Modern Indian Education.</li> </ul>	8
III	<p><u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: A brief description of</p> <ul style="list-style-type: none"> <li>• Indian University Commission.</li> <li>• Gokhale Bill.</li> <li>• Wardha Yojna.</li> </ul>	5
IV	<p><u>POST-INDEPENDENT ERA OF INDIAN EDUCATION:</u> Role of following commissions-</p> <ul style="list-style-type: none"> <li>• Vishv Vidyalaya Ayog (Radha Krishnan Commission)</li> <li>• Madhyamik Shiksha Ayog (Mudaliar Commission)</li> <li>• Education and National Development (Kothari Commission)</li> <li>• National Policy of Education 1986</li> <li>• Janardan Committee</li> <li>• National Knowledge Commission</li> </ul>	

*Aparna Sanyal*



	<ul style="list-style-type: none"> <li>• National Education Policy 2020.</li> </ul>	
V	<p><u>PROBLEMS PRE-PRIMARY EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>• Unsatisfactory Conditions of Preprimary Schools.</li> <li>• Training of Pre-primary Teachers.</li> <li>• Unavailability of Teaching Material.</li> <li>• Loopholes of Supervision and Administration.</li> <li>• Problem of Uniformity.</li> </ul>	8
VI	<p><u>PROBLEMS PRIMARY AND SECONDARY EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>• Problems of Access and Equity.</li> <li>• Problems of Multilingualism, Child's Home Language and the Language of School-Classroom, Textbooks etc.</li> <li>• Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus.</li> <li>• Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF.</li> <li>• Problems due to Cyber World and Increasing Stress.</li> </ul>	8
VII	<p><u>PROBLEMS OF HIGHER EDUCATION SYSTEM</u></p> <ul style="list-style-type: none"> <li>• Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region.</li> <li>• Problem of over-emphasis on Examination System in India, Information Explosion and its Validation.</li> <li>• Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Competition.</li> </ul>	

*Aparna Jeyapalan*

<b>VIII</b>	<b>AFFECTING FACTORS OF INDIAN EDUCATION SYSTEM</b>	7
	<ul style="list-style-type: none"> <li>• Urbanization.</li> <li>• Population Explosion.</li> <li>• Poverty.</li> <li>• Brain Drain</li> </ul>	

**Suggested Readings:**

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

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

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

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

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

*Aparna Jaiswal*

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

## BA 2<sup>nd</sup> Year Education- DIPLOMA COURSE IN PERSPECTIVES OF EDUCATION

### Program specific outcomes-

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

This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility. This paper introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings. It

*Apurva Singh*

elaborates the approaches of learning and basics of human behaviour. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

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

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

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

*Apurva Gupta*

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 SCHOOLS OF PHILOSOPHIES</u> <ul style="list-style-type: none"> <li>• Idealism.</li> <li>• Naturalism.</li> <li>• Pragmatism.</li> </ul>	7
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none"> <li>• Mahatma Gandhi.</li> <li>• Swami Vivekanand.</li> <li>• B.R. Ambedkar.</li> <li>• Rousseau.</li> <li>• Dewey.</li> </ul>	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> <li>• Concept of 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>	

*Aparna Singh*

	<ul style="list-style-type: none"> <li>• Fundamental Rights and Duties.</li> <li>• Directive Principles.</li> <li>• Right to Education</li> </ul>	
VIII	<p><b>ECONOMIC PERSPECTIVES OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Education as Development Indicator.</li> <li>• Education for Sustainable development</li> <li>• UN-MDG ,SDG</li> </ul>	7

**Suggested Readings:**

- कमर, के. शिक्षा और ज्ञान दिल्ली, ग्रंथशिल्पी. 2002
- सलूजासी के, शिक्षा दर्शन, हिंदी माध्यम कार्यान्वयन निदेशालय नई दिल्ली
- धकर आर. शिक्षा और समाज हरियाणा, आधार प्रकाशन. 2006
- ओडएल के, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रंथ अकादमी, 1994
- पांडेय के पी, शिक्षा के दार्शनिक एवं सामाजिक आधार, वाराणसी विश्वविद्यालय प्रकाशन
- Archer, M.S. *Social Origins of Educational Systems*, New Delhi: Sage. 1984
- Brubacher, John S. (ed) . *Modern Philosophy of Education*, New Jersey: Prentice Hall Inc., Englewood Cliffs. 12 Hours. 1962
- Cohen, B. *Educational Thought: An Introduction*. Macmillan, Britain. 1969
- Dewey, J. *The School and Society*. Chicago, The University of Chicago Press. 1915
- Durkheim, E. *Education and Sociology*. New York: The Free Press. 1956
- Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan. 1994
- Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970
- Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc. 1963
- Kumar, K. *The Political Agenda of Education: A Study of Colonialist and nationalist Ideas*. New Delhi, Sage Publications. 1991
- Shukla, S. and Kumar, K. *Sociological Perspective in Education*. New Delhi, Chanakya Publications. 1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage. 1998

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

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

*Aparna Sanyal*

Suggested equivalent online courses: Courses on Swayam / MOOCs

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

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

*Aparna Jeyapal*

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

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

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

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

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

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

Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PSYCHOLOGY</u>	8
	<ul style="list-style-type: none"> <li>● Psychology: Concepts and Scopes.</li> <li>● Relations of Education and Psychology.</li> <li>● Importance of Educational Psychology.</li> <li>● Methods of Studying Educational Psychology.</li> </ul>	
II	<u>PROCESS OF DEVELOPMENT</u>	8
	<ul style="list-style-type: none"> <li>● Development/Meaning and Forms.</li> <li>● Growth and Development.</li> <li>● Stages of Development.</li> <li>● Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.</li> </ul>	

*Aparna Jaypathi*



III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none"> <li>• Meaning, Nature and Factors Influencing the Education.</li> <li>• Learning Styles: VARK.</li> <li>• Thorndike's laws of learning.</li> <li>• Transfer of Learning and its classroom implications.</li> </ul>	7
	<ul style="list-style-type: none"> <li>• Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.</li> </ul>	
IV	<u>FOUNDATIONS OF BEHAVIOURS AND THEIR ROLES</u> <ul style="list-style-type: none"> <li>• Instincts.</li> <li>• Sensation, Perception and Concept.</li> <li>• Motivation.</li> <li>• Memory.</li> <li>• Attention and Interest.</li> <li>• Thinking, Reasoning and Imagination.</li> <li>• Habit.</li> <li>• Fatigue</li> </ul>	7
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> <li>• Adjustment: Meaning and Process.</li> </ul>	7

Aparna Senpal

<b>VIII</b>	<b>TEACHING AND LEARNING PROCESS</b>	7
	<ul style="list-style-type: none"> <li>• Concept of Teaching.</li> <li>• Relation between Learning and Teaching.</li> <li>• Conditioning vs Teaching.</li> <li>• The Objectives of Education is Learning.</li> <li>• Role of Teacher in Teaching- Learning.</li> </ul>	

**Suggested Readings:**

- भटनागरएस, शिक्षामनोविज्ञान, सूर्यपब्लिकेशन, 1998
- जायसवालएस.आर, भारतीय मनोविज्ञान और शिक्षा , आर्य बुक डीपो नई दिल्ली
- त्रिपाठीशालिग्राम, शिक्षणव्यवहार, राधापब्लिकेशन, नई दिल्ली
- गुप्ताएस.पी, शिक्षामनोविज्ञान, शाखाप्रकाशन, मेरठ
- युगकिम्बल, शिक्षामनोविज्ञानकीआधार शिला, विनोद पुस्तक मंदिर, आगरा
- Aggarwal. J.C.(n.d.). Essentials of Educational Psychology: Vikas Publishing house
- Bhatnagar Suresh (n.d.). *Advanced Educational Psychology*, Lal Book Depot, Meerut.
- Bigge, Morris. L (1971). *Learning theories for teachers*. New York: Harper & Row.

- Chauhan S.S. (1978). *Advanced educational psychology*. Vikas Publishing House.
- Dash M. (1994). *Educational Psychology*. New Delhi, Deep & Deep Publications.
- Dececco John, P. *The Psychology of Learning and Instruction*. New Delhi, Prentice Hall of India. 1968
- Hilgand, E.R. & Bower, S.H., (1975). *Theories of Learning*. Englewood Cliffs New Jersey: Prentice Hall.
- Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Mathur, S.S. *Educational Psychology*. Agra, Vinod PustakMandir. 1986
- Mazur, J.E. (1994). *Learning and behaviour*. Englewood Cliffs. New Jersey; Prentice Hall.
- Rani, A. (2011). *Psychology of learning Behavior*. New Delhi, Centrum Press.

**Suggested Continuous Evaluation Methods: Assignment**

/ test / Quiz( MCQ) / Seminar

Suggested equivalent online courses: Courses on Swayam / MOOCs

*Aparna Singh*

## (Practical)

Program/Class: Diploma /BA	Year: Second	Semester: Fourth
Subject: Education		
Course Code: E010402P	Course Title: Practical: Prepare a <sup>case</sup> study of a Special Child	
<b>Course Learning Outcomes</b> On completion of this course, learners will be able to: <ul style="list-style-type: none"> <li>• Develop an stronger orientation towards research</li> <li>• Identify the different special children.</li> <li>• Prepare a case study.</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	•What is case study? And its steps.	5
II	•Special children: Types and characteristics.	25
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Case study record- 15 marks Viva- 10		
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• मंगलएस.के, शिक्षामनोविज्ञानएवं सांख्यिकी, विनोद पुस्तक मंदिर, आगरा</li> <li>• कपिलएच.के, अनुसंधानविधियां, भार्गवप्रिंटर्स, आगरा</li> <li>• Dash M. (1994). <i>Educational Psychology</i>. New Delhi, Deep&amp; Deep Publications.</li> <li>• Hurlock, E. B. (2004). <i>Developmental Psychology: A Life span Approach</i>. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.</li> </ul>		

*Asarna Tarpilho*

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

**Program specific outcomes-**

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

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

**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:	
<ul style="list-style-type: none"> <li>● Define assessment, measurement and evaluation.</li> <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:	Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L-4/w	

*Aparna Jeyapalan*

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 Evaluation: 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>• Intelligence- concept and 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> <li>• Meaning of IQ.</li> <li>• Individual Tests and Group test</li> </ul>	8

*Aparna Jeyapalan*

VI	<u>PERSONALITY</u> <ul style="list-style-type: none"> <li>• Personality- Concept and Types.</li> <li>• Personality Assessment through Inventories and Projective Techniques.</li> <li>• Theories of Personality.</li> </ul>	7
VII	<u>PERFORMANCE TESTS</u> <ul style="list-style-type: none"> <li>• Concept</li> <li>• Types - Based on Practicals in labs, Co—curricular activities.</li> </ul>	8
VIII	<u>APTITUDE</u> <ul style="list-style-type: none"> <li>• Aptitude : Concept and Types.</li> <li>• Aptitude : Characteristics and Measurement.</li> </ul>	7

**Suggested Readings:**

- गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, प्रयागराज
- लल्लू. पटौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा
- भटनागरएस, शिक्षामनोविज्ञान, सूर्य पब्लिकेशन, 1998
- सिंहए.के, शिक्षामनोविज्ञान, भारतीभवन, पटना
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990
- Norris, N. *Understanding Educational Evaluation*, Kogan Page Ltd. 1990
- Thorndike, E.L., & E.P., Hagen. *Measurement and Evaluation in Psychology and Education*. New York, Johan Wiley and Sons Inc. 1969
- Secolsky, C. *Handbook on Measurement and Evaluation in Higher Education*. U.K. Routledge. 2011
- Sindhu, K.S. *New approaches to measurement and evaluation*, New Delhi, Sterling Publication. 2007
- Singh, H.S. *Modern educational testing*. New Delhi: Sterling Publication. 1974

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

*Aparna Singh*

Suggested equivalent online courses:  
Courses on Swayam / MOOCs

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

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010502T	Course Title: Educational Statistics	
Course Learning Outcomes		
On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>• Define Statistical terms.</li> <li>• Prepare graphical charts.</li> <li>• Interpret the results various operations of statistics.</li> <li>• Survey and collect data.</li> <li>• Analyze the data with Suitable Statistical methods.</li> </ul>		
Credits: 4	Core Compulsory	
Max. Marks:	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	INTRODUCTION TO STATISTICS	7

*Aparna Singh*

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

Aparna Singh  
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VII	<u>CORRELATION</u>	12
	<ul style="list-style-type: none"> <li>• Meaning, Types, Uses</li> <li>• Computation of Coefficient of Correlation- Spearman's Rank Difference Method.</li> </ul>	
VIII	<u>NORMAL PROBABILITY CURVE</u>	5
	<ul style="list-style-type: none"> <li>• Concept and Characteristics.</li> </ul>	

#### Suggested Readings:

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

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

Suggested equivalent online courses: Courses  
on Swayam / MOOCs

*Aparna Singh*

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

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010503P	Course Title: Practical: Administration and Interpretation of Score of a psychological test- Achievement/Intelligence/Personality/Aptitude	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Develop an stronger orientation towards research</li> <li>● Understand and Administer different Psychological Tests</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	● Psychological Test: Types and Utility for Guidance and Counselling	5
III	● How to administer and Interpret score of Achievement/Intelligence/Personality/Aptitude/ Text	25
<p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Test administration Report- 15 marks Viva- 10</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>● मुन्ना एम.पी, शैक्षिक मापन एवं मूल्यांकन, शारदा पुस्तकभवन, प्रयागराज</li> <li>● नन्द. पत्तौरी एवं शर्मा, शिक्षामनोविज्ञान एवं मापन, संजय पब्लिकेशन्स, आगरा</li> <li>● भटनागर एम, शिक्षामनोविज्ञान, सूर्य पब्लिकेशन्स, 1998</li> <li>● सिंह ए.के, शिक्षामनोविज्ञान, भारतीभवन, पटना</li> </ul>		

*Aparna Tewari*

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

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

Program/Class: Degree /BA	Year: Third	Semester: Fifth
Subject: Education		
Course Code: E010501R	Course Title: Research Project	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an stronger orientation towards research</li> <li>• Understand basics of research</li> <li>• Develop attitude towards research</li> <li>• Collect and analyse data</li> </ul>		
Credits: 3	Core Compulsory	
Max. Marks:	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
I	What is Research Project? Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result.  OR Visit to any type of University other than Distance University: A. It's profile preparation.	

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*Aparna Senapati*

	B. Report on its administrative structure.	
<p>Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal</p>		
<p>Suggested Readings:</p> <ul style="list-style-type: none"> <li>● गुप्ताएस.पी, शैक्षिकमापनएवंमूल्यांकन, शारदापुस्तकभवन, प्रयागराज</li> <li>● नन्द. पचौशीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा</li> <li>● पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी</li> <li>● Anastasi, A. <i>Psychological Testing</i>. New York, Macmillan Publishing Co. Inc. 1976</li> <li>● NCERT <i>Curriculum and Evaluation</i>, New Delhi, NCERT 1990</li> </ul>		

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

Program/Class: Degree /BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601T	Course Title: Educational Administration and Management	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>● Describe different Educational Organizations.</li> <li>● Compare Administration, Management and Supervision.</li> <li>● Differentiate between inspection and supervision.</li> </ul>		

*Aparna Singh*

Credits: 4	Core Compulsory
Max. Marks:	Min. Passing Marks:

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

Unit	Topics	No. of Lectures
I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> <li>• Meaning and Types.</li> <li>• Characteristics of Educational Organizations.</li> </ul>	8
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> <li>• Meaning, Concept and Types of Educational Administration.</li> <li>• Administration vs Management.</li> <li>• Principles of Educational Administration.</li> <li>• Administrative Skills.</li> </ul>	8
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> <li>• Classical School</li> <li>• New Classical School</li> <li>• New Management</li> </ul>	7

IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> <li>• POSDCORB : Meaning and Functions.</li> </ul>	7
V	<u>EDUCATIONAL LEADERSHIP</u> <ul style="list-style-type: none"> <li>• Meaning, Nature of Educational Leadership.</li> <li>• Styles of Educational Leadership- Autocratic, Democratic and Laissez-faire</li> <li>• Centralization vs Decentralization</li> <li>• Decision Making.</li> </ul>	8
VI	<u>EDUCATIONAL PLANNING</u>	8

*Aparna Juyal*

	<ul style="list-style-type: none"> <li>• Meaning and Nature of Educational Planning.</li> <li>• Approaches of Educational Planning.</li> </ul>	
VII	<p><b>EDUCATIONAL FINANCE</b></p> <ul style="list-style-type: none"> <li>• Need and Significance.</li> <li>• Sources of Finance.</li> </ul>	6
VIII	<p><b>EDUCATIONAL SUPERVISION</b></p> <ul style="list-style-type: none"> <li>• Meaning and Nature of Educational Supervision.</li> <li>• Inspection vs Supervision.</li> <li>• Types of Educational Supervision.</li> </ul>	8
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• भटनागरआर.पी, शैक्षिकप्रशासन, आरलालबुकडीपोट, 2015</li> <li>• ओडएल.के, शैक्षिक प्रशासन, राजस्थानहिंदी ग्रंथअकादमी, जयपुर</li> <li>• वर्मा, एल.एन. भारतीय शिक्षा व्यवस्था एवं प्रशासन तंत्र, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर.</li> <li>• Bhatnagar S.S. &amp; Gupta P.K. (Educational Administration and Management (n.p.).</li> <li>• Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006</li> <li>• Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.).</li> <li>• Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot.</li> <li>• Sukhiya ,S.P. (n.d.) VidyalayaPrashashanAvamSangathan. Agra, Agarwal publication.</li> <li>• <a href="http://mlrd.gov.in/school-education">http://mlrd.gov.in/school-education</a></li> <li>• <a href="http://mlid.gov.in/schemes-1">http://mlid.gov.in/schemes-1</a></li> </ul>		
<p>Suggested Continuous Evaluation Methods: Assignment / test / Quiz( MCQ) / Seminar</p>		
<p>Suggested equivalent online courses: Courses on Swayam / MOOCs</p>		

*Aparna Singh*

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

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

		Lectures
I	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u>	

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*Aparna Gaurilho*

	<ul style="list-style-type: none"> <li>• ICDS</li> <li>• RMSA.</li> <li>• RUSA.</li> <li>• NMEICT.</li> <li>• RTE.</li> <li>• PMMMNMTT.</li> </ul>	
II	<p><u>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA</u></p> <ul style="list-style-type: none"> <li>• VISHVABHARTI</li> <li>• SNTD Women's University</li> <li>• IGNTU</li> <li>• JRHU</li> <li>• MGCGV</li> <li>• Pondicherry Ashram.</li> <li>• Navodaya Vidyalaya.</li> <li>• Eklavya Vidyalaya</li> <li>• Ashram Paddhati Vidyalaya</li> <li>• Kasturba Vidyalaya</li> </ul>	5
III	<p><u>EDUCATIONAL TECHNOLOGY</u></p> <ul style="list-style-type: none"> <li>• ICT: Meaning, Type, Concept and Needs.</li> <li>• ICT and Education.</li> <li>• Approaches of Educational Technology.</li> <li>• Computer and Internet: Application in Education</li> <li>• Online classes- need and arrangement .</li> </ul>	8
IV	<p><u>INITIATIVES AND INNOVATIONS</u></p> <ul style="list-style-type: none"> <li>• EDUSAT, EDUCOM. •MOOCS, SWAYAM.</li> <li>• OERs.</li> <li>• e-journals and e-Magazines.</li> <li>• NAD, NIRF, e-Pathshala.</li> </ul>	7
V	<p><u>SOCIETAL TRENDS AND EDUCATION</u></p> <ul style="list-style-type: none"> <li>• Inclusion-.</li> <li>• Human Rights.</li> <li>• Value and Moral.</li> <li>• Women Empowerment</li> <li>• Effect of Pandemics on society and Education.</li> </ul>	8

*Aparna Deepak*



VI	<u>CULTURAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none"> <li>• Social Media : Role in enhancement of Demographic changes , Globalization and Peace.</li> <li>• Cultural Education</li> </ul>	8
VII	<u>ENVIRONMENT: CONCEPT AND CONCERNS</u> <ul style="list-style-type: none"> <li>• Environment and Ecosystems.</li> <li>• Environmental Pollution and it's types</li> <li>• Traditional Environmental Awareness.</li> <li>• Ozone layer depletion.</li> <li>• Global Warming.</li> <li>• Climate change</li> </ul>	7
VIII	<u>ENVIRONMENT AND EDUCATION</u> <ul style="list-style-type: none"> <li>• Environmental Education: Concept, Aims and importance.</li> <li>• Awareness towards Environmental Issues.</li> <li>• Conservation of Natural Resources and Utilization of Non-Conventional Resources.</li> </ul>	8

*Aparna Jeyapalan*

**Suggested Readings:**

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

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

Suggested equivalent online courses:  
Courses on Swayam / MOOCs

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

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		

*Apurva Sampath*

Course Code: E010603P	Course Title: Practical- I Visit to an Anganwadi Centre and report preparation. II. Write and submit an article on any trending Socio-Cultural-Environmental Issue.	
Course Learning Outcomes On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> <li>● Develop an stronger orientation towardsresearch.</li> <li>● Understand and Conceptualize ICDS and Anganwadi.</li> <li>● Understand current issues and write an article.</li> </ul>		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w		
Unit	Topics	No. of Lectures
I	●ICDS ( Integrated Child Development Services): Introduction	5
II	●Anganwadi: Introduction, Structure, Supervision, Utility, Challenges.	10
III	●How to write an article: steps and ethics.	5
IV	●Sources of literature and their usage.	10
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation - 15 marks Viva- 10		

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

Program/Class: Degree/BA	Year: Third	Semester: Sixth
Subject: Education		
Course Code: E010601R	Course Title: Research Project	

*Aparna Teepalhu*

<b>Course Learning Outcomes</b> On completion of this course, learners will be able to <ul style="list-style-type: none"> <li>• Develop an stronger orientation towards research</li> <li>• Understand Basic methods of research and different research tools</li> </ul>		
Credits: 3		Core Compulsory
Max. Marks: - 100		Min. Passing Marks: 40%
Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w		
Unit	Topics	No. of Lectures
I	Visit any Distance Education centre. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report.  OR  For Understanding Social disadvantages, Interview an working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.	45
Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+50% internal		
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• भटनागर, शैक्षिकअनुसंधानकीकार्यप्रणाली, आर. तालबुकडिपो, मेरठ</li> <li>• मुसाएस.पी, शोधसंदर्शिका, शारदापुस्तकभवन, प्रयागराज</li> <li>• नन्द. पत्तौरीएवंशर्मा, शिक्षामनोविज्ञानएवंमापन, संजयपब्लिकेशन्स, आगरा</li> <li>• पाण्डेयके.पी, शैक्षिकअनुसंधान, विश्वविद्यालयप्रशासन, वाराणसी</li> <li>• Anastasi, A. <i>Psychological Testing</i>. New York, Macmillan Publishing Co. Inc. 1976</li> <li>• NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</li> </ul>		

*Aparna Jaiswal*

# BoS (Education)(Arts)

## Minor Course-1

(3 Credits - 45 hrs)

### Population and Environmental Education

#### 1. Population and Demography : (10)

- a. Meaning and Importance.
- b. Related Terms.
- c. Population Composition : In World & India.
- d. Census of India 1951 to till now : An Analysis.
- e. Population Growth and its Consequences and Effects.
- f. Quality life and Population.
- g. Effects of Over Population on Development of a Nation.

#### 2. An Introduction to Environment : (8)

- a. Environment & Ecosystem.
- b. Biotic and Abiotic Components of Environment.
- c. Earth and Biosphere.
- d. Natural Resources.

#### 3. Environmental Issues and Social Concerns : (15)

- a. Major Environmental Issues :
  - i. Population.
  - ii. Natural & Manmade Disasters.
- b. Social Concerns to Environmental issues :
  - i. Environmental Ethics.

*Aravind K. S.*

c. Indian Culture and Environmental Protection.

4. Education for SAM : (12)

a. Environmental Education : Concept and Objectives.

b. Environment Education at Different levels of Education.

c. Components of Responsible Environmental Behaviour among Students & Teachers.

d. Population Education:

i. Need & Objectives.

ii. Action Strategies to Control Population Explosion.

**Minor Course- 2**

(3 Credits - 45 hrs)

**Life Skill & Value Education**

1. Skills & Life Skills :

a. Concept & Importance.

b. Ancient Indian Education & Life Skills.

c. Life Skills by WHO.

*Aparna Dasgupta (8)*

2. Life Skills :

(12)

a. Types:

- i. Thinking Skills.
- ii. Emotional Skills.
- iii. Social Skills.

b. Influencing Factors.

3. An Introduction to Values :

(15)

- a. Meaning & Definition of Values.
- b. Classification of Values.
- c. Value in Vedic Darshan & Indian Culture.
- d. Religious Values Vs Science & Technology.
- e. Values in the Context of Indian Constitution.

4. Inculcation of Values Through Education :

(10)

- a. Strategies & Process.
- b. Role of Teacher.
- c. Bad Habits among Students.

*Aparna Gupta*





# CHAUDHARY CHARAN SINGH UNIVERSITY, MEERUT



## Syllabus of Subject:

### English

For First Three year of Under-Graduate (UG) Programme

(As per guidelines of Common Minimum Syllabus by U.P. Government according to

National Education Policy-2020 w.e.f. the session 2021-2022)

For both University Campus and Colleges)

Prof. VIKAS SHARMA  
D.Lit.  
Head, Department of English  
CCS University, Meerut

**Members from the Board of Studies:**

S.No.	Name
1	Prof. Y.Vimla
2	Prof. N.C.Lohani
3	Prof. Pratibha Tyagi
4	Prof. Ravindra Kumar
5	Prof. Vikas Sharma
6	Dr. Amita Agarwal
7	Dr. Neerja Arun
8	Dr. Bipin Chandra Pandey
9	Dr. Seema Jain
10	Dr. Chhavi

**Subject: English****Semester-wise Titles of the Papers in BA (English)**

Year	Sem.	Course Code	Paper Title	Theory/ Practical	Credits
B.A. 1	I	A040101T	English Prose and Writing Skills	Theory	06
B.A. 1	II	A040201T	English Poetry	Theory	06
B.A. 2	III	A040301T	British and American Drama	Theory	06
B.A. 2	IV	A040401T	Indian Literature in Translation	Theory	06
B.A. 3	V	A040501T	Classical Literature & History of English Literature	Theory	05
B.A. 3	V	A040502T	Fiction	Theory	05
B.A. 3	VI	A040601T	Indian & New Literatures in English	Theory	05
B.A. 3	VI	A040602T	Any one of the following: • Literature in Films & Media Studies • Media and Journalistic Writing	Theory	05
		A040603T		Theory	

**List of All Papers in All Six Semesters:**

Semester	Course Title	Credits	Teaching Hours
I	English Prose and Writing Skills	06	06
II	English Poetry	06	06
III	British and American Drama	06	06
IV	Indian Literature in Translation	06	06
V	Classical Literature & History of English Literature	05	05
V	Fiction	05	05
VI	Indian & New Literatures in English	05	05
VI	• Literature in Films & Media Studies	05	05
VI	Media and Journalistic Writing	05	05

### **Course Outcome**

#### **Title : Poetry**

- CO1.- To comprehend literary texts of ancient poetry written by great poets.
- CO-2. To inculcate the ethical values of life.
- CO-3. To emphasize a narrative resurrection of primeval reality through myth.
- CO-4. To relate thoughts with the given literature.
- CO-5. To develop skills in English grammar and comprehension in English.

#### **Title: Prose**

- CO-1. To help them learn the basics and fundamental concepts of prose.
- CO-2. To help them know the different areas of prose genres through lesson.
- CO-3. To be acquainted with glossary of English terminologies.
- CO-4: to emphasize the skills in English grammar and translation of English.

## Subject Pre-requisites

- Open to all

## Programme Outcomes (POs)

The programme aims to:

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

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

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

The learners will be able to:

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



Programme/Class: <b>CERTIFICATE</b>	Year: <b>FIRST</b>	Semester: <b>FIRST</b>
Subject: <b>ENGLISH</b>		
Course Code: - <b>A040101T</b>	Course Title: <b>English Prose and Writing Skills</b>	
<p><b>Course Outcomes:</b> After completing this course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand Indian English Writing as a new form of Indian culture and voice in which India converses regularly. They will be able to understand contributions of various authors in the growth of Indian English Writing.</li> <li>• Understand the formal qualities of a text, intricacies of structure, stylistics and figurative elements found in the text.</li> <li>• Analyse the difference in the prose techniques of different writers like Addison, Lamb and Bacon.</li> <li>• Make use of word choices, word order, figurative language and imagery to convey meaning/emotion.</li> <li>• Identify the writings of classic prose and short story writers like Chekhov, Maupassant and O' Henry.</li> <li>• Understand the prominence of logic and reason in the 18th century British literature.</li> <li>• Describe the literary terms related to prose.</li> <li>• Get a wide exposure of eminent writers like Kalam, Amartya Sen, Anita Desai, Woolf and M.R. Anand.</li> <li>• Understand the social, historical and political backgrounds of the short story writers like Anton Chekhov through the elaborate and allegorical descriptions in the prescribed text.</li> <li>• Identify the content, language, style, tone and structure of the essays and short story.</li> <li>• Comprehend the culture, author's biography and historical context of the prescribed prose works.</li> <li>• Perform basic functions of a word processor, Excel spreadsheet and PowerPoint presentation practically.</li> <li>• Do online communication like content writing and blogging.</li> <li>• Do official communication by writing official letters/complaint letters.</li> <li>• Practically explore their creative genius in creating blogs and personal websites for vocational purposes</li> </ul>		
Credits: <b>06</b>	Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>	Min. Pass Marks: <b>.....</b>	

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:</b> Contributions of Sri Aurobindo, Rabindranath Tagore, K. S. Venkataramani, Bhabani Bhattacharya, R. K. Narayan, Mulk Raj Anand, Sarojini Naidu, Kamala Markandaya and Nayantara Sahgal, etc. towards the growth of Indian writing in English.	11
II	<b>Elements of Short Story:</b> Plot, Characterization, Narrative Technique and Structure <b>Types of Prose &amp; Prose Style:</b> Autobiography, Biography, Memoir; Travelogue; Periodical Essay; Formal Essay; Personal Essay.	11
III	<b>Prose Devices:</b> Theme; Point of View; Sentence Pattern; Imagery; Tone or Mood; Analogy, Anecdote; Antithesis; Aphorism; Diction; Inversion; Humour and Pathos.	12
IV	<b>Short Stories</b> 1. O' Henry- <i>The Last Leaf</i> 2. Anton Chekhov- <i>The Lament</i> 3. Guy de Maupassant- <i>The Diamond Necklac</i>	11
V	<b>Short Stories</b> 1. M.R. Anand- <i>The Lost Child</i> 2. R.K Narayan- <i>Under the Banyan Tree</i> 3. <i>Ruskin Bond-The Tunnel</i>	11
VI	<b>Prose</b> 1. Francis Bacon- <i>*Of Studies</i> 2. Charles Lamb- <i>*Dream Children</i> 3. Joseph Addison- <i>*Sir Roger at the Church</i>	11
VII	<b>Prose</b> 1. Virginia Woolf- <i>Professions for Women</i> 2. A.P.J. Kalam- <i>Patriotism Beyond Politics &amp; Religion</i> (from <i>Our Ignited Minds</i> ) 3. Swami Vivekanand-The Conquest of the world by Indian Thought	12
VIII	<b>Computer &amp; Writing skills in English</b> 1. Power Point Presentation 2. Letter writing – formal, informal/ Letters of Inquiry/ Complaints, Grievance Redressal Letters & Right to Information (RTI) 3. Preparing Resumes/CV using Microsoft Word/ Letter of Acceptance/ Resignation (Job) 4. Online Writing (Blogging, Content Writing, Effective E-mail Writing)	11
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>Ahluwalia, J.P., "Modern News Structure in Print Media and Electronic Media", Adyayan</li> </ul>		

Publishers, New Delhi, 2007.

- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi. 1982.
- Chambers. E., "The Development of English Prose", Oxford University Press, London, 1957.
- Berman, J., "A Companion to Virginia Woolf", John Wiley and Sons, 2016.
- Kalam, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014.
- Speeches and Writings of Swami Vivekanand 3<sup>rd</sup> ed. Published by G.A. Nateson & Co. Madras
- Dorner, J., "Writing for the Internet", Oxford University Press, New York, 2002.
- Majumdar, P.K., "Commentary on the Consumer Protection Act", Prentice Hall, New Delhi, 1992.
- Norton, P., "Introduction to Computers", Tata McGraw Hill, New Delhi, 2005.
- <http://www.gutenberg.org/files/3090/3090-h/3090-h.htm>
- Read, H., "English Prose Style", Pantheon, New York, 1981.
- Walker, H., "English Essays and Essayists", J.M. Dent and Sons Ltd., London, 1928.
- Williams, W.E., "A Book of English Essays", Penguin Books, Harmondsworth, 1948.
- <https://www.youtube.com/embed/l-kbE7oyUWU>
- <https://www.youtube.com/embed/Cb7lbraalm4>
- <https://rtionline.gov.in/index.php>
- <http://consumerhelpline.gov.in/consumer-rights.php>
- [www.jaagore.com/know-your-police/procedure-of-filing-fir](http://www.jaagore.com/know-your-police/procedure-of-filing-fir)
- [www.consumercomplaints.in/municipal-corporation-of-delhi-b100274](http://www.consumercomplaints.in/municipal-corporation-of-delhi-b100274)

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

**Open to all**

**Suggested Continuous Evaluation Methods:**

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

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

Suggested equivalent online courses:

.....

Further Suggestions:

.....

(Texts marked with \* are for detailed study)

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

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:	11
IV	1. William Shakespeare – * <i>Let Me Not to the Marriage of True Minds</i> (Sonnet No. 116) <b>Or</b> John Milton - * <i>On His Blindness</i> 2. John Donne - * A Valediction: Forbidding Mourning 3. Alexander Pope - * Ode on Solitude	
V	1. Thomas Gray- * <i>Elegy Written in a Country Churchyard</i> 2. William Wordsworth- * <i>The World is Too Much with Us</i> 3. John Keats- * <i>Ode to a Nightingale</i>	12
VI	1. Alfred Lord Tennyson- * <i>Break, Break, Break</i> <b>Or</b> Elizabeth Barret Browning- * <i>How Do I Love Thee?</i> 2. Matthew Arnold- * <i>Dover Beach</i> 3. Robert Browning- * <i>The Last Ride Together</i>	11
VII	1. T.S. Eliot- * <i>Son of Man</i> (from the <i>Wasteland</i> ) 2. W.B. Yeats- * <i>The Lake Isle of Innisfree</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

**Suggested Readings:**

- Abrams, M.H. & Harpham, G.G., "A Glossary of Literary Terms", Cengage Learning, Delhi, 2015.
- Ford, B., "The New Pelican Guide to English Literature 4: From Dryden to Johnson", Penguin, 2000.
- Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010.
- Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010.
- Abrams, M.H., "English Romantic Poets". Oxford University Press, New York, 1975.
- Bhattacharyya, A., "Studies in English Rhetoric and Prosody", Books Way, New Delhi, 2014.
- Boulton, M., "The Anatomy of Poetry", Kalyani, New Delhi, 1979.
- Bowra, C.M., "The Romantic Imagination", Oxford University Press, Delhi, 1961.
- Chandler, J. (ed.), "The Cambridge History of English Romantic Literature", Cambridge University Press, Cambridge. 2009.
- Gardener, H., "The Metaphysical Poets", Penguin Classics, Delhi, 1960.

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

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

**Open to all**

**Suggested Continuous Evaluation Methods:**

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

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

(Text marked with \* are for detailed study)

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

The learners will be able to:

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

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



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

**Suggested Readings:**

- Bogard, T. & Oliver, W., "Modern Drama: Essays in Criticism", Oxford University Press, New York. 1965.
- Boulton, M., "The Anatomy of Drama", Kalyani, New Delhi. 1980.
- Brooks. V.W., "The Writer in America", E.P. Dutton and Co. Inc., New York, 1953.
- Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969.
- Golden, W.C., "A Brief History of English Drama from the Earliest to the Latest Times", Forgotten Books. London. 2018.
- Krasner. D., Ed., "A Companion to Twentieth Century American Drama", Blackwell Companions, 2007.
- Kernan, A.B., "The Modern American Theatre", Prentice Hall, New Jersey, 1967.
- Kitchin, L., "Drama in Sixties", Faber and Faber, London. 1966.
- Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge. 2009.
- <https://www.youtube.com/embed/whvI:eYQ3ZKg>
- <https://www.youtube.com/embed/NtsBzRd7Mcs>
- <https://www.youtube.com/embed/ReOOYnlj2ml>
- <https://www.youtube.com/embed/oA78I.h7RGy4>
- <https://www.youtube.com/embed/ajmt0BLnl14>

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

**Open to all****Suggested Continuous Evaluation Methods:**

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

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

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

(Texts marked with \* are for detailed study)

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

	Jayshankar Prasad, * <i>Aansu (The Garden of Loneliness)</i> , tr.Charles S.J. White (Delhi: Motilal Banarasidas, 2006) <b>OR</b> Kabir: * <i>The English Writings of Rabindra Nuth Tagore</i> (1994, Vol.1 Ed. Sisir Kumar Das, Sahitya Akademi. Verses- 1,2, 8,12, 53, 69)	
V	<b>Short Fiction</b> 1. Bhisham Sahni- <i>Amritsar Aa Gaya</i> <i>or</i> 2. Mahasweta Devi- <i>The Hunt</i>	11
VI	<b>Drama</b> 1. Mohan Rakesh- * <i>Adhe Adhure</i> (Halfway House) <i>or</i> 2. Vijay Tendulkar- * <i>Kanyadan</i>	12
VII	<b>Translation Practice</b> 1. One Passage for Translation (Hindi to English) <i>or</i> 2. One Stanza for para phrasing (Hindi to English)	11
VIII	<b>Translation Practice</b> 1. One Passage for Translation (English to Hindi) <i>or</i> 2. One Stanza for para phrasing (English to Hindi)	11
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Baker, M., "In Other Words: A Course Book on Translation". Routledge, New York, 2001.</li> <li>• Chaudhuri, Sukanta, "Translation and Understanding". OUP, New Delhi.</li> <li>• Gargesh, R. &amp; Goswami. K.K.. "Translation and Interpreting: Reader and Workbook". Orient Longman, New Delhi, 2007.</li> <li>• Lakshmi, H., "Problems of Translation", Booklings Corporation, Hyderabad, 1993.</li> <li>• Newmark, P., "A Textbook of Translation", Prentice Hall, London, 1988.</li> <li>• Toury, G., "Translation Across Cultures", Bahri Publications, New Delhi, 1984.</li> <li>• Sukrita P. Kumar, "Narrating Partition". Indialog, Delhi, 2004.</li> <li>• Tendulkar, V.. "Kanyadan", OUP, 1996.</li> <li>• <a href="https://www.ijsr.net/archive/v5i9/ART20161838.pdf">https://www.ijsr.net/archive/v5i9/ART20161838.pdf</a></li> <li>• <a href="https://www.youtube.com/embed/DNohmWH2IOY">https://www.youtube.com/embed/DNohmWH2IOY</a></li> <li>• <a href="https://www.youtube.com/embed/UuDqN7zWPhs">https://www.youtube.com/embed/UuDqN7zWPhs</a></li> </ul>		
This course can be opted as an elective by the students of following subjects:		
<b>Open to all.</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
Continuous Internal Evaluation shall be based on Project/ Assignment and Oral/ PowerPoint Presentation. The marks shall be as follows:		
<b>Project/Assignment</b>	<b>10 Marks</b>	
<b>Internal Class test</b>	<b>15 Marks</b>	

Course prerequisites:	Open to all
<p>Suggested equivalent online courses:</p> <ul style="list-style-type: none"><li data-bbox="252 304 970 342">• NPTEL – Translation Studies and Theory –IIT Kanpur <a href="#">NPTEL:: Humanities and Social Sciences - Translation Studies and Theory</a></li><li data-bbox="252 398 1034 479">• SWAYAM- Modern Indian Writing in Translation <a href="#">Modern Indian Writing in Translation - Course (npTEL.ac.in)</a></li></ul>	
<p>Further Suggestions: .....</p>	

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

The learners will be able to:

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

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

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

#### Suggested Readings:

- Albert, E., "History of English Literature", Oxford University Press, London, 2015.
- Homer: *The Iliad*, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985.
- Sophocles: *Oedipus, the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays* Harmondsworth: Penguin, 1984.
- Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
- Plato, *The Republic*, Book X, tr. Desmond Lee London: Penguin, 2007.
- Gregory, J. (ed.) *The Blackwell Companion to Greek Tragedy*. Oxford, 2005.
- Cuddon, J.A., "Dictionary of Literary Terms and Literary Theory", Penguin Books, London, 1999.
- Drabble, M., (ed.), "The Oxford Companion to English Literature", Oxford University Press, Oxford, 1996.
- Prasad, B., "A Background to the Study of English Literature", Trinity Press, New Delhi, 2014
- Harmon & Holman., (ed.), "A Handbook to English Literature", Prentice Hall, New York, 1996.
- Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New



York, 1990.

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

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

**Suggested Continuous Evaluation Methods:**

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

The marks shall be as follows:

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

Suggested equivalent online courses:

.....

Further Suggestions:

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

	Harper Lee- <i>To Kill a Mocking Bird</i>	
VII	<b>American Fiction</b> Ernest Hemingway- <i>The Old Man and the Sea</i> <b>OR</b> John Steinbeck- <i>The Grapes of Wrath</i>	9
VIII	<b>Indian Popular Fiction</b> 1. Chitra Divikaruni: <i>The Palace of Illusions</i> 2. Ruskin Bond: <i>The Room on the Roof</i> or Sudha Murthy- <i>Dollar Bahu</i>	10
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>Forster, E.M., "Aspects of the Novel", Penguin, London, 2005.</li> <li>Toliver &amp; Calderwood, "Perspectives on Fiction", Oxford University Press, New York, 1970.</li> <li>Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New York, 1990.</li> <li><a href="https://www.youtube.com/embed/O7DeTnf0_yM">https://www.youtube.com/embed/O7DeTnf0_yM</a></li> <li><a href="https://www.youtube.com/embed/4lijTINyHK8">https://www.youtube.com/embed/4lijTINyHK8</a></li> <li><a href="https://www.youtube.com/embed/a4JH8ssrAFY">https://www.youtube.com/embed/a4JH8ssrAFY</a></li> <li><a href="https://www.youtube.com/embed/HJJIXOS3gJ8">https://www.youtube.com/embed/HJJIXOS3gJ8</a></li> <li><a href="https://www.youtube.com/embed/6q9_EbDrUgQ">https://www.youtube.com/embed/6q9_EbDrUgQ</a></li> <li><a href="https://www.youtube.com/embed/2yN_X-zkC-E">https://www.youtube.com/embed/2yN_X-zkC-E</a></li> <li>Bloom, H., "Toni Morrison's <i>The Bluest Eye</i>", Chelsea House, 1999.</li> <li>Heavilin, Barbara A., "The Critical Response to John Steinbeck's <i>The Grapes of Wrath</i>", Greenwood Press, 2000.</li> </ul>		
This course can be opted as an elective by the students of following subjects:		
<b>Open to all</b>		
<b>Suggested Continuous Evaluation Methods:</b>		
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:		
<b>Project/Assignment</b>	<b>10 Marks</b>	
<b>Internal Class test</b>	<b>15 Marks</b>	
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A. II</b>	
Suggested equivalent online courses:		
<ul style="list-style-type: none"> <li><a href="https://onlinecourses.nptel.ac.in/noc21_hs28/preview">https://onlinecourses.nptel.ac.in/noc21_hs28/preview</a></li> </ul>		
Further Suggestions:		
.....		

Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040601T</b>		Course Title: <b>Indian &amp; New Literatures in English</b>	
<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 Indian freedom struggle, the contemporary political, social and economic scenario and the also the trauma of the partition</li> <li>• Develop an understanding of the themes, styles and poetic sensibilities of poets like Toru Dutt, Nissim Ezekiel, Jayant Mahapatra and Keki N. Daruwala</li> <li>• Critically analyse the drama as a medium of exploration of existing social issues and prejudices through the work of dramatists like Mahesh Dattani and Asif Currimbhoy</li> <li>• Understand the socio-cultural-political conditions of the contemporary India as explored in the fiction of writers like Kamala Markandaya</li> <li>• Analyse and evaluate the difference in the theme and background of the works of Indian writers in English and the English writers already studied in the previous years</li> <li>• Demonstrate, through discussion and writing, an understanding of significant cultural and societal issues presented in Indian English literature</li> <li>• Appraise the values and issues arising from colonialism</li> <li>• Familiarize themselves with the similar (yet different) socio-historic conditions reflected in the literature of the various colonies</li> <li>• Comprehend how 'New Literatures' incorporates very different literary products, each with its own cultural, social and geographical specificity</li> <li>• Comprehend and analyse the poetic discourses of poets like Pablo Neruda, Margaret Atwood, Judith Wright, Patrick White and Sujata Bhatt and the variations in their themes, styles and responsiveness</li> <li>• Address the identity issues and marginalization through a study of the works of Indira Goswami and Naipaul</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: .....	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
<b>I</b>	<b>Prose</b> <ul style="list-style-type: none"> <li>• Mahatma Gandhi- <i>Hind Swaraj</i>: XVII- Passive Resistance, XVIII- Education</li> <li>Or Swami Vivekanand's Chicago Speech, 11 Sept, 27 Sept, 1893</li> </ul>	<b>10</b>	

II	<b>Poetry</b> Toru Dutt: * <i>Lakshman</i> Nissim Ezekiel: * <i>The Poet, Lover and Bird Watcher</i> Kamla Das: * <i>An Introduction</i> Rabindra Nath Tagore: * <i>Song I</i> (from <i>Gitanjali</i> )	
III	<b>Drama</b> Mahesh Dattani- <b>The Moring Rag</b> Asif Currimbhoy- <i>The Doldrums</i>	9
IV	<b>Fiction</b> Kamala Markandaya- <i>Nectar in a Sieve</i> Nadine Gordimer- <i>A Guest of Honour</i>	10
V	<b>Prose</b> Frantz Fanon- <i>Black Skin, White Masks</i> Chapter 4 Or Nivedita Menon- <i>Seeing Like a Feminist</i> Chapter 2	10
VI	<b>Poetry</b> Pablo Neruda: * <i>If You Forget Me</i> Margaret Atwood: * <i>Spellings</i> Patrick White: * <i>Voss</i> Judith Wright: * <i>The Company of Lovers</i>	9
VII	<b>Fiction</b> 1. Nadine Gordimer- <i>A Guest of Honour</i> 2. V.S. Naipaul- <i>A House for Mr. Biswas</i> <b>OR</b> Indira Goswami- <i>The Moth-Eaten Howdah of the Tusker</i>	9
VIII	<b>Drama</b> Wole Soyinka- <i>The Lion and the Jewel</i> <b>OR</b> Trey Anthony- <i>'da Kink in My Hair</i>	9

**Suggested Readings:**

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

<ul style="list-style-type: none"> <li>• Goswami I. and Satarawala K., 'Indira Goswami and Her Fictional World: The Moth Eaten Howdah of the Tusker'. BR Publishing Corporation, 2002.</li> <li>• Soyinka, Wole., "The Lion and the Jewel" OUP. 1974.</li> <li>• Anthony, Trey., " 'da Kink in My Hair". Playwrights Canada. 2005.</li> </ul>	
This course can be opted as an elective by the students of following subjects:	
<b>Open to all</b>	
<b>Suggested Continuous Evaluation Methods:</b>	
Continuous Internal Evaluation shall be based on Project/ Assignment and Internal Class Test. The marks shall be as follows:	
<b>Project/Assignment</b>	<b>10 Marks</b>
<b>Internal Class test</b>	<b>15 Marks</b>
Course prerequisites:	To study this course, a student must have passed/opted <b>English in B.A.II.</b>
Suggested equivalent online courses: .....	
Further Suggestions: .....	

(Texts marked with \* are for detailed study)

Programme/Class: <b>DEGREE</b>		Year: <b>THIRD</b>	Semester: <b>SIXTH</b>
Subject: <b>ENGLISH</b>			
Course Code: - <b>A040602T</b>		Course Title: <b>Literature in Films &amp; Media Studies</b>	
<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 technical terminology associated with film and media studies</li> <li>• Interpret films as text and evaluate them critically</li> <li>• Appraise the process of adaption of texts into films</li> <li>• Recognize the nuances of film narration</li> <li>• Assess various film genres and their characteristics</li> <li>• Appreciate the works of prescribed writers and the directors as well who directed their adaptations</li> <li>• Exercise critical viewing and develop reading skills in determining the success of adaptations and present their assessments through a variety of mediums including presentations and essays</li> </ul>			
Credits: <b>05</b>		Paper: <b>Core Compulsory</b>	
Max. Marks: <b>25+75</b>		Min. Pass Marks: <b>.....</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week): <b>5-0-0.</b>			
Unit	Topic	No. of Lectures	
I	James Monaco, 'The Language of Film: Signs and Syntax', in <i>How to Read a Film: The World of Movies, Media &amp; Multimedia</i> (New York: OUP, 2009) Chapter-3, pp.170-249	10	
II	William Shakespeare- <i>The Comedy of Errors</i> , and its adaptation <b>Angoor</b> (1982 film; Directed by Gulzar)	9	
III	Khushwant Singh- <i>Train to Pakistan</i> , and its adaptation <b>Train to Pakistan</b> (1998 film; Directed by Pamela Rooks)	9	
IV	R.N.Tagore- <i>Kabuliwala</i> and its adaptation <b>Kabuliwala</b> (1961 film; Directed by Hemen Gupta)	9	
V	Ruskin Bond: <i>A Flight of Pigeon</i> , And its adaptation, <i>Junoon</i> , 1978 Film by Shyam Benegal	9	
VI	R.K.Narayan: <i>The Guide</i> and its adaptation. <i>Guide</i> 1965 Film by Vijay Anand	9	
VII	Script Writing Dialogue Writing	10	

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

(Texts marked with \* are for detailed study)



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

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

Prof. Y.Vimla Prof. N.C.Lohani

Prof. Pratibha Tyagi

Prof. Ravindra Kumar

Prof. Vikas Sharma

**Prof. VIKAS SHARMA**  
D.Lit.  
Head, Department of English  
CCS University, Meerut



चौधरी चरण सिंह विश्वविद्यालय, मेरठ

बी० ए० हिंदी पाठ्यक्रम

वर्ष 2021-2022

चौधरी चरण सिंह विश्वविद्यालय, मेरठ  
बी० ए० हिंदी पाठ्यक्रम

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

**पाठ्यक्रम समिति, चौधरी चरण सिंह विश्वविद्यालय, मेरठ :**

क्र.	नाम	पदनाम	विभाग	कॉलेज/विश्वविद्यालय
1	प्रो० नवीन चन्द्र लोहनी (समन्वयक प्रथम)	संकायाध्यक्ष कला एवं अध्यक्ष हिंदी विभाग	हिंदी	चौधरी चरण सिंह विश्वविद्यालय, मेरठ
2	डॉ. (श्रीमती) पूनम भारद्वाज (समन्वयक द्वितीय)	एसोसिएट प्रोफेसर	हिंदी	ए०के०पी० कॉलेज, हापुड़
3	डॉ. स्मिता गर्ग	एसोसिएट प्रोफेसर	हिंदी	डी० डी० कॉलेज, डिबाई
4	डॉ. (श्रीमती) वंदना शर्मा	एसोसिएट प्रोफेसर	हिंदी	एम० एम० कॉलेज, मोदीनगर
5	प्रो० के०सी० अग्निहोत्री	मा० कुलपति एवं आचार्य	हिंदी	एच०पी० केन्द्रीय विश्वविद्यालय, धर्मशाला
6	प्रो० जितेन्द्र श्रीवास्तव	आचार्य	हिंदी	इ०ग०रा०मु०वि०, न्यू दिल्ली
7	प्रो० सविता मोहन	पूर्व निदेशक	हिंदी	उच्च शिक्षा उत्तराखण्ड, देहरादून
8	प्रो० सत्यकेतु	आचार्य एवं अध्यक्ष	हिंदी	अम्बेडकर विश्वविद्यालय, दिल्ली
9	डॉ. योगेन्द्र नाथ शर्मा अरूण	पूर्व प्राचार्य	हिंदी	रूडकी
10	प्रो० बीना शर्मा	निदेशक	हिंदी	केन्द्रीय हिंदी संस्थान, आगरा

**GENERAL PROGRAMME OUTCOMES**

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

## PROGRAMME SPECIFIC OUTCOMES

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

- बी.ए. तृतीय वर्ष षष्ठ सेमेस्टर सेमेस्टर के प्रथम प्रश्नपत्र **‘भाषा विज्ञान, हिंदी भाषा तथा देवनागरी लिपि’** के अंतर्गत विद्यार्थियों को भाषा के अंगों, हिंदी भाषा के उद्भव तथा विकास और देवनागरी लिपि के स्वरूप की जानकारी कराना एवं उन्हें हिंदी की वैज्ञानिक एवं संवैधानिक स्थिति से परिचित कराना।
- बी.ए. तृतीय वर्ष षष्ठ सेमेस्टर सेमेस्टर के द्वितीय प्रश्नपत्र **‘लोक साहित्य एवं लोक संस्कृति’** के अंतर्गत भारतीय संस्कृति में जनश्रुति से निर्मित साहित्य के महत्वपूर्ण योगदान से विद्यार्थियों को परिचित कराना तथा लोक संस्कृति के विकास क्रम से विद्यार्थियों को अवगत कराना।

## STRUCTURE OF BA HINDI SYLLABUS

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



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

	(रीतिबद्ध,रीतिसिद्ध, रीति मुक्त, प्रमुख कवि और उनका काव्य।	
II	<p><b>आधुनिक कालीन काव्य का इतिहास :</b></p> <p>सामाजिक, सांस्कृतिक पृष्ठभूमि, नामकरण एवं प्रवृत्तियाँ, 1857का प्रथम स्वतंत्रता संग्राम और 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 कवि एवं उनकी रचनाएँ और साहित्यिक विशेषताएँ।</p>	12
III	<p><b>आदिकालीन कवि :</b></p> <p><b>विद्यापति :</b></p> <p>(विद्यापति पदावली - संपा. :आचार्य रामलोचन शरण)</p> <p>क. राधा की वंदना, ख. श्रीकृष्ण प्रेम (35), ग. राधा प्रेम - (36)</p> <p><b>गोरखनाथ :</b></p> <p>(गोरखबानी : संपादक पीताम्बरदत्त बड़थवाल गोरखबानी सबदी (संख्या 2,4,7,8,16), पद (राग रामश्री 10,11)</p> <p><b>अमीर खुसरो :</b></p> <p>(अमीर खुसरो - व्यक्तित्व एवं कृतित्व :डॉ. परमानन्द पांचाल)</p> <p>कव्वाली - घ (1), गीत-इ(4), (13), दोहे - च (पृष्ठ 86),05 दोहे - गोरी सोवे,खुसरो रैन,देख मैं,चकवा चकवी,सेज सूनी।</p>	10
IV	<p><b>भक्तिकालीन निर्गुण कवि :</b></p> <p><b>कबीर :</b></p> <p>(कबीरदास - संपा. श्यामसुंदर दास)</p> <p>क. गुरुदेव को अंग -01, 06, 11, 17, 20।</p> <p>ख- बिरह कौ अंग – 04, 10, 12, 20, 33</p> <p><b>मलिक मोहम्मद जायसी :</b> (मलिक मोहम्मद जायसी - संपा. - आचार्य रामचन्द्र शुक्ल)</p> <p>मानसरोदक खंड (01 से 06 पद तक)</p>	10

V	<p><b>भक्तिकालीन सगुण कवि :</b></p> <p><b>सूरदास :</b>(भ्रमरगीत सार-संपा. आचार्य रामचन्द्र शुक्ल) (पद संख्या- 07, 21, 23, 24, 26)</p> <p><b>गोस्वामी तुलसीदास :</b> (श्रीरामचरित मानस-गोस्वामी तुलसीदास, गीता प्रेस गोरखपुर) अयोध्या काण्ड-दोहा संख्या 28 से 41</p>	11
VI	<p><b>रीतिकालीन कवि:</b></p> <p><b>केशवदास :</b> (कविप्रिया (प्रिया प्रकाश) - लाला भगवानदीन) तृतीय प्रभाव – 1, 2, 4, 5</p> <p><b>बिहारीलाल :</b> (बिहारी रत्नाकर -जगन्नाथ दास रत्नाकर) प्रारंभ के 10 दोहे</p> <p><b>घनानंद :</b> (घनानंद ग्रन्थावली-संपा.,विश्वनाथ प्रसाद मिश्र) सुजानहित – 1, 4, 7</p>	11
VII	<p><b>आधुनिककालीन कवि :</b></p> <p><b>भारतेंदु हरिश्चंद्र :</b>मातृभाषा प्रेम पर दोहे, रोकहूँ जो तो अमंगल होय, ब्रज के लता पता मोहि कीजे</p> <p><b>जयशंकर प्रसाद :</b>कामायनी के श्रद्धा सर्ग के प्रथम दस पद, आंसू के प्रथम पांच पद</p> <p><b>सूर्यकांत त्रिपाठी 'निराला' :</b>वर दे वीणा वादिनि वर दे,तुलसीदास (प्रारंभ के दस पद),वह तोड़ती पत्थर</p> <p><b>सुमित्रानंदन पन्त :</b>मौन निमंत्रण, प्रथम रश्मि, यह धरती कितना देती है</p> <p><b>महादेवी वर्मा :</b>बीन हूँ मैं तुम्हारी रागिनी भी हूँ, फिर विकल हूँ प्राण मेरे, यह मन्दिर का दीप इसे नीरव जलने दो</p>	12
VIII	<p><b>(अ) छायावादोत्तर कवि और हिंदी साहित्य में शोध :</b></p> <p><b>अज्ञेय :</b> नदी के द्वीप, नया कवि : आत्म स्वीकार, नंदा देवी - 6 (नंदा बीस तीस</p>	12

- एक मरू दीप)

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

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

**शमशेर** : 1 बात बोलेगी हम नहीं , भेद खोलेगी बात ही

2 काल तुझसे होड़ है मेरी (कविता)

**दुष्यंत** : 1 हो गयी है पीर पर्वत सी पिघलनी चाहिए,

2 तो तय था चिरागा हर एक घर के लिए।

### सन्दर्भ ग्रन्थ:

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<b>50.डा0 प्रेमशंकर, प्रसाद का काव्य</b>	
<b>51.डा0 रामविलास शर्मा , निराला की साहित्य साधना भाग 1, 2, 3, 4</b>	
	इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।
	मूल्यांकन पद्धति: लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।
	मूल्यांकन पद्धति: 1. कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य 2. वाचन
	Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma. <b>सभी के लिए (सामान्य हिंदी भाषा का ज्ञान अपेक्षित)</b>

<b>PROGRAMME</b> <b>/CLASS:</b> <b>CERIFICATE</b>	<b>BA</b> <b>I YEAR</b>	<b>SEMESTER: II</b>
<b>Subject: Hindi</b>		
<b>COURSE CODE</b> <b>A010201T</b>	<b>COURSE TITTE:</b> <b>कार्यालयी हिंदी और कम्प्यूटर</b>	
<b>Course outcomes:</b>		
हिंदी 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 हिंदी में कार्य करने में सक्षम बनाना ताकि वे कम्प्यूटर पर कार्य करने में सक्षम होकर रोज़गार प्राप्त कर सकें।		
<b>CREDITS: 6</b>	<b>MAX. MARKS:</b> <b>25+75</b>	<b>MIN. PASSING MARKS:</b> <b>10+30</b>
Total No. of Lectures – Tutorials-Practical (in hours per week): 3-0-0 or 2-1-0 Etc.		
<b>Unit</b>	<b>Topic</b>	<b>No. of Lectures</b>
I	<b>कार्यालयी हिंदी का स्वरूप, उद्देश्य एवं क्षेत्र :</b> कार्यालयी हिंदी की संकल्पना उद्देश्य एवं क्षेत्र कार्यालयी हिंदी में संभावनाएं	11
II	<b>कार्यालयी हिंदी में प्रयुक्त पारिभाषिक शब्दावली :</b> शब्दावली निर्माण के सिद्धांत कार्यालयी हिंदी की पारिभाषिक शब्दावली कार्यालयों एवं अधिकारियों के पदनाम, संबोधन आदि प्रशासनिक एवं विधिक शब्दावली	11

III	<b>कार्यालयी हिंदी पत्राचार :</b> आवेदन पत्र सरकारी पत्र अर्द्ध सरकारी पत्र कार्यालय आदेश परिपत्र अधिसूचना कार्यालय ज्ञाप विज्ञापन निविदा संकल्प प्रेस विज्ञप्ति	12
IV	<b>प्रारूपण, टिप्पण, संक्षेपण, पल्लवन एवं प्रतिवेदन :</b> प्रारूपण का अर्थ, सामान्य परिचय, प्रारूपण लेखन की पद्धति टिप्पण का अर्थ, सामान्य परिचय, टिप्पण लेखन की पद्धति, टिप्पण और टिप्पणी में अंतर संक्षेपण का अर्थ, सामान्य परिचय, संक्षेपण की पद्धति पल्लवन का अर्थ, सामान्य परिचय, पल्लवन के सिद्धांत, प्रतिवेदन का अर्थ, सामान्य परिचय एवं प्रयोग	11
V	<b>हिंदी भाषा और कम्प्यूटर का विकास क्रम :</b> कम्प्यूटर का सामान्य परिचय और इतिहास कम्प्यूटर में हिंदी भाषा के विकास का इतिहास कम्प्यूटर में हिंदी का प्रयोग	11
VI	<b>हिंदी भाषा में कम्प्यूटर प्रौद्योगिकी :</b> इन्टरनेट और हिंदी, ई मेल हिंदी में उपलब्ध सॉफ्टवेयर एवं वेबसाइट सोशल मीडिया पर हिंदी लेखन कौशल	11
VII	<b>हिंदी भाषा और ई शिक्षण :</b> इन्टरनेट पर उपलब्ध पत्र-पत्रिकाएँ इन्टरनेट पर उपलब्ध दृश्य-श्रव्य सामग्री	11



	ब्लॉग, फेसबुक पेज, ई पुस्तकालय सामग्री सरकारी तथा गैर सरकारी चैनल (ज्ञानदर्शन, ई पाठशाला, स्वयं, मूक्स आदि), पॉडकास्ट, आभासी कक्षाएं	
VIII	(अ) हिंदी कम्प्यूटर टंकण एवं शार्टहैण्ड का सैद्धांतिक पक्ष : हिंदी भाषा के विभिन्न फॉण्ट यूनिकोड स्पीच टू टेक्स्ट प्रौद्योगिकी हिंदी पीपीटी स्लाइड एवं पोस्टर निर्माण	12

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18. कम्प्यूटर परिचय - अरूण कपूर
19. हिंदी का सामाजिक संदर्भ - डा० रवीन्द्रनाथ श्रीवास्तव, रमानाथ सहाय
20. कम्प्यूटर प्रोगामिंग: सिद्धान्त और तकनीक - राजेन्द्र कुमार राजीव
21. प्रारम्भिक कम्प्यूटर शिक्षा - राम बंसल विज्ञाचार्य

22. कम्प्यूटर के भाषिक अनुप्रयोग	- विजय कुमार मल्होत्रा
23. कम्प्यूटर सूचना प्रणाली विकास	- राम बंसल
24. संचार माध्यम लेखन	- गौरी शंकर रैना
25. कामकाजी हिंदी	- कैलाश चन्द्र भाटिया
26 . सरकारी कार्यालयों में हिंदी का प्रयोग	- गोपीनाथ श्रीवास्तव
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।	
मूल्यांकन पद्धति: लिखित परीक्षा, प्रायोगिक परीक्षा, परियोजना कार्य, दक्षता परीक्षण।	
मूल्यांकन पद्धति: कार्यालय की कार्यविधि का कार्यालयों में जाकर प्रायोगिक ज्ञान प्राप्त करना, कम्प्यूटर की मूलभूत जानकारी प्राप्त करना, प्रायोगिक एवं एवं परियोजना कार्य, कम्प्यूटर टाइपिंग, पीपीटी एवं पोस्टर बनाना	
Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma.	
<b>सभी के लिए (सामान्य हिंदी भाषा का ज्ञान अपेक्षित)</b>	

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

	एकांकी आलोचना निबंध यात्रा वृत्तान्त संस्मरण रेखाचित्र डायरी रिपोर्ताज आत्मकथा जीवनी व्यंग्य	
III	<b>हिंदी उपन्यास :</b> गबन – प्रेमचंद	11
IV	<b>हिंदी कहानी</b> पंच परमेश्वर - प्रेमचन्द पाजेब - जैनेन्द्र परदा- यशपाल तीसरी कसम - रेणु विष्णु प्रभाकर - धरती अब भी घूम रही है गंगा प्रसाद विमल - विध्वंस	11
V	<b>हिंदी नाटक एवं एकांकी :</b> <b>नाटक :</b> चंद्रगुप्त - जयशंकर प्रसाद <b>एकांकी :</b> दीपदान - डॉ रामकुमार वर्मा रीढ़ की हड्डी - जगदीश चन्द्र माथुर	11
VI	<b>हिंदी निबन्ध :</b> भारतवर्षोन्नति कैसे हो सकती है - भारतेन्दु हरिश्चन्द्र मित्रता - आचार्य रामचन्द्र शुक्ल	11

	अशोक के फूल - हजारीप्रसाद द्विवेदी उत्तरा फाल्गुनी के आसपास - कुबेरनाथ राय तुम चन्दन हम पानी-डॉ. विद्यानिवास मिश्र	
VII	<b>अन्य गद्य विधाएं - प्रथम खण्ड :</b> रेखाचित्र (गिल्लू- महादेवी वर्मा) संस्मरण (तीस बरस का साथी - रामविलास शर्मा) जीवनी अंश (कलम का सिपाही - अमृत राय) रिपोर्ताज (पहाड़ी रिक्शा- कन्हैया लाल मिश्र प्रभाकर ) व्यंग्य (एक फाइल का सफर - रवींद्र नाथ त्यागी)	11
VIII	<b>अन्य गद्य विधाएं - द्वितीय खण्ड :</b> यात्रा वृत्तान्त (मेरी तिब्बत यात्रा - राहुल सांकृत्यायन) डायरी अंश (एक साहित्यिक की डायरी - भूमिका भाग एवं तीसरा क्षण पृष्ठ सं० 7-28 मुक्तिबोध) इन्टरव्यू (मैं इनसे मिला, श्री सूर्यकान्त त्रिपाठी निराला - पद्म सिंह शर्मा कमलेश) आत्मकथा अंश (जूठन - ओमप्रकाश वाल्मीकि)	11

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16. कुमार, सिद्धनाथ, हिंदी एकांकी की शिल्प विधि का विकास, साहित्य भवन लिमिटेड, इलाहाबाद
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21. मुक्तिबोध गजानन माधव - एक साहित्यिक की डायरी, भारतीय ज्ञानपीठ, नई दिल्ली
22. मेरे प्रिय निबंध - डा० नगेंद्र
23. साहित्य में गद्य की नई विविध विधाएँ - डा० कैलाश चंद भाटिया
24. व्यंग्यकार हरिशंकर परसाई की सामाजिक प्रतिबद्धता - संजय शर्मा
25. हिंदी गद्य विन्यास और विकास - रामस्वरूप चतुर्वेदी
26. हिंदी का गद्य साहित्य - रामचंद्र तिवारी
27. आचार्य रामचंद्र शुक्ल - रामचंद्र तिवारी
28. हिंदी व्यंग्य का इतिहास - सुभाष चंदर
29. आधुनिक निबंध - कमल शर्मा
30. हिंदी गद्य के आयाम - डा० वेंकट शर्मा
31. आधुनिक हिंदी निबंध - डा० राजेंद्र प्रसाद मिश्र/डा० मनोज मिश्र
32. अतीत के चलचित्र - महादेवी वर्मा
33. हिंदी गद्य मीमांसा - रमाकांत त्रिपाठी
34. हिंदी कहानी का विकास - मधुरेश
35. हिंदी उपन्यास: एक अंतर्यात्रा - डा० रामदरश मिश्र
36. आधुनिकता एवं सृजनात्मक साहित्य - इंद्रनाथ मदान
37. भारतीय स्वतंत्रता और हिंदी उपन्यास - डा० शशि भूषण सिंघल
38. उपन्यासों का उदय - डा० धर्मपाल सरिन
39. हिंदी कहानी की रचना प्रक्रिया - परमानंद श्रीवास्तव
40. उपन्यास: स्वरूप और संवेदना - राजेंद्र यादव
41. उपन्यास: स्थिति और गति - चंद्रकांत बांदिबडेकर

42. हिंदी उपन्यास का इतिहास	- गोपाल राय
43. हिंदी कहानी का इतिहास	- गोपाल राय
44. कहानी: नई कहानी	- डा० नामवर सिंह
45. नई कहानी: संदर्भ और प्रकृति	- देवीशंकर अवस्थी (संपा०)
46. कहानी आंदोलन की भूमिका	- डा० बलराज पांडेय
47. इक्कीसवीं सदी का हिंदी उपन्यास	- पुष्पपाल सिंह
48. हिंदी उपन्यास: पहचान और परख	- इंद्रनाथ मदान (संपा०)
49. हिंदी कहानी: अतरंग पहचान	- रामदरश मिश्र
50. आज की कहानी	- विजयमोहन सिंह
51. कहानी: स्वरूप और संवेदना	- राजेंद्र यादव
52. हिंदी उपन्यास: 1950 के बाद	- नित्यानंद तिवारी
53. उपन्यास स्थिति और गति	- डा० चंद्रकांत वांदिबडेकर
54. आधुनिक हिंदी उपन्यास: सृजन और आलोचना	- डा० चंद्रकांत वांदिबडेकर
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।	
मूल्यांकन पद्धति: लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।	
मूल्यांकन पद्धति: 1. कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य 2. वाचन	
Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma. <b>सभी के लिए (सामान्य हिंदी भाषा का ज्ञान अपेक्षित)</b>	

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



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

	समीक्षा	
VII	<b>अनुवाद सैद्धांतिकी- एक :</b> (हिंदी से अंग्रेजी तथा अंग्रेजी से हिंदी) प्रशासनिक अनुवाद बैंकिंग अनुवाद विधि अनुवाद विज्ञान तथा तकनीकी अनुवाद	12
VIII	<b>अनुवाद सैद्धांतिकी- दो :</b> (हिंदी से अंग्रेजी तथा अंग्रेजी से हिंदी) सामाजिक विषयों का अनुवाद सर्जनात्मक अनुवाद	12

### सन्दर्भ ग्रन्थ:

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20. अनुवाद विज्ञान: सिद्धान्त और अनुप्रयोग - डा० नगेन्द्र (संपादक)

(हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय, दिल्ली)

21. अनुवाद सिद्धान्त और प्रयोग - गोपीनाथ जी, लोकभारती प्रकाशन इलाहाबाद

22. अनुवाद सिद्धान्त की रूपरेखा - सुरेश कुमार, वाणी प्रकाशन दिल्ली

23. अनुवाद के सिद्धान्त - रेड्डी आर० आर०

(अनुवाद: डा० जे० एल० रेड्डी) साहित्य अकादमी, नई दिल्ली

24. अनुवाद के भाषिक सिद्धान्त - कैटफोर्ड, जे०सी० सिद्धान्त (अनुवादक - डा० रविशंकर दीक्षित)

मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल

25. हिंदी कोश रचना, प्रकार और रूप - रामचंद्र वर्मा

26. हिंदी कोश साहित्य - अचलानंद जखमोला

27. हिंदी शब्द सागर - नागरी प्रचारिणी सभा, प्रयाग

28. हिंदी साहित्य कोश - धीरेन्द्र वर्मा

29. कोश विज्ञान: सिद्धान्त एवं प्रयोग - राम आधार सिंह

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

मूल्यांकन पद्धति:

लिखित परीक्षा, प्रायोगिक परीक्षा, परियोजना कार्य, दक्षता परीक्षण

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

**सामान्य हिंदी भाषा का ज्ञान अपेक्षित**

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

	ध्वनि सिद्धांत वक्रोक्ति सिद्धांत औचित्य सिद्धांत	
III	<b>साहित्यशास्त्रीय अवधारणाएँ</b> काव्य रूप काव्य गुण काव्य दोष शब्द शक्ति	09
IV	<b>नाट्यशास्त्र :</b> भारतीय नाट्यशास्त्र का सामान्य परिचय वृत्ति अभिनय रूपक कथा नेता या नायक नायिका रंगमंच के प्रकार रंगमंचीय विशेषताएं	09
V	<b>पाश्चात्य काव्यशास्त्र :</b> अरस्तू : अनुकरण सिद्धांत, विरेचन सिद्धांत लौजाईनस उदात्त सिद्धांत वड्सवर्थ का काव्यभाषा सिद्धांत रिचर्ड्स का संप्रेषण सिद्धांत टी.एस.इलियट का निर्वैयक्तिकता का सिद्धांत	09
VI	<b>हिंदी आलोचना का इतिहास तथा सैद्धांतिकी :</b> सामान्य परिचय हिंदी आलोचना का विकास सैद्धांतिक आलोचना स्वच्छन्दतावादी आलोचना मार्क्सवादी आलोचना मनोविश्लेषणवादी आलोचना	10

VII	<b>समीक्षा की विचारधाराएँ :</b> सामान्य परिचय नयी समीक्षा नवशास्त्रवाद यथार्थवाद आभिजात्यवाद और नव्य आभिजात्यवाद कलावाद बिम्बवाद प्रतीकवाद संरचनावाद तथा उत्तर संरचनावाद विखण्डन	10
VIII	<b>आलोचक एवं आलोचना दृष्टि :</b> सामान्य परिचय रामचन्द्र शुक्ल : काव्य में लोकमंगल प्रेमचंद : साहित्य का उद्देश्य हजारीप्रसाद द्विवेदी : आधुनिक साहित्य - नई मान्यताएं डॉ. नगेन्द्र : मेरी साहित्यिक मान्यताएं रामविलास शर्मा : तुलसी साहित्य में सामन्त विरोधी मूल्य नामवर सिंह : कहानी : नई और पुरानी मुक्तिबोध : नई कविता का आत्मसंघर्ष	10
<b>सन्दर्भ ग्रन्थ:</b> 1. शर्मा, देवेन्द्र नाथ, पाश्चात्य काव्यशास्त्र, मयूर पेपर बैक्स, नोएडा, 2002 2. जैन, निर्मला, पाश्चात्य साहित्य चिन्तन, राधाकृष्ण प्रकाशन, नयी दिल्ली, 1990 3. सिंह, बच्चन, भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, हरियाणा साहित्य अकादमी, चंडीगढ़. 1987 4. मिश्र, भगीरथ, पाश्चात्य काव्यशास्त्र , विश्वविद्यालय प्रकाशन, वाराणसी, 1988 5. मिश्र, भगीरथ, काव्यशास्त्र , विश्वविद्यालय प्रकाशन, वाराणसी, 6. त्रिपाठी, विश्वनाथ, हिंदी आलोचना, राजकमल प्रकाशन, नई दिल्ली, 1992 7. तिवारी, डॉ. रामचन्द्र, भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा, लोकभारती प्रकाशन, इलाहाबाद, तृतीय संस्करण, 2010 8. काव्यतत्व विमर्श - राममूर्ति त्रिपाठी		

9. सिद्धांत और अध्ययन	- बाबू गुलाबराय
10. साहित्य-सिद्धांत	- रामअवध द्विवेदी
11. भारतीय काव्यशास्त्र की भूमिका - डा० नगेन्द्र	
12. रससिद्धांत: स्वरूप और विश्लेषण	- आनंदप्रकाश दीक्षित
13. रस सिद्धांत	- डा० नगेन्द्र
14. साहित्य का स्वरूप	- नित्यानंद तिवारी
15. साहित्य सहचर	- आचार्य हजारी प्रसाद द्विवेदी
16. राष्ट्रीय गौरव एवं भारतीय संस्कृति - प्रकाशक	- चौधरी चरण सिंह विश्वविद्यालय, मेरठ
17. प्रसाद के नाटक: स्वरूप और संरचना	- गोविंद चातक
18. हिंदी के प्रतिनिधि एकांकीकार	- डा० द्वारिका प्रसाद सक्सेना
19. हिंदी एकांकी: समग्र अध्ययन	- डा० अब्दुरशीद ए० शेख
20. आधुनिक हिंदी नाटक और रंगमंच	- लक्ष्मीनारायण लाल
21. नाट्य विमर्श	- नर नारायण राय
22. भारतीय नाट्य रंगमंच	- आचार्य विश्वनाथ मिश्र
23. हिंदी नाटक: आज और कल	- वीणा गौतम
24. भारतीय और पाश्चात्य नाट्य सिद्धांत	- डा० विश्वनाथ मिश्र
25. गीति नाट्य सिद्धांत और समीक्षा	- डा० शिवशंकर कटारे
26. नाटक का रंग विधान	- डा० विश्वनाथ मिश्र
27. हिंदी नाटक आज और कल	- जयदेव तनेजा
28. राष्ट्रीय नवजागरण और प्रसाद के नाटक	- डा० इंदुमति सिंह
29. नाटक का समाजशास्त्र	- वी०डी० गुप्ता
30. हिंदी नाटक में समसामयिक परिवेश	- विपिन गुप्त
31. हिंदी नाटक नई दिशाएं नए प्रश्न	- गिरीश रस्तोगी
32. नाटक के रंगमंचीय प्रतिमान	- डा० बशिष्ठ नारायण त्रिपाठी
33. रस सिद्धांत	- रामअवध द्विवेदी
34. रस मीमांसा	- रामचन्द्र शुक्ल
35. रस सिद्धांत	- डा० नगेन्द्र
36. काव्यशास्त्र	- भगीरथ मिश्र
37. काव्य दर्पण	- रामदहिन मिश्र
38. साहित्य संचार	- हजारी प्रसाद द्विवेदी

39. काव्य केतव	- देवेन्द्र सत्यार्थी
40. पाश्चात्य काव्यशास्त्र	- देवेन्द्र नाथ शर्मा
41. पाश्चात्य साहित्य चिंतन	- निर्मला जैन
42. आलोचना से आगे	- सुधीश पचौरी
43. आस्था के चरण	- डा० नगेन्द्र
44. कविता के नए प्रतिमान	- रामदरश मिश्र
45. मिथकीय अवधारणा और यथार्थ	- रमेश गौतम
46. चिन्तामणि	- आचार्य रामचन्द्र शुक्ल
47. भारतीय काव्यशास्त्र	- सत्येन्द्र जैन
48. सिद्धांत और अध्ययन	- बाबू गुलाब राय

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

मूल्यांकन पद्धति:

लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।

मूल्यांकन पद्धति:

पुस्तक समीक्षा

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

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



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

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

	<p><b>सोहनलाल द्विवेदी :</b> मातृभूमि, तुम्हें नमन (चल पड़े जिधर दो डग मग में)</p> <p><b>अटलबिहारी वाजपेयी :</b> कदम मिलाकर चलना होगा, उनकी याद करें</p> <p><b>डॉ. रमेश पोखरियाल 'निशंक' :</b> मातृ वंदना, हम भारतवासी</p>	
VIII	<p><b>हिंदी फ़िल्मी गीतों में राष्ट्रीय काव्य:</b></p> <p><b>कवि प्रदीप:</b> ऐ मेरे वतन के लोगों ज़रा आँख में भर लो पानी (ग़ैर फ़िल्मी)</p> <p><b>साहिर लुधियानवी:</b> ये देश है वीर जवानों का (नया दौर-1957)</p> <p><b>प्रेम ध्वन :</b> ऐ मेरे प्यारे वतन (काबुलीवाला-1961)</p> <p><b>कैफ़ी आज़मी:</b> कर चले हम फ़िदा जाने तन साथियों (हकीकत-1964)</p> <p><b>शकील बदायूनी :</b> अपनी आज़ादी को हम हरगिज मिटा सकते नहीं (लीडर 1964)</p> <p><b>राजेन्द्र कृष्ण:</b> जहाँ डाल-डाल पर सोने की चिड़िया करती है बसेरा (फ़िल्म- सिकंदर- ए – आज़म -1965)</p> <p><b>गुलशन बावरा :</b> मेरे देश की धरती सोना उगले (उपकार : 1967)</p> <p><b>इन्दीवर:</b> है प्रीत जहाँ की रीत सदा (पूरब और पश्चिम-1971)</p> <p><b>संतोष आनंद :</b> यह आन तिरंगा है यह शान तिरंगा है (तिरंगा 1993)</p> <p><b>प्रसून जोशी:</b> देस रंगीला रंगीला देस म्हारा रंगीला (फ़ना-2006)</p>	10
<p><b>सेशनल अथवा सत्रीय परीक्षा (प्रायोगिक कार्य) :</b></p> <p>सत्रीय परीक्षा में विद्यार्थी को आन्तरिक मूल्यांकन के अंतर्गत 25 अंक की प्रायोगिक परीक्षा देनी होगी, जिसके अंतर्गत विद्यार्थियों को निम्नलिखित फिल्मों में से कोई एक फिल्म देखकर उसकी समीक्षा तथा उसमें वर्णित सन्देश परियोजना कार्य के रूप में आन्तरिक मूल्यांकन के अंतर्गत मूल्यांकन हेतु जमा करना होगा-</p> <p>आनंदमठ हकीकत उपकार शहीद गौंधी उरी : द सर्जिकल स्ट्राइक केसरी</p>		

## सन्दर्भ ग्रन्थ :

1. तिवारी, उदयनारायण, वीर काव्य, भारती भण्डार, प्रयाग, प्रथम संस्करण, संवत् 2005वि.
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12. पालीवाल, डॉ. कृष्णदत्त, मैथिलीशरण गुप्त ग्रंथावली, वाणी प्रकाशन, नयी दिल्ली, सन 2008
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14. वाजपेयी, नंददुलारे, जयशंकर प्रसाद, लीडर प्रेस, इलाहाबाद
15. अरुण, डॉ. योगेन्द्रनाथ शर्मा एवं कन्डियाल बेचैन, हिमवंत का राष्ट्रीय कवि 'निशंक', अनंग प्रकाशन, दिल्ली, 2020
16. 'निशंक' रमेश पोखरियाल - युग पुरुष भारत रत्न अटल जी, डायमंड बुक्स, न्यू दिल्ली
17. सविता मोहन - राष्ट्रीय काव्यधारा के कवि निशंक, सत्यम पब्लिशिंग हाउस, न्यू दिल्ली
18. kavitaosh.org
19. epustakalay.com
20. ndl.iitkgp.ac.in (National digital library of India)
21. hindigeetmala.net

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

मूल्यांकन पद्धति:

लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।

मूल्यांकन पद्धति:

1. फिल्म विशेष के सन्देश पर परियोजना कार्य
2. वाचन

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

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

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

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

**Suggested Readings:**

**सन्दर्भ ग्रन्थ :**

1. शर्माआचार्यदेवेन्द्रनाथ , भाषाविज्ञानकीभूमिका, राधाकृष्णप्रकाशन, दरियागंजनयीदिल्ली,1972
2. द्विवेदीकपिलदेव , भाषा-विज्ञानएवंभाषा-शास्त्रविश्वविद्यालयप्रकाशन, वाराणसी,1980
3. शर्माडॉ. रामकिशोर , हिंदीभाषाकाऐतिहासिकपरिप्रेक्ष्य, विद्याप्रकाशन, इलाहाबाद,1994
4. तिवारीभोलानाथ , हिंदीभाषाकाइतिहास, वाणीप्रकाशन, नईदिल्ली,1987
5. त्रिपाठीसत्यनारायण , हिंदी भाषा और लिपि का ऐतिहासिक विकास, विश्वविद्यालय प्रकाशन, वाराणसी,1981
6. शर्माराममणि , हिंदीभाषा: इतिहासएवंस्वरूप , वाणी प्रकाशन, नईदिल्ली,2014
7. तिवारीभोलानाथ , भाषाविज्ञान, किताबमहल, इलाहाबाद,1999
8. वर्माडॉ.धीरेन्द्र, हिंदी भाषा औरलिपि, हिन्दुस्तानी एकेडमी, प्रयाग, 1951
9. बाहरीहरदेव., हिंदीभाषा, अभिव्यक्तिप्रकाशन, दिल्ली, 2017
10. बाहरीहरदेव , हिंदीउद्भव, विकासऔररूप , किताबमहल , इलाहाबाद, 42वाँसंस्करण, 2018
11. हिंदी भाषा - कैलाश चंद्र भाटिया
12. भाषा विवेचन - भगीरथ मिश्र
13. हिंदी का व्यावहारिक व्याकरण - हरदेव बाहरी
14. हिंदी व्याकरण - कामता प्रसाद गुरु
15. हिंदी भाषा - डा० भोलानाथ तिवारी
16. हिंदी भाषा का उद्गम और विकास - उदयनारायण तिवारी
17. हिंदी भाषा की लिपि संरचना - डा० भोलानाथ तिवारी
18. देवनागरी लेखन तथा हिंदी वर्तनी व्यवस्था - लक्ष्मी नारायण
19. हिंदी भाषा की वाक्य संरचना - डा० भोलानाथ तिवारी
20. हिंदी भाषा की आर्थी संरचना - डा० भोलानाथ तिवारी
21. भाषा विज्ञान - प्रो नरेश मिश्र
22. हिंदी भाषा में वर्तनी एवं उच्चारण संबंधी त्रुटियां एवं उपचार - भंवर लाल नागदा
23. हिंदी भाषा संरचना के विविध आयाम - रवींद्रनाथ श्रीवास्तव
24. हिंदी शब्द समूह का विकास - डा० नरेश मिश्र
25. हिंदी भाषा के अक्षर तथा शब्द की सीमा - डा० कैलाश चंद्र भाटिया
26. हिंदी और उसकी उपभाषाएँ - विमलेश कांति वर्मा
27. लिपि की कहानी - गुणाकर भूले
28. भाषा और समाज - रामविलास शर्मा



29. हिंदी भाषा की पहचान से प्रतिष्ठा तक	- डा० हनुमान प्रसाद शुक्ल
30. भारतीय पुरा लिपि	- प्रो० राजबलि पाण्डेय
इंटरमीडिएट अथवा समकक्ष परीक्षा उत्तीर्ण कर चुके समस्त विद्यार्थी इस पाठ्यक्रम का चयन कर सकते हैं।	
मूल्यांकन पद्धति: लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।	
मूल्यांकन पद्धति: कृति विशेष के भाषिक विश्लेषण पर परियोजना कार्य	
Course prerequisites: To study this course, a student must have had the subject ..... in class/12th/ certificate/diploma.	
सभी के लिए (सामान्य हिंदी भाषा का ज्ञान अपेक्षित)	

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

	लोक गीत ,लोक गाथा ,लोक कथा ,लोक नाट्य, लोक नृत्य एवं लोक संगीत	
VI	<b>लोक का प्रकीर्ण साहित्य :</b> लोकोक्तियाँ, मुहावरे एवं पहेलियाँ-परंपरा एवं महत्त्व	10
VII	<b>हिंदी लोक साहित्य का विकास क्रम :</b> हिंदी का लोक साहित्य, इतिहास: अध्ययन की सीमाएँ एवं आवश्यकताएँ, हिंदी का लोक साहित्य और बोलियाँ	10
VIII	<b>कौरवी लोक साहित्य के प्रमुख रचनाकर रचनाएं एवं कौरवी लोक साहित्य की विशेषताएं (इस इकाई में सम्बन्धित विश्वविद्यालय /संस्था अपनी सुविधानुसार आंचलिक लोक साहित्य के बारे में अध्ययन कराएंगे )</b>	10

**Suggested Readings:**

**सन्दर्भ ग्रन्थ :**

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

18. मालवी लोक साहित्य का अध्ययन - श्याम परमार
19. वाचिक कविता भोजपुरी - पं० विद्या निवास मिश्र
20. भारतीय लोक साहित्य - परम्परा और परिदृश्य विद्या सिंहा
21. लखमीचन्द्र का काव्य वैभव - हरिश्चन्द्र बंधु
22. चीनी लोक कथाएँ - अनिल राय
23. हिंदी साहित्य को हरियाणा प्रदेश की देन - हरियाणा साहित्य अकादमी
24. कविता कौमुदी - ग्रामगीत
25. हिंदी लोक साहित्य - सां० राहुल सांस्कृत्यायन
26. कौरवी लोक साहित्य - डा० नवीन चन्द्र लोहनी
27. खड़ी बोली का लोक साहित्य - डा० सत्य गुप्त
28. कौरवी लोक संस्कृति - डा० कविता त्यागी
29. कौरवी शब्द कोश - डा० कृष्ण चन्द्र शर्मा एवं अन्य
30. लोक साहित्य विज्ञान - डा० सत्येन्द्र

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

मूल्यांकन पद्धति:

लिखित परीक्षा, परियोजना कार्य, दक्षता परीक्षण।

मूल्यांकन पद्धति:

1. कृति विशेष का भाषिक विश्लेषण पर परियोजना कार्य
2. वाचन

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

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



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

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**Syllabus Developed by:**

S. N.	Name	Designation	Department	College/ University
1	Dr. Nitu Singh Supervisor	Associate Professor	Home Science	HemvatiNandanBahuguna Govt. P.G College Naini, Prayagraj
2	Prof. SangitaSaini Subject Expert	Professor	Home Science	Dayalbagh Educational Institute, Dayalbagh, Agra
3	Dr. RashmiBishnoi Subject Expert	Associate Professor	Home Science	Netaji Subash Chandra Bose Government Girls P.G College, Aliganj, Lucknow
4	Dr. Monika Subject Expert	Associate Professor	Home Science	Sri Tika Ram KanyaMahavidyalaya, Aligarh

**Semester-wise Titles of the Papers in U.G Programme (HOME-SCIENCE)**

<b>Year</b>	<b>Semester.</b>	<b>Course Code</b>	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
B.A-1	I	A130101T	Fundamentals of Nutrition and Human Development	THEORY	4
	I	A130102P	Cooking Skills and Healthy Recipe Development	PRACTICAL	2
	II	A130201T	Introduction to Clothing and Textile & Family Resource Management	THEORY	4
	II	A130202P	Clothing and Textile	PRACTICAL	2
B.A-2	III	A130301T	Advance Nutrition and Human Development	THEORY	4
	III	A130302P	Human Development	PRACTICAL	2
	IV	A130401T	Housing and Extension Education	THEORY	4
	IV	A130402P	Resource Planning and Decoration	PRACTICAL	2
B.A-3	V	A130501T	Surface Ornamentation of Fabrics	THEORY	4
	V	A130502T	Community Development & Programme Planning	THEORY	4
	V	A130503P	Community Transformation (Change)	PRACTICAL	2
	V	A130504R	Research Project-1	PROJECT	3
	VI	A130601T	Dietetics & Therapeutic Nutrition	THEORY	4
	VI	A130602T	Research Methodology and Gender Development	THEORY	4
	VI	A130603P	Therapeutic Diet Preparation & Nutrient Evaluation	PRACTICAL	2
	VI	A130604R	Research Project-2	PROJECT	3

## Proposed Year wise Structure of UG Program in Home Science

### Program Outcomes (POs)

The program has been framed in such a manner that students receive real feel of quality education by touching all aspects of human lifecycle.

Designed to enhance the capacity of students to understand universal and domain-specific values in Home Science

Develop the ability to address the complexities and interface among of self, societal and national priorities

Inculcate both generic and subject-specific skills to succeed in the employment market and standards of life

Promote research, innovation and design (product) development favouring all the disciplines in Home Science.

This programme develops scientific and practical approach among the students which helps in their day to day life.

### Certificate in Fundamentals of Home Science

#### B.A. First Year

#### Program Specific Outcomes (PSOs)

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

Learn about the discipline of Home Science as a holistic field of study covering multiple facets and requirements of human beings in day to day living, for example, achievement of appropriate milestones in personal development; awareness, need and use of family resources; access to adequate nutrition for wholesome development; clothing fundamentals.

May have capabilities to start earning by enhancing their skills in the field of Nutrition and Textiles.

Semester I	Name of Paper	Credits	No of Lectures
	Fundamentals of Nutrition and Human Development (Theory)	4	60
	Cooking Skills and Healthy Recipe Development (Practical)	2	30
	Total	6	90
Semester II	Name of Paper	Credits	Lectures
	Introduction to Clothing and Textile & Family Resource Management(Theory)	4	60
	Clothing and Textile (Practical)	2	30
	Total	6	90

#### B.A. Second Year : Diploma in Interior Design & Human Development

#### Program Specific Outcomes (PSOs)

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

Develop sensitivity, resourcefulness, and competence to render service to enhance development of individuals, families, communities, and the nation at large.

Enhance abilities involved in acting as proactive agents of change in promoting the discipline of Family and Community Sciences .

Explore and decide upon viable avenues of self-employment and entrepreneurship.

Learn more about human and community & relationship.

Semester III	Name of Paper	Credits	No. of Lectures
	Advance Nutrition and Human Development (Theory)	4	60
	Human Development (Practical)	2	30
	Total	6	90
Semester IV	Name of Paper	Credits	No. of Lectures
	Housing and Extension Education (Theory)	4	60
	Resource planning & Decoration (Practical)	2	30
	Total	6	90

### **B.A. Third Year: Degree in Bachelor of Arts**

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

- Programme is framed to Encourage a genre of responsible students with a passion for lifelong learning and entrepreneurship, it also generate multi-skilled leaders with a holistic perspective that cuts across disciplines.
- Promote research, innovation and design (product) development favouring all the disciplines in Home Science.
- Enhance digital literacy and apply them to engage in real time problem solving and ideation related to all fields of Home Science.
- Appreciate and benefit from the symbiotic relationship among the five core disciplines of Home Science – Resource Management, Food Science and Nutrition, Textiles and Clothing, Human Development and Family Studies and Extension and Communication.
- After this degree programme students can be benefitted by getting jobs in various fields like government sector, working with NGOs, jobs as an extension worker, Education etc. and also they can feel the sense of entrepreneurship as well.

Semester V	Name of Paper	Credits	No. of Lectures
	Surface Ornamentation of Fabrics (Theory)	4	60
	Community Development & programme planning (Theory)	4	60
	Community Transformation (Change) Practical	2	30
	Research Project 1	3	45
	Total	13	195
Semester VI	Name of Paper	Credits	No. of Lectures
	Dietetics and Therapeutic Nutrition (Theory)	4	60
	Research Methodology and Gender Development (Theory)	4	60
	Therapeutic Diet Preparation and Nutrient Evaluation (Practical)	2	30
	Research Project 2	3	45
	Total	13	195



**B.A. I Semester I Home Science Paper 1**  
**Fundamentals of Nutrition and Human Development (Theory)**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science</b>		
Course Code: A130101T	Course Title: Fundamentals of Nutrition and Human Development	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"> <li>▪ Prepare the students to understand physiology based courses</li> <li>▪ Students will get familiar with different methods of cooking</li> <li>▪ Acquaint students with practical knowledge of nutrient rich foods</li> <li>• Explain the need and importance of studying human growth and development across life span</li> <li>• Identify the biological and environmental factors affecting human development.</li> <li>• Learn about the characteristics, needs and developmental tasks of infancy &amp; early childhood years</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Units	Topic	No of Lectures
I	Traditional Home Science and its Relevance in current era Contribution made by Indian Home Scientists i.e. M Swaminathan, C V Gopalan, S K Day & Ravindra Nath Tagore.	03
II	Structure and function of Digestive System Respiratory and Cardiovascular system	10
III	Food and Nutrition Food- Meaning, Classification and function Nutrition- Concept of Nutrition Nutrients-Macro and Micro, sources and deficiency diseases.	09
IV	Cooking Methods- Methods, Advantages and Disadvantages Preservation of Nutrients while Cooking. Methods of enhancing nutritional value of foods by germination, fermentation, Food spoilage, Food preservation, Food adulteration, Food laws and standards.	08
PART B		
V	Introduction to Human Development: <ul style="list-style-type: none"> <li>• Concept, Definition and need to study of Human Development</li> <li>• Domains, Stages and contexts of development</li> </ul> Principles of Growth and Development	8

	Determinants of Development- heredity and environment	
VI	<p>Prenatal Development and Birth Process:</p> <ul style="list-style-type: none"> <li>• Conception, Pregnancy and Childbirth Stages of birth</li> <li>• Types of delivery (natural, c-section, breech, home vs. assisted delivery)</li> <li>• Physical appearance and capacities of the new-born</li> <li>• Factors affecting Pre-natal development.</li> </ul>	6
VII	<p>Infancy:</p> <ul style="list-style-type: none"> <li>• Developmental tasks during Infancy and Preschool Stage.</li> <li>• Physical and Motor Development.</li> <li>• Social and emotional development</li> <li>• Cognitive and language development</li> </ul>	8
VIII	<p>Early Childhood (Pre School) years:</p> <ul style="list-style-type: none"> <li>• Developmental Tasks during Early childhood.</li> <li>• Physical and Motor Development</li> <li>• Social and emotional development</li> <li>• Cognitive and language development</li> </ul>	8

#### Suggested Readings:

- Dr. Brinda Singh, Manav Sharir evam Kriya Vigyan Panchsheel Prakashan, Jaipur;2015 ,15<sup>th</sup> Ed.
- Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II .
- Text Book of Biology for 10+2 Students (NCERT)
- Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy” , New Age International Pvt. Ltd, New Delhi , 6<sup>th</sup> Ed. (2018)
- Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi ;2015
- Dr. Anita Singh, AaharEvamPoshanVigyan, Star Publications, Agra
- Dr.DevinaSahai, AaharVigyan, New Age International Publishers, New Delhi
- Berk, L.E. *Child development* New Delhi: Prentice Hall (2005)(5th ed.).
- Berk L.E. *Child Development* Allyn and Bacon 1992 (6th) Edition.
- Keenan, T., Evans, S., & Crowley, K. *An introduction to child development*, Sage (2016)
- Hurlock E. *Child Development*.
- Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3<sup>rd</sup> 2015
  - Suggestive digital platforms web links-ePG-Pathshala, IGNOU & UPRTOU online study material
  - Svayam Portal
  - <http://heecontent.upsdc.gov.in/Home.aspx>

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

#### Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions

Attendance

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

Further Suggestions:  
 It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

At the End of the whole syllabus any remarks/ suggestions:  
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**B.A. I Semester I Home Science Paper 2**  
**Cooking skills and healthy recipe development (Practical)**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject: Home Science (Practical)</b>		
Course Code: A130102P	Course Title: Cooking skills and healthy recipe development	
<b>Course outcomes:</b>		
<ul style="list-style-type: none"> <li>▪ Students will get familiar with different methods of cooking</li> <li>▪ Acquaint students with practical knowledge of nutrient rich foods</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lab Periods-30 (60 hours)		
Unit	Topic	No. of lab. periods
<b>I</b>	Basic cooking skills - Weighing of raw materials - Preparing of different food items before cooking	06
<b>II</b>	Preparation of various dishes using different methods of cooking and food preservation-Boiling ,steaming, Roasting, Frying- Deep/shallow, Pressure cooking, Hot air cooking/Baking, pickling, jam, jellies and murabba preparation	08
<b>III</b>	Different styles of cutting fruits and vegetables - Salad Decoration/Dressings	06
<b>IV</b>	Preparation of nutrient rich dishes - Protein rich dish - Carbohydrate rich dish - Fat rich dish - Vitamins rich dish - Minerals - Fibers	10

**Suggested Readings:**

- ❖ Dr. Brinda Singh, ManavSharirevamKriyaVigyanPanchsheelPrakashan, Jaipur;2015 ,15<sup>th</sup> Ed.
- ❖ Dr.Nitu Singh, PrayogikGrihVigyan, SahityaPrakashan, Agra
- ❖ Chatterjee, C.C , “Human Physiology” Medical Allied Agency ; Vol I , II .
- ❖ Text Book of Biology for 10+2 Students (NCERT)
- ❖ Sumati R Mudami, “Fundamentals of food Nutrition and Diet Therapy” , New Age International Pvt. Ltd, New Delhi , 6<sup>th</sup> Ed. (2018)
- ❖ Punita Sethi and Poonam Lakda , “Aahar Vigyan, Suraksha evam Poshan” ; Elite Publishing House, New Delhi ;2015

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

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**Suggested Continuous Evaluation Methods:**

- Test with multiple choice questions/short and long answer questions
- Menu planning and calculation of nutrient requirement
- Nutritive value calculation of various nutrient rich dishes

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

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**Suggested equivalent online courses**

- IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad.,  
<http://heecontent.upsdc.gov.in/Home.aspx>

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**Further Suggestions:**

Students may develop their cooking skills with new healthy recipe development after completion of this course and even start their own food service center.

**B.A. I Semester 2 Home Science Paper 1**  
**Introduction to Clothing & Textiles & Family Resource Management (Theory)**

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: Home Science		
Course Code: A130201T	Course Title: Introduction to Clothing and Textiles& Family Resource Management (Theory)	
Course outcomes: <ul style="list-style-type: none"> <li>• Learn about scope of textile and clothing</li> <li>• Understanding why fabrics are different</li> <li>• Learn how fabrics can be manufactured</li> <li>• Understand basic clothing concepts and garment making</li> <li>• Learn the family resource management as a whole.</li> <li>• Understand the Decision making and use of resources throughout the Family life cycle.</li> <li>• Gain knowledge about Time, Money &amp; Energy as a Resource.</li> <li>• Appreciate Household Equipments for work simplification</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
<b>PART A</b>		
<b>I</b>	<b>Introduction</b> a) Introduction to Clothing and Textile (b) Its importance in day-to-day life (c) Scope (d) Classification of textile fiber on the basis of their source (e) General properties of fibers- primary and secondary	7
<b>II</b>	<b>Knowing Fibers</b> -Manufacture, processing, properties and uses of (a) Cellulosic Fibers-cotton, Linen (b) Protein Fibers-Wool, Silk (c) Synthetic/Manmade fibers-Nylon, Polyester, Acrylic, Rayon.	8
<b>III</b>	<b>Yarn to Fabrics</b> (a) Definition of Yarn, Manufacture of Yarn and Yarn Properties (b) Different fabric construction techniques (Weaving, Knitting, Felting, Braiding, Non-woven) (c) Weaving of Cloth-Terminologies and Steps in Weaving. (d) Types of weaves-Basic and Decorative	8
<b>IV</b>	<b>Clothing Construction</b> (a)Tools for Clothing construction (b) Introduction to sewing machines, its parts and maintenance, (c) Importance of Drafting, Draping, Flat pattern techniques - advantages & disadvantages (d) fabric preparatory steps for stitching a garment - preshrinking, straightening, layout, pinning, marking and cutting.	7
<b>PART B</b>		
<b>V</b>	<b>Introduction to Home Management:</b> Basic Concepts, Purpose and Obstacles of Management. Process of Management – Planning, Organizing, Controlling and Evaluation. Motivating Factors in Management – Values, Goals and Standards – Definition and Classification.	8
<b>VI</b>	<b>Resources, Decision making &amp; Family life cycle:</b> Meaning, Characteristics, Types and Factors affecting the use of Resources. Steps and Role of Decision Making in Management. Stages of Family Life Cycle.	8
	<b>Time, Energy and Money Management:</b> Time as a Resource, Steps in making Time Plan, Tools and Aids in Time Management.	7

<b>VII</b>	Energy as a Resource, Work Curve, Fatigue- Types, Causative Factors and Alleviating Techniques. Family income as a Resource, Sources of Income and Expenditure and Saving. Preparation of Family budget in view of family income.	
<b>VIII</b>	<b>Work Simplification and Household Equipments:</b> Meaning of Work Simplification, Use and Care of time and energy saving Household equipments such as Pressure Cooker, Mixer and Grinder, Refrigerator, Washing Machine, Vacuum Cleaner, air fryer, microwave & Solar Cooker.	7

**Suggested Readings:**

- Colbmen P Bernard: Textiles Fiber To Fabric
- Hollen & Saddler: Introduction To Textile
- Joseph M: Introduction To Textiles
- Trotman: Textile Fiber Science

Cutting Tailoring And Dress Making: National open School, B-31-B Kailash Colony, New Delhi – 1100048.

- Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3
- R Bhatia & C Arora (1999), Introduction To Clothing And Textile, Printed by Macho Printery, Raopura, Baroda.
- Complete Guide To Sewing By Reader’s Digest: published by The Reader’s Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
- Deacon R.E. and Firebaugh F.M. (1998) Family Resource Management- Principles and application. N. Delhi.: Roy Houghton Mifflin Company.
- Faulkner, R. & Faulkner, S. (1961) Inside Today’s Home. Rev. ed. © Holt, Rinehart & Winston, Inc.
- Gross, I.H. and Crandall, E.H. (1967). Management for Modern Families. N. Delhi: Sterling Publishers Ltd?
- Moorthy G. (Ed.). (1985). Home Management. N. Delhi.: Arya Publishers, Mullick, P. Text book of Home science. Ludhiana.: Kalyani Publishers.
- Nickell, P., and Dorsey, J, M. (2002). *Management in Family Living*. New Delhi: CBS Publishers (ISBN13: 9788123908519)
  - Patni Manju & Sharma Lalita, Grah Prabandh, Star Publications Agra.
  - Varma , Pramila. Vastra Vigyaan Avam Paridhan:Madhya Pradesh Hindi Granth Academy,Bhopal.
- Varghese, M. A, Ogale, N. N and Srinivasan, K. (2001). Home Management. New Delhi. New Age International (P) Ltd.
- Varghese, M.A. Household Equipment Manual, S.N.D.T Women’s University, Mumbai.
- Suggestive digital platforms weblinks-  
Svayam Portal,  
<http://heecontent.upsdc.gov.in/Home.aspx> ,

This course can be opted as an elective by the students of following subjects: Open for all  
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**Suggested Continuous Evaluation Methods:**

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance

Courseprerequisites: Tostudythiscourse,astudentmusthavehadthesubject ALL . inclass12<sup>th</sup>.  
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**Suggested equivalent online courses:**

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

Further Suggestions:

- Students may develop their managerial skills after completion this course and may join any filed. As Management of Resources is applicable everywhere.

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

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**B.A. I Semester 2 Home Science Paper 2  
Clothing & Textiles (Practical)**

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: Community and Life Science (Home Science)		
Course Code: A130202P	Course Title: Clothing and Textiles (Practical)	
Course outcomes: <ul style="list-style-type: none"> <li>• Ability to identify fibers and fabrics</li> <li>• Understanding why fabrics are different</li> <li>• Learning basic Sewing skills</li> <li>• Learn how garments are stitched</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab.periods- 30 (60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	<b>Identify fibers and fabrics</b> (a)Fibre identification tests- Visual burning and microscopic- natural and synthetic, pure and blended fibres. (b) Weaves identification and understanding their usage.	7
<b>II</b>	<b>Learning to stitch</b> (a) Knowing the functions of various parts of sewing machine and trouble shooting of major problems during stitching, how to stitch-an idea of straight-line stitching, stitching on curves and at corners (b) Basic Stitching-Temporary Stitching, Permanent and decorative stitching	7
<b>III</b>	<b>Basic sewing</b> (a) Seams-Plain seams and its finishing, run & fell seam, French seam (b) Attaching different Fasteners (c) Disposal of fullness-darts, gathers, tucks and pleats (d) Neckline Finishing-Facing & Binding	8
<b>IV</b>	<b>Visit</b> -Visit to garment factory/industry/apparel unit/silai Kendra to gain awareness on various types of sewing machines, manufacturing processes like drafting, finishing and packing, report writing.	8

**Suggested Readings:**

- Cutting Tailoring and Dress Making: National open School, B-31-B Kailash Colony, New Delhi – 1100048.
- R Bhatia & C Arora (1999), Introduction to Clothing and Textile, Printed by Macho Printery, Raopura, Baroda.
- Complete Guide to Sewing by Reader's Digest: published by The Reader's Digest Association (Canada) Ltd. Montreal-Pleasantville, NY, 2002.
- Helen J Armstrong, Pattern Making for Fashion Design, Prentice Hall
- Gerry Cooklin, Introduction to Clothing Manufacture, Blackwell Science, UK, 1991
- Metric Pattern cutting & Grading by Winfred Aldrich.
- Khanuja, Reena. Vastra Vigyaan ke Sidhant, Agrawal Publication, Agra.

**1. Suggestive digital platforms weblinks-**

Svayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx>

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

**Suggested Continuous Evaluation Methods:**

- Preparation of samples of various types on fabrics.
- Evaluation of Prepared garment.
- Record file preparation and evaluation, Attendance.

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



**B.A. 2 Semester 3 Home Science Paper 1**  
**Advance Nutrition and Human Development (Theory)**

Programme/Class: Diploma	Year: 2	Semester: 3
Subject: Home Science		
Course Code: A130301T	Course Title: Advance Nutrition and Human Development (Theory)	
<p><b>Course outcomes:</b> The student at the completion of the course will be able to:</p> <ul style="list-style-type: none"> <li>• Create an awareness about importance of healthy meal at various stages of life cycle</li> <li>• Inculcate healthy eating practices among students</li> <li>• Develop skill of meal planning for different physiological groups</li> <li>• Explain the Physical &amp; Psychological changes during middle childhood, adolescent and adulthood stage.</li> <li>• Identify the biological and environmental factors affecting personality.</li> <li>• Learn about the characteristics, needs and developmental tasks of Middle childhood years, Adolescent &amp; Adulthood stage.</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Unit	Topic	No of Lectures
I	Meal Planning- Definition , importance , factors affecting meal planning , Balanced Diet , RDA	07
II	Nutrition During Infancy and Childhood- Nutrition Requirement, RDA and Diet Plan	07
III	Nutrition During Adolescence, Adulthood and Old Age. Nutrition Requirement, RDA and Diet Plan	08
IV	Nutrition During special condition pregnancy and lactation Nutrition Requirement, RDA and Diet Plan.	08
	PART B	
V	Middle Childhood Years Developmental tasks and characteristics of middle childhood period <ul style="list-style-type: none"> <li>• Physical and motor development</li> <li>• Social &amp; emotional development</li> <li>• Cognitive development</li> <li>• Language development</li> </ul>	8
VI	Puberty and Adolescence <ul style="list-style-type: none"> <li>• Development tasks and characteristics</li> <li>• Significant Physical physiological and hormonal changes in puberty.</li> <li>• Self and Identity, Factors influencing Identity&amp; Personality</li> </ul>	8

	<p>development.</p> <ul style="list-style-type: none"> <li>• Family and peer relationship</li> </ul> <p>Problems – Drug and Alcohol abuse, STD, HIV/AIDS, Teenage pregnancy.</p>	
VII	<p>Cognitive, Language and Moral Development during Adolescence:</p> <ul style="list-style-type: none"> <li>• Perspective on cognitive development, development of intelligence and Creativity</li> <li>• Adolescent language</li> <li>• Adolescent Morality</li> </ul>	7
VIII	<p>Introduction to adulthood:</p> <ul style="list-style-type: none"> <li>• Concept, transition from adolescence to adulthood</li> <li>• Developmental tasks of Adulthood</li> <li>• Physical and physiological changes from young adulthood to late adulthood</li> </ul> <p>Responsibilities and adjustments-educational, occupational, marital and parenthood</p>	7

- **Suggested Readings:**
- Sheel Sharma , “Nutrition and Diet Therapy, Peepee Publishers , New Delhi ; 2014
- Ankita Gupta “ Text book of Nutrition” Medico Refresher Publisher, Agra, 2018
- Subhangini A Joshi; Nutrition and Dietetics, Mc Graw Hill Education, Private Ltd.
- Kumud Khanna, “Text book of Nutrition and Dietetics”, Elite Publishing House Pvt. Ltd, New Delhi, 2013, 7<sup>th</sup> Ed.
- Swaminathan M, " Essentials of Food and Nutrition Vol I and II
- Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977).
- Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IIInd Edition).
- Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and Personality (VI Edition) Harper and Row Publishers New York.
- Boeknek G. Human Development Brook and Cole Publishing Company 1980.
- Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3<sup>rd</sup> 2015
- Harpalani. Aahar Vigyaan avam Upcharatmak Poshan, Star Publications ,Agra.
- Suggestive digital platforms web links- IGNOU & UPRTOU online study material

Svayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx>

#### **Suggested Continuous Evaluation Methods:**

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance

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

#### **Suggested equivalent online courses:**

- IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad

#### **Further Suggestions:**

Students can opt. dietitian, nutrition advisor/ Nutritionist as a career in private and government sector as well as extend knowledge by joining advance course in same discipline.

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

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

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**B.A. 2 Semester 3 Home Science Paper 2  
Human Development ( Practical)**

Programme/Class: Diploma	Year: 2	Semester: 3
Subject: Community & Essential Science (Home Science)		
Course Code: A130302P	Course Title: Advance HUMAN development (Practical)	
Course outcomes:		
<ul style="list-style-type: none"> <li>• Learn to cope up with adolescent and adulthood problems.</li> <li>• Understand and handle development related issues more efficiently.</li> <li>• Able to know human behaviour.</li> <li>• Understand individual differences.</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab.periods-30(60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	Preparation of an album on developmental milestones of children.  Prepare child literature.  Visit to Child Care Centres/ anganwadi	8
<b>II</b>	Study of physical, social, emotional, cognitive, language development (any two). Observations of child rearing practices in families from different social classes	8
<b>III</b>	Interviews of adolescent girls and boys to understand their life style, behaviour and problems.	7
<b>IV</b>	Carry out case studies to know more about the different life stages, e.g., school going children, adolescents, Young adults. (any two)	7
Suggested Readings:		
<ol style="list-style-type: none"> <li>1. Monaster G.J. 1 Adolescent Development Life Tasks. Mc.Graw Hill (1977).</li> <li>2. Ambron S.R. Child Development Holt, Rinehart and Winston 1978 (IIInd Edition).</li> <li>3. Mussen P.H. Conger J.J. Kagan J and Huston A.C. 1990. Child Development and Personality (VI Edition) Harper and Row Publishers New York.</li> <li>4. Boeknek G. Human Development Brook and Cole Publishing Company 1980.</li> </ol>		

5. Aadhunik Vikasatmak Manovigyan , Shri Vinod Pustak Mandir Agra Edition 3<sup>rd</sup> 2015

Suggestive digital platforms web links- ePG- Pathshala, inflibnet,IGNOU & UPRTOU  
online study material.

Svayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx>

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

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Suggested Continuous Evaluation Methods:

- Assessment of observation report.
- Preparation of questionnaire.
- Visits Records.
- Attendance.

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

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**B.A. 2 Semester 4 Home Science Paper 1  
Housing & Extension Education ( Theory)**

Programme/Class: Diploma	Year: 2	Semester: 4
Subject: Home Science		
Course Code: A130401T	Course Title: Housing & Extension Education (Theory)	
Course outcomes:		
<ul style="list-style-type: none"> <li>• Grasp knowledge of Housing need &amp; selection of site in real life situations.</li> <li>• Comprehending Housing plans for residential purpose.</li> <li>• Appreciate principles of design and the contributing factors to refine personal aesthetic senses.</li> <li>• Learn the widening concepts of Extension Education.</li> <li>• Develop understanding for Effective teaching and learning.</li> <li>• Comprehend the various effective communication methods.</li> <li>• Gain skills to use technologically advanced Audio-visual aids.</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
I	<b>Housing:</b> Needs of a House, Difference between House & Home, way to acquire house (Own & rented). Factors influencing selection and purchase of house and site for house building.	8
II	<b>House Planning:</b> Principles of house planning, Planning different residential spaces in a house. Planning house for different income groups.	7
III	<b>Interior Designing:</b> Introduction to Interior designing. Importance of good taste. Objective of Interior decoration. Elements of design – Line, Shape, Texture, Color, Pattern, Light & Space. Principle of design- Proportion, Balance, Rhythm, Emphasis, Harmony.	8
IV	<b>Home Decors:</b> Furniture, Furnishings (Curtain, Draperies, Floor coverings, Wall ceiling, Lighting, Accessories (Wall painting, Mirrors, wall art, Sculpture & Antiques, Flower arrangements) etc.	7
	<b>PART B</b>	
V	<b>Extension Education:</b> Meaning, Concepts, Objectives, Scope, Principles, Philosophy of Extension Education. Early Extension Efforts in India. Formal & Non-formal Education.	8
VI	<b>Extension Teaching &amp; Learning:</b> Role and Qualities of an Extension worker. Steps in Extension Teaching Process, Criteria for Effective Teaching & Learning.	7
	<b>Communication &amp; Extension Teaching Methods:</b> Definition, Importance, Characteristics, Elements, Models	

<b>VII</b>	&Challenges in communications. Relationship between Communication, Extension & Development. Extension Teaching Methods- Classification, Factors guiding the Selection & use of Extension teaching methods.	8
<b>VIII</b>	<b>Audio- visual Aids:</b> Definition, Importance, Classification, Selection, Preparation & Effective use of Audio-visual Aids.	7

**Suggested Readings:**

- Khanuja, Reena (2018) Grah Vyavastha avam Grah Sajja. Agrawal Publications, Agra ISBN: 978-93-81124-96-3
- Patni Manju & Sharma Lalita, Grah Prabandh, Star PublicationsAgra.
- Cherunilam, F., &Hedggade, O. D. (1987). *Housing in India*. Bombay: Himalaya Publishing House.
- Craig, H.T. and Rush, O.D. (1966). *Homes with Character*. Heath, 1966.
- Faulkner, R. & Faulkner, S. (1961) *Inside Today’s Home*. Rev. ed. © Holt, Rlnehart & Winston, Inc.
- Goldstein. H & Goldstein V. (1954). *Art in Everyday Life* Macmillan Publishers.
- Rutt, A.H. (1963) *Home furnishing*. John Wiley & Sons, Inc.;
- Supriya, K.B. (2004). *Landscape gardening and designing with plants*. Pointer Publishers.
- Teresa, P. Lancker. (1960). *Flower Arranging: Step-by-step Instructions for Everyday Designs*. Florist Review
- Aggarwal, R. (2008). “Communication- today and tomorrow”, New Delhi.: Sublime Company
- Dubey V.K, Srivastava Archana, Agrawal Garima, Grah Vigyan Prasar Avam Sampreshan. Star Publications Agra.
- Harpalni B.D. Patni.Manju, ( Prasar Shiksha Avam Sanchar) Star Publications, Agra. ISBN 978-93-81246
- Shaw Geeta Pushp, Shaw Jois Sheela, Prasar Shiksha , Vinod Pustak Mandir Agra. ISBN 81-7457-104-3
- Dahama, O.P., & Bhatnagar, O.P.[1998]. “Education and Communication for Development”. New Delhi. - Oxford and IBH Publishing Co. Pvt.Ltd.
- Jaipal Singh.” Prasar Shiksha avam Gramin Vikas” SR Scientific Publications, Agra
- Reddy, A. [1987]. “Extension Education”. Bapatha, Andra Pradesh, India.: Sreelekshmi Press.
- Supe A.N. (1983). *An introduction to Extension Education*. Delhi: Oxford IBH Publishing

2. Suggestive digital platforms weblinks-

<http://heecontent.upsdc.gov.in/Home.aspx>

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

**Suggested Continuous Evaluation Methods:**

- Seminar / presentation on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Preparation of Audio-visual aids.
- Attendance.

Courseprerequisites: Tostudythiscourse,astudentmusthavehadthesubject ALL..inclass12<sup>th</sup>.

**Suggested equivalent online courses:**

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

Further Suggestions: It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure. Extension work will speed up the (1) Man Environment; (2) Basic structures (Gram Panchayat, Village School and Cooperative Societies) etc.
At the End of the whole syllabus any remarks/ suggestions: ..... .....

**B.A. 2 Semester 4 Home Science Paper 2  
Resource Planning & Decoration (Practical)**

Programme/Class: Diploma	Year: 2	Semester: 4
Subject: Community and Essential Science (Home Science)		
Course Code: A130402P	Course Title: Resource Planning and Decoration (Practical)	
Course outcomes:		
<ul style="list-style-type: none"> <li>• Developing skills for making time plan for effective balance of work &amp; leisure.</li> <li>• Plan &amp; prepare budget for the family.</li> <li>• Incorporate appropriate work simplification in using household equipments.</li> <li>• Develop understanding for house planning &amp; decoration.</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab.periods-30 (60 hours)		
Unit	Topic	No. of lab.periods
I	<ul style="list-style-type: none"> <li>• Preparation of time plans for self and family.</li> <li>• Drafting family budget for different income groups.</li> </ul>	8
II	<ul style="list-style-type: none"> <li>• Market Survey of Household Equipments- (Pressure cooker, Toaster, Gas Stove, Mixer &amp; Grinder, Refrigerator, Washing machine, Microwave, Solar cooker)</li> </ul>	8
III	<ul style="list-style-type: none"> <li>• Study of different house plans-designs and styles. Draw a house plan keeping in mind the principles of house planning with special emphasis on plantation, water harvesting and other environment friendly factors, also place appropriate furniture in the floor plan using elements of design</li> </ul>	7
IV	<ul style="list-style-type: none"> <li>• Preparation of Color wheels &amp; Color schemes.</li> <li>• Flower Arrangement &amp; Floor Decoration (Rangoli)-</li> </ul>	7

Application of Design principles and Elements of Art ,  
Innovation of new styles.

**Suggested Readings:**

- Alexander. N.J., (1972). Designing Interior Environment. New York: Harcourt Brace,
- Bhargava, B. (2005). Family Resource Management and Interior Decoration, Jaipur: Apple Printer and V. R. Printers.
- Faulkner, R., and Faulkner, S. (1975). Inside Today’s Home, New York: Rinehart.
- Gandotra, V., and Jaiswal, N. (2008). Management of Work in Home, New Delhi: Dominant Publishers and Distributors. (ISBN No. 81-7888-526-3)
- Harmon. S., and Kennon, K. (2018). The Codes Guidebook for Interiors (5thEd.). New York: Wiley (ISBN: 978-1-119-34319-6)
- Johanovich Inc. Ball, V. K. (1982). Art of Interior Design. New York: John Wiley & Sons.
- Leach, S. D. (1978). Techniques of Interior Design Rendering and Presentation (1st Ed.). Architectural record Books (**ISBN-13:** 978-0070368057)
- Mohanty, A.B. (1985). Guide to House Buildings. New Delhi: Inter India Publications
- Patni Manju & Sharma Lalita, Grah Prabandh, Star PublicationsAgra.

Suggestive digital platforms weblinks-

- [bit.ly/3fJfghi](https://bit.ly/3fJfghi)
  - <https://bit.ly/39mTwGQ>
  - <https://bit.ly/2JoXB2e>
  - <https://bit.ly/3lkrWf>.
- Svayam Portal,  
<http://heecontent.upsdc.gov.in/Home.aspx>

This course can be opted as an elective by the students of following subjects: Open for all  
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**Suggested Continuous Evaluation Methods:**

- Assessment of Time-Energy, Budget &House Plans.
- Assessment of Market Survey Records.
- Assessment of Flower Arrangements and Rangoli.
- Attendance.

Courseprerequisites:Tostudythiscourse,astudentmusthavehadthesubject ALL inclass/12<sup>th</sup>.  
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**Suggested equivalent online courses:**

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

**Further Suggestions:**

- Students may develop their managerial skills & Interior designing skills after completion this course with the capability to opt for a job or start their own ventures. The program giving an opportunity to advancement their knowledge by enrolling for advanced specialized program of their own area of need & interest.

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

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**B.A. 3 Semester 5 Home Science Paper 1**  
**Surface Ornamentation of fabrics(Theory)**

Programme/Class: Graduation	Year: 3	Semester: 5
Subject: Home Science		
Course Code: A130501T	Course Title: Surface Ornamentation Of Fabrics (Theory)	
Course outcomes:		
<ul style="list-style-type: none"> <li>• Knowing why fabrics look differently</li> <li>• Identify the different techniques of fabric from surface</li> <li>• Learn about finishes done on fabrics</li> <li>• Knowing about dyeing fabrics</li> <li>• Learn how printing on fabrics is carried</li> <li>• Knowing the traditional embroideries of India</li> <li>• Identifying traditional textiles of different states</li> <li>• Knowing the importance of appropriate laundry method</li> </ul>		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures- 60		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lecture</b>
<b>I</b>	<b>Techniques of Creating variety on fabrics</b> (a) weaving(b) finishing of fabrics(c) dyeing of fabrics(d) printing fabrics(a) embroidery and other decoration methods	8
<b>II</b>	<b>Finishes</b> (a) Classification of fabric finishes (b) Study of purpose and process of finishes (i) General Purpose finishes-Bleaching, Mercerization, Calandring, Sanforization, Tentering, Singeing, Scouring (ii) Functional Finishes	8
<b>III</b>	<b>Dyeing</b> -Classification and use of dyes-Natural v/s Synthetic, (Basic, Acidic, Direct, Azoic, Natural, Sulphur, Vat, Disperse and Reactive dyes) Resist Dying Techniques- Tie & Dye, Batik.	8
<b>IV</b>	<b>Printing</b> (a) Direct printing- Block, Screen, Stencil, Roller (b) Transfer printing (c) Discharge printing, Resist printing (d) Polychromatic, Inkjet and Digital printing techniques (e) After treatment of dyed and printed goods	8
<b>V</b>	<b>Traditional Embroideries:</b> Meaning and status of traditional craft India, Knowing about the Traditional Embroideries of different states Zardozi, Kashida of Kashmir, Phulkari of Punjab, Kantha of Bengal, Chikankari, Kasuti, of UP, Sindh and Kutch work of Gujarat.	6
<b>VI</b>	<b>Traditional Textiles:</b> Knowing the Traditional textiles of different states of India (a) Woven fabrics- Baluchars, brocades, Kashmir carpets, Patola, Ikat, Pochampalli, Chanderi (b) Printed, painted and dyed-Sanganeri, Bhagru, Kalamkari, Madhubani, Bandhani.	7

<b>VII</b>	<b>Water</b> (a) Water and its uses in textile industry , properties, (b)types of water used for processing (c) Hardness and removal of Hardness of water.	7
<b>VIII</b>	<b>Laundry and dry cleaning of fabrics and garments</b> (a) Methods of Laundry and Dry cleaning (b) Dry cleaning process (c) Reagents of Laundry-Blues, Bleaches, Optical Brighteners, Stiffening agents (d) Types of soaps and detergents (e) Cleaning action of soaps and detergents.	8

**Suggested Readings:**

- Marsh JT: Textile Finishes
- Trotman Er: Dyeing And Chemical Technology Of Fibres
- Joseph M: Introduction To Textiles
- Corbman P Bernard: Textiles- Fibre To Fabric
- Hollen & Saddler: Introduction To Textile
- J. Hall: The Standard Hand Book Of Textiles, Wood Head Publication, 2004
- J.E. Smith: Textile Processing –Printing, Dyeing, Abhishek Publishing, 2003
- Kate Broughton: Textile Dyeing, Rockport Publishers, 1996
- W.S. Murphy: Textile Finishing, Abhishek Publication, 2000
- Naik.D. Shailija:Traditional Embroideries Of India, New Age International Publishers, 1996
- Naik.D. Shailija, Jacquie.A.Willson: Surface Designing Of Textile Fabrics, New Age International Publishers,2006
- Bhargav, Bela. Vastra Vigyaan, Univ. Book House Pvt. Avam Dhulai Kala,University Book House Pvt Ltd. Jaipur
  - Patni .Manju, Vastra Vigyaan Avam Paridhan ka Parichay ,Star Publications, Agra.

Suggestive digital platforms weblinks-

Swayam Portal,

<http://heecontent.upsdc.gov.in/Home.aspx>

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

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**Suggested Continuous Evaluation Methods:**

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Subjective long questions
- Attendance.

Courseprerequisites:Tostudythiscourse,astudentmusthavehadthesubject ALL inclass/12<sup>th</sup>.

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**B.A. 3 Semester 5 Home Science Paper 2**  
**Community Development & Programme Planning (Theory)**

Programme/Class: Degree	Year: 3	Semester: 5
Subject: Home Science		
Course Code: A130502T	Course Title: Community Development & Programme planning. (Theory)	
Course outcomes: <ul style="list-style-type: none"> <li>• Understand the Community Development dynamics &amp; organizing system for Development.</li> <li>• Create awareness about the various development programmes.</li> <li>• Identify the leadership pattern in the community.</li> <li>• Impart skills to implement, monitor &amp; evaluate programmes.</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
I	<b>Community Development:</b> Meaning, Definition, Functions, Objectives, Philosophy, Principles of Community Development Programme in India.	8
II	<b>Community Development Organization:</b> Meaning, Types, Principles, Role & Administrative Structure at the National, State, District, Block & Village levels.	8
III	<b>Home Science Extension Education in Community Development:</b> Origin, Concept, Need, Importance and Contribution of Home Science Extension Education in National Development.	7
IV	<b>Recent Development Programme for Women &amp; Children:</b> Support to Training & Employment for women (STEP), Swarn jayanti Gram Swarajgar Yogna (SGSY), Integrated Child Development Services (ICDS) etc.	7
V	<b>Support Service of Youth Development:</b> NCC, NSS, Youth Camp Youth Clubs etc.	7
VI	<b>NGO &amp; Others:</b> Contribution towards community services, Types & Role of NGO - WHO, CARE, UNICEF, UNESCO, UNDP, CRY, HELP-AGE INDIA.	8
VII	<b>Leadership:</b> Concept, Definitions, Types, Importance, Function and Role of Community leaders. Methods of Identifying and Training of leaders.	7
VIII	<b>Programme Planning:</b> Programme planning component cycle and its components- (i) Designing the project – Defining the objectives, Identifying resources, approach, feasibility and Work plan.	8

- (ii) Implementation.
- (iii) Monitoring and Evaluation.

**Suggested Readings:**

- Clark John. (1991). Voluntary Organizations: Their Contribution to Development. London: Earth Scan
- Dahama, O.P., & Bhatnagar, O.P. “Extension & Rural Welfare”. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Ghosh Bhola Nath, (1996), “Rural Leadership & Development” Mohit Publications, New Delhi.
- Julie Fisher. (2003). Governments, NGO’s and the Political Development of the Third World. Jaipur: Rawat Publications
- Mohsionnadeem, (1985), “Rural Development through Government Program” Mittal Publications New Delhi.
- Manju Patni & Harpalini, (2018) Prasar Shiksha avam sanchar, Star Publications, Agra.
- Reddy, A [1987]. “Extension Education”. Bapatha, Andra Pradesh, India.: Sreelekshmi Press.
- Ravi Shankar Kumar Singh. (2003). Role of NGO’s in Developing Countries (Potentials, Constraints and Policies). New Delhi: Deep & Deep Publications (P) Ltd

Suggestive digital platforms weblinks

- <https://bit.ly/313Ayaj>
- <https://bit.ly/35RnyAi>
- <https://www.un.org/en/universal-declaration-human-rights/>
- <https://www.un.org/womenwatch/daw/cedaw/text/econvention.htm>
- <https://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>
- <https://www.undp.org/content/undp/en/home/sustainable-development-goals.html>
- <https://bit.ly/39ROD8X>
- <https://www.unicef.org/>
- <https://www.who.int/about>
- <https://www.careindia.org/>

This course can be opted as an elective by the students of following subjects: Open for all  
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**Suggested Continuous Evaluation Methods:**

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class 12<sup>th</sup>  
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**B.A. 3 Semester 5 Home Science Paper 3  
Community Transforming (change) (Practical)**

Programme/Class: Degree		Year: 3	Semester: 5
Subject: Home Science			
Course Code: A130503P		Course Title: Community Transformation (Change). (Practical)	
Course outcomes:			
<ul style="list-style-type: none"> <li>• Address &amp; resolve women &amp; family related issues.</li> <li>• Make use of Audio-visual aids in planning &amp; conducting group communication</li> <li>• Understand the role of Government bodies in development of the community.</li> <li>• Organizing people for their own development.</li> </ul>			
Credits: 2		Core Compulsory / Elective	
Max. Marks: 25+75		Min. Passing Marks:	
Total No. of lab.periods 30(60 hours)			
Unit	Topic	No. of lab.periods	
I	<ul style="list-style-type: none"> <li>• Identify the target group &amp; their relevant issues i.e. poor health, malnutrition, illiteracy, poverty, domestic issues related to women and children. Observe and critical analysis of welfare programme followed by preparation of report.</li> </ul>	8	
II	<ul style="list-style-type: none"> <li>• Stimulation in nearby community for local economy through acquiring skills in surface ornamentation of fabric such as tie and dye, batik, block, stencil printing and spray (any three), Kashida of Kashmir, Phulkari of Punjab, Kantha of Bengal, chickenkari of Lucknow, kutch work of Gujrat Sindhi stitch, Kasuti of UP and zardozi work (any three)</li> </ul>	7	
III	<ul style="list-style-type: none"> <li>• Prepare &amp; learn the use of Audio-visual Aids.</li> </ul>	7	
IV	<ul style="list-style-type: none"> <li>• Develop a script in the Folk drama (Nukkad Natak) format to perform in the target group.</li> </ul>	8	
Suggested Readings:			
<ul style="list-style-type: none"> <li>• Mondal Sagar, Misra OP (2018) "Fundamentals of Extension education &amp; Rural Development", Kalyani Publications, New Delhi.</li> <li>• Mortiss PD (1988) Agricultural Extension- Practical Manual" Department of Primary Industries, Queens Land Government.</li> <li>• Pradhan.K. Varaprasad.C (2018) Glimpses of Practical in Extension Education, New India Publishing Agency. New Delhi</li> <li>• Jaipal Singh." Prasar Shiksha avam Gramin Vikas" SR Scientific Publications, Agra</li> </ul>			
1. Suggestive digital platforms weblinks-			
<a href="https://bit.ly/3922ZTH">https://bit.ly/3922ZTH</a> Svayam Portal, <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a>			

This course can be opted as an elective by the students of following subjects: Open for all .....
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> <li>• Assessment of Audio-visual Aids and their use.</li> <li>• Assessment of techniques and communication skills.</li> <li>• Assessment of Educational Plan and Visits Record.</li> <li>• Attendance.</li> </ul>
Course prerequisites: To study this course, a student must have had the subject ALL... in class 12 <sup>th</sup> . .....

### B.A. 3 Semester 5 Home Science Paper 4

#### Research Project

Programme/Class: Graduation	Year: 3	Semester: 5
Subject: Community and Life Science (Home Science)		
Course Code: A130504R	Course Title: Research project	
Course outcomes: Learns to communicate with community around Learns to prepare a survey/interview schedule Becomes sensitized to problems being faced in community Increases awareness of candidate.		
Credits: 3	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lectures-45 hours		
Unit	Topics	No. of hours
I	Survey of community services surrounding living area of candidate  The Candidate has to explore the surroundings and study / identify problem in any one of the following.  It may include Anganwadi/ Health services/ Market / Dairy/ Agricultural farmland / NGO / Crèche/ Nursery School/ Hospital/ Fitness center/ Diet councillor/ Boutique/Balwadi/ Youth center/ Primary school/ Vridha Ashram(old age home)/ Divang school/ Mentally challenged institution/ Village panchayat / School councillor/ Dyeing or printing Unit/ Cottage level embroidery or food processing unit / SHGs/ Bank schemes/ Subsidies available/ Industry producing consumer goods	12
II	Seek permission to carry the visits, Plan Visits to the area/ site for developing an understanding	11

III	Develop a tool for conducting a survey of the selected area and collect data from the area/ seek permission to conduct short training in the area.	12
IV	A detailed Report to be prepared and submitted.	10
This course can be opted as an elective by the students of following subjects: Open for all .....		
<p>Suggested Continuous Evaluation Methods:</p> <p>Prepare Survey or tool on any one of the above areas</p> <p>Collection of data related to the area.</p> <p>A letter certifying the authenticity of work done from the mentor</p> <p>Report of the identified problems and survey conducted.</p>		
Course prerequisites: To study this course, a student must have had cleared the 4th semester		

**B.A. 3 Semester 6 Home Science Paper 1  
Therapeutic Nutrition( Theory)**

Programme/Class: Certificate	Year: 3	Semester: 6
<b>Subject: Home Science</b>		
Course Code: A130601T	Course Title: Dietetics And Therapeutic Nutrition	
Course outcomes: 1- Gain knowledge of principles of diet therapy 2-Develop and understand modification of the normal diet for therapeutic purposes 3- Practical knowledge of dietary management in some common disorders		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Unit	Topics	No. of Lectures
<b>I</b>	Introduction a) Definition of Health Dietetics and Therapeutic Nutrition b) Importance of Diet Therapy c) Facts about fast foods/Junk foods d) Objectives of therapeutic Diet e) Principles of diet therapy	07
<b>II</b>	Diet and feeding methods a) Modification of normal diets for therapeutic purposes b) Methods of modification • On the basis of nutrients • On basis of consistency c) Different feeding methods • Oral feeding • Tube feeding	07
<b>III</b>	Energy Metabolism a) The calorific value of food b) Measurement of energy exchange in the body • Direct calorimeter • Indirect calorimeter c) Factors influencing the Basal Metabolic Rate d) Factors influencing the total energy requirement	08



<b>IV</b>	Diet during fevers and infections a) Introduction to fever –Acute fever –Chronic fever b) Important changes in nutrition during fever c) Modification of the diet	07
<b>V</b>	Diet during Digestive system disorders a) Peptic ulcers–Causes, symptoms and diet modification b) Diarrhea and Constipation –Causes, treatment and diet modification	08
<b>VI</b>	Weight Management a) Overweight and Obesity –Introduction to Obesity –Causes of Obesity –Diet Modification b) Underweight –Causes –Treatment –Diet Therapy	07
<b>VII</b>	Therapeutic Diets in Cardiac Diseases a) Atherosclerosis –Introduction –Dietary factors influencing lipid level in blood –Modification of diet and Meal Pattern b) Hypertension –Causes and symptoms –Diet in Hypertension	08
<b>VIII</b>	Endocrinal Disorders a) Introduction to endocrinology b) Various endocrine glands and their functions : Thyroid, Adrenal and Pancreas c) Diabetes Mellitus–occurrence types, symptoms, metabolic changes, dietary modification and educating the patient	08

**Suggested Readings:**

- ❖ Sumati R Mudambi – “Fundamentals of food, Nutrition and Diet Therapy”, New Age International Pvt. Ltd, New Delhi, 6<sup>th</sup> Edition (2018).
- ❖ B Srilakshmi- “Dietetics” , New Age International Publishers, New Delhi 2017
- ❖ Bamji MS, Krishnaswamy K and Brahmam GNV(Eds) (2009), Text book of Human Nutrition, 3<sup>rd</sup> Edition , Oxford & IBH Publishing Co. Pvt. Ltd. New Delhi
- ❖ Dr. Brinda Singh- Aahar Vigyan evam Poshan, , Panchsheel Prakashan, Jaipur, 2015; 13<sup>th</sup> Ed.
- ❖ Dr.DevinaSahai, SamanyaEvamUpcharatmakPoshan, New Age International Publishers.
- ❖ Dr. Sheel Sharma, “Nutrition and Diet Therapy” PEEPEE Publishers and Distributers (P) Ltd. Delhi, 2014, Ist Ed.
- ❖ Shubhangini A Joshi, – “Nutrition and Dietetics”, Mc Graw Hill Education Private Ltd., New Delhi, 2013
- ❖ Kumud khanna– “Text book of Nutrition and Dietetics” , Elite Publishing House Pvt. Ltd, New Delhi, 7<sup>th</sup> Ed. 2013

❖ M Swaminathan – Essentials of food and Nutrition , Vol II, Applied Aspects, The Bangalore Printing and Publishing Co. Ltd, Bangalore, 2 <sup>nd</sup> Edition 1985, Reprint 1997.
This course can be opted as an elective by the students of following subjects: Open for all .....
<p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"> <li>• Test with multiple choice questions/short and long answer questions</li> <li>• Menu planning and calculation of nutrient requirement</li> <li>• Seminar on any above topics</li> </ul>
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> / certificate/diploma. ....
<p><b>Suggested equivalent online courses:</b></p> <p>IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad</p> <p><a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></p>
<p><b>Further Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Students can opt. dietitian, nutrition advisor/ Nutritionist as a career in private and government sector as well as extend knowledge by joining advance course in same discipline.</li> </ul>

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

**B.A. 3 Semester 6 Home Science Paper 2**  
**Research Methodology and Gender Development ( Theory)**

Programme/Class: Degree	Year: 3	Semester: 6
Subject: Community & Essential Science (Home Science)		
Course Code: A130602T	Course Title: Research Methodology and Gender Development (Theory)	
<p>Course outcomes:</p> <p>The student at the completion of the course will be able to:</p> <ul style="list-style-type: none"> <li>• Explain the concept and use of Research.</li> <li>• Develop a research proposal.</li> <li>• Learn about the data, sample and report writing.</li> <li>• Conduct survey.</li> <li>• To develop insight into the General issues of women.</li> <li>• To understand strategies for empowerment of women.</li> </ul>		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures-Tutorials- 60Lectures		
Unit	Topic	No. of Lectures
	<b>PART A</b>	
<b>I</b>	Social Research: <ul style="list-style-type: none"> <li>• Concept,</li> <li>• Scope,</li> <li>• Steps of research</li> </ul>	6
<b>II</b>	Sampling <ul style="list-style-type: none"> <li>• Concept, Techniques, Principles and Limitations of sampling.</li> </ul>	6
<b>III</b>	Data Collection: <ul style="list-style-type: none"> <li>• Sources of Data Collection: Primary &amp; Secondary</li> <li>• Tools of Data collection: Interview schedule, Observation, Questionnaire</li> <li>• Methods of data collection</li> </ul>	8
<b>IV</b>	Report Writing <ul style="list-style-type: none"> <li>• Summary, Conclusion and Recommendations</li> <li>• Writing references</li> <li>• Writing process of research report: Formal Style of writing, Preface, Chapterization, Headings, Tables and</li> </ul>	10

	Figures, Appendices, Bibliography and Acknowledgement	
	PART B	
V	<b>Women in Development:</b> Capacity Building for women- Education, Decision Making abilities, Opportunities, Awareness & Information on social and legal issues.	8
VI	<b>Women's Organizations &amp; Collective Strength:</b> Women's action groups and women's participation in development initiative.	7
VII	<b>Employment Trends of women:</b> Need for self-employment, Opportunities & challenges in an organized and un-organized sector.	7
VIII	<b>Entrepreneurship Development to empower women:</b> Motivation, Development of women entrepreneurs in India, Schemes available to encourage women entrepreneurship. (a) Bhartiya Mahila Bank Business Loan (b) Annapurna Scheme. (c) Stree Shakti Package (d) <b>Mudra yojana scheme for women.</b> (e) <b>Mahila udyam nidhi scheme.</b>	8

#### Suggested Readings:

1. C. R. Kothari: Research Methodology- Method and Techniques
  2. R. Kumar: Research Methodology: A step by Step Guide for Beginners
  3. M. H. Gopal: Introduction to Research Methodology for Social Sciences
  4. Good, Carter, Scales and Douglas: Methods of Research
  5. Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
  6. Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.
  7. Krishna, Sumi (2007). Women's Livelihood Rights: Recasting Citizenship for Development, New Delhi, Sage Publications.
  8. Sohoni, K Neerj, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.
  9. Gundry Lisa K. & Kickul Jill R., 2007, Entrepreneurship Strategy: Changing Patterns in New Venture
  10. Creation, Growth, and Reinvention, SAGE Publications, Inc.
  11. Taneja & Gupta, 2001, Entrepreneur Development- New Venture Creation, Galgotia Publishing Company
  12. Patni, Manju. Anusandhan Vigyaan, Star Publications, Agra.
  13. Sudha, G.S. Vyavsayik Prabandh ke Siddhant avam Udyamita, RBD Publications.
  14. Gupta, U.C. Udyamita Vikas, Kailash Pustak Sadan, Bhopal
- Suggestive digital platforms web links- e-PG Pathshala – Inflibnet

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

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

Suggested Continuous Evaluation Methods:

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions
- Attendance

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

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

Suggested equivalent online courses:

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

Further Suggestions:

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure.

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

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**B.A. 3 Semester 6 Home Science Paper 3**

**Therapeutic Diet Preparation and Nutrient Evaluation (Practical)**

Programme/Class: Certificate	Year: 3	Semester: 6
<b>Subject: Home Science(Practical)</b>		
Course Code: A130603P	Course Title: Therapeutic Diet Preparation and Nutrient Calculation	
Course outcomes: 1- Gain knowledge of principles of diet therapy 2-Develop and understand modification of the normal diet for therapeutic purposes 3- Practical knowledge of dietary management in some common disorders		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab.periods -30(60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	Modification of normal diet for therapeutic purposes- preparation and presentation	06
<b>II</b>	Therapeutic Diet Preparation and Nutrient Calculation of - Diet in fever - Diet in diarrhea - Diet in Constipation	08
<b>III</b>	Therapeutic Diet Preparation and Nutrient Calculation of some Common Disorders - Diet in diabetes Mellitus - Diet in Hypertension - Diet in Atherosclerosis	08
<b>IV</b>	Dietary Modification for weight management – Preparation and Nutrient Calculation of diet in- - Overweight & obesity - Underweight	08
<b>Suggested Readings:</b> ❖ Sumati R Mudambi – “Fundamentals of food, Nutrition and Diet Therapy”, New Age		

<p>International Pvt. Ltd, New Delhi, 6<sup>th</sup> Edition (2018).</p> <ul style="list-style-type: none"> <li>❖ B Srilakshmi- “Dietetics” , New Age International Publishers, New Delhi 2017</li> <li>❖ Bamji MS, Krishnaswamy K and Brahmam GNV(Eds) (2009), Text book of Human Nutrition, 3<sup>rd</sup> Edition , Oxford &amp; IBH Publishing Co. Pvt. Ltd. New Delhi</li> <li>❖ Dr. Brinda Singh- Aahar Vigyan evam Poshan, , Panchsheel Prakashan, Jaipur, 2015; 13<sup>th</sup> Ed.</li> <li>❖ Dr. Sheel Sharma, “Nutrition and Diet Therapy” PEEPEE Publishers and Distributers (P) Ltd. Delhi, 2014, Ist Ed.</li> <li>❖</li> </ul>
<p>This course can be opted as an elective by the students of following subjects: Open for all .....</p>
<p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"> <li>• Test with multiple choice questions/short and long answer questions</li> <li>• Menu planning and calculation of nutrient requirement</li> </ul>
<p>Course prerequisites: To study this course, a student must have had the subject ..... in class/12<sup>th</sup>/ certificate/diploma. .....</p>
<p><b>Suggested equivalent online courses:</b> IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad Svayam Portal, <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></p>
<p><b>Further Suggestions:</b> Students can opt. dietitian, nutrition advisor/ Nutritionist as a career in private and government sector as well as extend knowledge by joining advance course in same discipline.</p>

### B.A. 3 Semester 6 Home Science Paper 4

#### Research Project

Programme/Class: Graduation	Year:3	Semester: 6
Subject: Community and Life Science (Home Science)		
Course Code: A130604R	Course Title: Research Project II	
<p>Course outcomes: Learns to communicate with community around Becomes sensitive to needs of the society where she lives Tries with some intervention plan for problems faced in community Improves writing and presentation abilities of the candidate.</p>		
Credits: 3	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures- 45( hours)		
Unit	Topics	No. of

		<b>Lecture s(ho urs)</b>
I	The Candidate has to select and give inputs in any one of the following.  It may include Anganwadi/ Health services/ Market / Dairy/ Agricultural farmland / NGO / Crèche/ Nursery School/ Hospital/ Fitness center/ Diet councillor/ Boutique/Balwadi/ Youth center/ Primary school/ Vridha Ashram(old age home)/ Divang school/ Mentally challenged institution/ Village panchayat / School councillor/ Dyeing or printing Unit/ Cottage level embroidery or food processing unit / SHGs/ Bank schemes/ Subsidies available/ Industry producing consumer goods	12
II	An intervention plan would be developed based on problem identified in the area/ a field visit is mandatory to develop an understanding of the whole process.	11
III	The planned intervention to be carried in the selected area  Based on the intervention, the pre-intervention state and post intervention data has to be collected and compared / based on visit and interaction the detailed indepth data has to be collected.	12
VI	A detailed Report is to be submitted and evaluated.	10
This course can be opted as an elective by the students of following subjects: Open for all .....		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> <li>• Prepared intervention plan on any one of the above areas</li> <li>• Collection of data related to the area.</li> <li>• A letter certifying the authenticity of work done from the mentor</li> <li>• Report of the implemented plan and impact/experience of intervention.</li> </ul>		
Course prerequisites: To study this course, a student must have had cleared the 4th semester		






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

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

**Syllabus Developed by:**

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

  
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**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 & Vietnam.	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

  
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Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	B.A.I	Semester	I
Subject	Political Science				
Course Code	A060101T	Course Title	<b>Indian National Movement &amp; Constitution of India</b>		
Course Outcome-Acquaintance to Indian National Movement & Constitution is indispensable for a student to make a sense of Indian Political System. The course is designed to provide a overview of Indian freedom Struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen.					
Credits – 4	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic				No. of Lectures
I	Genesis, Growth and the Politico-Cultural Trends in the Indian National Movement				8
II	Stages of Constitutional Development, Making of the Constitution, Citizenship				10
III	Fundamental Rights, Fundamental Duties, Directive Principles Of State Policy				10
IV	Relation between Fundamental Rights & Directive Principles, Process Of Amendment				8
V	Union Legislature and Executive: Parliament, Speaker, President, Prime Minister				6
VI	State Legislature and Executive: Legislative Assembly, Governor, Chief Minister				4
VII	Judiciary: Supreme Court, High Court, Writs, Judicial Review, PIL, Judicial Reforms				6
VIII	Federalism in India, Centre-State Relations: Administrative, Legislative & Financial, Election Commission				8

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Suggested Readings:

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt.Ltd.India
  2. Basu D. (2012) 'Introduction to the Constitution of India' LexisNexisNewDelhi
  3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University PressNewDelhi
  4. BiswalTapan (2017)  
'BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya' OrientBlackswanNew Delhi
  5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National BookTrust,NewDelhi
  6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd.NewDelhi
  7. Sinoh M.P. & SevanaRekha (2008) 'Indian Politics: Contemporary Issues'
- This Course Can Be Opted As An Elective By The Student Of Any Subject.

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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 : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – (0-0-2)					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Preamble, Right to Equality, Right to Freedom, Cyber Crime, Cyber security				8
II	Karma theory of Right, Rights and Obligations, Right to Education , Citizen's Charter				8
III	Gender sensitivity , Unity In Diversity, 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. Denegal, Shyam. 2014. Samvidhan. Rajya Sabha TV</li> </ol>					
This Course Can Be Opted As An Elective By The Student Of Any Subject.					

  
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Format for developing  
syllabus for a course/paper

Programme / Class	Certificate	Year	BA I	Semester	II
Subject	Political Science				
Course Code	A060201T	Course Title	<b>Political Theory &amp; Concepts</b>		
Course Outcome-Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science. The course is designed to train a student in the foundational issues of political theory, which is relevant for any in depth study and research.					
Credits – 6	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) :6-0-0					
Unit	Topic				No. of Lectures
I	Political Science: Meaning, Nature, Scope, Methods and Relations With Other Social Sciences				12
II	Approaches to the study of Political Science: Traditional approaches, Modern Approaches				11
III	State: Meaning and Elements, Theories of Origin and Functions of State: Indian and Western				11
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment :Theories of punishment				11
V	Basic Concepts of Political Science: Justice, Power, , Authority, Legitimacy, Obligation				12
VI	Ideologies: Liberalism, Idealism, Anarchism, Socialism, Capitalism, Feminism,				11
VII	Political Systems: Parliamentary, Presidential, Federal, Unitary, Political Parties, Pressure Groups,				11
VIII	Constitutionalism, Totalitarianism, Decentralization, Theories of Representation, Post-modernism				11

  
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Suggested Readings :

1. AC Kapoor, Principals of politicalscience.
2. Eddy Ashirvatham, political theory, S ChandDelhi,2009
3. JC Johari, Modern politicaltheory.
4. CEM Joad, Introduction to modern politicaltheory.
5. R.C Aggarwal, Political Theory, SChand
6. Appadorai, Substance of Politics, OUP, Delhi2000
7. R. Bhargav& A. Acharya, Political theory: and introduction, pearson2008
8. Anil Ray & Mohit Bhattacharya, Political Theory : An introduction, Pearson 2008NewDelhi
9. R.G. Aggarwal, Political Theory, S.Chand 2001 NewDelhi.
10. O.P. Gauba, An introduction to political Theory, Macmillan 2001 NewDelhi.
11. Eddy Ashirvatham, Political theory, S.Chand 2009 NewDelhi.
12. J.C. Johri, AdhunikRajnitiVigyanKeSiddhant, Sterling Publication Pvt. Ltd. 1992,NewDelhi.
13. RG Gettel. PoliticalScience
14. David Held, Political Theory and the modern state: Essays on state, power and democracy 1989.
15. Andrew Heywood, Politics, Macmillan2002

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
Format for developing  
syllabus for a course/paper

Programme / Class	Diploma	Year-	B.A.II	Semester	III
Subject	Political Science				
Course Code	A060301T	Course Title	<b>Political Process in India</b>		
Course Outcome: Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train & acclimatize the student with the Indian Political System in action and explain the working relationship between citizens and state and among various units of the state. The student would be able to appreciate the trajectory of the Indian political system since independence.					
Credits – 4	Max. Marks: 100		Min. Passing Marks: 33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic				No. of Lectures
I	Democracy in India: Trajectory, Foundations, Dimensions, Challenges				1
II	Party System, Political Parties, Pressure Groups				
III	Rural and Urban Local Government: History, Structure, Functions, Challenges				
IV	Elections: Machinery, Voting Behavior, Electoral Process, Issues and Reforms The Politics Of Secession And Accommodation				1
V	Communalism, Secularism, Regionalism, Autonomy Arrangements				
VI	Social Justice and Affirmative Action: Policies and Practices				
VII	Challenges of Nation Building: Ethnicity, Language, Caste, Fundamentalism				
VIII	State Politics: Nature, Patterns, Leadership				
Suggested Readings:					
1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)					
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.					
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999					
4. Jayal Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012					
5. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014					
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014					
7. Kothari Rajni, 'Bharat mein Rajneeti: Kal aur Aaj' Van Prakashan New Delhi, 2007					
8. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)					
9. Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues & Concerns' Prentice Hall of India Pvt. Ltd. New Delhi, 1998.					
10. This Course Can Be Opted As An Elective By The Student Of Any Subject.					




Format for developing syllabus for a  
course/paper

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

  
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Format for developing  
syllabus for a course/paper

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

  
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Suggested Readings :

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

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

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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	Essential Features of Vietnamese Constitution, Legislature, Executive and Judiciary, Vietnam Communist Party.	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 Constitutions, 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, Comparativegovts.</p> <p>6. Bryce,Modern democracies</p> <p>7. Herman finer,Theory and practice of Modern government</p> <p>8. VidyaBhushan&amp; Vishnu Bhagwan.World constitution, sterling publications 1998.</p> <p>9. J. Kopstein and M. lichbach, comparative politics: interests identities and institutions in a changing global order.</p> <p>10. M. Mohanty, comparative political theory and third world sensitivity</p>		

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

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Suggested Readings :

1. Maheshwari&Awasthi, Public Administration,Agra
2. Mohit Bhattacharya, Public admin, Jawahar , NewDelhi
3. C.P. Bhamri, LokPrashasanKeSiddhant.
4. A.Avasthi& S.R Maheshwari, Public Administration,Agra
5. F.A Nigro& G.I Nigro, Modern Public Administration, New York,1980
6. Dimock& Dimock PublicAdministration.
7. W.F. Willoughby, Principles of PublicAdministration.

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Format for developing  
syllabus for a course/paper

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	Political Science				
Course Code	A060503P	Course Title	<b>Public Policy Formulation &amp; Administration in India</b>		
<b>Course Outcome:</b> It aims to provide interface between public policy and administration in India. The essence of this paper appreciate the translation of governing philosophy into programmes and policies. Students will ab understand Political Process as well as Policy formulation process and the difficulties in impleme Programmes and Policies promised in Manifestoes					
Credits – 2	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 2-0-0					
Unit	Topic				No.of Lecture (2hrs)
I	Definition, Scope, Types & Significance of the Public Policy, Public Policy as a Emerging field of Study ,Impact of Globalization Policy Making Process in India Major Determinants: Political Parties, Interest Groups, Pressure Groups, Mass Media, Non Governmental Organization, Government Agencies, International Agencies Niti Aayog, Legislature, Executive, Judiciary, Bureaucracy, Techniques of Policy Implementation				
II	Policy Evaluation: Concept of Policy Evaluation Survey & Sampling Agencies, Independent Studies Groups Criteria for Policy Evaluation: Problems, Needs, Accountability, Good Governance Major Constraints in Policy Formulation & Implementation				
III	Policy Intervention- Case Studies/Mock parliament: Panchayati Raj, NEP, MANREGA, Environmental Policies, Welfare Plans for Women & Weaker Sections, Feedback from Stake Holders.				
IV	Working And Role Of Parliament In Actual Public Policy Formulation.				

  
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Suggested Readings:

1. Arora R.K. & Goyal R. 'Indian Public Administration', VishwaPrakashan 2008 New Delhi
2. BasuRumki (ed. 2015) 'Democracy and Good Governance: Reinventing the PublicServiceDelivery System in India' Bloomsbury, NewDelhi
3. BasuRumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', Sterling Publishers, NewDelhi
4. ChakrabartyBidyut& Chand Prakash (2017) 'Public Administration: From Government to Governance' Orient Blackswan Pvt. Ltd.Hyderabad
5. ChakrabartyBidyut& Chand Prakash (2017) 'Public Administration in a Globalizing World: Theories & Practices' SAGE, NewDelhi
6. Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contempo India', Oxford, Oxford University Press, New Delhi
7. Sharma M.P., &Sadan B.L. 'LokPrashasan: SiddhantevamVyavhar' Kitab Mahal ,Allahabad
8. Singh H. & Singh M. 'Public Administration in India, Theory and Practice', Sterling Publicatio 1990 New Delhi


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

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

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

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

  
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Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	III	Semester	VI
Subject	Political Science				
Course Code	A0606011	Course Title	Indian Political Thought		
This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shaped the normative thinking on India.					
Credits – 5	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic			No. of Lectures	
I	Ancient Thought: Manu, Kautilya			15	
II	Medieval Thought: Political thinking in the Islamic, Sikh and Maratha traditions			10	
III	Thinking and Ideas in Modern India: Reform tradition Raja Ram Mohan Roy, Maulana Abul Kalam Azad, Swami Vivekananda			10	
IV	Political Imaginations: M.K. Gandhi, Jawaharlal Nehru, B.G Tilak.			10	
V	Social Imaginations: Jyotiba Phule, Devi Ahilyabai Holkar, Dr B R Ambedkar and Babu Jagjiwan Ram,			10	
VI	Economic Imaginations: Jayaprakash Narayan, Dr Ram Manohar Lohia, Ch. Charan Singh, Deen Dayal Upadhyay			10	
VII	Cultural Imaginations: VD Savarakar, M S Golwakar and Maulana Hasrat Mohani, K.M. Munshi			5	
VIII	Civilizational Imaginations: Rabindranath Tagore, Anand Coomarr Swamy, M.C. Raja			5	

  
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Suggested Readings :

1. K.P. Jaiswal:*Hindu Polity*(English & Hindi), Banglore: Banglore Printing &Publishing Co.,1955
2. N.C. Bandopadhyaya:*Development of Hindu Polity and Political Theory*,NewDelhi: Munshiram&Manoharlal,1980
3. S. Collins, (ed),*AggannaSutta: An Annotated Translation*, New Delhi: Sahitya Academy,2001
4. A.Fazl,*The Ain-i Akhbari*(translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.1873
5. V. Mehta, 'The Imperial Vision: Barni and Fazal', in*Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.,1992
6. Habib,Irfan, 1998) 'ZiyaBarni's Vision of the State', in *The Medieval History Journal*,Vol. 2, (1), pp. 19- 36.
7. Mehta, V. R.*Foundations of Indian Political Thought*, Manohar,1992
8. T. Pantham and K Deustch (eds),*Political thought in Modern India*,SagePublications, Delhi,1986
9. Guha Ramachandra,*Makers of Modern India*,Penguin Viking,2010.
- 10.Thomas pantham,*Politicaldiscourse:Expoloration in Indian andwesternpoliticalthought*
- 11.Bidyutchakarabarty and RK Pandey,*Modern Indian PoliticalThought*

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Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	BA III	Semester	VI
Subject	Political Science				
Course Code	A060602T	Course Title	<b>International Relations &amp; Politics</b>		
Course Outcome- This course seeks to equip students the basic tools for understanding International relations. It also introduces major events and developments that have shaped the contemporary international system. It aims to capture the changing dynamics of the international politics by taking up burning and relevant issues which have potential to alter its contours.					
Credits – 5	Max. Marks: 100		Min. Passing Marks: 33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	International Politics: Meaning, Nature, Scope Approaches: Idealism, Realism, Neo Realism, Theories: Decision-Making, System Theory, Mandal Theory, Game Theory				11
II	The Nation State System: National Power, National Interest, Collective Security, Balance of Power				10
III	Diplomacy, Disarmament, Arms Control & Nuclear Proliferation, United Nations, New World Order				10
IV	World War I & II, Cold War & Post Cold War International Relations.				10
V	India's Foreign Policy: Principles, Phases, Relations with Big Powers, Neighbours				8
VI	International Economic System: Bretton Woods to W.T.O Regional Cooperation: EU, QUAD, IORA, ASEAN, BRICS, BIMSTEC, SAARC, SCO				10
VII	Globalization: concept, feature, effects and its impact on sovereignty of states; Alternative perspective on globalization, Multipolar World				8
VIII	Issues in International Relations: Cross border Terrorism, Human Rights, Politics of Environment, Traditional & Non Traditional Security Threats				8

  
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Suggested Readings:

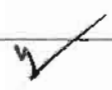
1. Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
2. Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press, UK, 4th edition, 2007. W. Bello, DE globalization, Zed Books, London.
3. Ghosh Peu (2017) 'International Relations' PHI Learning Pvt. Ltd. New Delhi
4. Heywood, Andrew (2014) 'Global Politics' 2<sup>nd</sup> Edition, Palgrave Macmillan Foundations, New York
5. Biswal Tapan (2016) 'International Relations' Orient Blackswan Pvt. Ltd. Hyderabad
6. Ghosh Peu (2017) 'International Relations', PHI Learning Pvt. Ltd. Delhi
7. Khanna, V. N (2014) 'International Relations' Vikas Publishing House Noida, U.P.
8. Virmani, R.C. (2007) 'Contemporary International Relations' Geetanjali Publishing House New Delhi
9. Heywood, Andrew (2014) 'Global Politics' Palgrave Macmillan New York

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

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

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

  
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B.A. Course

Under New Education Policy 2020

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

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Dr. Bina Rai  
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Assistant Professor  
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