

University of Lucknow
Department Education
B.A. Education Subject Syllabus of Four Years
w.e.f. Session 2021 onwards

Semester-wise Titles of the Papers in B.A. (Education as 1st Major Subject)

Year	Sem.	Paper Number	Paper Title	Credits
1	I	P1	Conceptual Framework of Education - I	4
		P2	Development and Challenges of Indian Education System - I	4
	II	P3	Conceptual Framework of Education - II	4
		P4	Development and Challenges of Indian Education System - II	4
2	III	P5	Philosophical and Sociological Perspectives of Education - I	4
		P6	Psychological Perspectives of Education - I	4
	IV	P7	Philosophical and Sociological Perspectives of Education - II	4
		P8	Psychological Perspectives of Education - II	4
3	V	P9	Educational Assessment	4
		P10	Milestones and New Dimensions of Indian Education -I	4
		P11A P11B	Optional Paper: Educational Administration and Management Educational Statistics - Basic	4
		P12	Internship/Term Paper	4
	VI	P13	Intelligence And Personality	4
		P14	Milestones and New Dimensions of Indian Education -II	4
		P15A P15B	Optional Paper: Educational Leadership and Supervision Educational Statistics - Advance	4
		P16	Minor Project	4
4	VII	P17	Educational Technology	4
		P18	Inclusive Education	4
		P19	Guidance and Counselling	4
		P20A P20B	Optional Paper: Innovations in Education Education for Happiness	4
		P21A P21B	Optional Paper: Environmental and Population Education Value and Peace Education	4
		P22	Research Methodology	4
		P23	Major Project / Dissertation	24
	VIII			

Syllabus for B.A. (Education)

- **Subject Prerequisites:** To study this Subject, there will be no compulsion of subjects at 12th class. This is open for all.

Program Outcomes (POs) -

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

B.A. 1st Year Education- CERTIFICATE COURSE IN BASICS OF EDUCATION

Program Specific Outcomes -

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

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

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

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

B.A. 1st Year Semester I
Course I
Course Title: Conceptual Framework of Education – I
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes -	
<p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● 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. 	
Unit	Topics
I	<u>EDUCATION: CONCEPT AND AIMS</u> <ul style="list-style-type: none"> ● Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha. ● Vidya - Gyan –Teaching, Training vs. Education. ● Factors of Education. ● Concepts of Educations- Meaning: Nature. ● Aims of Education: Individualistic, Social, Democratic and Vocational.
II	<u>FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none"> ● Individual and Social Development. ● Preservation and Transmission of Cultural Heritage. ● Acquisition of Skills. ● Acquisition and Generation of Human Values. ● Social Cohesion. ● Education for National Integration & International Understanding
III	<u>AGENCIES OF EDUCATION</u> <ul style="list-style-type: none"> ● Formal. ● Informal. ● Non – Formal.
IV	<u>INDIAN CONSTITUTION AND EDUCATION</u> <ul style="list-style-type: none"> ● Inculcation of Constitutional Values through Education. ● Constitutional Provisions for Education.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none"> 1. Written assignment based on the content of the Paper. 2. Prepare a list of Articles related to Education, as enshrined in our constitution. Also mention related amendments if any.

Suggested Readings:

- तोमर एल आर.; प्राचीन भारतीय शिक्षापद्धति, सुरुशच प्रकाशिन नई दिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avam-samajshastriya-siddhant-raman-bihari-lalrastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- टी. रेमटं, शिक्षा शसद्धांत, <https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभात कुमार, भारत का संशोधन, प्रभात पेपर बक्स ,
- पी. िीकाणे, धर्ममिस्त्र का इतिहास, उत्तर प्रिंशिल्ली संस्थान, लखनऊ
- सलजाू , सी. के . शिक्षा एकशिंेचन शिल्ली; रशि बुक्स. (फुल बुक) 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 Pustak Mandir. 1992
- Ramchandran, P. & Ramkumar, V. ‘Education in India’ , NBT, N, Delhi, 2014.
- Saxena, N.R. S. *Principles of Education*. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, ‘Education in India’ Allied Publishers, Bombay, Rev Edn., 1966

Course II
Course Title: Development and Challenges of Indian Education System – I
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Understand the development of Indian Education during different ages,
- Analyze the trends of Education running in the different educational systems.
- Narrate the major contributions of Indian Educational Heritage in the different fields of study.
- Discuss the views of foreign travellers about Indian cultural and educational heritage.

Unit	Topics
I	<u>ANCIENT EDUCATION SYSTEM</u> <ul style="list-style-type: none"> ● Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System, Contribution to Modern Indian Education. ● Viewpoints of Travellers towards Ancient Indian System.
II	<u>EDUCATION IN MEDIEVAL PERIOD</u> <ul style="list-style-type: none"> ● Main Characteristics. ● Aims of Education. ● Merits and Demerits of Education System. ● Contribution to Modern Indian Education.
III	<u>EDUCATION IN COLONIAL PERIOD</u> Some Landmarks of British Period: <ul style="list-style-type: none"> ● Charter Act of 1813 & 1833 and Oriental Occidental Controversy ● Educational Surveys of different provinces of India from 1822-1830 ● Macaulay Minute, Filtration Theory. ● Wood's Dispatch. ● Hunter Commission. ● Indian University Commission. ● Wardha Yojna.
IV	<u>POST-INDEPENDENT ERA OF INDIAN EDUCATION</u> <ul style="list-style-type: none"> ● Radha Krishna Commission ● Mudaliar Commission ● Kothari Commission. ● National Policy of Education 1986 and 1992. ● National Education Policy 2020.
	<u>PRACTICUM (to be internally evaluated)</u> 1. Written assignment based on the content of the Paper. 2. Prepare a report on NEP 2020 based structure of Education at various levels.

Suggested Readings:

- चौबे एस.पी, भारतीय शिक्षा का इशतहास
- जौहरी एि पाठक, भारतीय शिक्षा का इशतहास, शिनोि पुस्तक मंशिर आगरा
- अशननहोत्री आर.; आधशनकु भारतीय शिक्षा: समस्याएं और समाधान, राजस्थान शहन्िी ग्रंथ अकािमी
- पांडेय आर.एस, शिक्षा की समसामशयक समस्याएं, शिनोि पुस्तक मंशिर, आगरा
- <https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u>
- Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore& Brothers. 1963
- Bakshi S.R.& Mahajan, L.*Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.K. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsi Dass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post Independence*, Delhi, Ajanta Publications. 1990

B.A. 1st Year Semester II

Course I

Course Title: Conceptual Framework of Education – II

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes -

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

- 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.

Unit	Topics
I	<u>PREPRIMARY EDUCATION</u> <ul style="list-style-type: none">● Concept, Objectives, Importance of Pre-primary Education.● Some Models of Pre-primary Education: Dalton, Montessori, Kindergarten.● Background and Present Scenario of Pre-primary Education in India.
II	<u>PRIMARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none">● Concept, Aims and Importance of Primary and Secondary Education.● Present Scenario of Primary and Secondary Education in India.
III	<u>HIGHER EDUCATION</u> <ul style="list-style-type: none">● Concept, Objectives of Higher Education.● Need for Higher Education.● Types of Universities- Central, State, Private, Open.● Present Scenario of Higher Education in India.
IV	<u>DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA</u> <ul style="list-style-type: none">● Education Ministry (MHRD)● NCERT● SCERT● NIOS● NIEPA● NCTE● UGC● AICTE
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Prepare a report on the organization and functioning of any guiding/regulatory body of Education system.

Suggested Readings:

- तोमर एल आर.; प्राचीन भारतीय शिक्षापद्धत, सुरुशच प्रकाशिन नई शिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avom-samajshastriya-siddhant-raman-bihari-lalrastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- टी. रेमटं, शिक्षा शसद्धांत, <https://archive.org/details/in.ernet.dli.2015.482904>
- प्रभात कुमार, भारत का संशोधन, प्रभात पेपर बक्सै ,

- पी. िीकाणे, धर्ममिस्त्र का इशतहास, उत्तर प्रि शिल्ली संस्थान, लखनऊ
- सलजाू , सी. के . शिक्षा एकशििेचन शिल्ली; रशि बुक्स. (फुल बुक) 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 Pustak Mandir. 1992
- Ramchandran, P. & Ramkumar, V. 'Education in India' , NBT, N, Delhi, 2014.
- Saxena, N.R. S. *Principles of Education*. Meerut. R. Lal Book Depot. 1996
- Vakil K.S and S. Natrajan, 'Education in India' Allied Publishers, Bombay, Rev Edn., 1966

Course II
Course Title: Development and Challenges of Indian Education System – II
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Identify the problems of Indian education at different levels of education.
- Assess the root cause of challenges faced by Indian education system.
- Discuss various factors affecting Indian Education.

Unit	Topics
I	<u>PROBLEMS OF PREPRIMARY EDUCATION</u> <ul style="list-style-type: none"> ● Unsatisfactory Conditions of Preprimary Schools. ● Training of Preprimary Teachers. ● Unavailability of Teaching Material. ● Loopholes of Supervision and Administration. ● Problem of Uniformity.
II	<u>PROBLEMS OF ELEMENTARY AND SECONDARY EDUCATION</u> <ul style="list-style-type: none"> ● Problems of Access and Equity. ● Problems of Multilingualism, Child's Home Language and the Language of School- Classroom, Textbooks etc. ● Mass vs Class- Gap in Standards, Financial Load on Parent, Syllabus. ● Problem of Non-Availability of Technical and Vocational Guidance at Secondary Level and NSQF.
III	<u>PROBLEMS OF HIGHER EDUCATION</u> <ul style="list-style-type: none"> ● Problems of Access - Gender (Masculine, Feminine and Transgender) and Caste, Class, Religion, Region. ● Problem of over-emphasis on Examination System in India, Information Explosion and its Validation. ● Problem related with Students- Aimlessness, Intolerance, Aggression, Unemployment and Unhealthy Completion.
IV	<u>AFFECTING FACTORS OF INDIAN EDUCATION</u> <ul style="list-style-type: none"> ● Urbanization. ● Population ● Poverty. ● Brain Drain ● Digitalization

PRACTICUM (to be internally evaluated)

1. Written assignment based on the content of the Paper.
2. Identify major problems with which Preprimary/Elementary/Secondary/Higher Education system is confronted and prepare a report on suggested solutions to overcome them.

Suggested Readings:

- चौबे एस.पी., भारतीय शिक्षा का इशतहास
- जौहरी एि पाठक, भारतीय शिक्षा का इशतहास, शिनोि पुस्तक मंशिर आगरा
- अशननहोत्री आर.; आधशनकु भारतीय शिक्षा: समस्याएं और समाधान, राजस्थान शहन्िी ग्रंथ अकािमी
- पांडेय आर.एस, शिक्षा की समसामशयक समस्याएं, शिनोि पुस्तक मंशिर, आगरा
- <https://archive.org/details/in.ernet.dli.2015.441175/page/n31/mode/2u>
- Altekar A. S. *Education in Ancient India*. Varanasi, Nandkishore& Brothers. 1963
- Bakshi S.R.& Mahajan, L.*Encyclopedic History of Indian Culture and Religion: Education in ancient India*, New Delhi, Deep & Deep Publications. 2000
- Govinda, R and M, Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
- Lal R.B. & Sharma K.K. 'History, Development and Problems of Indian Education', R.Lal Book Depo, Meerut, 2015.
- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R.K. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsi Dass. 1947
- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post Independence*, Delhi, Ajanta Publications. 1990

B.A. 2nd 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 elaborates the approaches of learning and basics of human behavior. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

B.A. 2nd Year Semester III

Course I

Course Title: Philosophical and Sociological Perspectives of Education – I

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Define Education and Philosophy.
- Explain difference between Darshan and Philosophy.
- Define pluralism and diversity in Indian society.
- Relate Education with social concerns.

Unit	Topics
I	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none">● Meaning and Concept of Philosophy and ‘Darshan’; Difference between Philosophy and ‘Darshan’, its relationship with Education.● Branches of Philosophy of Education.
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none">● Vedant.● Bhagavad Geeta.● Sankhya
III	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none">● Pluralism and Diversity in Indian Society.● Social Stratification of Indian Society: Caste, Class, Gender.
IV	<u>SCHOOL EDUCATION AND SOCIETY</u> <ul style="list-style-type: none">● School as Social Organization.● Social Change and Education.● Social Mobility and Education.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Visit any nearby area/community/village and prepare its demographic report

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान.शिल्ली, ग्रंथशिल्पी. 2002
- सलजू सी. के, शिक्षाविमन, शहंीमाध्यमकायामन्यिनशनिालय नई शिल्ली
- धकंर आर. शिक्षा और समाज. हररयाणा, आधर प्रकािन. 2006
- ओड एल. के, शिक्षा की िािमशनक पष्टभू शमू , राजस्थान शहन्ीी ग्रंथ अकािमी,1994
- पांडेय के.पी, शिक्षा के िािमशनकएि सामाशजक आधार, िाराणसी शिश्वशिद्यालय प्रकािन
- 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

B.A. 2nd Year Semester III

Course II

Course Title: Psychological Perspectives of Education – I

Total Credit: 4 (3Theory+1Practicum)

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.

Unit	Topics
I	<u>EDUCATION AND PSYCHOLOGY</u> <ul style="list-style-type: none">● Psychology: Concept and Scope.● Relation of Education and Psychology.● Importance of Educational Psychology.● Methods of Studying Educational Psychology.
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none">● Development/Meaning and Forms.● Growth and Development.● Stages of Development.● Forms of Development-Physical, Mental, Emotional, Social, Motor Development, Language Development.
III	<u>UNDERSTANDING LEARNING</u> <ul style="list-style-type: none">● Meaning, Nature and Factors Influencing Education.● Learning Styles: VARK.● Transfer of Learning and its classroom implications.● Learning Theories: Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Thorndike Trial and Error Theory, Gestalt Theory and their Educational Implications.
IV	<u>FOUNDATIONS OF BEHAVIOUR</u> <ul style="list-style-type: none">● Instincts.● Sensation, Perception and Concept.● Motivation.● Memory.● Attention and Interest.● Thinking, Reasoning and Imagination.● Habit.● Fatigue
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Prepare a chart on Learning theories with their propounders.

Suggested Readings:

- भटनागरएस, शिक्षामनोशिज्ञान, सयूमपशललकेिन, 1998
 - जायसालएस.आर, भारतीयमनोशिज्ञानऔरशिक्षा, आयमबुकडीपोनईशिल्ली
 - शत्रपाठीाशलग्राम, शिक्षणव्यवहार, राधापशललकेिन, नईशिल्ली
 - गुप्ताएस.पी, शिक्षामनोशिज्ञान, िाखाप्रकािन, मेरठ
 - युगशकम्बल, शिक्षामनोशिज्ञानकीआधारशिला, शिनोिपुस्तकमंशिर, 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
 - Hilgard, 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 McGrawHill Publishing Co. Ltd.
 - Mathur, S.S. *Educational Psychology*. Agra, Vinod Pustak Mandir. 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.

B.A. 2nd Year Semester IV

Course I

Course Title: Philosophical and Sociological Perspectives of Education – II

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Compare the Indian and Western Philosophical thoughts.
- Relate Education with Political and Economic issues.
- Distinguish between Fundamental Rights and duties.
- Value role of Education for Sustainable Development

Unit	Topics
I	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none">● Idealism.● Naturalism.● Pragmatism.
II	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> <ul style="list-style-type: none">● Mahatma Gandhi.● Mahatma Madan Mohan Malaviya● B.R. Ambedkar.● Rousseau.● Dewey.
III	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none">● Fundamental Rights and Duties.● Directive Principles.
IV	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none">● Education as Development Indicator.● Education for Sustainable development● UN Millennium Development Goals vs Sustainable Development Goals.● Education as an Investment & Returns
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Review a book written by any prominent educational thinker included in this course.

Suggested Readings:

- कमर, के. शिक्षा और ज्ञान. शिल्ली, ग्रंथशिल्पी. 2002
- सलजा सी. के, शिक्षा िमन, शहं िमाध्यमकायामन्ियनशनि िालय नई शिल्ली
- धकर आर. शिक्षा और समाज. हररयाणा, आधार प्रका िन. 2006
- ओड एल. के, शिक्षा की ि िमशनक पष्टभू शमू , राजस्थान शहन् िी ग्रंथ अका िमी, 1994
- पांडेय के. पी, शिक्षा के ि िमशनक ि सामाशजक आधार, ि िराणसी शिश्वशिक्षालय प्रका िन
- 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

B.A. 2nd Year Semester IV

Course II

Course Title: Psychological Perspectives of Education – II

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Identify Individual Differences.

- Understand Special Need Learners
- Examine the importance Mental Health.
- Illustrate Teaching Learning Process.

Unit	Topics
I	<u>INDIVIDUAL DIFFERENCES</u> <ul style="list-style-type: none"> ● Meaning, Types and Causes of Individual Differences. ● Individual Differences and Education.
II	<u>SPECIAL NEED LEARNERS</u> <ul style="list-style-type: none"> ● Mentally Retarded. ● Gifted Children. ● Divyang (Handicapped).
III	<u>MENTAL HEALTH AND ADJUSTMENT</u> <ul style="list-style-type: none"> ● Concept and need of studying mental health. ● Affecting Factors of Mental Health. ● Mental Health and Education. ● Adjustment: Meaning and Process. ● Conflict , Anxiety & Frustration
IV	<u>TEACHING AND LEARNING PROCESS</u> <ul style="list-style-type: none"> ● Concept of Teaching ● Relation between Learning and Teaching. ● Conditioning vs Teaching. ● The Objectives of Education is Learning. ● Role of Teacher in Teaching- Learning.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none"> 1. Written assignment based on the content of the Paper. 2. Prepare a Case Study of a Special Need Learner.

Suggested Readings:

- भटनागरएस, शिक्षामनोशिज्ञान, सयूमपशललकेिन, 1998
- जायसालएस.आर, भारतीयमनोशिज्ञानऔरशिक्षा, आयमबुकडीपोनईशिल्ली
- शत्रपाठीाशलग्राम, शिक्षणव्यव्हार, राधापशललकेिन, नईशिल्ली
- गुप्ताएस.पी, शिक्षामनोशिज्ञान, िाखाप्रकािन, मेरठ
- युगशकम्बल, शिक्षामनोशिज्ञानकीआधारशिला, शिनोिपुस्तकमंशिर, 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 McGrawHill Publishing Co. Ltd.
- Mathur, S.S. *Educational Psychology*. Agra, Vinod Pustak Mandir. 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.

B.A. 3rd 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 discusses the evolving modern tendencies that are creating paradigm shift in our Education System.

B.A. 3rd Year Semester V
Course I
Course Title: Educational Assessment
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Define Assessment, Measurement and Evaluation
- Enumerate and Illustrate Characteristics of a good test.
- Classify different types of tests.
- Test Aptitude of a subject.

Unit	Topics
I	<u>BASICS OF ASSESSMENT</u> <ul style="list-style-type: none">• Assessment, Measurement, Evaluation: Concept, Features and Difference.• Physical vs Psychological Measurements.• Continuous and Comprehensive Evaluation: Meaning, purpose and Aspects.
II	<u>NORMS</u> <ul style="list-style-type: none">• Norms: Meaning and Significance• Marks vs Grades• Credit System
III	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none">• Meaning, purpose and Types.• Subjective vs Objective tests.• Characteristics of a Good test.
IV	<u>APTITUDE</u> <ul style="list-style-type: none">• Aptitude: concept and type• Characteristics of Aptitude.• Measurement of Aptitude.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Prepare different types of Multiple Choice Questions.

Suggested Readings:

- गुप्ताएस.पी, शिक्षक मापनएमल्यांकन , िारिपुस्तकभिन, आगरा
- नन्ि. पचौरीएिमाम, शिक्षामनोशिज्ञानएमपन, संजयपशललकेिन्स, आगरा
- भटनागरएस, शिक्षामनोशिज्ञान, सयूमपशललकेिन्स, 1998
- शसंहए.के ,शिक्षामनोशिज्ञान, भारतीभिन, 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

B.A. 3rd Year Semester V

Course II

Course Title: Milestones and New Dimensions of Indian Education - I

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- List and differentiate the different education programs and schemes.
- Use MOOCs and SWAYAM.
- Collect and use material from OERs.
- Review e-journals and e-Magazines.

Unit	Topics
I	<u>MILESTONES: MAIN PROGRAMS AND SCHEMES</u> <ul style="list-style-type: none">● ICDS● SSA.● Mid-day Meal.● RMSA.● RUSA.● NMEICT.● RTE.● PMMMNMTT.
II	<u>MILESTONES: EDUCATIONAL INSTITUTIONS OF INDIA</u> <ul style="list-style-type: none">● Shanti Niketan.● Vanasthali Vidyapeeth● Rajghat Basent School, Varanasi● Sri Aurobindo Ashram School, Puducherry● Sainik School
III	<u>EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none">● ICT: Meaning, Type, Concept and Need.● ICT and Education.● Approaches of Educational Technology.● Computer and Internet: Application in Education
IV	<u>INITIATIVES AND INNOVATIONS</u> <ul style="list-style-type: none">● EDUSAT, EDUCOM.● MOOCS, SWAYAM.● OERs.● e-journals and e-Magazines.● NAD, NIRF, e-Pathshala.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Prepare a Power Point Presentation of your assignment.

Suggested Readings:

- या.ि.एस.आर.रितीशिक्षा, शिनो.िपुस्तकमंशिर, 2001
- िमामजी.आर.शिक्षणतकनीकी, स्.िरूपएंडसन्स, न्यूशिल्ली, 1992
- भा.ि.आर.आर, साक्षरताशिक्षा, एिनिचार, हंसाप्रका.िन, जयपुर
- सक्सेनाआर.आर, निाचारीशिक्षणपद्धशतयां, राजस्थानशहन्.िीग्रंथअका.िमी
- 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

B.A. 3rd Year Semester V

Optional Course III A

Course Title: Educational Administration and Management

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes	
<p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Describe different Educational Organizations. ● Compare Administration and Management. ● Identify functions of Educational administration. 	
Unit	Topics
I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none"> ● Meaning and Types. ● Characteristics of Educational Organizations.
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> ● Meaning, Concept and Types of Educational Administration. ● Administration vs Management. ● Principles of Educational Administration. ● Administrative Skills.
III	<u>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</u> <ul style="list-style-type: none"> ● Classical School ● New Classical School ● New Management
IV	<u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none"> ● POSDCORB
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none"> 1. Written assignment based on the content of the Paper. 2. Visit any Secondary School and make a report on its administrative system.
Suggested Readings: <ul style="list-style-type: none"> ● भटनागर आर.पी., शिक्षक प्रीसन, आरलाल बुक डीपोट, 2015 ● ओडएल.के, शिक्षक प्रीसन, राजस्थान शहंीग्रंथ अकािमी, जयपुर ● िमाम, एल.एन. भारतीय शिक्षा विस्थापिप्रिसनतंत्र, राजस्थान शहंीग्रंथ अकािमी, जयपुर. ● Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management (n.p.). ● Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006 ●Kudesia, U. Chandra(n.d.) Education Administration Management (n.p.). ● Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot. ● Sukhiya ,S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal publication. ● http://mlrd.gov.in/school-education ● http://mlid.gov.in/schemes-1 	

B.A. 3rd Year Semester V
Optional Course III B
Course Title: Educational Statistics - Basic
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Define Statistical terms.
- Prepare graphical charts.
- Survey and collect data.

Unit	Topics
I	<u>INTRODUCTION TO STATISTICS</u> <ul style="list-style-type: none">• History of Statistics• Definition and Need of Statistics.• Types of Statistics• Symbols in Statistics
II	<u>PRESENTATION AND ORGANIZATION OF DATA</u> <ul style="list-style-type: none">• Organization of data:<ul style="list-style-type: none">○ Simple array○ Frequency array○ Frequency Distribution• Class Interval:<ul style="list-style-type: none">○ Inclusive○ Exclusive
III	<u>LEVELS OF MEASUREMENT & GRAPHICAL REPRESENTATION OF DATA</u> <ul style="list-style-type: none">• Levels of Measurement• Bar diagram• Histogram• Pie chart
IV	<u>NORMAL PROBABILITY CURVE</u> <ul style="list-style-type: none">• Concept and Characteristics.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Depict a tabulated Data in various Graphical forms.

Suggested Readings:

- अस्थानाशिशपन, शिक्षकै अनुसंधानऐसांशययकी, अग्रिलपशललकेन्सि, 2011.
- कशपलएच.के ,अनुसंधानशिशधयां, भागमिशप्रंटसम, आगरा
- पांडेयके.पी, शिक्षकै अनुसंधान, िाराणसीशिश्वशिद्यालयप्रकांनि
- 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

B.A. 3rd Year Semester V
Course IV
Course Title: Internship/Term Paper
Total Credit: 4

Course Learning Outcomes

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

- Develop professional skill through hands-on experience.
- Understand basic requirements of a work place
- Develop healthy attitude towards a workplace
- Acquire competency and proficiency to work

B.A. 3rd Year Semester VI
Course I
Course Title: Intelligence and Personality
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Define Intelligence and Personality
- Describe various theories of Intelligence and Personality.
- Classify different Intelligence and Personality tests.
- Test Intelligence and Personality of a subject.

Unit	Topics
I	<u>INTELLIGENCE</u> <ul style="list-style-type: none"> ● Intelligence: Concept and Types ● Concept of Emotional Intelligence. ● Concept of Spiritual Intelligence.
II	<u>MEASUREMENT OF INTELLIGENCE</u> <ul style="list-style-type: none"> ● Verbal, Non-Verbal test ● Individual Tests and Group test
III	<u>PERSONALITY</u> <ul style="list-style-type: none"> ● Personality: concept and types ● Theories of Personality: Trait and Type
IV	<u>ASSESSMENT OF PERSONALITY</u> <ul style="list-style-type: none"> ● Objective, Subjective and Projective Techniques.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none"> 1. Written assignment based on the content of the Paper. 2. Administration and Interpretation of Scores of any one Intelligence test and any one Personality test

Suggested Readings:

- गुप्ताएस.पी, शिक्षक मापनएमल्यांकन , िारिपुस्तकभिन्, आगरा
- नन्ि. पचौरीएिमाम, शिक्षामनोशिज्ञानएमपन, संजयपशललकेन्सि, आगरा
- भटनागरएस, शिक्षामनोशिज्ञान, सयूमपशललकेनि, 1998
- शसंहए.के ,शिक्षामनोशिज्ञान, भारतीभिन्, 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

B.A. 3rd Year Semester VI

Course II

Course Title: Milestones and New Dimensions of Indian Education - II

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- List and differentiate the different education programs and schemes.
- Use MOOCs and SWAYAM.
- Collect and use material from OERs.
- Review e-journals and e-Magazines.

Unit	Topics
I	<u>SOCIETAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none">● Inclusion.● Human Rights.● Value and Moral Education.● Women Empowerment
II	<u>CULTURAL TRENDS AND EDUCATION</u> <ul style="list-style-type: none">● Social Media.● Demographic changes.● Globalization● Peace Education
III	<u>ENVIRONMENT: CONCEPT AND CONCERNS</u> <ul style="list-style-type: none">● Environment and Ecosystems● Environmental Pollution.● Ozone layer depletion.● Greenhouse effect.● Global Warming.
IV	<u>ENVIRONMENT AND EDUCATION</u> <ul style="list-style-type: none">● Environmental Education: Concept, Aims and importance.● Awareness towards Environmental Issues.● Conservation of Natural Resources and Utilization of Non-Conventional Resources.
	<u>PRACTICUM (to be internally evaluated)</u> <ul style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Prepare a chart on any Environmental concern.

Suggested Readings:

- या.ि.एस.आर.रितीशिक्षा, शिनो.िपुस्तकमंशिर, 2001
- िमामजी.आर.शिक्षणतकनीकी, स्.िरूपएंडसन्स, न्यूशिल्ली, 1992
- भा.ि.ू.आर.आर, साक्षरताशिक्षा, णिनिचार, हंसाप्रका.िन, जयपुर
- सक्सेनाआर.आर, निचारीशिक्षणपद्धतयां, राजस्थानशहन्.िीग्रंथअका.िमी
- 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*

B.A. 3rd Year Semester VI
Optional Course III A
Course Title: Educational Leadership and Supervision
Total Credit: 4 (3Theory+1Practical)

Course Learning Outcomes	
On completion of this course, learners will be able to:	
<ul style="list-style-type: none"> ● Describe Educational Leadership styles. ● Compare approaches of Educational Planning. ● Differentiate between inspection and supervision. 	
Unit	Topics
I	<u>LEADERSHIP</u> <ul style="list-style-type: none"> ● Meaning, Nature and types. ● Styles of Leadership.
II	<u>EDUCATIONAL PLANNING</u> <ul style="list-style-type: none"> ● Meaning and Nature of Educational Planning. ● Approaches of Educational Planning.
III	<u>EDUCATIONAL FINANCE</u> <ul style="list-style-type: none"> ● Need and Significance. ● Sources of Finance.
IV	<u>EDUCATIONAL SUPERVISION</u> <ul style="list-style-type: none"> ● Meaning, Nature and types of Educational Supervision. ● Inspection vs Supervision.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none"> 1. Written assignment based on the content of the Paper. 2. Visit any school and prepare a report on the leadership style of its Principal.
Suggested Readings:	
● भटनागर आर.पी. शिक्षक प्रैसन, आरलाल बुक डीपोट, 2015	
<ul style="list-style-type: none"> ● ओडएल.के , शिक्षक प्रैसन, राजस्थान शहंी ग्रंथ अकािमी, जयपुर ● िमाम, एल.एन. भारतीय शिक्षा विस्था प्रैसन तंत्र, राजस्थान शहंी ग्रंथ अकािमी, जयपुर. ● Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management (n.p.). ● Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006 ● Kudesia, U. Chandra (n.d.) Education Administration Management (n.p.). ● Sharma, R.A. (n.d.). Education Administration and Management. Meerut, Loyal Book Depot. 	
<ul style="list-style-type: none"> ● Sukhiya ,S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal publication. ● http://mlrd.gov.in/school-education ● http://mlid.gov.in/schemes-1 	

B.A. 3rd Year Semester VI
Optional Course III B
Course Title: Educational Statistics - Advance
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Describe the data using various measures of Statistics
- Analyze the data with Suitable Statistical methods
- Draw inference from the data using various operations of statistics.

Unit	Topics
I	<u>MEASURES OF CENTRAL TENDENCY</u> <ul style="list-style-type: none">• Definition, Uses• Computation of: Mean, Median, Mode
II	<u>MEASURES OF RELATIVE POSITION</u> <ul style="list-style-type: none">• Concept of Relative Position• Percentile• Percentile Rank
III	<u>MEASURES OF VARIABILITY</u> <ul style="list-style-type: none">• Definition, Uses• Computation: Range, Quartile Deviation, Mean Deviation, Standard Deviation.
IV	<u>CORRELATION</u> <ul style="list-style-type: none">• Meaning, Types, Uses and Computation of: Coefficient of Correlation- Spearman's Rank Difference Method and Karl Pearson's Product moment Method.
	<u>PRACTICUM (to be internally evaluated)</u> 1. Written assignment based on the content of the Paper.

Suggested Readings:

- अस्थानाशिशपन, शिक्षकै अनुसंधानऐसांशययकी, अग्रिलपशललकेन्सि, 2011.
- कशपलएच.के, अनुसंधानशिशधयां, भागमिशप्रंटसम, आगरा
- पांडेयके.पी, शिक्षकै अनुसंधान, िाराणसीशिश्वशिद्यालयप्रकांिन
- 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

B.A. 3rd Year Semester VI
Course IV
Course Title: Minor Project
Total Credit: 4

Course Learning Outcomes

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

- Develop an orientation towards research
- Understand basics of research
- Develop attitude towards research
- Collect and analyse data

Suggested Readings:

- गुप्ताएस.पी, शिक्षक मापनमिल्यांकन , िारिपुस्तकभिन, आगरा
- नन्ि. पचौरीमिमाम, शिक्षामनोशिज्ञानमिमापन, संजयपशललकेिन्स, आगरा
- पाण्डेयके .पी, शिक्षक अनुसंधान, शिक्षाशिक्षालयप्रिसन, िाराणसी
- *Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co. Inc. 1976*
- *NCERT Curriculum and Evaluation, New Delhi, NCERT 1990*

B.A. 4th Year Education- BACHLOR OF ARTS DEGREE IN EDUCATION RESEARCH

B.A. 4th Year Semester VII

Course I

Course Title: Educational Technology

Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Know about basics of educational technology
- Understand the concept of teaching, of teaching phase and levels of teaching
- Understand communication, models and different methods of getting learning and information
- Familiarize with new trends and techniques in education along with web based Instruction
- Become good practitioner of Educational technology
- Use the e-learning materials and media for effective learning;
- Develop an awareness about the recent innovations and future prospects of Education Technology

Unit	Topics
I	<u>EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none">• Meaning & Definitions, scope and significance.• Development of Educational Technology• Technology in Education and Technology of Education• Forms of Educational Technology• Difference among Educational Technology, Instructional Technology and Information Technology• Concept of Systems Approach in Education
II	<u>TEACHING TECHNOLOGY</u> <ul style="list-style-type: none">• Concept of teaching: Meaning, definition, nature and scope of teaching.• Taxonomy of teaching objectives; Writing teaching objectives in behavioral terms• Modalities of teaching: Conditioning, Training, Instruction and Indoctrination,• Difference between teaching and Instruction, conditioning & training,• Phases of teaching: Pre-active, Interactive and Post-active phase of teaching• Levels of Teaching: Memory, Understanding and Reflective levels
III	<u>UNDERSTANDING EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none">• Concept of Communication• Models of Teaching: -Definition and characteristics and Families (i) Information processing models (ii) Inquiry training model (iii) Concept attainment Model (iv) Advance organizer model (v) Social interaction model (vi) Jurisprudential model. (vii) Personal development model (viii) Non directive teaching, modification: Programmed Instruction.• Teaching machines, Overhead projector (OHP), LCD Projector, Role of Computers in Education, Instructional Television, Closed circuit television (CCTV) and uses.• Blended learning; Mobile learning (M learning). Web Based Instruction (WBI),• Concept of OER and MOOCs• Virtual Universities; Concept of Artificial Intelligence

IV	<u>APPLICATION OF EDUCATIONAL TECHNOLOGY</u> <ul style="list-style-type: none"> • Edger Dale's Cone of experience, • Gagne's Nine Events of Instruction, • Programmed Instruction • Five 'E's of Constructivism • Role and Importance of major institutions of educational technology in India – UGC, IGNOU, CIET, SIET, NOS, NIST, CEC and EMMR
	<u>PRACTICUM (to be internally evaluated)</u> 1. Written assignment based on the content of the Paper.
Suggested Readings: <ul style="list-style-type: none"> • Aggarwal, J.C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas Publication. • Allison Little John (2003): Refusing Online Resources. A Sustainable Approach to e-Learning, Kogan Page Limited • Bengalee, Coomi (1986). Introduction to educational technology: innovations in education. Mumbai: Saith. • Bhatia, K.K.(2001). Foundation of teaching learning process. Ludhiyana: Tandon Publishers. • Bhatt, B. D., Sharma, S. R.(1992). Educational technology: concept and technique. New Delhi: Kanishka Publ. House. • Dahiya, S.S. (2008). Educational technology: towards better teaches preference. Delhi: Shirpa Publication. • Dangwal, Kiran L (2010) . Computers in Teaching and Learning. Vinod Pustak Mandir: Agra • Das, R. C. (1993). Education technology: a basic text. New Delhi: Sterling. • Dasgupta, D. N. Communication and Education, , Pointer Publishers • Heinich, Robert, Molenda, Michael, Russell, James D.(1989). Instructional media and the new technologies of instruction. New York: Macmillan. • Information and Communication Technologies in Education: A Curriculum for School and Programme of Teacher Development, Handbook of UNESCO • Information and Communication Technologies in Teacher Education: A Planning Guide, Handbook of UNESCO • Jain, Purabi. (2004). Educational technology. New Delhi: Dominant. • Joyce, Bruce (2009). Models of teaching. New Delhi: Phi Learning. • Kumari, S. (2006). Increasing role of technology in education. Delhi: Isha. • Mangal, S.K. (2002). Essentials of teaching learning and information technology. Ludhiyana: Tandon Publishers. • Mukhopadhyay, M. (1990). Educational technology: challenging issues. New York: Sterling. 	

B.A. 4th Year Semester VII
Course II
Course Title: Inclusive Education
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Familiarize with the concept of Inclusive Education and appreciate its Philosophy in the context of Education for All.
- Identify and understand the problems of socially disadvantaged children
- Identify and address the diverse needs of all learners.
- Acquaint with the trends and issues in Inclusive Education
- Develop capacity for creating an inclusive School
- Appreciate various inclusive practices to promote Inclusion in the classroom.

Unit	Topics
I	<u>INCLUSIVE EDUCATION</u> <ul style="list-style-type: none">• Concept, Meaning and Importance of Inclusive Education;• Objectives of Inclusive Education;• Models of Inclusion;• Difference between Special Education and Inclusive Education.• Historical perspective of inclusive Education for children with special needs.
II	<u>SOCIALLY DISADVANTAGED CHILDREN</u> <ul style="list-style-type: none">• Meaning of socially disadvantaged children (ST, SC, OBC, Minority, Girls and Slum children).• Discrimination based on gender, caste and minority, Forms of disadvantage,• Problems of socially disadvantaged children
III	<u>CHILDREN WITH SPECIAL NEEDS</u> <ul style="list-style-type: none">• Concept, Meaning, Classification, Characteristic and identification of gifted children.• Types of disabilities. Characteristics, Cause and identifications of the Educational needs of mental disabilities, physical disabilities and learning disabilities
IV	<u>INCLUSION IN SCHOOLS</u> <ul style="list-style-type: none">• Inclusive practices in the classroom. Pedagogical strategies: co-operative learning strategies, peer tutoring, social learning and multisensory teaching.• Supportive services available in school to facilitate inclusive special teacher, speech therapist, physiotherapy, occupational therapist and Counselor.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.

Suggested Readings:

- fof''k'V ckyd % अमिता बाजपेई
- Baquer, A. & Sharma, A. (1997) .Disability: Challenges Vs. responses, Can Pub.
- Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- Bhargava, M. (1994), Introduction to exceptional Children, Sterling Publishers.
- Blackurst & Berdine (1981), Introduction to Special Education

- Chaote Joyce,S. (1991) . Successful mainstreaming, Allyn & Bacon
- Daniels, Harry (1999) .Inclusive Education, London: Kogan.
- Dash, M. Education of Exceptional Children. New Delhi: Atlantic Publisher and Distributors.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, developing and writing JEPs Corwin press, sage Pub
- Hallahan & Kauffman (1978), Exceptional Children: Introduction to special Education Prentice Hall
- Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, sage Pub
- Joyce S. Choate (1997). Successful inclusive teaching, Allyn & Ba
- Karant, P. & Rozario, J. ((2003). Learning Disabilities in India. Sage Pub.

B.A. 4th Year Semester VII
Course III
Course Title: Guidance and Counselling
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Know the meaning, importance and types of Guidance and Counselling
- Sensitize towards the Educational and Vocational needs of the students
- Understand the need of Guidance in Education
- Understand the importance of Counselling in Education

Unit	Topics
I	<u>GUIDANCE AND EDUCATION</u> <ul style="list-style-type: none">● Guidance: Meaning, Concept, Nature and Scope of Guidance● Objectives and Principles of Guidance● Need and Methods of Guidance (Group and Individual)● Types of Guidance (Educational, Vocational and Personal)
II	<u>EDUCATIONAL GUIDANCE</u> <ul style="list-style-type: none">● Meaning, Need, and Importance● Educational Guidance at Primary level● Educational Guidance at Secondary level
III	<u>VOCATIONAL AND PERSONAL GUIDANCE</u> <ul style="list-style-type: none">● Meaning, Need and Scope of Vocational Guidance● Vocational Guidance at Secondary and Higher level● Meaning, Need and Scope of Personal Guidance
IV	<u>COUNSELLING</u> <ul style="list-style-type: none">● Meaning, Scope and Need● Types of Counselling: Directive and Non- Directive● Difference between Directive and Non- Directive Counselling● Public Relation and Guidance Program: Meaning and Importance
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Visit any Counselling Centre and report its functioning

Suggested Readings:

- Aggarwal, J. C. (1991). Educational, vocational guidance and counseling. New Delhi: Doabai House.
- Bhatnagar, R P, & Seema, R. (2003). Guidance and counselling in education and psychology. Meerut: R. Lal Book Depot.
- Chauhan, S. S. (2008). Principles and techniques of guidance, Vikas Publishing House Pvt Ltd.
- Crow, L. D., & Crow, A. (2008). An introduction to guidance. Delhi: Surjeet Publications.
- Jones, A. J. (2008). Principles of guidance. (5ed). Delhi: Surjeet Publications.
- Kochhar, S. K. (1979). Guidance in Indian Education. New Delhi: Sterling Publishers Private Ltd.

- Sharma, N. R. (1989). Educational and vocational guidance. Agra: Vinod Pustak Mandir.
- Sharma, R. A. (2008). Career information in career guidance. Meerut: R. Lall Books Depot.
- Pandey, K.P. Advanced Educational Psychology. 2nd Ed. New Delhi: Konark Publishers Pvt. Ltd., 1988.

B.A. 4th Year Semester VII
Optional Course IV A
Course Title: Innovations in Education
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Develop awareness of various innovative practices and experiments in education.
- Develop awareness in contemporary modern issues and inspiring Innovations around the Globe.
- Develop innovative trends for growth and healthy living.
- Develop understanding of technical devices for inspiring innovations around the Globe.

Unit	Topics
I	<u>INNOVATIVE CLASSROOM</u> <ul style="list-style-type: none">• Innovation– Meaning, concept, need and scope in view of technological, social change & scientific temper, Obstacles in innovation, role of Education in overcoming obstacles and in bringing innovations.• Innovative Classroom: Musical & Theatrical, Classroom without four walls, Drama in Education, Understanding social & environmental issues and local culture, Self realization, Creative expression by drama.
II	<u>INNOVATIVE EXPERIMENTS</u> <ul style="list-style-type: none">• Case Studies of Innovations in reference to Educational Institutions (CASE Baroda, Shantiniketan, Vidya Bhawan Udaipur), Innovative approach of Inclusive Education.• Innovative Experiments in Education: Banasthali Vidyapeeth, SNDT University, People Science Movement, Hoshingabad Science Teaching Project. Educational rights of Transgender Community with special reference to Supreme Court judgment of 2014.
III	<u>INNOVATIVE TRENDS</u> <ul style="list-style-type: none">• Some Innovative trends in teaching: Cooperative Learning Strategies, Constructivism, Concept Mapping, Simulation (Role Play), Reciprocal Peer Teaching, Inter & Multi Disciplinary Approach.• Use of Statistical packages in Research with special reference to SPSS
IV	<u>INNOVATIVE PRACTICES</u> <ul style="list-style-type: none">• Some Inspiring Innovations in Education around the Globe: Robert Teacher, Forest Kindergarten, Free University Education, 3D Learning, Literacy Brigades, Teacher Autonomy, the Paperless Classroom.• Changing face of School and University in the age of information and communication technology, E-learning in Education, Interactive Radio, EDUSET, Internet, Tele-conferencing, Virtual reality, Swayam.
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Prepare a chart on any innovative practice.

Suggested Readings:

- Badheka, G. (1988). Divaswapna (K. Triwedi, Trans.). India: National Book Trust.
- Chauhan S.S. (1994). Innovations in teaching learning process. New Delhi: Vikas Publishing

House P. Ltd.

- Kuroyanagi, T. (1981). Totto-Chan (D. Britton, Trans). Tokyo: Kodansha Publishers Ltd.
- Laxmi, S. (1989). Innovations in Education. Delhi: Sterling Publishers Pvt. Ltd.
- NCERT (1979). Experimentation & Innovations in School: A handbook. New Delhi: NCERT.
- Radjou, N., Prabhu, J. & Ahuja, S. (2015). Jugaad. Gurgaon: Random House Group Ltd.
- Shivani (1986). Amader Shantiniketan. New Delhi: Rajkamal Publication.

B.A. 4th Year Semester VII
Optional Course IV B
Course Title: Education for Happiness
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Understand the concept of happiness and its interrelationship with education.
- Understand the role of happiness in education.
- Understand the demand of happiness in education and its reality (issues and problems) in Indian education system.
- Accustom with the underpinnings of happiness in various schools of philosophy.
- To know the perspective of various eastern and western philosophers on happiness.
- Understand the concept of education for happiness and its salient features.
- Understand the importance of education for happiness and implement in their teaching

Unit	Topics
I	<u>HAPPINESS</u> <ul style="list-style-type: none">• Happiness: Concept, meaning and nature of happiness, domains of happiness and its factors.• Demand of education for happiness in 21st century, issues and problems (Primary, Secondary and Higher level of education).• Role of happiness in education• Relationship between happiness and education, positive discipline
II	<u>HAPPINESS: EASTERN VIEWPOINT</u> <ul style="list-style-type: none">• Historical background of happiness: Eastern.• Eastern: Upanishad, Bhagvad Gita, Buddha, Sad-Darshan, Charvaka, Aurobindo, Vivekanand, J. Krishnamurti and Osho.
III	<u>HAPPINESS: WESTERN VIEWPOINT</u> <ul style="list-style-type: none">• Historical background of happiness: Western.• Western: Socrates, Aristotle, Kant, Russell, Bentham and Mill, Seligman
IV	<u>EDUCATION FOR HAPPINESS</u> <ul style="list-style-type: none">• Education for happiness: concept and meaning and salient features.• National Policies and Committee recommendations on Education for Happiness• Centres of Happiness: Aims and vision.
	<u>PRACTICUM (to be internally evaluated)</u> 1. Written assignment based on the content of the Paper.

Suggested Readings:

- Haribhadra (1986). Sad-Darsana Samuccaya (A Compendium of Six Philosophies). Delhi: Eastern Book Linkers
- Aurobindo (1977). Sri Aurobindo and the Mother on Happiness and Peace. Pondicherry: Sri Aurobindo Society.
- Kapoor, Subodh (2002). Encyclopaedia of Upanisads and its Philosophy (Vol. 4). New Delhi: Cosmo Publications
- Osho (2008). Joy: The Happiness that comes from within. NY: St. Martin's Press.

- Russell (n.d.). The Conquest of Happiness.
- Kant (2012). Critique of Judgement. NY: Dover Publications, Inc.
- Wike, V.S. (1994). Kant on Happiness in Ethics. Albany: State University of New York Press.
- Krishnamurti (1927). The Kingdom of Happiness. NY: Boni & Liveright.

B.A. 4th Year Semester VII
Optional Course V A
Course Title: Environmental and Population Education
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Understand and know the concept, importance scope and aims of environmental education.
- Know about the various methods strategies and techniques of teaching environmental education for realizing its objectives and feel and develop concern about environmental issues.
- Know about the possible environmental hazards and enable them to combat, cope and eradicate their possible negative effects.
- Get acquainted with the various basic components of environment essentially required for developing an environmental education curriculum.
- Understand and become familiar with various projects, studies etc. being carried out in different countries of the world and utilize the resources for solving their own problems.

Unit	Topics
I	<u>ENVIRONMENTAL EDUCATION</u> <ol style="list-style-type: none">1. Environment: Concept, types, components and socio-cultural determinants.2. Human Ecology: Concept, environment and adaptation.<ul style="list-style-type: none">• Impact of human activities on environment.• Environmental hazards: environmental pollution (its types also); extinction of flora and fauna; deforestation; soil erosion.• Need for sustainable development and its meaning and implications.3. Environmental Education: Concept, importance, scope, aims-objectives and guiding principles and foundations.<ul style="list-style-type: none">• Relationship between environment and education – ecological and psychological perspective.• Content, objectives, methods and approaches (as a separate subject: as topical unit, as integrated and interdisciplinary subject) and strategies of environmental education at different educational levels.• Role of media.
II	<u>ISSUES IN ENVIRONMENTAL EDUCATION</u> <ol style="list-style-type: none">4. Environmental degradation: meaning and areas.<ul style="list-style-type: none">• Causes and factors responsible for the lowering of environmental quality.5. Eco-environmental concerns in India: Present scenario and future needs.6. Environmental management: concept, planning, organization and agencies.<ul style="list-style-type: none">• National schemes and movements related to environmental protection.• Environmental laws and constitutional provisions.
III	<u>POPULATION EDUCATION</u> <ol style="list-style-type: none">7. Population Education: concept, objectives, scope and approaches.<ul style="list-style-type: none">• Population explosion and environment.8. Population scenario in world perspective: size and composition of population.<ul style="list-style-type: none">• Demographic distribution and density of population with special reference to India.9. Population Dynamics: determinants of population growth.<ul style="list-style-type: none">• Traditional and sociological, economic and political, biological and psychological Factors in population.

IV	<p>ISSUES IN POPULATION EDUCATION</p> <p>10. Problems of Population Growth: family life, health and nutritional problems (with special reference to developing countries)</p> <p>11. Population growth and Population policies: major institutions involved in population policies and implementation of programmes for population control.</p> <p>12. Role of Teacher in Population Education:</p> <ul style="list-style-type: none"> - as facilitator of knowledge . - as community leader in the process of social change. <p>.</p>
	<p>PRACTICUM (to be internally evaluated)</p> <p>1. Written assignment based on the content of the Paper.</p>
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Agarwal, A and Narain, S,-Towards a Green World, Centre for Science and Environment New Delhi. • Agarwal, A. and Narain, S. (Eds.)-The state of India Environment, Centre for Science and Environment. New Delhi. • Agnihotri-Environmental planning, Wiley Ltd., New Delhi. • Bandhu, D. & Berberet, G. (Eds.)- Environmental Education for conservation and development. Proceedings of second International conference on Environmental Education, New Delhi, 1985. • Bandhu, D. and Ramanathan, N.L. (Eds.)-Education for Environmental planning and conservation. Indian Environmental society, New Delhi, 1982. • Botkin and Keller-Environmental Studies, Bell and Howell Co., U.S.A. • Our common Future-Report of the world commission on Environment and Development, Oxford University Press, New Delhi. • Pandey, K.P. and Pandey, S-Paryavaran Shiksha avam Bhartiya Sandarbh, Bhartiya Prayavaran Shiksha Parishad. • Prakash, R : Man, science and Environment, Wiley, New Delhi. • Prasad-Environmental pollution, Wiley, New Delhi. • Rao- Environment Pollution Control, Wiley, New Delhi. • Ray-Pollution and Health Wiley, New Delhi. • Saxena-Environmental Education. Bhargava Book House, • Sodthwick, C.H-Ecology and the Quality of our Environment. Van Nostrand Co., London. • Swarup, R. et al-Environmental Health Education and Public understanding. Mittal Publications, New Delhi. • Shukla-Environmental Resources Conservations, New Royal Book Co., Lucknow. • Shukla-Concepts in Environmental Impact Analysis, New Royal Book Co., Lucknow. • Shukla-Ecology and Environment, New Royal Book Co., Lucknow. • Turk and Writes-Environmental Science, W.B. Sounders Co., London. • Tripathi-Advances in Environmental science, New Royal Book Co., Lucknow. • Varshney-Environmental Challenges, Wiley Ltd., New Delhi. • Wahi-Environmental Management. Wiley Ltd., New Delhi. • Agarwala, S.N.-India's Population Problem, McGraw Hill Pub. Co. Ltd., New Delhi. • Agarwala, S.N.-India's Population, Asia, Publishing House, New Delhi. • Anant Padmanabhan and Chandra, Ramesh (Ed.)-Population Education in Class Room, NCERT, New Delhi. • Bose, Ashish et. al.- Population studies in India, Vikas Publishing House Pvt., New Delhi. • Bose, Ashish-Studies in India's Urbanization 1901-71, Tate McGraw Hill Co., New Delhi. • Bose, Ashish (Ed.)- Pattern of population change in India, Allied publishers, New Delhi. 	

- Sahu, Binod Kumar-Population Education, New Delhi-110016 published by sterling publishers Pvt. Ltd.

B.A. 4th Year Semester VII
Optional Course V B
Course Title: Value and Peace Education
Total Credit: 4 (3Theory+1Practicum)

Course Learning Outcomes

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

- Understand the nature and classification of values.
- Understand the importance of values in human life.
- Examine the role of values in Education.
- Understand the concept of world peace from different perspective.

Unit	Topics
I	<u>VALUE EDUCATION</u> <ul style="list-style-type: none">• Meaning, Need and importance of value education in the present world.• Value system – Role of culture and civilization.• Concept of values in behavioural sciences, nature and sources of values, determinants of values (Biological, Social, Psychological, Ecological) – their bearing on education in varying degrees, Indian culture and values.
II	<u>CLASSIFICATION OF VALUES</u> <ul style="list-style-type: none">• Classification of values: Material, Social, Moral and Spiritual; Inculcation of values through education, Theories of value, Positive and negative values. Role of education to overcome negative values.• Ethical values- Professional ethics, Mass media ethics, advertising ethics; Influence of ethics on family life.• Family values- Components, structure and responsibilities of family, Neutralization of anger, Adjustability, Threats of family life, Status of women in family and society, Caring for needy and elderly, Time allotment for sharing ideas and concerns.
III	<u>ISSUES AND IMPACT</u> <ul style="list-style-type: none">• Levels of values realization, value conflict and their resolution, development of values as a personal and life long process.• Social awareness, Consumer awareness, Consumer rights and responsibilities, Redressal mechanisms.• Effect of international affairs on values of life, Issue of Globalization- Modern warfare- terrorism, Environmental issues- mutual respect of different cultures, religions and their beliefs.
IV	<u>PEACE EDUCATION</u> <ul style="list-style-type: none">• Concept of World Peace in Indian Perspective- Vasudhaiv Kutubakam, Sarv Dharm Sambhav. Definition, Need and Importance of World Peace.• Relevance of World Peace in Global World : First world war- causes, countries involved and result, Establishment of League of Nation, Second World War: causes, countries involved and result, Establishment of United Nations Organization (U.N.O.)• Some Important Organizations in the world for World Peace: viz. United Nations Educational Scientific and Cultural Organization (UNESCO), UNO (year of establishment, Motto, Member countries, Head Quarters)

	Theosophical Movement and Communal Harmony for Peace.
	PRACTICUM (to be internally evaluated) 1. Written assignment based on the content of the Paper.
Suggested Readings: <ul style="list-style-type: none"> • Bandiste, D.D. (1999). Humanist Values: A Source Book. Delhi: B.R. Pub • Chakravarthy, S. K. (1999). Values and ethics for Organizations: theory and Practice. New Delhi: Oxford University Press. • Chitakra, M. G. (2003): Education and Human Values. New Delhi: A.P.H. Publishing. • Das, M. S. & Gupta, V.K. (1995). Social Values among Young adults: A changing Scenario New Delhi: M.D. Publications. • Department of Educational Psychology and Foundations of Education (n.d.). Education for Values in Schools: A Framework. New Delhi: NCERT. • Rao, R. K.(1986).Moral Education: A Practical Approach. Mysore: RIMSE. • Ruhela, S. P. (1986). Human Values and education. New Delhi: Sterling Publications. • Satchidananda, M. K. (1991). Ethics, Education, Indian Unity and Culture. Delhi: Ajantha Publications. • Swami Budhananda (1983). How to Build Character: A Prime. New Delhi: Ramakrishna Mission. • Venkataiah, N. (1998). Value Education, New Delhi: APH. 	

Course Learning Outcomes

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

- Describe the nature, purpose, scope, areas and types of Research in Education
- Explain the characteristics of basic, applied and action research
- Understand the characteristics of quantitative, qualitative and mixed research
- Explain a sampling design appropriate for a research study
- Conduct a literature search and develop a research proposal

Unit	Topics
I	<u>INTRODUCTION TO EDUCATIONAL RESEARCH</u> <ul style="list-style-type: none">● Meaning, purpose, scope and areas of Educational Research● Kinds of Educational Research: Basic, applied and action research and their characteristics● Approaches to Research in Education: qualitative, quantitative and mixed and their characteristics● Types of Research: Historical, Descriptive and Experimental
II	<u>INITIATION OF RESEARCH IN EDUCATION</u> <ul style="list-style-type: none">● Identification and formulation of research problem● Writing objectives● Formulation of hypothesis● Framing of research questions● Nature and types of hypotheses: their sources● Characteristics of good hypotheses
III	<u>POPULATION AND SAMPLE</u> <ul style="list-style-type: none">● Concept of population and sample.● Types of Sampling: probability and non-probability sampling● Methods of Sampling● Characteristics of a good sample
IV	<u>PREPARATION OF A RESEARCH PROPOSAL</u> <ul style="list-style-type: none">● Sources of research problems, Review of the literature-Identifying Research Gaps● Resources and quality of internet resources● Framework of the research proposal and strategies for writing the research proposal● Research Ethics
	<u>PRACTICUM (to be internally evaluated)</u> <ol style="list-style-type: none">1. Written assignment based on the content of the Paper.2. Identification of a Research Problem & Writing Objectives

Suggested Readings:

- Aggrawal, Y P. (1998). Statistical Methods. New Delhi: Sterling publishers Pvt.Ltd.
- Anfara, Vincent & Mertz Norma T. (2006).Theoretical Frameworks in

Qualitative Research. SAGE Publication.

- Best J.W. and Kahn, J. V. (2006).Research in Education, 9th Ed. New Delhi: Pearson Education Inc.
- Best, J.W., & Kahn, J.V. (1992).Research in Education, New Delhi: Prentice Hall of India
- Borg, W.R. and Gall, M.D. (1983).Educational Research – An Introduction, New York, Longman, Inc.
- Buch. (2006). Surveys of Education Nos. 1,2,3,& 4, New Delhi: NCERT.
- Campbell, DT. (1966). Experimental and Quasi-Experimental Designs for Research.Chicago: McNally. Crofts,
- Creswell, J. W. (2007).Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
- Creswell, J.W. (2002).Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research. New Jersey: Merrill Prentice Hall.
- D.N. (1975).Practical Problems in Statistics. Allahabad: Kitab Mahal.
- Denzin, N.K. and Lincoln, Y.S. (eds.) (1994).Handbook of Qualitative Research, Thousands Oaks, CA: Sage. Elhance,
- Ellis, L. (1994).Research Methods in Social Sciences. Madison: Brown and Benchmark.
- Garrett, H.E. (2008). Statistics in Psychology and Education. Bombay: Vakil, Fiffer& Simons
- Good, C.V. (1963). Introduction to Educational Research.New York: Applenton Century
- Guilford, J.P., &Truchter, B.(1978). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Gupta, S. P. (1996).Statistical Methods, New Delhi: Sultan Chand & Sons.
- Kothari, C. R, (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.
- Kumar Ranjith. (2005) Research Methodology: A step by step guide for beginners. Delhi

B.A. 4th Year Semester VIII

Course I

Course Title: Major Research Project/Dissertation

Total Credit: 24

Course Learning Outcomes

On completion of this course, learners will be able to

- Develop a stronger orientation towards research
- Understand Basic methods of research and different research tools

Suggested Readings:

- भटनागर, शिक्षक अनुसंधानकीकायमप्रणाली, आर. लालबुकशडपो, मेरठ
- गुप्ताएस.पी, विोधसंविमशिका, विारिपुस्तकभिन, आगरा
- नन्. पचौरीविमाम, शिक्षामनोशिज्ञानविमापन, संजयपशललकेन्सि, आगरा
- पाण्डेय के .पी, शिक्षक अनुसंधान, विश्वविद्यालयप्रासन, विाराणसी
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990

Department of English and Modern European Languages (University of Lucknow)												
BA Syllabus English												
Year	Semester	Major1			Major		Minor		CC/VC		Total Credits	Award
		English		Credits		Credits		Credits		Credits		
I	Semester I	Paper 1	Poetry (A) [Shakespeare to 18th Century]	4	Paper 1	4	Paper 1 Short Fiction	4	CC1	4	24	Certificate
		Paper 2	Short Fiction	4	Paper 2	4						
	Semester 2	Paper 3	Drama (A)	4	Paper 3	4	Paper 2 Drama (A)	4	VC1	4	24	
		Paper 4	Prose (A)	4	Paper 4	4						
2	Semester 3	Paper 5	Poetry (B) [Romantics & Victorians]	4	Paper 5	4	Paper 3 Fiction	4	CC2	4	24	Diploma
		Paper 6	Fiction	4	Paper 6	4						
	Semester 4	Paper 7	Drama (B)	4	Paper 7	4	Paper 4 Prose (B)	4	VC2	4	24	
		Paper 8	Prose (B)	4	Paper 8	4						
3	Semester 5	Paper 9	History of English Literature	4	Paper 9	4			Internship/ Term Paper	4	24	BA Degree
		Paper 10	Modern Literature (A) (Poetry)	4	Paper 10	4						
		Paper 11A	Introduction to Linguistics and Phonetics	4								
		Paper11B	Functional Skills in Language and Literature									
	Semester 6	Paper12	Modern Literature (B) (Drama)	4	Paper 11	4			Minor Project	4	24	
		Paper13	Modern Literature (C) (Fiction)	4	Paper 12	4						
		Paper14A	Greek Mythology and Biblical References	4								
		Paper14B	Literary Terms & Movements									
		Paper 14 C	Disability Studies									
4	Semester 7	Paper15	Indian Literatures in Translation	4					Research Methodology	4	24	BA Research
		Paper16	Literary Criticism	4								
		Paper17	Literature and Gender	4								
		Paper18A	Forms of Popular Literature	4								
		Paper18B	American Literature									
		Paper19A	Indian Literatures in English	4								
		Paper19B	New Literatures in English									
		Paper 19C	Diaspora Studies									
	Semester 8								Major Project	24	24	
				76		4		16		52	192	

Department of English and Modern European Languages
University of Lucknow
SYLLABUS
B.A. (English)

The Four-year Graduate degree program in English aims at:

- Developing a basic understanding of English language and literature
- Extending the comprehensive overview of the various periods of history of English literature
- Generating an understanding of British literature, American literature, Indian literature in English through thorough readings of seminal texts
- Helping the students recognize the nature and scope of translation
- Developing an understanding of the literary texts on the basis of genre, theme, style and place of origin
- Developing reading and writing skills and a comprehensive knowledge of the vocabulary so that the students can use their communicational skills effectively

Programme Specific Outcomes (in terms of Competencies):

- Understand the history of English literature and explore its relevance in specific details
- Comprehend and analyse the characteristics of literary genres and their development in chronological order
- Enhance English writing skills and understand the fundamental concepts of language and communication
- Apply the knowledge of literary genres in interdisciplinary fields
- Read and analyse the representative texts as categorized under the various genres
- Communicate the new ideas of literature through written and verbal assessment
- Identify the political and intellectual interrelations between literature and society

**Department of English and Modern European Languages
University of Lucknow**

**B.A. (English) Semester-I
PAPER-1: POETRY (A) [SHAKESPEARE TO 18th CENTURY]**

4 Credits

(Theory)4T

Course Outcomes:

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

- Understand the concept of Elizabethan poetry and recognize the impact of Renaissance in Elizabethan poetry
- Comprehend the various poetic styles prevalent in the different eras
- Develop an understanding of the thematic concerns which shaped the English consciousness
- Understand the development of English poetry from Elizabethan to pre-romantic age.

Unit-I : Literary Terms, Forms of Poetry:

Lyric, Sonnet, Elegy, Ode, Ballad, Augustan Verse Satire, Dramatic Monologue, Epic: Scope and Types

Unit-II : William Shakespeare: "True Love"*
Michael Drayton: "Since There's No Help"*
John Milton: "On His Blindness"*

Unit III : John Donne: "Present in Absence"*
John Dryden: "The Poet Shadwell"* from *MacFlecknoe*
Alexander Pope: Lines on Addison from "An Epistle to Dr. Arbuthnot"*

Unit IV : Thomas Gray: "Elegy Written in a Country Churchyard"*
William Blake: "London"*

Note: All the works marked with an asterisk (*) are for detailed study.

References

Text Book:

Eternal Rhythms: An Anthology of British, American and Indian-English Poetry. (2011). Edited by the Department of English and M.E.L., University of Lucknow, Lucknow.

Suggested Reading

Compton-Rickett, A. (2010). *A History of English Literature* Nabu Press.

Daiches, D. (2010). *A Critical History of English Literature*. Supernova Publishers.

Abrams, M.H. & Harpham, G.G. (2015) *A Glossary of Literary Terms*. Cengage Learning, Delhi,

Ford, B. (2000). *The New Pelican Guide to English Literature 4: From Dryden to Johnson*. Penguin.

Web References:

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>

<https://leverageedu.com/blog/history-of-english-literature/>

PAPER-2: SHORT FICTION

4 Credits

(Theory)

4T

Course outcomes:

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

- Develop a working knowledge of the various concepts related to short-fiction
- Identify the similarities and difference between various types of short fiction
- Evaluate the relation between rising middle class and rise of short fiction
- Study and analyse some of the classic examples relating to the different forms of short fiction

Unit-I	:	Elements of Short-fiction Plot, Characterization, Narrative Technique and Setting
Unit-II	:	Short Fiction (a) Anton Chekhov: "The Lament" Guy de Maupassant: "The Umbrella" W.S. Maugham: "The Luncheon" Katherine Mansfield: "The Fly"
Unit-III	:	Short Fiction (b) William Faulkner: "A Rose for Emily" O. Henry: "The Last Leaf" Ernest Hemingway: "The Capital of the World"
Unit-IV	:	Short Fiction (c) Mulk Raj Anand: "The Barber's Trade Union" R.K. Narayan: "The Trail of the Green Blazer" Anita Desai: "Games at Twilight"

References

Text Book:

Gems of Short Fiction: An Anthology of Short Stories. (2011). Edited by the Department of English & M.E.L, University of Lucknow.

Suggested Reading

Compton-Rickett, A. (2010). *A History of English Literature*. Nabu Press,
Daiches, D.(2010) *A Critical History of English Literature*. Supernova Publishers.
Abrams, M.H.& Harpham, G.G.(2015). *A Glossary of Literary Terms*, Cengage Learning, Delhi,
Ford, B.(2000). *The New Pelican Guide to English Literature 4: From Dryden to Johnson*, Penguin,

Web References:

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>
<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>
<https://leverageedu.com/blog/history-of-english-literature/>

B.A. (English) Semester-II

PAPER-3: DRAMA (A)

4 Credits

(Theory)

4T

Course Outcomes:

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

- Comprehend the history and rise of drama in England
- Develop an understanding of the various forms of drama and recognize their similarities and differences
- Develop the knowledge of the social and intellectual background leading to the rise of drama
- Understand Shakespearean drama through select examples

Unit-I : Forms of Drama I
Tragedy, Comedy, Tragi-comedy

Unit-II : Forms of Drama II
Miracle, Mystery and Morality Plays, Interlude, University Wits, Elizabethan Drama, Jacobean Drama, Restoration Drama,

Unit-III : William Shakespeare: *Macbeth**

Unit-IV : William Shakespeare: *As You Like It**

Note: All the works marked with an asterisk (*) are for detailed study.

References

Text Books:

Abrams, M.H. & Harpham, G.G. (2015)., *A Glossary of Literary Terms*. Cengage Learning, Delhi.

Shakespeare, William. (1987). *Macbeth*. Oxford University Press.

Shakespeare, William. (2011). *As You Like It*. Simon and Schuster.

Suggested Readings:

Compton-Rickett, A. (2010). *A History of English Literature*. Nabu Press,

Daiches, D. (2010). *A Critical History of English Literature*. Supernova Publishers.

Ford, B. (2000). *The New Pelican Guide to English Literature 4: From Dryden to Johnson*, Penguin,

Web References:

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>

<https://leverageedu.com/blog/history-of-english-literature/>

PAPER-4: PROSE (A)

4 Credits

(Theory)

4T

Course Outcomes:

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

- Develop an understanding of the diverse techniques of prose writing
- Comprehend the various forms of essay writing
- Compare and contrast the different prose forms and their characteristics
- Understand the prescribed prose styles through select readings of representative texts

Unit-I	:	Types of Prose Prose Styles, Autobiography/Biography and Memoir, Travelogue, Periodical Essay, Formal Essay, Familiar Essay, Poetic Prose, Prose of Thought
Unit-II	:	Francis Bacon : “Of Studies”* John Milton : “Books”*(an extract from <i>Areopagitica</i>)
Unit-III	:	Joseph Addison: “Periodical Essays (Essay No. 124 in <i>The Spectator</i>)”* Richard Steele: “The Spectator Club”*
Unit-IV	:	Oliver Goldsmith: “The Man in Black”* Charles Lamb: “Dream Children”*

Note: All the works marked with an asterisk (*) are for detailed study.

References

Text Book:

Selected Essays: An Anthology of English Essays for Undergraduate Students, compiled by the Department of English & M.E.L., University of Lucknow, 2013.

Suggested Readings:

Compton-Rickett, A. (2010). *A History of English Literature*. Nabu Press,
Daiches, D. (2010). *A Critical History of English Literature*. Supernova Publishers.
Abrams, M.H. & Harpham, G.G. (2015). *A Glossary of Literary Terms*, Cengage Learning, Delhi,
Ford, B..(2000). *The New Pelican Guide to English Literature4: From Dryden to Johnson*, Penguin,

Web References:

<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>
<https://web.archive.org/web/20160617173843/http://www.bl.uk/shakespeare>
<https://leverageedu.com/blog/history-of-english-literature/>

B.A. (English) Semester-III

PAPER-5: POETRY (B) [ROMANTICS & VICTORIANS]

4 Credits

(Theory)

4T

Course Outcomes:

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

- Understand the basic characteristics of the Romantic and the Victorian era in English Literature
- Develop an understanding of the basics of practical criticism and their textual application
- Comprehend rhetoric and prosody through examples
- Appraise the classic Romantic and Victorian poets through their select works

Unit-I	:	Social and Intellectual Background Romantic and Victorian Period (1789- 1900)
Unit-II	:	William Wordsworth: "The World Is Too Much with Us"* S.T. Coleridge: "Kubla Khan"* P.B. Shelley: "To a Skylark"*
Unit III:		John Keats: "Ode to a Nightingale"* G.G. Byron: "She Walks in Beauty"* A. L Tennyson: "Crossing the Bar"*
Unit-IV	:	Robert Browning: "My Last Duchess"* Matthew Arnold: "Dover Beach"* Christina Rossetti: "Remembrance"*

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Book:

Eternal Rhythms: An Anthology of British, American and Indian-English Poetry. (2011). Edited by the Department of English and M.E.L., University of Lucknow, Lucknow.

Suggested Readings:

Compton-Rickett, A. (2010). *A History of English Literature*. Nabu Press,

Daiches, D. (2010). *A Critical History of English Literature*. Supernova Publishers.

Abrams, M.H. & Harpham, G.G. (2015). *A Glossary of Literary Terms*, Cengage Learning, Delhi,

Ford, B..(2000). *The New Pelican Guide to English Literature 4: From Dryden to Johnson*, Penguin,

Web References:

<https://www.britannica.com/art/English-literature/The-Romantic-period>

<https://www.britannica.com/art/English-literature/The-post-Romantic-and-Victorian-eras>

PAPER-6: FICTION

4 Credits

(Theory)

4T

Course outcomes:

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

- Develop a working knowledge of the various concepts relating to short-fiction
- Identify the similarities and difference between various types of fiction and understand the classifications of fiction on the basis of theme and style
- Evaluate the relation between rising middle class and rise of fiction
- Study and analyse some of the classic examples relating to the different forms of fiction
- Recognize the social construct as reflected in fictional works
- Develop a comprehensive knowledge of the British fiction through the study of Representative writers of England

Unit-I	:	Forms of Fiction Picaresque Novel, Historical Novel, Gothic Novel, Epistolary Novel, Regional Novel, Dystopia, Detective Novel, Campus Fiction, Science Fiction, Space Fiction, “Chiclit”, Junk Fiction
Unit-II	:	Jane Austen: <i>Pride and Prejudice</i>
Unit-III	:	Charles Dickens: <i>Great Expectations</i>
Unit- IV	:	Thomas Hardy: <i>The Mayor of Casterbridge</i>

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

Austen, J.(2018). *Pride and Prejudice: A Book-to-Table Classic*. Penguin Young Readers Group.
Dickens, C.(1992). *Great Expectations*. Bulgaria: Wordsworth Classics.
Hardy, T. (2010). *The Mayor of Casterbridge*. Peacock.

Suggested Readings:

Blamires,H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.
Compton-Rickett,A. (2019). *History of English Literature*. Alpha Editions.
Daiches,D.(1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.
Ford,Boris.(1973). *The Pelican Guide to English Literature*. Penguin Books.
Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.

Web References:

www.sparknotes.com/lit/pride/
www.britannica.com/topic/Great-Expectations-novel-by-Dickens
www.gutenberg.org/files/76/76-h/76-h.htm

B.A. (English) Semester-IV**PAPER-7: DRAMA (B)****4 Credits****(Theory)****4T****Course outcomes:**

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

- Understand the social paradigm of drama and its related contexts
- Develop a working knowledge of the social realism through select examples of drama
- Recognize and comprehend the trajectory and development of drama in Victorian Drama
- Interpret the intellectual background relating to the development of one-act play

Unit-I : Henrik Ibsen : *A Doll's House**

Unit-II : George Bernard Shaw: *Candida**

Unit-III : J.M. Synge: *Riders to the Sea**

Unit-IV : Anton Chekhov: *A Marriage Proposal**

Note: All the works marked with an asterisk (*) are for detailed study.

References:**Text Books:**

Chekhov, Anton. (1997). *A Marriage Proposal*. Encore Performance Publishing.

Ibsen, Henrik. (2012). *A Doll's House*. Bloomsbury Publishing Plc.

Shaw, George Bernard. (2010). *Candida*. The Floating Press.

Synge, J.M.(2019). *Riders to the Sea*. Good Press.

Suggested Readings:

Blamires, H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.

Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.

Ford, Boris.(1973). *The Pelican Guide to English Literature*. Penguin Books.

Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.

Web References:

<https://www.britannica.com/art/dramatic-literature>

<https://www.britannica.com/art/Western-theatre/English-theatre>

PAPER-8: PROSE (B)

4 Credits

(Theory)

4T

Course outcomes:

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

- Understand the rise of modern prose and its diverse techniques
- Develop a comprehensive knowledge of the development of prose across various eras of English Literature
- Recognize the stylistic and thematic diversities in American prose through select readings
- Comprehend the evolution of prose across different geographical contexts

Unit-I	:	William Hazlitt: Robert Louis Stevenson:	“On Going a Journey”* “An Apology for Idlers”*
Unit-II	:	Robert Lynd: A.G. Gardiner:	“The Pleasures of Ignorance”* “The Rule of the Road”*
Unit-III	:	E.V. Lucas: Virginia Woolf:	“On Finding Things”* “Judith Shakespeare”*
Unit-IV	:	Thomas Paine: Jawaharlal Nehru:	Chapter 1 and 2 from <i>Common Sense</i> “The Light Has Gone Out of Our Lives”

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Book:

Selected Essays: An Anthology of English Essays for Undergraduate Students. New Delhi: Orient Black Swan, 2013.

Suggested Readings:

Blamires, H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.

Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.

Daiches, D. (1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.

Ford, Boris. (1973). *The Pelican Guide to English Literature*. Penguin Books.

Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.

Web References:

<https://www.britannica.com/biography/William-Hazlitt>

<https://www.jstor.org/stable/469128>

B.A English): Semester-V**PAPER-9: HISTORY OF ENGLISH LITERATURE****4 Credits****(Theory)****4T****Course outcomes:**

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

- Understand the development of English literature through historical timeline
- Develop an understanding of the social and intellectual background behind the emergence of modern English texts and their related concepts
- Comprehend the defining ethos and characteristics of different periods in English Literature
- Develop a comprehensive understanding of the history of English Literature

Unit-I	:	From Renaissance to Seventeenth Century Renaissance and Reformation Native English Drama Authorized Version of the Bible Metaphysical Poetry Neo-classicism Elizabethan Songs and Sonnets
Unit-II	:	Eighteenth Century and the Romantic Age Growth of the Novel Precursors of Romanticism Romanticism and the French Revolution Growth of Romantic Literature (Prose, Poetry, Drama and Novel)
Unit-III	:	Nineteenth Century Characteristics of Victorian Literature Growth of Victorian Literature (Prose, Poetry, Drama and Novel) Pre-Raphaelite Poetry Naughty Nineties
Unit-IV	:	The Twentieth and Twenty-first centuries Trends in twentieth century literature with special reference to Georgian poetry, Imagism, Symbolism, Movement Poetry. Twentieth Century Novel Twentieth Century Drama, Problem Play, Theatre of the Absurd, Kitchen Sink Drama, Expressionism, Epic Theatre Growth of Postcolonial literature Feminism, Modernism and Postmodernism

References:**Textbooks:**

- Abram, H. M. (2004). *A Glossary of Literary Terms*. Macmillan India Limited.
- Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.
- Daiches, D. (1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.
- Ford, Boris .(1973). *The Pelican Guide to English Literature*. Penguin Books.
- Guy, J. M. (1998). *The Victorian Age: An Anthology of Sources and Documents*. Routledge.
- Poplawski, Paul. (Ed.), (2017). *English Literature in Context*. Cambridge University Press.

Suggested Reading:

- Albert, E., Stone, J.A. (1979). *History of English Literature*. Harrap.
- Barnard, F. C.R., & Barnard, R., Bastable, B.(1994). *A Short History of English Literature*. Wiley.
- Bastable, B., & Barnard, R.(1984). *A Short History of English Literature*. Norway: B. Blackwell.
- Blamires, H.(1984). *A Short History of English Literature*. Routledge.
- Freeman, H. (2016). *The Renaissance: A History from Beginning to End*. Create Space Independent Publishing Platform.
- Jarvis, R.(2015). *The Romantic Period: The Intellectual & Cultural Context of English Literature 1789-1830*. Taylor&Francis.
- Morony, M., Blamires, H.(1991). *A History of Literary Criticism*. Macmillan Education UK.

Web References:

- <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa08>
- <https://www.britannica.com/art/English-literature>
- <https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>
- <https://sites.udel.edu/britlitwiki/the-victorians/>
- <https://www.poetryfoundation.org/collections/154826/an-introduction-to-the-english-renaissance>

PAPER-10: MODERN LITERATURE(A) (POETRY)

4 Credits

(Theory)

4T

Course outcomes:

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

- Understand the rise and development of the modern poetry
- Compare and contrast the works of the modern poets from diverse nationalities
- Develop an understanding of the eastern and western consciousness as reflected through modern poetic texts
- Recognize the characteristic features of the modern poetry in English and its thematic diversity

Unit-I :	W.B. Yeats:	“The Second Coming”*
	T. S. Eliot:	“The Love Song of J. Alfred Prufrock”*
	Philip Larkin:	“Church Going”*
Unit-II:	Walt Whitman:	“When Lilacs Last in the Dooryard Bloom’d”*
	Emily Dickinson:	“I Taste a Liquor never brewed”*
	Robert Frost:	“The Road Not Taken”*
Unit-III:	Sarojini Naidu:	“Song of Radha”*
	Mahadevi Verma:	“Why an Introduction, since you are within me”*
	Kamala Das:	“My Grandmother’s House”*
Unit-IV:	Sri Aurobindo:	“The Rose of God”*
	Nissim Ezekiel:	“Night of the Scorpion”*
	A.K. Ramanujan:	“A River”*
		“Obituary”*

Note: All the works marked with an asterisk(*) are for detailed study.

References:**Text Book:**

Eternal Rhythms: An Anthology of British, American and Indian-English Poetry. (2011). Oxford University Press.

Suggested Readings:

Blamires, H., Morony, M. (1991). *A History of Literary Criticism*. Macmillan Education UK.

Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.

Daiches, D. (1979). *A Critical History of English Literature: The Restoration to 1800*. Allied publishers private.

Ford, Boris. (1973). *The Pelican Guide to English Literature*. Penguin Books.

King, B. (2004). *Modern Indian Poetry in English*. OUP India.

Nayar, P. K. (2009). *A Short History of English Literature*. Foundation Books.

Poplawski, Paul. (2017). *English Literature in Context*. Cambridge University Press.

A History of Indian Poetry in English. (2016) Ed. By Rosinka Chaudhauri, Cambridge UP.

Web References:

<https://www.slideshare.net/madihahabeeb5/modernism-and-modern-poetry>

<https://englishsummary.com/20th-century-poetry-themes/#gsc.tab=0>

<https://www.poetryfoundation.org/poets/william-butler-yeats>

<https://www.poetryfoundation.org/poets/t-s-eliot>

Paper-11A: Introduction to Linguistics and Phonetics

4 Credits

(Theory)

4T

Course Outcomes:

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

- Extend their knowledge of the origin, development and use of languages
- Discover the relationship between language and culture
- Develop the art of deducing the spellings from the pronunciation/ sound of the word
- Use the correct pronunciation of words
- Identify the differences in language, dialects and other varieties of languages

Unit I	:	General Linguistics Origin and Development of Human Language What is Language? Properties/ Characteristics of Human Language Linguistics as a Science
Unit II	:	Syntax Types of Clauses and Sentences The Simple Sentence Structure of the Noun Phrase and Verb Phrase Coordination and Subordination
Unit III	:	Phonetics and Phonology The Speech Mechanism Phonemes and Allophones Description and Classification of Vowels and Consonants
Unit IV	:	Intonation Syllable Strong and Weak Forms Word- stress, Accent, Intonation in Connected Speech

Reference:

Text Books:

Brown, K., Miller, J. (2020). *Syntax: A Linguistic Introduction to Sentence Structure*. Taylor & Francis.

Farmer, A. K., & Akmajian, A., & Harnish, R. M., Demers, R. A. (2001). *Linguistics: An Introduction to Language and Communication*. MIT Press.

Harnish, R. M., & Akmajian, A. (2017). *Linguistics*. MIT Press.

Jindal, D. V., & Syal, P. (2007). *An Introduction to Linguistic: Language, Grammar and Semantics*. PHI Learning.

McArthur, T.B. (2005). *Concise Oxford Companion to the English Language*. Oxford University Press.

Suggested Reading:

Crystal, D. (2018). *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.

Greenbaum, S. (1990). *A Student's Grammar of the English Language*. Pearson Education.

Hannahs, S., Davenport, M. (2013). *Introducing Phonetics and Phonology*. Taylor & Francis.

Miller, J. (2016). *Introduction to English Syntax*. Edinburgh University Press.

Quirk, R., Greenbaum, S. (1990). *A Student's Grammar of the English Language*. Longman.

Thakur, Damodar. (1999). *Linguistics Simplified Semantics*. Bharati Bhawan publishers & distributors.

Web References:

<https://www.linguisticsociety.org/what-linguistics>

<https://linguistics.ucla.edu/undergraduate/what-is-linguistics/>

<https://www.britannica.com/topic/syntax>

<https://www.learngrammar.net/english-grammar/sentence-definition-n-types>

PAPER-11B: Functional Skills in Language and Literature

4 Credits (Theory)

4T

Course outcomes:

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

- Recognize various text types and comprehend them
- Develop an understanding of the various aspects of communicative English
- Comprehend distinct technical concepts related to English language writing
- Understand functional English and its application in practical life

Unit-I	:	Remedial English Grammar and Use of English Parts of Speech with Emphasis on Articles, Prepositions, Verb, Adverbs, Tenses and their Uses, Idioms and phrases, Common errors, Question Tags, Vocabulary building, Use of a dictionary.
Unit-II	:	Writing Skills Essay Writing, Letter, Application, Bio- data/Curriculum Vitae(CV) and Résumé Writing, Report Writing, Dialogue Writing, Précis Writing Email and email etiquettes
Unit-III	:	Communication Skills Professional and General Communication Psychological/Physical/Emotional Barriers Group discussion, Delivering short speeches, Note taking Stress, Intonation and Rhythm
Unit-IV	:	Comprehension using Language through Literature Rhetoric and Prosody Figures of Speech Practical Criticism

References:

Textbook:

Singh, R.P.(2004).*Functional Skills in Language and Literature*. OUP. India.

Suggested Readings:

Padhya, S.Sudhir. (2017).*English Grammar and Writing Skills*. Notion Press.

Sen, Leena.(2007). *Communication Skills*. PHI Learning Pvt.Ltd.

Short, M. H., Leech, G.N., & Leech, P.G. N.(1981).*Style in Fiction: A Linguistic Introduction to English Fictional Prose*. Longman.

Simpson, P.(1997). *Language Through Literature: An Introduction*. Routledge.

Web References:

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

<https://www.grammarly.com/blog/how-to-improve-writing-skills/>

<https://drexel.edu/goodwin/professional-studies-blog/overview/2018/July/Five-types-of-communication/>

<http://orelt.col.org/module/5-language-through-literature>

B.A. (English): Semester-VI

Paper-12: Modern Literature (B) (Drama)

4 Credits

(Theory)

4T

Course outcomes:

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

- Develop an understanding of the modern drama and its various forms
- Recognize the incorporation of the distinct social aspects within modern English drama
- Compare and contrast British, American and Indian Modern Drama through Representative examples
- Develop an understanding between the social ideologies as reflected through modern drama

Unit-I : Oscar Wilde : *The Importance of Being Earnest**

Unit-II: John Osborne : *Look Back in Anger**

Unit-III: Eugene O’Neil: *The Hairy Ape**

Unit-IV: Girish Karnad : *Tughlaq**

Note: All the texts prescribed and marked with an asterisk (*) are for detailed study.

References:

Text Books:

Wilde, O. (1990). *The Importance of Being Earnest*. Dover Publications.
 Osborne, J. (1963). *Look Back in Anger: A Play in Three Acts*. Faber & Faber.
 O’Neill, E. (2009). *The Hairy Ape*. Digireads.com Publishing.
 Karnad, G. R.(1972). *Tughlaq: A Play in Thirteen Scenes*. Oxford University Press.

Suggested Readings:

The Pelican Guide to English Literature. (1973). Penguin Books.
 Daiches, D.(1994). *A Critical History of English Literature*. Mandarin.
 Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.
English Literature in Context. (2017). Cambridge University Press.
 Alexander, M. (2013). *A History of English Literature*. Palgrave Macmillian
 Nayar, P.K. (2009). *A Short History of English Literature*. Foundation Books.
A Compendious History Of English Literature, 1E.(2009). (n.p.): Vikas Publishing House Pvt Limited.
 Albert, E. (1952). *A History of English Literature*. George G. Harrap.
A History of Literary Criticism. (1991). (n.p.): Macmillan International Higher Education.

Web References:

<https://www.gutenberg.org/files/844/844-h/844-h.ht>
<https://youtu.be/caobjh3oGy4>"TheHairyApe|playbyO’Neill|Britannica"
<https://www.britannica.com/topic/The-Hairy-Ape>
 “Tughlaq|playbyKarnad|Britannica”<https://www.britannica.com/topic/Tughlaq>

PAPER-13: MODERN LITERATURE(C) (FICTION)

Credits 4

(Theory)

4T

Course outcomes:

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

- Understand the rise and development of the modern fiction
- Compare and contrast the works of the modern novelists from distinct origins
- Develop an understanding of the eastern and western consciousness as reflected through modern fiction
- Comprehend and analyse different aspects of modern fiction and its stylistic variations

Unit-I: E.M. Forster *A Passage to India*

Unit-II: Ernest Hemingway *The Old Man and the Sea*

Unit-III: Mulk Raj Anand *Untouchable*

Unit-IV: Anita Desai *Cry, the Peacock*

References:

Text Books:

Anand, M. R.(2003).*Untouchable*. Penguin Books,Limited.
Desai, Anita (2020). *Cry, the Peacock*. Orient Paperbacks.
Forster, E. M.(2011). *A Passage to India*. Penguin Books, Limited.
Hemingway, E. (2012). *The Old Man And The Sea*. Harper Perennial Classics.

Suggested Readings:

A Compendious History of English Literature,1st Ed. (2009).(n.p.): Vikas Publishing House Pvt Limited.
Albert, E. (1952). *A History of English Literature*. United Kingdom: George G. Harrap.
Alexander, M. (2013). *A History of English Literature*. United Kingdom: Palgrave Macmillian.
English Literature in Context. (2017). Singapore: Cambridge University Press.
History of Literary Criticism. (1991). (n.p.): Macmillan International Higher Education.
Nayar, P.K. (2009). *A Short History of English Literature*. India: Foundation Books.
The Pelican Guide to English Literature. (1973).United Kingdom: Penguin Books.
Uniyal, Ranu.(2000). *The Fiction of Margaret Drabble and Anita Desai: Women and Landscape*. Creative Books.

Web References:

<https://www.britannica.com/topic/A-Passage-to-India-novel>
"The Old Man and the Sea: Plot Overview|SparkNotes"
<https://www.sparknotes.com/lit/oldman/summary/>
"Untouchable|work by Anand| Britannica"
<https://www.britannica.com/topic/Untouchable-by-Anand>

Paper 14A: Greek Mythology and Biblical References

4 Credits (Theory)

4T

Course outcomes:

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

- Develop the knowledge of the various Greek and Biblical myths
- Develop the understanding and difference between the pagan and Christian worldview
- Recognize and relate the various Greek and Biblical references encountered across modern literature
- Understand the various versions and renderings related to Greek and Biblical concepts

Greek/Classical Mythology

Unit-I	Zeus-Mount Olympus, Oracle of Delphi, Myth of Helen of Troy, Pandora, Theseus, Perseus, Argonauts, Cadmus
Unit-II	Medea, Scylla, Persephone, Cupid & Psyche, Orpheus & Eurydice, Nine Muses, Furies, Medusa, Hercules

Biblical References

Unit-III	Old Testament, New Testament, Concept of Original Sin, David-Bathsheba, Samson-Delilah, Moses-Ten Commandments-Exodus, Lazarus, Magi, Ruth, Noah
Unit-IV	Sin & Redemption, Paradise– Purgatory-Hell fires, Holy Grail, Staff & Rod, Holy Wine, Mount Zion, Bethlehem, Jerusalem, Jesus-Nazarene-Cross-Holy Trinity

References:

Text Books:

Buxton, R.G. A., Buxton, P.O. G.L.a.L.R.(2004). *The Complete World of Greek Mythology*. Thames & Hudson.

King James's Bible: A Selection.(2014). Routledge.

Suggested Readings:

Graves, R. (2017). *The Greek Myths: The Complete and Definitive Edition*. Penguin Books, Limited.

Hamilton, E. (2011). *Mythology: Timeless Tales of Gods and Heroes*. Grand Central Publishing.

d'Aulaire, I., d'Aulaire, E.P.(2017). *D'Aulaires Book of Greek Myths*. Random House Children's Books.

Web References:

<https://www.britannica.com/topic/King-James-Version>

<https://www.history.com/topics/ancient-history/greek-mythology>

<https://www.britannica.com/topic/Greek-mythology>

<https://www.sparknotes.com/lit/oldtestament/characters/>

Paper-14B: Literary Terms & Movements

4 Credits

(Theory)

4T

Course Outcomes:

After completing the course the students will be able to

- Develop an understanding of the various aspects of different literary genres
- Distinguish and comprehend the different forms of novel, poetry and drama
- Understand literary movements and their impact on English literature
- Assess the interrelation between literary movements and the development of critical theory

Unit-I :

Novel

Autobiographical Novel, Industrial Novel, NewGate Novel, Meta-fiction, Condition of England Novel, Saga Novel, Magic Realism, Stream-of-Consciousness, Interior Monologue, Graphic Novel, Mythological Fiction

Unit-II:

Literary Devices

Allusion, Analogy; Aphorism; Humour; Pathos; Satire; Inversion; Juxtaposition; Foregrounding; Repetition

Unit-III:

Drama/Theatre

Dark comedy, Expressionist Drama, Drama of ideas, Poetic Drama, Alienation effect, Aggro-effect, History Play, Closet Drama, The Curtain Raiser (One Act Play), Agitprop, Theatre of Cruelty, Poor Theatre, In-your-face Theatre

Unit-IV:

Movements

Reformation & Renaissance
 Neo-classicism & Romanticism
 Modernism & Postmodernism, Post colonialism
 New Criticism, Feminism, Marxism
 Surrealism, Existentialism, Expressionism, Impressionism

Note: All the texts prescribed and marked with an asterisk (*) are for detailed study.

References:

Text Books:

Harpham, G., Abrams, M. (1941). *A Glossary of Literary Terms*. Cengage Learning.
 Baldick, C. (2015). *The Oxford Dictionary of Literary Terms*. Oxford University Press.

Suggested Readings:

Albert, E. (1952). *A History of English Literature*. George G. Harrap.
 Alexander, M. (2013). *A History of English Literature*. Palgrave Macmillan
 Compton-Rickett, A. (2019). *History of English Literature*. Alpha Editions.
 Daiches, D. (1994). *A Critical History of English Literature*. Mandarin.
 Nayar, P.K. (2009). *A Short History of English Literature*. Foundation Books.

Web Reference:

<https://literarydevices.net/>
<https://www.britannica.com/art/novel/Types-of-novel>

Paper 14 C: Disability Studies

4 Credits

(Theory)

4T

Course Outcomes:

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

- The course introduces core concepts and themes in the field of Disability Studies.
- The course will not only explore disability as a form of difference, but will encourage policy of inclusion in a global context.
- Develop an awareness of disability as a socio-cultural construct.
- Develop an analytic framework for evaluating representation of disability in literature and culture.
- Examine and critique 'ableism' and 'disablism' as ideological concepts which shape social institutions, professions, government policies and other narratives.
- Develop an understanding of social role valorisation.
- Develop insight into the key concepts of disability.
- Develop an in-depth understanding of Indian perception of disability.
- Illustrate improved skills in working with people with disabilities.

Unit I:	Definition and Models of Disability Definition-An Evolving Phenomenon, History of Disability with special reference to India Medical Model of Disability and Social Model of Disability.
Unit II:	Key Concepts Ableism, Disablism, Disability Activism, Dependency, Interdependency, Ostracization, Eugenics, Disability Pride,
Unit III:	Social Role Valorisation Definition Devaluation Role Perceptions Stigmatization
Unit IV:	Literature, Films and Disability Helen Keller: <i>The Story of My Life.</i> Pramila Balasundaram: <i>Sunny's Story</i> Rabindranath Tagore: "Subha" Films: <i>Sparsh</i> and <i>Taare Zameen Par</i>

References:

Texts:

Balasundaram, Pramila.(2016). *Sunny's Story*. ISPCK.
 Davis, LennardJ.(2013).*The Disability Studies Reader*. Routledge.
 Ghai, Anita.(2018). *Rethinking Disability in India*. SAGE.
 Tagore, R.(2014). Subha. Create Space Independent Publishing Platform.
 Keller, Helen. (2016). *The Story of My Life*. Fingerprint Publishing.

Recommended Readings:

- Berger, James. (2014). *The Disarticulate: Language, Disability and the Narratives of Modernity*. New York University Press.
- Mahanta, Banibrata.(2016). *Disability Studies: An Introduction*. Yking Books.
- Siebers, Tobin.(2011). *Disability Theory*. University of Michigan Press.
- Thomson, Rosemarie Garland.(1997). *Extraordinary Bodies: Figuring Physical Disability in American Culture and Literature*. Columbia University Press.
- Wendell, Susan. (2013). Chapter2: The Social Construction of Disability. In *The Rejected Body: Feminist Philosophical Reflections on Disability*. Routledge.
- Wolfensberger, Wolf.(2013). *A Brief Introduction to Social Role Valorization*. Presses Valor Press.

Web References:

- <https://www.youtube.com/watch?v=bf0KODb1zfI>
- <https://www.youtube.com/watch?v=yAlT--IArI4>
- <https://www.youtube.com/watch?v=5m9uvttDxE4>
- <https://www.britannica.com/topic/disability-studies>
- <https://disstudies.org/index.php/about-sds/what-is-disability-studies/>
- <https://daily.jstor.org/reading-list-disability-studies/>

B.A. (English): Semester-VII

Paper 15: Indian Literatures in Translation

4 Credits

(Theory)

4T

Course Outcomes:

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

- Develop a comparative perspective to study the texts
- Understand the history of translation and various forms of translations
- Analyse the translation tools to make use of technology like computer and internet
- Attain accessibility to regional literary forms
- Contextualize the texts of Premchand, Ishmat Chughtai, Kunwar Narayan and Tagore in their respective social and cultural milieu
- Develop an insight into the philosophy of Kabir through his verses
- Gain a historical vision of the partition trauma and the contemporary issues of the tribal people through the writings of Bhisham Sahni and Mahasweta Devi
- Develop an insight about Indian familial conflicts and social evils
- Enhance job opportunities by fostering translation skills
- Understand Indian consciousness and review the past through translated texts.

Unit-I: Kabir : The English Writings of Rabindra Nath Tagore (1994, Vol.1
Ed. Sisir Kumar Das, Sahitya Akademi, Verses- 1, 2, 8 & 12)*
Sachchidanand Hiranand Vatsyayan "Agyeya : "Hiroshima"*
Kunwar Narayan: "Chakrvyuh"*, "Falcon"*
Amrita Pritam: "I call upon Waris Shah Today"*
Raghuvir Sahay: "Cycle- Rickshaw"*, "My Home"*

Unit-II: Premchand: *Gaban*
Yashpal: *Divya*

Unit-III: Bhisham Sahni: "Amritsar Aa Gaya"
Mahasweta Devi: "The Hunt"
Ishmat Chughtai: "Chauthi ka Joda"

Unit-IV: Mohan Rakesh: *Aadhe Adhure** (Halfway House)
Vijay Tendulkar: *Kanyadan*

Note: All the texts prescribed and marked with an asterisk (*) are for detailed study.

References:

Text Books:

Das, S.K., Ghosh, N., Tagore, R. (1994). *The English Writings of Rabindranath Tagore: A Miscellany*: Sahitya Akademi.

Premchand, M. (2011). *Gaban*. India: Cedar Books.

Rakesh, Mohan. (2009). *Aadhe-Adhure*. Radhakrishnan Prakashan Pvt. Limited.

Tendulkar, Vijay. (2018). *Kanyadan*. Vani Prakashan.

Suggested Readings:

Indian Literary Criticism: Theory and Interpretation. (2002): Orient Blackswan Private

Limited.

Mukherjee, M. (2000). *The Perishable Empire :Essays on Indian writing in English*: Oxford University Press.

Mukherjee, Sujit. (1994). *Translationas Discovery and Other Essays*. Orient Longman.

Mukherjee, Sujit. (2004). *Translationas Recovery*. Pencraft International.

Sukrita P. Kumar. (2004). *Narrating Partition*, Indialog.

Toury, G. (1984). *Translation Across Cultures*, Bahri Publications.

Tendulkar, V. (1996). *Kanyadan*, OUP.

Rizvi, Fatima. (2012). "The Progressive Urdu Afsana: Towards a New Aesthetic." In *South Asian Review*, Volume 33 no. 1.

Singh, Madhu

Altered Realities New Experiences: Bhisham Sahni, Nirmal Verma and the New Story Movement "In Comparative Literature Studies 53.2, 2016 Special Issue, Pennsylvania State University

Web References:

<https://www.youtube.com/watch?v=QbwENLPYjAc>

<https://www.slideshare.net/GayathriR18/hiroshma-by-agyey>

<https://www.youtube.com/watch?v=6OTkf6UAybU>

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Paper-16: Literary Criticism

4 Credits

(Theory)

4T

Course Outcomes:

After completing the programme the students will be able to:

- Study the evolution of literary criticism from classical to modern era
- Develop an understanding of Indian poetics
- Comprehend the application of literary criticism to various genres of literature
- Identify the usage of critical theory for the interpretation of literary texts

Unit-I:	Longinus : Aristotle :	<i>On the Sublime</i> <i>The Poetics</i> (Chapters 1-25)*
Unit-II:	S.N. Dasgupta: S.K. Dey :	“Theory of Rasa” “Kuntaka’s Theory of Poetry: Vakrokti”
Unit-III:	William Wordsworth: S.T. Coleridge: I.A. Richards:	<i>Preface to Lyrical Ballads</i> * <i>Biographia Literaria</i> (Chapter 14 and 15) “Metaphor”*
Unit-IV:	T.S. Eliot: Viktor Shklovsky:	“The Metaphysical Poets”* “Art as Technique”

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

Aristotle. (2019). *The Poetics of Aristotle*. Good Press.
 Dasgupta, S., & De, S.K. (2017). *A History of Sanskrit Literature: Classical Period*. Motilal Banarsidass Publishers Private Limited.
 Enright, D. J., & De Chickera, E. (1962). *English Critical Texts. 16th Century to 20th Century*. Oxford University Press.
 B. Das, J.M. Mohanty (2003). *Literary Criticism: A Reading*. OUP
 Longinus, Dionysius. (2019). *On the Sublime*. B. Dod.
 Wordsworth, W., & Coleridge, S.T. (1798). *Lyrical Ballads: With a Few Other Poems*. J. & A. Arch.

Suggested Readings:

20th century literary criticism. (1972): Longman.
 Waugh, P., Rice, P. (1989). *Modern Literary Theory: A Reader*. E. Arnold.
Literary Theory: An Anthology. (2017). Wiley.
Beginning Theory, 3/E. (2010). Viva Books Private Limited.
 Sharma, R. B. (2007). *Canon after Deconstruction: Paul de Man’s Perspective*: Adhyayan Publishers & Distributors.

Web References:

<http://personal.colby.edu/~jpgordon/GramsciReadings.pdf>
https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004120632194631nishi_Rasa_Theory.pdf
<https://www.youtube.com/watch?v=8ewnuapScJY>

Paper-17: Literature and Gender

4 Credits

(Theory)

4T

Course Outcomes:

After completing the programme the students will be able to

- Comprehend the basic ideas of gender studies and types of feminism
- Appraise the foundational ideas of the feminist philosophy
- Develop an understanding of the various challenges faced by women indifferent settings
- Develop more sensitivity to the gender discrimination around them

Unit I: Key Concepts

Patriarchy, Sex and Gender, Androgyny, Types of Feminism, Womanism, Écriture féminine, Gynocriticism, Ecofeminism

Prose

Virginia Woolf: "Professions for Women"

Elaine Showalter: "The Female Tradition"* essay from *A Literature of their Own*

Unit-II: Poetry

Adrienne Rich: "Snapshots of a Daughter-in-Law"* , "Dreamwood"*

Carol Ann Duffy: "Anne Hathaway"*, "Valentine"*, "Medusa"*

Intiaz Dhakar: "Purdah (I)"*

Unit-III: Autobiography/ Drama

Kamala Das: *My Story*

Caryl Churchill: *Top Girls**

Unit-IV: Fiction/ Short Fiction

Manju Kapur: *Difficult Daughters*

Chitra Banerjee Divakaruni: *The Palace of Illusions*

Deepak Sharma: "The Tanner's Yard"

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

Divakaruni, C. B.(2009).*The Palace of Illusions: A Novel*: Anchor Books.

Das, K. (2011).*My Story*: DC Books.

Churchill, C.(2018). *Top Girls*: Bloomsbury Publishing.

Kapur, M. (2010). *Difficult Daughters*: Faber & Faber.

Suggested Readings:

Griffin, G. (2017). *A Dictionary of Gender Studies*. OUP Oxford.

Guide to Indian Periodical Literature. (2006). Indian Documentation Service.

Indian Literature. (2006). Sahitya Akademi.

Millett, K. (2000).*Sexual politics*: University of Illinois Press.

Shiva, V. (1988). *Staying Alive: Women, Ecology, and Survival in India*: Kali for Women.
 Walters, M. (2005). *Feminism: A Very Short Introduction*. OUP Oxford
 Uniyal, R. (2000). *Women in Indian Writing from Difference to Diversity*. Prestige Books.
Post- 1980 Indian English Fiction. (2015), Ed. By Shiv Govind Puri and Nazneen Khan:
 Vking Books

Web References:

<https://literariness.org/2016/09/24/elaine-showalter-as-a-feminist-critic/>
https://www.patkarvardecollege.edu.in/studymaterialpdf/7TY_English_Unit%203_Sem%205_Paper%209_Criticism_Gynocriticism.pdf
<http://rimstead-cours.espaceweb.usherbrooke.ca/rimstead-cours/essays/woolf2.htm>
[http://www.ijhssi.org/papers/v5\(7\)/F0507030035.pdf](http://www.ijhssi.org/papers/v5(7)/F0507030035.pdf)

Paper 18 (A): Forms of Popular Literature

4 Credits

(Theory)

4T

Course Outcomes:

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

- Develop an understanding of the term ‘Popular Literature’
- Recognize the plausible dystopic vision of the science fiction writers if science is not handled with care
- Discover the art of enhancing their travel experiences
- Assess the manoeuvrings of child’s psyche
- Develop inquisitive thinking and become more observant as detective fiction readers

Unit I: Science Fiction

Mary Shelley : *Frankenstein*
H.G. Wells : *The Time Machine*

Unit II: Detective Fiction

Arthur Conan Doyle: *The Hound of the Baskervilles*
Agatha Christie : *The Murder of Roger Ackroyd*

Unit III: Travel Narrative

Bill Aitken : *Footloose in the Himalaya*
Dervla Murphy : *On a Shoestring to Coorg: Experience of Southern India*

Unit IV: Children’s Fiction

Roald Dahl : *Charlie and the Chocolate Factory*
Salman Rushdie : *Haroun and the Sea of Stories*

References:

Texts:

- Rushdie, S. (1991). *Haroun and the sea of stories*: Granta Books.
Dahl, R.(2010).*Charlie and the Chocolate Factory*: Penguin Books Limited.
Murphy, D. (2018). *On a Shoestring to Coorg: Experience of Southern India*: Speaking Tiger Publishing Private Limited
Aitken, B. (2010). *Footloose In The Himalaya*: Permanent Black.
Christie, A. (2000). *The Murder of Roger Ackroyd* (Hercule Poirot Mysteries): Berkley Books.
Doyle, A. C.(2001). *The Hound of the Baskervilles*: Signet Classic.
Wells, H. G. (1995). *The Time Machine*: Dover Publications.
Shelley, M. W.(2015).*Frankenstein*. Bounty.

Suggested Readings:

- Ashley, M.(2016). *Science Fiction Rebels: The Story of the Science-Fiction Magazines from 1981to1990*: Liverpool University Press.
Booker, M.K. (1994). *Dystopian Literature: A Theory and Research Guide*: Greenwood Press. *A Companion to Crime Fiction*. (2020):Wiley.
Dechêne, A. (2018). *Detective Fiction and the Problem of Knowledge: Perspectives on the Metacognitive Mystery Tale*: Springer International Publishing.

- Hunt, P.(2004).*International Companion Encyclopedia of Children's Literature*. Taylor & Francis.
- The Cambridge Companion to Science Fiction*. (2003). Cambridge University Press.
- Lindsay, Claire. (2015). "Travel Writing and Postcolonial Studies." *The Routledge Companion to Travel Writing*. Routledge.
- Moylan, Tom. (2000). *Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia*. Westview Press.
- Rollyson, Carl E. (ed). (2008). *Critical Survey of Mystery and Detective Fiction*. Volume 1: Salem Press INC.
- Singh, V.P. (2012). *Mountain Travelogues on the Himalaya and Tibet*. Pilgrims Publishing.

Web References:

- <https://www.britannica.com/topic/The-Time-Machine>
- <https://www.litcharts.com/lit/frankenstein/summary>
- https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_1f4f2a1b-f390-43c6-a5d5-454f57cde9af_6.pdf
- https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_1f4f2a1b-f390-43c6-a5d5-454f57cde9af_6.pdf
- <http://researchscholar.co.in/downloads/5-prof-v.p-singh.pdf>

Paper-18 (B): American Literature

4 Credits

(Theory)

4T

Course Outcomes:

After completing the programme the students will be able to:

- Develop an understanding of American literature
- Appraise American poetic sensibility through select examples
- Identify the social and political aesthetics of American theatre
- Develop a comprehensive understanding of American culture and society as reflected through prescribed texts
- Comprehend the interrelation between American prose and political history
- Identify the social and political aesthetics of American prose
- Develop a comprehensive understanding of American culture and society as reflected through prose and fiction writing
- Develop an understanding of American literature

Unit-I:	Prose	
	Frederick Douglas:	“Escape from Slavery” and “Life as Freeman” From <i>The Life & Times of Frederick Douglas</i>
	Toni Morrison:	“Home” from the book <i>The House that Race Built</i>
Unit-II:	Poetry	
	Walt Whitman:	“One’s Self I Sing”*
	Emily Dickinson:	“I Felt a Funeral in My Brain”*
	J.M. Langston Hughes:	“Let America be America Again”* “The Negro Speaks of Rivers”*
	Sylvia Plath:	“Ariel”*, “Daddy”*
Unit III:	Drama	
	Arthur Miller:	<i>Death of a Salesman</i> *
	Tennessee Williams:	<i>The Glass Menagerie</i>
Unit IV:	Fiction	
	Harper Lee:	<i>To Kill a Mocking Bird</i>
	J.D. Salinger:	<i>The Catcher in the Rye</i>
	Toni Morrison:	<i>Beloved</i>

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

- 101 Great American Poems.(2012). Dover Publications.
 Bray, R., Williams, T. (2009). *The Glass Menagerie*. Penguin.
 Lee, H. (2014). *To Kill a Mockingbird*. Harper.
 Morrison, T. (2014). *Beloved*. Random House.
 Pinsky, R.(2013). *Best of the Best American Poetry:25th Anniversary Edition*. Scribner.
 Salinger, J.D. (1964). *The Catcher in the Rye*. Bantam Books.

Hughes, T., Plath, S.(2008). *The Collected Poems*. Harper Collins.
The House That Race Built: Original Essays by Toni Morrison, Angela Y. Davis, Cornel West,
and Others on Black Americans and Politics in America Today. (2010).Knopf
 Doubleday Publishing Group.
 Weales, G. C., & Miller, A. (1996).*Death of a Salesman*. Penguin Books.

Suggested Readings:

Gray, R.J., Gray, R.(2004). *A History of American Literature*. United Kingdom: Wiley.
 Bradbury, M., Ruland, R.(2016).*From Puritanism to Postmodernism: A History of American Literature*. United Kingdom: Taylor & Francis.

Web References:

<https://www.britannica.com/art/American-literature>
<https://www.sparknotes.com/lit/mocking/>
<https://www.nytimes.com/1988/04/01/nyregion/toni-morrison-s-novel-beloved-wins-the-pulitzer-prize-in-fiction.html>
<https://www.bard.org/study-guides/synopsis-death-of-a-salesman>
<https://www.nytimes.com/2003/08/31/nyregion/library-banned-but-not-forgotten.html>
<https://www.poetryfoundation.org/poets/sylvia-plath>
<https://www.biography.com/writer/emily-dickinson>
<https://www.britannica.com/art/Native-American-literature>

Paper-19 (A): Indian Literatures in English

4 Credits

(Theory)

4T

Course Outcomes:

After completing the programme the students will be able to

- Understand the trajectory of development of Indian poetry in English
- Compare and contrast the pre-independent and post-independent writings in English
- Identify the thematic and stylistic variations indifferent genres in Indian writing in English
- Develop knowledge of the seminal Indian English writers and texts.

Unit-I: Prose

Sri Aurobindo: “The Essence of Poetry” from *The Future Poetry*
 JawaharLal Nehru: “In Naini Prison”*
 Nirad. C. Chaudhary: “Tell Me the Weather and I’ll Tell the Man”
 Gandhi: Chapter 17 and 18 from *Hind Swaraj*

Unit-II: Poetry

Henry Derozio: “To My Native Land”*
 Toru Dutt: “Our Casuarina Tree”*
 Jayanta Mahapatra: “Dawn at Puri”* , “Exile”*
 Kamala Das: “An Introduction”*, “The Freaks”*

Unit III: Drama

Asif Currimbhoy: *The Doldrums*
 Mahesh Dattani: *Tara*

Unit IV: Fiction

Raja Rao: *Kanthapura*
 R. K.Narayan: *The Painter of Signs*

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

Rao, R.(2014). *Kanthapura*.
 Das, K. (2014). *Selected Poems*: Penguin Books Limited.
 Dattani, M. (2013). *Tara: A Stage Play* (Penguin Petit). Penguin Random House India Private Limited.
 Dutt, T. (2006). *Toru Dutt: collected prose and poetry*: Oxford University Press.
 Narayan, R.K. (2006). *The Painter of Signs*: Penguin Publishing Group.
 Tendulkar, V. (1978). *Silence! The Court is in Session*: Oxford University Press.

Suggested Readings:

K.R. Srinivasa Iyengar and Indian English Literature. (2000):Yugadi Publishers.
 Naik, M. K. (1982). *A History of Indian English Literature*: Sahitya Akademi.
Perspectives on Indian Fiction in English. (1985). Abhinav Publications.

Prasad, G. J.V. (1999). *Continuities in Indian English Poetry: Nation Language Form*. Pencraft International.

Spivak, G. C.(2012). *In Other Worlds: Essays in Cultural Politics*.(n.p.): Taylor & Francis.

Uniyal, Ranu.(2007). *Kanthapura: A Critical Study*(Co- Edited). Asia Books.

A History of Indian Poetry in English. (2016) Ed. By Rosinka Chaudhauri, Cambridge UP.

Web References:

<https://muse.jhu.edu/article/654761/summary>

<http://ignited.in/a/2024>

<http://www.searchforlight.org/nh26022005/>

<https://scalar.lehigh.edu/derozio/collected-poems-of-henry-l-v-derozio>

Paper-19(B): New Literatures in English

4 Credits

(Theory)

4T

Course Outcomes:

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

- Develop an understanding of the various connotations of the term “New Literatures” and difference from other terms like Commonwealth Literature etc.
- Evaluate the social and cultural milieu of the nation’s writing “New Literatures”
- Identify the similarities and differences between the New Literatures from different parts of the world.
- Analyse the impact of the colonial activity and the coping mechanisms of different countries
- Interpret the different ways of assertion of national identity post colonization

Unit I: African and Caribbean Literature

Chinua Achebe:	<i>Things Fall Apart</i>
Wole Soyinka:	<i>Kongi’s Harvest</i>
Jean Rhys:	<i>Wide Sargasso Sea</i>

Unit II: Australian Literature

A.D Hope:	“Australia”*
	“Death of the Bird”*
Patrick White:	<i>Voss</i>
Judith Wright:	“The Company of Lovers”*
	“Woman to Man”*

Unit III: Indian English Literature

Jayanta Mahapatra:	“The Lost Children of America”*
Eunice DeSouza:	“Bequest”*
	“Advice to Women”*
Shashi Deshpande:	<i>That Long Silence</i>
Amitav Ghosh:	<i>Sea of Poppies</i>

Unit IV: Canadian Literature

George Ryga:	<i>The Ecstasy of Rita Joe</i>
Magaret Atwood:	<i>Surfacing</i>
Earle Birney:	“The Bear on the Delhi Road”*
	“Bushed”*
Dennis Lee:	“Cadence, Country, Silence: Writing in Colonial Space”

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

Rhys, Jean. (2000). *Wide Sargasso Sea*. Penguin UK.

- Achebe, C. (2013). *Things Fall Apart*. Penguin Books Limited.
- Soyinka, Wole. *Kongi's Harvest*.
- White, P. (2008). *Voss*. Penguin Books.
- Deshpande, S. (1989). *That Long Silence*. Penguin Books.
- Ghosh, A. (2009). *Sea of Poppies: A Novel*. Farrar, Straus and Giroux.
- Lee, Dennis. (1974). Cadence, Country, Silence: Writing in Colonial Space. *Boundary2*, vol.3 no.1,.
- Earle Birney.(1997). The Bear on the Delhi Road. *Fall by Fury*. McClelland & Stewart.

Suggested Readings:

- Ten Twentieth-century Indian Poets*. (1976). Oxford University Press.
- King,B.(2004). *Modern Indian Poetry in English* .OUP India.
- Ghosh, Amitav. (2003). *A Critical Companion*. Tabish Khair (Ed.). Permanent Black.
- Jain, Jasbir. (2003). *Gendered Realities, Human Spaces: The Writing of Shashi Deshpande*. Rawat Publications.
- Writing Difference :The Novels of Shashi Deshpande*.(2005).Chanchala K.Naik (Ed.). Pencraft International.
- Singh, R.P. (2006).Margaret Atwood. Henry Schwarzeral. (eds). *The Encyclopedia of Postcolonial Studies*. Blackwell. 2016.
- Khan, Nazneen. (2015). *Shashi Deshpande: Texts and Contexts*. New Delhi: Adhyayan Publishers.
- Puri, S.G.(2016) *Australian Literature: Paradigms, Praxis and Theory*. New Delhi; Atlantic Publishers.
- Puri, S.G., (2016) *New Literatures: Ethnicity, Culture and Identity*. Jaipur; Yking Books.

Web References:

- https://udrc.lkouniv.ac.in/Content/DepartmentContent/SM_0933982b-5846-4e42-8634-a23c8176a4c4_6.pdf
- <https://www.sparknotes.com/lit/surfacing/>
- <https://www.britannica.com/biography/A-D-Hope>
- <https://readingmattersblog.com/2017/05/18/voss-by-patrick-white/>
- <https://www.britannica.com/art/Canadian-literaturea>

Paper-19 (C): Diaspora Studies

4 Credits

(Theory)

4T

Course outcomes:

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

- Understand the integration of languages, humanities, social sciences with STEM (Science, Technology Engineering and Mathematics).
- Consider diaspora as an interdisciplinary area of studies.
- Acknowledge the difference between diaspora, migration, emigration and immigration.
- Know the grandiosity of Indian School of thoughts in languages, humanities, philosophy, medicine, technology and mathematics.
- Understand the difference between diaspora and transnationalism.
- Understand post-colonialism, multiculturalism, transnationalism and McLuhan's concept of "Global Village".
- Understand Indian diaspora in Fiji, Mauritius, Trinidad and Guyana.
- Know the kinds of diaspora which emerged from India-Bhojpuri, Marathi, Punjabi, Gujrati and Tamil.
- Consider the range of Diaspora-America, Britain, Canada, Australia, China, India and almost all parts of the world
- Acknowledge the importance of race, culture and ethnicity.

Unit I: **Key Concepts**-Its meaning and origin; salient features of diaspora-cultural hybridity, nostalgia, alienation, longing for belongingness, search for roots, concept of nation;

Kinds of Diaspora- Bhojpuri, Marathi, Punjabi, Tamil

Diaspora and Transnationalism.

Unit II: Sujata Bhatt: "Red August"* , "My Mother's Way of Wearing A Sari"*

Suniti Namjoshi: "Unicorn"* , "To Be a Poet"*

Agha Shahid Ali: "Snowmen"* , "In Memory of Begum Akhtar"*

Unit III: Bharati Mukherjee: *Jasmine*
V. S. Naipaul: *The Mystic Masseur*

Unit IV: Jhumpa Lahiri: "Interpreter of Maladies"
Chitra Banarjee Divakaruni: "Mrs. Dutta Writes a Letter"
Rohinton Mistry: "The Ghost of Firozsha Baag"

Note: All the works marked with an asterisk (*) are for detailed study.

References:

Text Books:

Mukherjee, B. (1999). *Jasmine*. Grove Press.

Lahiri, J. (2000). *Interpreter of Maladies*. Houghton Mifflin Harcourt.

Naipaul, V. S. (2011). *The Mystic Masseur*. Picador.

Suggested Reading:

Jain, J.(2017).*The Diaspora Writes Home: Subcontinental Narratives*. Springer Singapore.

Mishra, V. (2007).*The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*. Taylor & Francis.

Paranjape, Makarand R.(Ed.). (2001).*In Diaspora: Theories, Histories, Texts*. India: Indialog Publications.

Parekh, B. (2006). *Rethinking Multiculturalism: Cultural Diversity and Political Theory*. Palgrave Macmillan.

Pirbhai, M.(2009).*Mythologies of Migration, Vocabularies of Indenture: Novels of the South Asian Diaspora in Africa, the Caribbean, and Asia-Pacific*. University of Toronto

Upadhyay, O.N., (2013) *Perspectives on Indian Diaspora*, New Delhi; Saroop and Sons Press.

Verma, Raj Gaurav & Vij, Neena Gupta. (2020). *Diasporic Writings: Narratives across Time and Space*. Value Publication.

Web References:

<https://www.tandfonline.com/toc/rdst20/current>

<https://rucore.libraries.rutgers.edu/rutgers-lib/36617/PDF/1/play/>

<https://www.migrationpolicy.org/events/diaspora-engagement-development-destination-country-policies>

<https://gopio.com/>

<https://grfddt.com/>

Research Methodology

4 Credits

B.A. (English): Semester-VIII

Major Project

24 Credits

DEPARTMENT OF GEOGRAPHY

FACULTY OF ARTS

PROGRAMME BROCHURE



BACHELOR IN ARTS

GEOGRAPHY

w.e.f. Session 2021 - 2022

UNIVERSITY OF LUCKNOW
LUCKNOW – 226007

B. A. IN GEOGRAPHY

Programme Objectives

The Bachelor in Arts programme offered by the department, “aims at empowering students with knowledge and skills for spatial thinking and analysis, to navigate real world problems, to ponder on the solutions and to contribute to society in a meaningful way;

Programme Outcomes

1. The course provides a general outlook towards ancient and contemporary development of geography in a holistic way.
2. The course intends to provide relevant knowledge in the field to make student master in his/her field.
3. The course intends to develop critical and analytical thinking in the students, to understand real world problems in detail.
4. The course is designed in such a way to include mathematical methods and current scientific development, to prepare students for inter-disciplinary studies.
5. The course has kept in mind the essence of National Education Policy and to provide relevant knowledge for skill development and to make them future job givers.
6. The Course will help students to understand the geography of world and India in detail which will help them make future decision makers and policy framers.
7. The course will help students prepare for various competitive exams for central and state services in both public and private sectors.
8. The course orients students with various scientific instruments which will help them finding real world problems and their solutions.
9. The Course helps students in increasing their employability through various contemporary papers like Remote Sensing And GIS, Surveying and Cartography.
10. The Course helps students to understand complex Human -Nature interaction, it also helps students to develop compassion towards nature and help in achieving sustainable development goals.

STRUCTURE U.G. GEOGRAPHY UNDER NEP-2020

Modified in B.O.S. Dated 27.04.2022

Year	Semester	Paper	Major 1		Major 2		Minor		CC/VC		Total Credits	Award
			<u>GEOGRAPHY</u>	Credit		Credit		Credits		Credit		
1	Semester-1	Paper-1	Fundamentals of Geography	4	Paper 1	4	Paper 1 Fundamentals of Geography	4	CC1	4	24	Certificate
		Paper-2	Physical Geography	4	Paper 2	4						
	Semester-2	Paper-3	Human Geography	4	Paper 3	4	Paper 2 Human Geography	4	VC1	4	24	
		Paper-4	General Cartography (Practical)	4	Paper 4	4						
2	Semester-3	Paper-5	Economic Geography	4	Paper 5	4	Paper 3 Economic Geography	4	CC2	4	24	Diploma
		Paper-6	Regional Planning and Development	4	Paper 6	4						
	Semester-4	Paper-7	Environmental Geography	4	Paper 7	4	Paper 4 Environmental Geography	4	VC2	4	24	
		Paper-8	Remote Sensing, GIS and GPS based Project Report (Practical)	4	Paper 8	4						
3	Semester-5	Paper-9	Geography of India	4	Paper 9	4			Internship / Assignment	4	24	B. A. Degree
		Paper-10	Regional Geography of Southern Hemisphere	4	Paper 10	4						
		Paper-11A or	Political Geography	4								
		Paper-11B	Urban Geography									
	Semester-6	Paper-12	Disaster Management	4	Paper 11	4			Minor Project	4	24	
		Paper-13	Surveying and Survey based Project Report/Field trip and Report Writing (Practical)	4	Paper 12	4						
		Paper-14A or	Geography of Tourism	4								
		Paper-14B	Social Geography									
4	Semester-7	Paper-15	Evolution of Geographical Thought	4					Research Methodology	4	24	B. A. Research
		Paper-16	Statistical Methods in Geography	4								
		Paper-17	Geography of Uttar Pradesh	4								
		Paper-18A or	Industrial Geography	4								
		Paper-18B	Geography of Rural Settlement									
		Paper-19A Or	Population Geography	4								
		Paper-19B	Agriculture Geography									
	Semester-8		Major Project							24	24	
				76		48		16		52	192	

SEMESTER – 1

PAPER	:	PAPER – 1	T___ /P ___
TITLE OF THE PAPER	:	FUNDAMENTALS OF GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After completion of the course students will be able -

1. To understand the basics of geography as a discipline
2. To understand our solar system
3. To understand man nature relationship

COURSE LEARNING OUTCOMES :

1. The students will understand Basic concepts of geography.
2. The students will be able to understand the interlinking between physical geography and human geography.
3. The students will get to know about Career Opportunities in Geography.

UNIT - I

Meaning, Definition, Nature, Scope and approaches of Geography, Objectives and Relevance; Basic Concepts of Geography, Branches of Geography; Dualism in Geography.

UNIT - II

The Physical Dimension in Geography: The Universe; The solar system, The Earth Movement, Latitudes, Longitudes & Time calculation.

UNIT - III

The Human Dimension in Geography: Man & Environment; Society, Culture & Civilization; Population; Economic Structure.

UNIT - IV

Applied Geography: Recent Trends in Geography; Modern Concepts in Geography; Study of Geography in India; Career Opportunities for Geographers.

REFERENCE:

Text Books:

1. Dikshit R.D. Geographical Thought (2000) A contextual History of Ideas. Prentice Hall of India Pvt. Ltd..
2. Dwivedi A. K. (2021), Bhoogol Ke Mool Siddhant, Vanya Publications, Kanpur.
3. Dwivedi A. K. (2021), Fundamentals of Geography, Vanya Publications, Kanpur.
4. Husain Majid (1984) : Evolution of Geographical Thought, Rawat Publications, Jaipur.
5. Jain Ritu (2018), Fundamental of Geography, Pratyush Publication, Dehli.
6. Kaushik S. D. (2018) Bhougolik Vichardharaye, Rastogi Publication Meerut.

Suggested Reading:

1. A text book of Geography, Class VI to VIII, ICSE, New Delhi.
2. David Harvey (1972), Explanation in Geography Edward-Arnold, London.
3. Dohrs. F.E. and Sommers, L.W. (1959), Introduction to Geography, Thomas Y. Crowell Co. Chicago.
4. Fundamentals of Physical geography, Class XI, N.C.E.R.T, New Delhi.
5. Holt Jensen (1980), A Geography: Its History and Concepts, Longmans.
6. James, P.E: All Possible Worlds: A History of Geographical Ideas. Sachin Publication, Jaipur
7. Jones, P. A. (1968) : Fieldwork in Geography, Longmans.
8. Lownsburg. J.F. and Aldrich, F.T.(1979), Introduction to Geographical Methods and Techniques, Charles Merrill, Columbus.
9. Minshull, R (1970), The changing Nature of Geography. Hutchinson University Library, London.
10. Wooldridge S.W. (1956), The Geographer As Scientist, Thomas Nelson and Sons Ltd. London.

Web References:

1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 1

PAPER	:	PAPER - 2	T___ /P ___
TITLE OF THE PAPER	:	PHYSICAL GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After completion of the course students will be able -

1. To understand the physical geography
2. To understand the dynamics of earth and related activity
3. To understand Earth's atmosphere and its impact on humans
4. To understand the importance of water as a resource.

COURSE LEARNING OUTCOME:

1. The students will be able to understand the origin and interrelationship of solar family.
2. The students will be able to understand the forces affecting the earth surface and their working system.
3. The students will be able to understand the basic concepts of Atmosphere & oceanography.

UNIT- I

Physical Geography, Nature, Definition and Scope, Origin of the Earth, Branches of Physical Geography.

UNIT - II

Lithosphere – Internal Structure of Earth based on Seismic Evidences, Plate Tectonics and its associated features, Fluvial cycle of Erosion – Davis and Penck.

UNIT - III

Atmosphere - Composition and structure, Heat Budget, Cyclones, Monsoon Climatic Classification (Koppen).

UNIT - IV

Hydrosphere – Hydrological Cycle, Ocean Bottom Relief Features, Tides and Currents

REFERENCE:

Text Book:

1. Husain M., (2002), Fundamentals of Physical Geography, Rawat Publications, Jaipur.
2. Monkhouse, F. J. (2009), Principles of Physical Geography, Platinum Publishers, Kolkata.
3. Singh Savindra, (2017), Physical Geography, VashundharaPrakasah, Gorakhpur.
4. Strahler A. N. and Strahler A. H., (2008), Modern Physical Geography, John Wiley & Sons, New York.

Suggested Reading:

1. Conserva, H. T., (2004), Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gabler, R. E., Petersen J.F. and Trapasso, L. M., (2007), Essentials of Physical Geography (8th ed.), Thompson, Brooks/Cole, USA.
3. Garrett N., (2000), Advanced Geography, Oxford University Press.
4. Goudie, A., (1984), The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., (1995), Earth's Dynamic System, Prentice Hall, N.J.

Web References:

1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOw8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 2

PAPER	:	PAPER - 3	T___ /P ___
TITLE OF THE PAPER	:	HUMAN GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course Students will be able -

1. To understand the Concept, Nature, Meaning and Scope of Human Geography
2. To understand the natural and Cultural Changes in and around the Human Environs and their interrelationship.

COURSE LEARNING OUTCOMES:

1. The students will be able to understand human geography and its various concepts.
2. It will be easy for the students to understand the population and its Components.
3. The students will be able to identify different kinds of settlements patterns

UNIT - I

Definition, Nature, Major Subfields, Relevance; Approaches to the Study of Human Geography.

UNIT - II

Space and Society : Cultural Regions; Race, Religion and Language.

UNIT - III

Population : Population Growth and distribution, Composition (Age, Gender and Literacy), Demographic Transition theory.

UNIT - IV

Settlements :Types and Patterns of Rural Settlements; Classification of Urban Settlements; Trends and Patterns of World Urbanization.

REFERENCE:

Text Book:

1. Chandna, R.C. (2010), Population Geography, Kalyani Publisher.
2. Ghosh, S. (2015), Introduction to settlement geography. Orient Black Swan Private Ltd., Kolkata
3. Hussain, Majid (2012), Manav Bhugol. Rawat Publications, Jaipur
4. Kaushik, S.D. (2010), Manav Bhugol, Rastogi Publication, Meerut.
5. Maurya, S.D. (2012), Manav Bhugol, Sharda Pustak Bhawan. Allahabad.

Suggested Reading:

1. Daniel, P.A. and Hopkinson, M.F. (1989), The Geography of Settlement, Oliver & Boyd, London.
2. Johnston R; Gregory D, Pratt G. et al. (2008), The Dictionary of Human Geography, Blackwell Publication.
3. Jordan-Bychkov et al. (2006), The Human Mosaic: A Thematic Introduction to Cultural Geography. W. H. Freeman and Company, New York.

Web References:

1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNsppmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 2

PAPER	:	PAPER - 4	T___ /P ___
TITLE OF THE PAPER	:	GENERAL CARTOGRAPHY (PRACTICAL)	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course students will be able -

1. The students will be able to have a clear understanding of the place under study with respect to location, side and situation.
2. The students will be equipped with techniques of projection and map designing, Learning different types of maps and their compilation.

COURSE LEARNING OUTCOMES:

1. Students will develop understanding history and development of cartography.
2. Students will be able to know the different methods of geographical data representation.
3. Students will be able to understand the composition of different types of projection and their significance.

UNIT - I

Maps – Types, Elements and Uses,

UNIT - II

Map Scale – Types and Application, Reading Distance on a Map.

UNIT - III

Map Projection – Criteria for Choice of Projection, Attributes and Properties of Zenithal Gnomonic Polar Case, Zenithal Stereographic Polar Case, Cylindrical Equal Area, Mercator's Projection, Conical Projection with Two Standard Parallel, Bonne's Projection.

UNIT - IV

Representation of Data – Symbols, Dots, Choropleth, Isopleth and Flow Diagrams, Interpretation of Thematic Maps.

REFERENCE:

Text Book:

1. Dwivedi A. K., (2021), PrayogatmakBhoogol, Vanya Prakashan, Kanpur.
2. Mishra R. P. and Ramesh A., (1989), Fundamentals of Cartography, Concept Publishing.
3. Sharma J. P., (2010), PrayogicBhugol, Rastogi Publishers.
4. Singh R. L. and Singh R. P. B., (1999), Elements of Practical Geography, Kalyani Publishers.
5. Singh R. L., (1998), PrayogicBhoogolRooprekha, Kalyani Publications.

Suggested Reading:

1. Dent B. D., (1999), Cartography: Thematic Map Design, (Vol. 1), McGraw Hill.
2. Gupta K. K and Tyagi V. C., (1992), Working with Maps, Survey of India, DST, New Delhi.
3. Robinson A., (1953), Elements of Cartography, John Wiley.
4. Steers J. A., (1965), An Introduction to the Study of Map Projections, University of London.

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1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
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SEMESTER – 3

PAPER	:	PAPER - 5	T___ /P ___
TITLE OF THE PAPER	:	ECONOMIC GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course Students will be able -

1. To understand the Meaning, concepts and approaches of Economic Geography
2. To Understand the nature of Economic activities, Resource Distribution
3. To Understand the Effect of globalization on developing countries.

COURSE LEARNING OUTCOMES

1. The students will understand the various types of economic activities, natural resource and their Relationship with geographical factors.
2. The students will be able to assess the impact of WTO and other international commercial organizations on the Indian economy.
3. The students will acquire knowledge about different agricultural regions of the world.

UNIT – I

Meaning, concepts and approaches of Economic Geography; Economic organization of space; forestry, fishing and mining activities.

UNIT-II

Resources: Concepts and classification, Power resources: Coal and Petroleum, Principal crops: Wheat, Rice & cotton.

UNIT-III

Agricultural Regions of the world (Derwent Whittlesey), theory of Industrial Location (Alfred Weber), Major Industries Iron and Steel & Sugar.

UNIT-IV

WTO and International trade: Patterns and trends, Effect of globalization on developing countries.

REFERENCES:

Text Book:

1. B N Singh (2021) Manav evam Arthik Bhugol, Pravalika Publication, Allahabad
2. Garg H. S. (2015), Economic Geography (Hindi), SBPD Publication, New Delhi.
3. Saxena H.M. (2013). Economic Geography, Rawat Publications, New Delhi.
4. Singh J., (2000), Arthik Bhoogol Ke Tatv, Vashundhara Prakashan, Gorakhpur.

Suggested Reading:

1. Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi.
2. Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader: Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.
3. Clark, G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of Economic Geography. Oxford University Press, USA.
4. Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers.
5. Gautam, A. (2006): Aarthik Bhugol Ke Mool Tattava, Sharda Pustak Bhawan, Allahabad.
6. Guha, J. S. and Chattoraj, P.R. (2002): A New Approach to Economic Geography: A Study of Resources. The World Press Private Limited, Kolkata.
7. Hanink, D. M. (1997): Principles and Applications of Economic Geography: Economy, Policy, and Environment. John Wiley and Sons, Inc, New York.
8. Hartshorne, T. A. and Alexander, J. W. (1988): Economic Geography (3rd revised edition) Englewood Cliff, New Jersey, Prentice Hall
9. Knowles, R, Wareing, J. (2000): Economic and Social Geography Made Simple, Rupa and Company, New Delhi.
10. Sokal, Martin (2011), Economic Geographics of Globalization: A short Introduction. Cheltenham, UK: Edward Elgar.

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3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 3

PAPER	:	PAPER - 6	T___ /P ___
TITLE OF THE PAPER	:	REGIONAL PLANNING AND DEVELOPMENT	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course Students will be able-

1. The students will be able to understand and analyse the principal issues confronting the regions today.
2. The students will get an insight into 'how regions work', through case-study from India.
3. The students will be able to understand and analyse the principal issues confronting the different regions of India.

COURSE LEARNING OUTCOMES:

1. Students will be able to identify different regions and associated issues.
2. Students will learn about Regional growth models and various agencies involved in regional development.
3. It can be known how different principles related to regional planning can be helpful.

UNIT-I

Concept, Need and Types of Regional Planning. Characteristics and Delineation of Planning Regions.

UNIT-II

Regionalization of India for Planning (Agro Ecological Zones)

UNIT-III

Models for Regional Planning; Growth Pole Theory; Core Periphery Model and Growth Foci Concept in Indian Context.

UNIT-IV

Backward Regions and Regional Plans – Special Area Development Plans in India; DVC-The Success Story and the Failures; NITI Aayog.

REFERENCES:

Text Book:

1. Chandana, R. C. (2016), Regional Planning and Development (Hindi), Kalyani Publication, New Delhi.
2. Chandana, R. C. (2016), Regional Planning and Development, Kalyani Publication, New Delhi.
3. Maurya S. D. (2017), Regional Planning and Development (Hindi), Pravalika Publications, Prayagraj

Suggested Reading:

1. Blij H. J. De, (1971), Geography: Regions and Concepts, John Wiley and Sons.
2. Claval P.I., (1998), An Introduction to Regional Geography, Blackwell Publishers, Oxford and Massachusetts.
3. Friedmann J. and Alonso W. (1975), Regional Policy - Readings in Theory and Applications, MIT Press, Massachusetts.
4. Gore C. G., (1984), Regions in Question: Space, Development Theory and Regional Policy, Methuen, London.
5. Gore C. G., Köhler G., Reich U-P. and Ziesemer T., (1996), Questioning Development; Essays on the Theory, Policies and Practice of Development Intervention, Metropolis- Verlag, Marburg.
6. Haynes J., (2008), Development Studies, Polity Short Introduction Series.
7. Johnson E. A. J., (1970), The Organization of Space in Developing Countries, MIT Press, Massachusetts.
8. Peet R., (1999), Theories of Development, The Guilford Press, New York.
9. UNDP (2001-04), Human Development Report, Oxford University Press.
10. World Bank (2001-05), World Development Report, Oxford University Press, New

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SEMESTER – 4

PAPER : **PAPER - 7** T___ / P ___
TITLE OF THE PAPER : **ENVIRONMENTAL GEOGRAPHY**
CREDIT : **4**
COURSE OBJECTIVES :

After Completion of the course students will able-

1. To understand and define the natural environment
2. To understand the problems and prospects of environmental pollution
3. To understand recent legislations related to environment conservation

COURSE LEARNING OUTCOMES:

1. Students will be able to assess the relationship between the human environments in different regions.
2. Students will be able to understand the various concepts of biodiversity and the Functional Structure of ecosystem.
3. Students will be able to know how environment protection is being done in developed and developing countries.

UNIT-I

Environmental Geography; Concepts and Approaches; Ecosystem – Concept and Structure; Ecosystem Functions.

UNIT-II

Human – Environmental Relationship in Equatorial, Desert, Mountain and Coastal Regions.

UNIT-III

Environmental Problems and Management; Air Pollution; Biodiversity Loss; Solid and Liquid Waste.

UNIT-IV

Environmental Programmes and Policies: Developed Countries; Developing Countries; New Environmental Policy in India; Government Initiatives.

REFERENCES:

Text Book:

1. Singh, R.B. (1993) Environmental Geography, Heritage Publishers, New Delhi.
2. Singh, R.B. and Hietala, R. (Eds.) (2014) Livelihood security in Northwestern Himalaya: Case studies from changing socio-economic environments in Himachal Pradesh, India. Advances in Geographical and Environmental Studies, Springer
3. Singh, Savindra(2001),ParyavaranBhugol, PrayagPustak Bhawan, Allahabad. (in Hindi)

Suggested Reading:

1. Casper J.K. (2010) Changing Ecosystems: Effects of Global Warming. Infobase Pub. New York.
2. Hudson, T. (2011) Living with Earth: An Introduction to Environmental Geology, PHI Learning Private Limited, New Delhi.
3. Miller, G.T. (2007) Living in the Environment: Principles, Connections, and Solutions, Brooks/ Cole Cengage Learning, Belmont.
4. UNEP (2007) Global Environment Outlook: GEO4: Environment for Development, United Nations Environment Programme. University Press, Cambridge.
5. Wright R. T. and Boorse, D. F. (2010) Toward a Sustainable Future, PHI Learning Pvt Ltd, New Delhi.

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3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
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SEMESTER – 4

PAPER	:	PAPER - 8	T___ /P ___
TITLE OF THE PAPER	:	REMOTE SENSING, G.I.S. & G.P.S. BASED PROJECT	
		REPORT (PRACTICAL)	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the course students will be able -

1. Understand the Basic idea and application of Remote sensing Techniques and Geographical Information System
2. Overall understanding of potential of Remote Sensing, GIS and GPS
3. Understanding of image interpretation
4. Understanding of GIS analysis workflow and integrated applications in various domains of Geography

COURSE LEARNING OUTCOMES:

1. Students will be able to Understand the concept and function of Remote sensing.
2. Students will be able to understand the application and importance of Remote Sensing and GIS in the field of geographic data analysis and presentation.

UNIT-I

Remote Sensing: Definition, Development, Platforms and Types.

UNIT-II

Aerial Photography: Principles, Types and Geometry.

UNIT-III

Meaning, Definition and scope of G.I.S., Components of G.I.S., Recent Trends and applications of G.I.S.

UNIT-IV

Interpretation and Application of Remote Sensing: Land use/Land Cover; Global Positioning System (GPS) – Principles and Uses.

Practical Record: A project file consisting of five exercises will be done from aerial photos, satellite images (Scale, orientation and interpretation) and GPS field survey.

REFERENCES:

Text Book:

1. Chauniyal, D D, (2016), Principles of Remote Sensing and Geographical Information System Hindi, Sharda Pustak Bhawan, Allahabad
2. Nag P. and Kudra, M., (1998), Digital Remote Sensing, Concept, New Delhi.

Suggested Reading:

1. Campbell J. B., (2007), Introduction to Remote Sensing, Guildford Press.
2. Jensen J. R., (2004), Introductory Digital Image Processing: A Remote Sensing Perspective, Prentice Hall.
3. Joseph, G. (2005), Fundamentals of Remote Sensing, United Press India.
4. Lillesand T. M., Kiefer R. W. and Chipman J. W., (2004), Remote Sensing and Image Interpretation, Wiley. (Wiley Student Edition)
5. Rees W. G., (2001), Physical Principles of Remote Sensing, Cambridge University Press.
6. Singh R. B. and Murai S., (1998), Space-informatics for Sustainable Development, Oxford and IBH Pub.
7. Wolf P. R. & Dewitt B. A., (2000), Elements of Photogrammetry: With Applications in GIS, McGraw-Hill.

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2. <https://epgp.inflibnet.ac.in/home/viewssubject?catid=17>
3. <https://www.youtube.com/watch?v=4hu7bnow8t8&list=plnspmbklj8l5z-moer6jx6pasmceruzw>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 5

PAPER	:	PAPER - 9	T___ /P ___
TITLE OF THE PAPER	:	GEOGRAPHY OF INDIA	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the course students will be able -

1. To understand of 'new' geography of their country.
2. To understand the spatial variations of dimensions of vitality and vulnerability would help them see the strength and weakness of the country.
3. To understand resource location and its judicious use

COURSE LEARNING OUTCOME:

1. Students become aware of the physical and cultural aspects of India.
2. Students will be able to assess the impact of natural resources, agriculture and industry in the Indian economy and society.

UNIT-I

Physical Setting – Location, Structure and Relief, Drainage, Climate; Population – Size and Growth since 1901, Population Distribution, Literacy, Sex Ratio.

UNIT-II

Settlement System – Rural Settlement Types and Patterns; Urban Pattern.

UNIT-III

Resource Base – Livestock (Cattle and Fisheries), Power (Coal and hydroelectricity), Minerals (iron ore and Bauxite)

UNIT-IV

Economy – Agriculture (Rice, Wheat, Sugarcane, Cotton), Industries (Cotton Textile, Iron and Steel, Automobile), Transportation Modes (Road and Rail)

REFERENCES:

Text Book:

1. Hussain M., (1992), Geography of India, Tata McGraw Hill Education.
2. Khuller D. R. (2016), Comprehensive Geography of India, Kalyani Publication, New Delhi.
3. Nag P. and Sengupta S., (1992), Geography of India, Concept Publishing.
4. Rana, Tejbir Singh, (2015), Diversity of India, R.K. Books, Delhi.
5. Singh Gopal, (1976), A Geography of India, Atma Ram.

Suggested Reading:

1. Mamoria C. B., (1980), Economic and Commercial Geography of India, Shiva Lal Agarwala.
2. Miller F. P., Vandome A. F. and McBrewster J., (2009), Geography of India: Indo- Gangetic Plain, Thar Desert, Major Rivers of India, Climate of India, Geology of India, Alphascript Publishing.
3. Pichamuthu C. S., (1967), Physical Geography of India, National Book Trust.
4. Sharma T. C. & Coutinho O., (1997), Economic and Commercial Geography of India, Vikas Publishing.
5. Spate O. H. K. and Learmonth A. T. A., (1967), India and Pakistan: A General and Regional Geography, Methuen.

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SEMESTER – 5

PAPER : **PAPER - 10** T___ /P ___
TITLE OF THE PAPER : **REGIONAL GEOGRAPHY OF SOUTHERN HEMISPHERE**
CREDIT : **4**
COURSE OBJECTIVES :

After Completion of the course students will be able-

1. To understand the location of earth's continents in detail
2. To understand the politics of southern hemisphere
3. To understand the resources of southern hemisphere

COURSE LEARNING OUTCOMES:

1. Student will develop an understanding of the geographical and cultural aspects of Southern Hemisphere continents.
2. Will help in enhancing the global perception of students.

UNIT – I

South America & Islands, Physiographic Regions; Climate, Soil, Vegetation, People and Economy.

UNIT – II

Africa & Islands; Physiographic Regions; Climate, Soil, Vegetation, People and Economy.

UNIT – III

South Asia, South East Asia & Islands, Physiographic Regions, Climatic, Soil, Vegetation, people and economy.

UNIT- IV

Australia, New Zealand, Antarctica and Zealandia, Physiographic Regions, Climatic, Soil, Vegetation, People and Economy.

REFERENCES:

Text Book:

1. Husain Majid (2004) World Geography, Rawat Publication, New Delhi.
2. Rao B.P. (2008), Geographical Analysis of Asia.
3. Singh Jagdish, (2008) Three Southern Continents.
4. Srivastava H. (2008), Regional Geography.

Suggested Reading:

1. Claval P. (2002) An Introduction to Regional Geography.
2. Geography – Book 6; R.K. Jain, ICSE, Ratna Sagar Publication.
3. Hamilton, I. (ed.) (1992), Resources and Industries. Oxford University Press, New York, 1992.
4. Hutchinson University Library, London
5. Panorama: A Textbook of geography, class VII, ICSE, United Publishing House, New Delhi.
6. Tirtha R, (2001) Geography of Asia.

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SEMESTER – 5

PAPER	:	PAPER – 11 'A'	T___ /P ___
TITLE OF THE PAPER	:	POLITICAL GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of course students will be able -

1. To understand the growth, development, philosophical influences and relevance of political theories in geography from ancient to the present time.
2. To understand emerging areas and new theorisations within the discipline.
3. To understand the ways in which political issues are dealt with through geographical and spatial perspectives.

COURSE LEARNING OUTCOMES:

1. Students will be able to understand the role of geographical conditions in global relations.
2. Students will develop the ability to understand international geopolitics.

UNIT-I

Nature and scope of political geography; political geography and geopolitics; Approaches to the study of political geography; morphological, functional and unified field theory.

UNIT-II

State as a politico – territorial phenomenon; Changing nature of location, size and shape in political geography of states.

UNIT-III

Global strategic views of Mackinder, Spykman; Seversky, and Mahan and their relevance to contemporary world situation.

UNIT-IV

Underdevelopment and international policies, the North-south dialogues : SAARC and ASEAN in the new International Economic order.

REFERENCES:

Text Book:

1. Dikshit S K (2010), RajnitikBhoogol – Viswavidyalaya Publication Varansi.
2. Dikshit, R. D. (1982), Political Geography, A Contemporary Tata Mcgraw Hill Publishing Co. New Delhi.
3. Pankkar, K M (1956), Geographical factors in India History. BharatiyaVidyabhavan, Bombay.
4. Pounds, N. T. (1972), Political Geography Mcgraw Hill, New York.
5. Sudipta Adhikari & Ratan Kumar, (2015) RajnitiBhoogol, Sharda Pustak Bhawan, Allahabad.

Suggested Reading:

1. Bhagwati, J. N. (ed.); New International Economics Order The North-South Debagte. M.I.T. Press, London, 1976.
2. Glassner M.I. (1993), Political Geography, John Wiley, New York.
3. Prescott. J. R (1972), Political Geography Mcgraw Hill, New York.
4. Schwartzberg Je (1993), A Historical Atlas of South Asia, University of Chicago press. U.S.A.
5. Short, J. R. (1982), An Introduction to political Geography; Routledge and Kegan Paul, London.
6. Taylor, Peter (1993), Political Geography, Longman, London, 1985. Analysis. New York.
7. Taylor. P. J. (ed.) (1993), Political Geography of the 20th Century – A Global Analysis, New York.
8. William C. H (ed.) (1993), Political Geography of the New World order Halsted Ben, New York.

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SEMESTER – 5

PAPER : **PAPER – 11 ‘B’** T___ /P ___
TITLE OF THE PAPER : **URBAN GEOGRAPHY**
CREDIT : **4**

COURSE OBJECTIVES:

After Completion of the Course Students will be able-

1. To understand the linkages between urban cities and the societal forces that shapes it.
2. To critically analyse contemporary urban issues from a geographical perspective.
3. To understand urban issues in order to engage with possible and effective planning and policy interventions.

COURSE LEARNING OUTCOMES:

1. Students will be able to understand the city and its various dimensions.
2. Students will be able to identify the problems of the city and make sure that what can be the solution in its context.

UNIT - I

Urban Geography : Meaning, Nature & Scope, Patterns of Urbanization in Developed and Developing Countries.

UNIT - II

Functional Classification of Cities : Quantitative and Qualitative Methods, Urban Influences : Umland and Rural – Urban Fringe.

UNIT - III

Study of Regional Urban Patterns; Central Place Theory of Christaller & Losch, Growth Pole Theory of Perroux, Metropolitan City and Primate City.

UNIT - IV

Contemporary Urban Issues; Urban Poverty; Housing; Slums, Master Plan : A case study of Lucknow.

REFERENCES:

Text Book:

1. Ram Chandran, R. (1988), Urbanization and Urban System in India, New Delhi, Oxford Publication.
2. Singh, R. B.(ed.) (2000), Urban Sustainable in the context of Global Change, Oxford & IBN Pub. New Delhi.

Suggested Reading:

1. Alam, S.M. (1964), Hyderabad – Secunderabad Town in Cities Asia Publishing House, Bombay.
2. Berry, B.J.L. and Horton F.F. (1970), Geographic Perspectives on Urban Systems, Prentice Hall, Englewood Cliffs, New Jersey.
3. Carter (1972), The Study of Urban Geography, Edward Arnold Publishers, London.
4. Dickinson, R.E.(1964), City and Region, Routledge, London.
5. Gibbs, J.P. (1961), Urban Research Methods D.Van Nostrand Co. Inc. Princeton, New Jersey.
6. Hall P (1992), Urban and Regional Planning, Routledge, London.
7. Houser, Philip M and Schnore Leo F. (ed.) (1965), The Study of Urbanization, Wiley, New York.
8. James, P. E. and Jones, C.F. (eds.), (1954), American Geography, Inventory and Prospect, Syracuse University Press, Syracuse.
9. Mayer, H.M. Kohn, C.F. (eds.); Readings in Urban Geography, University of Chicago Press, Chicago.
10. Mumford, (1958), Culture of Cities, McMillan & Co., London.
11. Nangia, Sudesh (1976), Delhi Metropolitan Region: A Study in Settlement Geography, Rajesh Publication.

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4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 6

PAPER	:	PAPER – 12	T___ /P ___
TITLE OF THE PAPER	:	DISASTER MANAGEMENT	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After completion of the course students will be able-

1. To understand the types of disasters-natural and man-made.
2. To understand how to map and mitigate disasters.
3. To understand the disaster studies in India and various government policies of disaster management.

COURSE LEARNING OUTCOMES:

1. Students will be able to understand the basic concept of disaster.
2. Students will get to know about the situation of disasters found in different parts of India.
3. Student will get information about various processes and organizations of disaster management.

UNIT - I

Hazards, Risk, Vulnerability and Disaster; Definition and Concepts; Disasters in India : (a) Flood, Landslide, Drought - Causes, Impact, Distribution and Mapping;.

UNIT - II

Disasters in India : (b) Earthquake, Tsunami and Cyclone - Causes, Impact, Distribution and Mapping.

UNIT - III

Human induced Disaster; Causes, Impact, Distribution and Mapping

UNIT - IV

Response and Mitigation to Disaster; Mitigation and preparedness, NDMA and NIDM; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts during Disasters.

REFERENCE:

Text Book:

1. Kapur, A. (2010) Vulnerable India: A Geographical Study of Disasters, Sage Publication, New Delhi.
2. Singh Jagbir (2007) "Disaster Management Future Challenges and Opportunities", 2007. Publisher- I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).
3. Singh, R. B. (ed.), (2006) Natural Hazards and Disaster Management: Vulnerability and Mitigation, Rawat Publications, New Delhi.
4. Singh, R.B. (2005) Risk Assessment and Vulnerability Analysis, IGNOU, New Delhi. Chapter 1, 2 and 3
5. Singh, Savindra (2015), Disaster Management, Pravalika Publication, Parayaraj.

Suggested Reading:

1. Government of India. (1997) Vulnerability Atlas of India. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
2. Modh, S. (2010) Managing Natural Disaster: Hydrological, Marine and Geological Disasters, Macmillan, Delhi.
3. Sinha, A. (2001). Disaster Management: Lessons Drawn and Strategies for Future, New United Press, New Delhi.
4. Stoltman, J.P. et al. (2004) International Perspectives on Natural Disasters, Kluwer Academic Publications. Dordrecht.

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SEMESTER – 6

PAPER	:	PAPER – 13	T___ /P ___
TITLE OF THE PAPER	:	SURVEYING AND SURVEY BASED PROJECT REPORT / FIELD TRIP AND REPORT WRITING (PRACTICAL)	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After completion of the course students will be able-

1. To understand the importance of practical work in geography
2. To understand the relevance of surveying in geography
3. To develop a understanding of surveying instruments
4. To understand the lithosphere through field work

COURSE LEARNING OUTCOMES :

1. Creativity will be developed in the students towards field survey.
2. Students will be familiar with various tools and techniques of cartography.
3. Field observation and report writing skills will be developed in Students.

UNIT-I

Instrumental Surveying; Meaning, classification and significance, Introduction to (i) Chain and tape (ii) Indian Clinometer and (iii) Dumpy Level. Prismatic Compass and Plane Table, Surveying (Three Point problem).

UNIT-II

Socio-economic survey / Field trip and report writing

Socio-economic survey: Selection of Area, Objectives, Methodology, Questionnaire, Data Collection, Entry and Tabulation and its interpretation.

Field Trip:

Mountain / Desert / Plateau / Coastal Region or any local geographical area in unavoidable circumstances,

Designing the field report: Aims and Objectives, Methodology, Analysis, Interpretation and writing the report based on field observations, photographs, sketch etc.

REFERENCE:

Text Book:

1. Sharma, J. P. (2019), Proyagatmakbhogol, Rastogi Publication Meerut.
2. Singh, R. L. and Singh, Rana P.B. (1993), Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, Ludhiana and New Delhi.

Suggested Reading:

1. Davis, R.E. and Foote, F.S. (1953) : Surveying, 4th edition, McGraw Hill Publication, New York.
2. Jones, P.A. (1968): Fieldwork in Geography, Longmans, Green and Company Ltd. First Publication, London.
3. Kanetkar, T. P. and Kulkarni, S. V. (1967); Surveying and Levelling, Vol-I and II V.G. Prakashan, Poona.
4. Natrajan, V. (1976), Advances Surveying, B.I Publication, Mumbai.
5. Pugh, J.C. (1975), Surveying for field Scientists, Methuen and Company Ltd. London, First Publication.
6. Punmia, B.C. (1994), Surveying, Vol. I, Laxmi Publication Private Ltd., New Delhi.
7. Shephard, F. A. (1968), Surveying Problems and Solutions, Edward Arnold (Publishers) Ltd. London.
8. Venkatramaiah, C. (1997), A Text Book of Surveying, Universities Press, Hyderabad.

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SEMESTER – 6

PAPER : **PAPER – 14 ‘A’** T___ /P ___
TITLE OF THE PAPER : **GEOGRAPHY OF TOURISM**
CREDIT : **4**
COURSE OBJECTIVES :

After completion of the course students will be able-

1. To understand different types of tourism and the geography associated with them.
2. To understand different aspects of tourism-market, demand & dimensions of tourism.
3. To understand tourism in India, its evolution and development in different tourist places.

COURSE LEARNING OUTCOMES:

1. Students will be familiar with different dimensions of tourism.
2. Students will be able to know how it will be helpful in providing employment and development of Indian economy.

UNIT- I

Concepts, Nature and Scope; Inter-Relationships of Tourism, Geographical Parameters of Tourism by Robinson. Types of Tourism: Natural Tourism, Cultural Tourism, Medical Tourism, Pilgrimage

UNIT- II

Recent Trends of Tourism: International and Regional; Domestic (India); Eco Tourism, Sustainable Tourism, Meetings, Incentives, Conventions and Exhibitions (MICE)

UNIT - III

Impact of Tourism: Economy; Environment; Society.

UNIT - IV

Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert and Coastal and Heritage; National Tourism Policy

REFERENCES:

Text Book:

1. Kamra, K. K. and Chand, M. (2007) Basics of Tourism: Theory, Operation and Practise, Kanishka Publishers, Pune.
2. Singh Jagbir (2014) "Eco-Tourism" Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, India (www.ikbooks.com).

Suggested Reading:

1. Dhar, P.N. (2006) International Tourism: Emerging Challenges and Future Prospects. Kanishka, New Delhi.
2. Hall, M. and Stephen, P. (2006) Geography of Tourism and Recreation–Environment, Place and Space, Routledge, London.
3. Page, S. J. (2011) Tourism Management: An Introduction, Butterworth Heinemann- USA. Chapter 2.
4. Raj, R. and Nigel, D. (2007) Mopeth Religious Tourism and Pilgrimage Festivals Management: An International perspective by, CABI, Cambridge, USA, www.cabi.org.
5. Tourism Recreation and Research Journal, Centre for Tourism Research and Development, Lucknow

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1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
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3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
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SEMESTER – 6

PAPER	:	PAPER – 14 ‘B’	T___ /P ___
TITLE OF THE PAPER	:	SOCIAL GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After completion of the course students will be able-

1. To understand the social aspect of geography
2. To understand various races ,tribes and ethnicities and its importance
3. To understand the idea of human well being

COURSE LEARNING OUTCOMES:

1. Students will be able to understand the basic concept of Social Geography.
2. Students will be able to analyze the cultural diversity of India.

UNIT - I

Social Geography: Meaning, Nature & Development, Significance and approaches of Social Geography

UNIT-II

Philosophical Bases of Social Geography (Positivism, Structuralism); Social Structure & Social Processes; Concept of Social Space.

UNIT - III

Elements of Social Geography: Ethnicity, Tribe, Dialect, Language, Caste & Religion; Socio-Cultural Regions of India; Linguistic Elements in India.

UNIT - IV

Social Well-being and its indicators, Human Development Index (HDI), inclusive growth, social segregation and ghetto formation.

REFERENCES:

Text Book:

1. Aijazuddin Ahmad, Social Geography.
2. Gosal, G.S. & Mukherjee, A. B. Religious Groups in India
3. Kulkarni, K. M. Geographical Patterns of Social Well-being.

Suggested Reading:

1. Gardern, J.F., Geography as a Social
2. Gregory, D & Urry, J. Social Relations.
3. Hammely, chris, (Ed.) Social Geography : A Reader
4. Harvey, D. Social Justice and the City.
5. John, E. (ed.) Social Geography in International Perspective
6. Jones, E. (Ed.) Readings in Social Geography
7. Jones. E. & Eyles, J., An Introduction to Social Geography.
8. Pacliona, A (ed.) Social Geography, Progress and Prospects.
9. Paul Knox, Social Well-being, A Spatial Perspective.
10. Rao, M.S.A, Urbanization and Social Change.

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SEMESTER – 7

PAPER : PAPER – 15 T___ /P ___
TITLE OF THE PAPER : EVOLUTION OF GEOGRAPHICAL THOUGHT
CREDIT : 4
COURSE OBJECTIVES :

After Completion of the Course Students will be able-

1. To understand the growth, development, philosophical influences and relevance of geography from ancient to the present time.
2. To acquire Knowledge of emerging areas and new theorisations within the discipline.
3. To develop an appreciation for the discipline's dynamic and inclusive nature.

COURSE LEARNING OUTCOMES:

1. Students will be able to know the pattern of gradual development of Geography subject.
2. Students will be able to evaluate the contribution of different scholars of geography.

UNIT - I

Geography as a Discipline; Fundamental Concepts; place of geography in the Classification of Sciences & other Disciplines; Geography as a Natural as well as Social Science.

UNIT - II

Historical Development During Ancient and Medieval Period; Contribution of Greeks, Roman, Indian, Arabs & Renaissance.

UNIT - III

Contribution of Various & Immanuel Kant; Concept of Space in Geography: Material Space & Social Space.

UNIT - IV

Modern Geographical Thoughts; Contribution of German, French, British, American school of Thought; Founder of Geography: Humboldt, Ritter & Ratzel.

REFERENCES:

Text Book:

1. Dikshit, R. D. (2003): Geographical Thought, A Critical History of Ideas. Prentice-Hall of India, New Delhi. (in English and Hindi).
2. Dube, B. (1967): Geographical Concepts in Ancient India, National Geographical Society of India, Varanasi
3. Husain, Majid. (2002): Evolution of Geographical Thought, Rawat Publications, Jaipur.

Suggested Reading:

1. Ali, S.M. (1960): Arab Geography, Institute of Islamic Studies, Aligarh Muslim University, Aligarh, First Edition.
2. Diddee, J. (ed.) (1990): Indian Geography, Institute of Indian Geographers, Pune, first edition.
3. Hartshorne, R. (1959): Perspective on the Nature of Geography, John Murray, London
4. Harvey, D. (1969): Explanations in Geography. Arnold, London.
5. Holt-Jensen, A. (1980): Geography: Its History and Concepts. Harper and Row Publishers, London.
6. Johnston, R. and Sidaway, J.D. (2004): Geography and Geographers: Anglo-American Human Geography Since 1945, Arnold Publishers, London.
7. Johnston, R., Gregory, D., Pratt, G., Watts, M. and Whatmore, S. (2003): The Dictionary of Human Geography. Blackwell Publishers, Oxford. 5th edition.
8. Taylor, G. (ed.) (1953): Geography in the Twentieth Century. Methuen and Company, London.

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SEMESTER – 7

PAPER : **PAPER – 16** T___ /P ___
TITLE OF THE PAPER : **STATISTICAL METHODS IN GEOGRAPHY**
CREDIT : **4**

COURSE OBJECTIVES:

After Completion of the Course students will be able-

1. Identify basic Statistical procedure to be applied to various themes in Geography.
2. Analyze the assumptions, limitations and interpretation of statistical procedures and results.
3. Apply various statistical methods in analyzing Geographical problems

COURSE LEARNING OUTCOMES:

1. Students will be able to understand the various statistical techniques of analysis of geographical data.
2. Students will be able to do graphic representation of geographical data

UNIT-I

Use of Data in Geography: Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio)

UNIT-II

Tabulation and Descriptive Statistics: Graphical Presentation of Data (Bar diagram, Histograms, Frequency Curve and Cumulative Frequency Curves).

UNIT-III

Measurement of Central Tendencies (Mean, Median and Mode).

UNIT-IV

Measurement of Partitions (Deciles, Quartiles and Percentiles), Dispersion (Standard Deviation, Variance and Coefficient of Variation).

REFERENCES:

Text Book:

1. Bansal S C, (2020) Shodhvidhi tantra vasankhikiya Vishyan, RK Books Publication, New Delhi.
2. Kaushik, S. D. & Rawat D. S. (2018), Bhougolick Vichardharyien & Vidhi Tantra, Rastogi Publication, Meerut.
3. Mahmood A., 1977: Statistical Methods in Geographical Studies, Concept.
4. Sharma J. P. (2019), PrayogikBhoogol, Rastogi Publication, Meerut.
5. Sharma, PM, (2009) Bhugol Me sankhkiyaVidhyan, Rajasthan GranthAccademy, Jaipur

Suggested Reading:

1. Berry B. J. L. and Marble D. F. (eds.): Spatial Analysis – A Reader in Geography.
2. Ebdon D., 1977: Statistics in Geography: A Practical Approach.
3. Hammond P. and McCullagh P. S., 1978: Quantitative Techniques in Geography: An Introduction, Oxford University Press.
4. King L. S., 1969: Statistical Analysis in Geography, Prentice-Hall.
5. Pal S. K., 1998: Statistics for Geoscientists, Tata McGraw Hill, New Delhi.
6. Sarkar, A. (2013) Quantitative geography: techniques and presentations. Orient Black Swan Private Ltd., New Delhi
7. Silk J., 1979: Statistical Concepts in Geography, Allen and Unwin, London.
8. Spiegel M. R.: Statistics, Schaum's Outline Series.

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SEMESTER – 7

PAPER : PAPER – 17 T___ /P ___
TITLE OF THE PAPER : GEOGRAPHY OF UTTAR PRADESH
CREDIT : 4

COURSE OBJECTIVES:

After completion of the course students will be able-

1. To understand the geography of Uttar Pradesh
2. To understand the resource location of the State
3. To understand and evaluate the importance of Uttar Pradesh in the country

COURSE LEARNING OUTCOMES:

1. Students will be able to understand the physical and cultural dimension of Uttar Pradesh
2. Students will be able to understand how to encourage the holistic development of Uttar Pradesh by following the concept of sustainable development.

UNIT-I

Locational Set-up of Uttar Pradesh in India and its changing map. Relief and Physical Divisions and Structure. Drainage, Soil and their Types.

UNIT-II

Spatio Temporal Trends of Agricultural production, Agricultural Productivity and crop-combination regions, Agro-processing Industry and their problems with special reference to sugar Industry.

UNIT-III

Underground water scarcity, Depletion of forest cover and wild life.

UNIT-IV

Human Resource Development in Uttar Pradesh: Demographic and Religious composition, Sex-ratio, Literacy and trends of urbanisation), Occupational Structure and Poverty, Planning for sustainable Development.

REFERENCES:

Text Book:

1. Singh R.L.(ed.) (1971): India-A Regional Geography, National Geographical Society, India, Varanasi.
2. Tiwari, A.R. : Geography of Uttar Pradesh, N & T.

Suggested Reading:

1. Bansal, S. C. : Advanced Geography of India (Hindi), Meenakshi Prakashan, Meerut.
2. Despande C.D. (1992): India-A Regional Inter-Pretation ICSSR, Northern Book Centre, New Delhi.
3. Kundu A., Raza Moonis (1982): Indian Economy: The Regional Dimension, Spectrum Publishers, New Delhi.
4. Mamoria, C. B. : Advanced Geography of India.
5. Tirtha, R. & Gopal Krishna (1966): Emerging India, Rawat Publications, Jaipur.

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2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNsppmbLKJ8L5Z-moeR6jx6PaSMceruzW>
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SEMESTER – 7

PAPER : **PAPER – 18 ‘A’** T___ /P ___
TITLE OF THE PAPER : **INDUSTRIAL GEOGRAPHY**
CREDIT : **4**
COURSE OBJECTIVES :

After completion of the course students will be able-

1. To understand the importance of industries in the development of the country
2. To understand the location of industries
3. To understand the hazards related to industries and its mitigation.

COURSE LEARNING OUTCOMES:

1. Students will be able to assess the type of industrial Function at the national and international level.
2. Students will be able to evaluate the positive and negative impact of industrialization.

UNIT - I

Meaning, Nature, Scope and recent development of Industrial Geography, Factor of Localization of Industries.

UNIT - II

Distributional patterns of important Industries : Iron and Steel, Cotton Textiles, Chemicals and Petro – Chemicals.

UNIT - III

Industrial Regions :Methods of delineating industrial regions., Degradation and Globalization, Environmental degradation caused by industries.

UNIT - IV

Industrial hazards and occupational health., Impact of Industries on economic development., Role of Globalization on Industrial Sector.

REFERENCES:

Text Book:

1. S. Siddhartha (2000), Economic Geography, Theories, Process and Pattern, Kisolaya Pub. Ltd. Pantan.

Suggested Reading:

1. Alexander, J. W. (1988), Economic Geography, Prentice Hall, Englewood Cliffs.
2. Alexanderson, C. (1967), Geography of Manufacturing, Prentice Hall Bombay.
3. Hoover, E. M. (1948), The Location and space Economy, McGraw Hill, New York.
4. Isard, W. (1956), Methods of Regional analysis, The Technology Press of MIT & John Wiley and Sons, New York.
5. Miller E. A. (1962), Geography of Manufacturing, Prentice Hall, Engle woods Cliffs.
6. Weber, Alfred (1957), Theory of Location of Industries, Chicago University Press, Chicago.

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3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNsppmbLKJ8L5Z-moeR6jx6PaSMceruzW>
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SEMESTER – 7

PAPER : **PAPER – 18 'B'** T___ /P ___
TITLE OF THE PAPER : **GEOGRAPHY OF RURAL SETTLEMENT**
CREDIT : **4**

COURSE OBJECTIVES:

After completion of the course students will be able -

1. To understand the concepts and components of urban development and management.
2. To understand and analyse the urban poverty and slums at different scales.
3. To get updated knowledge of urban infrastructure development management and urban governance.

COURSE LEARNING OUTCOMES:

1. The students will be able to have a clear understanding of the place under study with respect to location, side and situation.
2. The students will be able to understand Settlement patterns and their importance
3. Learning different types of Government Programs.

UNIT-I

Concept and Scope of Rural Settlement Geography; Different Approaches to study Rural Geography.

UNIT-II

Rural Settlements: Characteristics and Pattern of Rural Settlement and their distribution with special reference to spacing, rural house type, based on building materials, size and shape.

UNIT-III

Rural-Urban Fringe, Rural-Urban Continuum, Population growth in Rural India, Rural Population Migration.

UNIT - IV

Critical review of Rural Development in Strategies in India. Rural Development Program and Policy. Concept of MANREGA, NHRM, PMAY & PMGSY and its role for Rural development.

REFERENCES:

Text Book:

1. Hussain, M. (1994), Human Geography, Rawat Publication Company, New Delhi
2. R. D. Singh, Rural Settlement in Modern India.
3. Singh, R. L. et al. (ed.) (1976), Geographic Dimensions of Rural Settlement, National Geographical Society of India, Varanasi.
4. Singh, R. Y. (1994), Geography of Settlements, Rawat Pub. Co., New Delhi.

Suggested Reading:

1. Baker (2014), The Geography of Rural Settlements.
2. Mandal, R. B. (1988), Systems of Rural Settlements in Developing Countries, Concept Publication Co. New Delhi
3. Mishra H. N. (ed.) (1987), Contribution to Indian Geography, Volume 9, Rural Geography, Heritage Pub. New Delhi.
4. Roberts (2011), Rural Settlement in Britain

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3. <https://www.youtube.com/watch?v=4hU7BNOw8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
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SEMESTER – 7

PAPER	:	PAPER – 19 'A'	T___ /P ___
TITLE OF THE PAPER	:	POPULATION GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course Students will be able -

1. To appreciate the active role of population geography as a distinct field of human geography.
2. To be conversant with different sources of demographic data, and well versed with debates on population-development linkages.
3. To examine the different components of population change, its drivers, and their consequences upon contemporary socio-economic, environmental, and political changes.

COURSE LEARNING OUTCOMES:

1. After taking this course, a student should be able to appreciate the active role of population geography as a distinct field of human geography.
2. Students should be able to examine the different components of population change, its drivers, and their consequences upon contemporary socio-economic, environmental, and political changes

UNIT-I

Nature, Scope & Development of population geography; Source & Types of Population Data: Theories of population: Classical & Modern.

UNIT-II

Population Characteristics: Fertility & Mortality; Age & Sex Structure; Occupational Structure; Human Resource Development & Human Development Index.

UNIT-III

World Population: Growth, Causes & Consequences; Factors Affecting population Distribution; Migration Types & Migration Theories.

UNIT-IV

Population Resource Regions, Population Problems with special reference to India :Food, Housing, Unemployment and Poverty, Population Policies.

REFERENCES:

Text Book:

1. Chandna, R. C. (2000) Geography of Population Kalyani publishers, New Delhi
2. Hussain Izhar (2015), Population Geography, Rawat Publication, New Delhi.
3. Mamoria, C (2018), Population Geography (Hindi), Sahitya Bhawan Publication, Agra.

Suggested Reading:

1. Bogue, D. J. (1969), Principles in Demography, John wiley, New York.
2. Builasborrow, Richard F. and Daniel Hogan (1999), Population and Deforestation in the Humid Tropies International Union for the Scientific Study of Population, Begium.
3. Census of India (1999), A state Profile.
4. Clark, John I, (1973), Population geography, Pergamon press, Oxford
5. Crook, Nigel (1997), Principal of Population and Development, Permon Press, New York.
6. Garnier, B. J. (1970), Geography of Population, Longman, London.
7. Mamoria, C. B. (1981), India's Population Problems, Kitab Mahal New York.
8. Premi, M.K. (1991), India's Population: heading Towards a Bilion, B. R Publishing Corporation.
9. Srinivasan, K. and M. Vlass (2001), Population Development Nexus in India, Chalenges for the new Millennium, Tata McGraawHil, New Delhi.

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SEMESTER – 7

PAPER	:	PAPER – 19 ‘B’	T___ /P ___
TITLE OF THE PAPER	:	AGRICULTURAL GEOGRAPHY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course Students will be able -

1. To understand and analyse the historical perspective of agriculture.
2. To analyse the agriculture development and productivity and its impacts on various sectors
3. To get updated knowledge of contemporary issues and strategies.

COURSE LEARNING OUTCOMES:

1. The students will be able to understand and analyse the historical perspective of agriculture.
2. The students will be able to analyse the agriculture development and productivity and its impacts on various sectors
3. The students will be able to get updated knowledge of contemporary issues and strategies.

UNIT-I

Meaning, & Scope of Agriculture Geography; Basic Concepts & Approaches to the study of Agriculture Geography.

UNIT-II

Determinants of Agricultural Land Use, Intensity of Cropping; Diversification; Efficiency & Productivity; Crop Combination Regions of India.

UNIT-III

Theories of Agricultural Location : Von Thunen's Theory of Agricultural Location & its Recent Modifications; Whittlesey's Classification of Agriculture Regions.

UNIT-IV

Green Revolution, White Revolution & Blue Revolution in India, Specific problems in Indian Agriculture & their Management, Agricultural Policy of India.

REFERENCES:

Text Book:

1. Mohammad, N. (1992), New Dimension in Agriculture Geography, Vol. I to VIII, Concept

Suggested Reading:

1. Bryant, C.R., Johnston, T.R. 1992. Agriculture in the City Countryside, Belhaven Press, London.
2. Burch, D., Gross, J. and Lawrence, G. (eds.), 1999. Restructuring Global and Regional Agriculture, Ashgate Publishing Company, Burlington.
3. Cakmak, I. and Welch, R. M. (eds), 2009. Impacts of agriculture on Human Health and Nutrition, EOLSS Publications, UK.
4. Ferroni, Marco, 2013. Transforming Indian agriculture- India 2040: Productivity, Markets and
5. Grigg, D.B. 1984. Introduction to Agricultural Geography, Hutchinson, London.
6. Institutions, Sage Publications, New Delhi.
7. Mohammad, N. and Rai, S.C. 2014. Agricultural Diversification and Food Security in the
8. Mountain Ecosystem, Concept Publishing Company, New Delhi.
9. Publishing Company, New Delhi.
10. Roling, N.G., and Wagerutgers, M.A.E. (eds.) 1998. Facilitating Sustainable Agriculture, Cambridge University Press, Cambridge.

Web References:

1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

PAPER : T___ /P ___
TITLE OF THE PAPER : **MAJOR PROJECT**
CREDIT : **24**
COURSE OBJECTIVES :

After Completion of the Course Students will be able -

1. To understand the details of research in geography
2. To Write the research report
3. To prepare for higher studies in geography

COURSE LEARNING OUTCOMES:

1. Students will be able to do quality research work

COURSE CONTENT

1. The students of B. A. Geography Semester may have to be selected a specific theme/topic for a Project work. The students may select some of the following themes for their project.
 - a. Land-use / Land cover Analysis
 - b. Water sources
 - c. Climatic Change
 - d. Settlement Studies
 - e. Agriculture Studies
 - f. Health studies
 - g. Vegetation Studies
2. GIS, GPS & RS methods have to be used with appropriate primary and secondary data.
3. The students should follow the research guidelines by reading Research Methodology before taking up the Project work.
4. The project should no cross 50 pages including photos, references and tables.
5. Project work must include quality maps, diagrams and flowcharts.
6. The project report should include followings:
 - a. Title of the project
 - b. Introduction
 - c. Review of Literature
 - d. Study Area
 - e. Data sources
 - f. Main Objective
 - g. Materials and methods
 - h. Results & Discussion
 - i. Conclusion
 - j. Photos
 - k. References

REFERENCES:

Text Book:

1. Kothari C. R. (1996) : Research Methods, Vishwas Prakashan, New Delhi.
2. Misra R. P. (1991) : Research Methodology in Geography, Concept Publication, New Delhi.

Suggested Reading:

1. Archer J. E. & Dalton T.H. (1968) : The fields work in Geography, E. T. Batsford Ltd., London.
2. Haring, Lloyed (1975) : Scientific Geographic Research W. C. Brow Company USA.
3. Johnes, P.A. (2008) : Field work in Geography, Longman.

Web References:

1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

SEMESTER – 7

PAPER	:	CC/VC	T___ /P ___
TITLE OF THE PAPER	:	RESEARCH METHODOLOGY	
CREDIT	:	4	
COURSE OBJECTIVES	:		

After Completion of the Course Students will be able -

1. The students will be able to understand basic concepts of field research methods and research design in geography.
2. The students will be able to do field work through practical experience and get skills of data collection methods and processing and analysis of obtained data.
3. The students will be able to write dissertation based on field work on given topic.

COURSE LEARNING OUTCOMES:

1. The students will be able to understand basic concepts of field research methods and research design in geography.
2. The students will be able to do field work through practical experience and get skills of data collection methods and processing and analysis of obtained data.
3. The students will be able to write dissertation based on field work on given topic

UNIT-I

Introduction to Geographical Research: Concept, Significance, Types and Approaches to Research in Geography; Literature Review; Research Ethics; Limitations.

UNIT-II

Research Design: Steps, Identification and formulation of Research Problem; Research questions; Aims and Objectives

UNIT-III

Data Sources and Methods of Data Collection and Data Analysis: Nature of Data: qualitative and quantitative.

UNIT-IV

Interpretation of Data and Paper Writing – Layout of a Research Paper, Journals in Geography, Plagiarism and Self-Plagiarism, Referencing style.

REFERENCES:

Text Book:

1. Kothari C. R. (1996) : Research Methods, Vishwas Prakashan, New Delhi.
2. Misra R. P. (1991) : Research Methodology in Geography, Concept Publication, New Delhi.

Suggested Reading:

1. Black, James A. and Champion, D.J. 1976. Methods and Issues in Social Research, John Wiley and Sons, New York.
2. Bonnett, Alastair, R. 2008. What Is Geography? Sage, London.
3. Creswell, J. W. 2009. Research Design: Qualitative, Quantitative and Mixed Methods Approaches, Sage, California, USA
4. Gopal, Krishan and Singh, Nina, 2016. Researching Geography: The Indian Context. Routledge, Delhi.
5. Harris, C. 2001. Archival Fieldwork, Geographical Review, 91 (1-2), 328-334
6. Hart, C. 1999. Doing Literature Review: Releasing the Social Science Research Imagination, Sage, London.

Web References:

1. https://onlinecourses.nptel.ac.in/noc21_hs50/preview
2. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=17>
3. <https://www.youtube.com/watch?v=4hU7BNOW8T8&list=PLNspmbLKJ8L5Z-moeR6jx6PaSMceruzW>
4. [https://nios.ac.in/online-course-material/sr-secondary-courses/geography-\(316\).aspx](https://nios.ac.in/online-course-material/sr-secondary-courses/geography-(316).aspx)

प्रार्थना - ०१८
किसकी ले पाया
इआ डी

राष्ट्रीय शिक्षा नीति – 2020 पर आधृत

चार वर्षीय स्नातक पाठ्यक्रम

● हिन्दी साहित्य



हिन्दी तथा आधुनिक भारतीय भाषा विभाग,
लखनऊ विश्वविद्यालय, लखनऊ।

हिन्दी तथा आधुनिक भारतीय भाषा विभाग, लखनऊ
विश्वविद्यालय लखनऊ

Proposed Structure of U.G. Hindi Sahitya (4 Year)

Year	Sem.	हिन्दी साहित्य Major1@4Credits)	Second Subject(Major2 @ 4 Credits)	(Minor 1 @ 4Credits)	@4Credits
1	Sem.1	P1: हिन्दी साहित्य का इतिहास (आदिकाल से ऐतिहासिक चक्र) P2: ऐतिहासिक हिन्दी काव्य	P1' P2'	P1''	CC1
	Sem.2	P3: ऐतिहासिक हिन्दी काव्य P4: हिन्दी भाषा एवं देवनागरी लिपि	P3' P4'	P2''	VC1
2	Sem.3	P5: हिन्दी साहित्य का इतिहास (महाभारत काल से अद्यतन) P6: आधुनिक काव्य	P5' P6'	P3''	CC2
	Sem.4	P7: हिन्दी उपन्यास साहित्य P8: हिन्दी कहानी साहित्य	P7' P8'	P4''	VC2
3	Sem.5	P9: अद्यतन हिन्दी काव्य (भाग-01) P10: अद्यतन हिन्दी काव्य (भाग-02) P11X: हिन्दी भाषा तथा काव्यांग परिचय P11Y: हिन्दी व्याकरण	P9' P10'		Internship/ TermPaper
	Sem.6	P12: हिन्दी नाट्य साहित्य P13: हिन्दी निबन्ध तथा अन्य गद्य विधाएँ P14X: आधुनिक अवधी काव्य P14Y: आधुनिक ब्रजभाषा काव्य	P11' P12'		Minor Project
4	Sem.7	P15: भारतीय काव्यशास्त्र P16: पश्चात्त्य काव्यशास्त्र P17: हिन्दी का विमर्शमूलक साहित्य P18X: लखनऊ के हिन्दी लेखक और कथाकार P18 Y: कार्यालयी हिन्दी P19X: अनुवाद प्रविधि 19Y: रंगमंच और हिन्दी सिनेमा			Research Methodology
	Sem.8	MajorProject(24Credits)			

बी0 ए0 हिन्दी साहित्य

प्रथम सेमेस्टर

प्रश्नपत्र-1 हिन्दी साहित्य का इतिहास आदिकाल से रीतिकाल तक क्रेडिट T-4/ P-x

COURSE OUTCOMES— इस प्रश्नपत्र के अध्ययन से हिन्दी भाषा के उद्भव की प्रारम्भिक अवस्थाओं/स्थितियों के साथ-साथ हिन्दी साहित्य के प्रारम्भिक स्वरूप का परिचय मिलेगा। भारतीय साहित्य की परम्पराओं से हिन्दी साहित्य को विरासत के रूप में साहित्य और संस्कृति की कौन-कौन सी प्रवृत्तियाँ प्राप्त हुई— इसका पता चलेगा। इस कालावधि में भक्ति आन्दोलन के साथ-साथ मुगलकालीन कला और संस्कृति का जो विकास हुआ, उससे जिस गंगा-जमुनी भारतीय संस्कृति का प्रादुर्भाव हुआ उसका ज्ञान विद्यार्थियों को व्यावहारिक रूप से साहित्यिक रचनाओं के माध्यम से होगा।

- इकाई-1. हिन्दी साहित्योत्तिहास लेखन की परम्परा, काल विभाजन और नामकरण, हिन्दी साहित्य का आदिकाल, नामकरण, प्रवृत्तियाँ, नाथ-सिद्ध साहित्य, रासो-काव्य परम्परा, आदिकाल के प्रतिनिधि रचनाकार और रचनाएँ।
- इकाई-2. भक्तिकाल की ऐतिहासिक पृष्ठभूमि, प्रवृत्तियाँ, प्रमुख निर्गुण संत कवि और उनका योगदान, प्रमुख सूफी कवि और काव्यग्रन्थ, सूफी काव्यधारा की सामान्य विशेषताएँ।
- इकाई-3. भक्तिकालीन सगुणकाव्यधारा, रामभक्तिशाखा, कृष्णभक्तिशाखा, रामभक्तिशाखा और कृष्णभक्तिशाखा के प्रमुख कवि और काव्यग्रन्थ।
- इकाई-4. रीतिकाल की कालसीमा और नामकरण, लक्षण ग्रन्थों की परम्परा, रीतिकालीन काव्यधाराएँ, रीतिबद्ध, रीतिसिद्ध और रीतिमुक्त तथा प्रवृत्तियाँ, प्रतिनिधि रचनाकार और विशेषताएँ।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. डॉ. नगेन्द्र, (संपा), हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1976
2. शुक्ल, रामचन्द्र, हिन्दी साहित्य का इतिहास, लोक भारती प्रकाशन, इलाहाबाद 2019
3. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य की भूमिका, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई 1940
4. भटनागर, डॉ रामरतन, प्राचीन हिन्दी काव्य, इण्डियन प्रेस लिमिटेड, प्रयाग 1952

प्रश्नपत्र-2 :

भक्तिकालीन हिन्दी काव्य

क्रेडिट T-4/ P-x

COURSE OUTCOMES— भक्ति आन्दोलन भारतीय इतिहास की एक विशेष और अत्यन्त महत्त्वपूर्ण घटना है। इसकी व्याप्ति भारत की लगभग सभी महत्त्वपूर्ण भाषाओं के साहित्य तक है। मुनष्यता की सर्वोच्च परिकल्पनाओं और सामाजिक न्याय की केन्द्रीयता के कारण इसे भारतीय नवजागरण का एक महत्त्वपूर्ण चरण माना जात है। कबीर, सूर, तुलसी, जायसी और मीरा की रचनाओं के अध्ययन से भक्ति आन्दोलन के रूप में भारतीय नवजागरण के एक विशेष चरण से विद्यार्थी अवगत होंगे तथा मानव-मुक्ति, सामाजिक न्याय की साहित्यिक परम्परा व उसकी विरासत से उनका परिचय होगा।

इकाई-1. कबीरदास, मलिक मुहम्मद जायसी और सूरदास के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-2. तुलसीदास और मीरा के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-3. कबीरदास, मलिक मुहम्मद जायसी और सूरदास पर आधारित आलोचनात्मक प्रश्न।

इकाई-4. तुलसीदास और मीरा पर आधारित आलोचनात्मक प्रश्न।

निर्धारित कवि : कबीरदास, मलिक मुहम्मद जायसी, सूरदास, तुलसीदास, मीरा।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. द्विवेदी, हजारी प्रसाद, कबीर, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई 1946
2. पाठक, शिवसहाय, मलिक मुहम्मद जायसी और हिन्दी काव्य, साहित्य भवन, इलाहाबाद
3. त्रिपाठी रामनरेश, तुलसी और उनकी कविता (भाग-1), हिन्दी मंदिर, प्रयाग 1937
4. बाजपेई नन्ददुलारे, सूर संदर्भ, इण्डियन प्रेस लिमिटेड, प्रयाग

द्वितीय सेमेस्टर

प्रश्नपत्र-3 :

रीतिकालीन हिन्दी काव्य

क्रेडिट T-4/ P-x

COURSE OUTCOMES— 'कला-काल', 'अलंकृत काल' प्रभृति अन्य नामों से जाने जाने वाले रीतिकालीन हिन्दी साहित्य पर भारत की मध्यकालीन दरबारी संस्कृति, पुरुष सत्तात्मक सामंती और भोग वादी मूल्यों, कला वादी संस्कारों का जिन परिस्थितियों में गहरा प्रभाव पड़ा उसका समाजशास्त्रीय ज्ञान विद्यार्थियों को होगा। घनानन्द प्रभृति रचनाकारों के अध्ययन से शास्त्रीयता के बरक्स स्वच्छन्दतावादी मूल्यों के विद्रोही प्रवृत्तियों का भी परिचय विद्यार्थियों को होगा। ईश्वरीय नायक-नायिकाओं के आलम्बन के बावजूद अध्यात्म निरपेक्ष मानवीय वृत्ति केन्द्रित कविता कैसे लिखी जाती है— इसका बोध विद्यार्थियों को होगा।

इकाई-1. बिहारी के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-2. भूषण और घनानन्द के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-3. बिहारी पर आधारित आलोचनात्मक प्रश्न।

इकाई-4. भूषण और घनानन्द पर आधारित आलोचनात्मक प्रश्न।

निर्धारित पाठ्यक्रम : बिहारी, भूषण, घनानन्द।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. डॉ. नगेन्द्र, हिन्दी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, दिल्ली
2. किशोरीलाल, घनानन्द : काव्य और आलोचना, साहित्य भवन, इलाहाबाद
3. भटनागर रामरत्न, केशवदास : एक अध्ययन, किताब महल, इलाहाबाद 1947
4. शर्मा किरणचन्द्र, केशवदास : जीवनी, कला और कृतित्व, भारती साहित्य मंदिर, दिल्ली 1961

COURSE OUTCOMES— हिंदी भाषा एवं देवनागरी लिपि के अध्ययन से छात्रों को भारत की राजभाषा हिंदी एवं उस की लिपि देवनागरी का ज्ञान प्राप्त होगा। यह प्रश्न पत्र हिंदी भाषा का तात्त्विक परिचय देने के साथ देवनागरी लिपि के विकास, गुण- दोष एवं मानकीकरण का ज्ञान प्रदान करेगा। इस प्रश्न पत्र के अध्ययन से छात्रों का भाषा ज्ञान एवं लेखन शैली का परिष्कार होगा, जो छात्रों के व्यक्तित्व विकास में सहायक होगा।

इकाई-1 हिन्दी भाषा का उद्भव और विकास। भाषा की परिभाषा, प्रकृति तथा विशेषताएँ। भाषा और बोली में साम्य-वैषम्य। हिन्दी के विभिन्न रूप-सर्जनात्मक भाषा, राष्ट्रभाषा, राजभाषा, राज्यभाषा, संपर्क भाषा, हिन्दी का मानकीकरण।

इकाई-2 हिन्दी व्याकरण का सामान्य परिचय : वर्ण, शब्द, पद तथा वाक्य। शब्दों के भेद-तत्सम, तद्भव, देशज तथा विदेशी। रूढ़, यौगिक और योगरूढ़ शब्द। शब्दों की व्याकरणिक कोटियाँ- संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रियाविशेषण तथा अव्यय। उपसर्ग एवं प्रत्यय। वर्तनी, लिंग, पुरुष, वचन तथा काल।

इकाई-3 ध्वनि विज्ञान : उच्चारण अवयव, ध्वनि का वर्गीकरण-स्वर एवं व्यंजन ध्वनियाँ। कारक के भेद और उनकी विभक्तियाँ।

इकाई-4 देवनागरी लिपि का परिचय एवं विकास। देवनागरी लिपि का मानकीकरण, देवनागरी लिपि की वैज्ञानिकता, गुण और सीमाएँ तथा सुधारों का इतिहास।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. शर्मा आ. देवेन्द्र नाथ, भाषा विज्ञान की भूमिका, राधाकृष्ण प्रकाशन, दरियागंज नई दिल्ली. 1972
2. तिवारी भोलानाथ, हिन्दी भाषा का इतिहास, वाणी प्रकाशन नई दिल्ली. 1987
3. त्रिपाठी सत्यनारायण, हिन्दी भाषा और लिपि का ऐतिहासिक विकास, विश्वविद्यालय प्रकाशन वाराणसी. 1981
4. बाहरी हरदेव, हिन्दी भाषा, अभिव्यक्ति प्रकाशन, दिल्ली 2017

तृतीय सेमेस्टर

प्रश्नपत्र-5 : हिन्दी साहित्य का इतिहास (भारतेन्दु युग से अद्यतन)

क्रेडिट T-4/ P-x

COURSE OUTCOMES— भारतीय नवजागरण की कड़ी में हिन्दी नवजागरण के फलस्वरूप हिन्दी साहित्य में आधुनिकता के उद्भव और विकास का ज्ञान इस प्रश्नपत्र के अध्ययन से होगा। भारत के स्वतंत्रता संग्राम के इतिहास के साथ तत्कालीन युगबोध से अवगत हुआ जा सकेगा। नयी-नयी आधुनिक साहित्यिक विधाओं, प्रवृत्तियों के उद्भव तथा विकास का भी पता चलेगा। स्वतंत्रता पूर्व तथा स्वातंत्र्योत्तर भारत में आधुनिक जीवन मूल्यों के विकास की दशा और दिशा की रूपरेखा का परिचय मिलेगा हिन्दी साहित्य ने आधुनिक भारत के निर्माण की जो वृहद् परिकल्पनायें आज तक प्रस्तुत की हैं उसकी मूल अवधारणाओं को समझा जा सकेगा। आधुनिक हिन्दी साहित्य का इतिहास आधुनिक भारत के सामाजिक सांस्कृतिक- राजनीतिक विकास का साररूप में आकलन प्रस्तुत करता है।

इकाई-1. आधुनिक काल की सामाजिक, राजनीतिक, आर्थिक और सांस्कृतिक पृष्ठभूमि, भारतेन्दु युग : विशेषताएँ, प्रमुख रचनाकार और रचनाएँ, द्विवेदी युग : विशेषताएँ, प्रमुख रचनाकार और रचनाएँ।

इकाई-2. छायावाद युग की प्रवृत्तियाँ, प्रमुख साहित्यकार और रचनाएँ, प्रगतिवाद और नई कविता की विशेषताएँ।

इकाई-3. हिन्दी गद्य की प्रमुख विधाएँ- नाटक, उपन्यास, निबन्ध, कहानी का विकास।

इकाई-4. हिन्दी आलोचना, संस्मरण, रेखाचित्र, जीवनी, आत्मकथा और रिपोर्टाज का विकास।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. सिंह बच्चन, हिन्दी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नई दिल्ली 1996
2. तिवारी रामचन्द्र, हिन्दी गद्य का इतिहास, विश्वविद्यालय, प्रकाशन, वाराणसी 1992
3. चतुर्वेदी रामस्वरूप, हिन्दी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, इलाहाबाद, 2019
4. सिंह नामवर, आधुनिक हिन्दी साहित्य की प्रवृत्तियाँ, राजकमल प्रकाशन नई दिल्ली 2011

COURSE OUTCOMES— ब्रज और अवधी जैसी मुख्य मध्यकालीन काव्यभाषा के इतर हिन्दी खड़ी बोली कविता के उद्भव और विकास यात्रा को यह प्रश्नपत्र प्रस्तुत करता है। इसमें आधुनिक चेतना और आधुनिक जीवन मूल्यों से संवलित नई काव्य धारा से विद्यार्थियों का परिचय होगा। वे स्वतंत्रता संग्राम-जनित मूल्यों और संविधान सम्मत लोकतांत्रिक जीवन दर्शन को काव्य रचनाओं के माध्यम से समझ सकेंगे। खड़ी बोली कविता का रचना-शिल्प, भाषा-सौष्ठव और सौन्दर्य बोध पूर्ववर्ती काव्यधाराओं से भिन्न है, इसे विद्यार्थी समझ पायेंगे। हिन्दी की आधुनिक कविता मनुष्य, समाज और उसके जीवन सन्दर्भों को सर्वथा नये परिप्रेक्ष्य में प्रस्तुत करती है।

निर्धारित कवि : मैथिलीशरण गुप्त, जयशंकर प्रसाद, सूर्यकान्त त्रिपाठी 'निराला', सुमित्रानन्दन पंत, महादेवी वर्मा, रामधारी सिंह 'दिनकर', केदारनाथ अग्रवाल।

इकाई-1. मैथिलीशरण गुप्त, जयशंकर प्रसाद तथा सूर्यकान्त त्रिपाठी 'निराला' के निर्धारित काव्यांशों से व्याख्याएँ।

इकाई-2. सुमित्रानन्दन पंत, महादेवी वर्मा, रामधारी सिंह 'दिनकर' तथा केदारनाथ अग्रवाल के निर्धारित काव्यांशों से व्याख्याएँ।

इकाई-3. मैथिलीशरण गुप्त, जयशंकर प्रसाद तथा सूर्यकान्त त्रिपाठी 'निराला' पर आधारित आलोचनात्मक

इकाई-4. सुमित्रानन्दन पंत, महादेवी वर्मा, रामधारी सिंह 'दिनकर' तथा केदारनाथ अग्रवाल पर आधारित आलोचनात्मक प्रश्न।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. सक्सेना, द्वारिका प्रसाद, हिन्दी के आधुनिक प्रतिनिधि कवि. विनोद पुस्तक मन्दिर, आगरा
2. डॉ. नगेन्द्र, कामायनी के अध्ययन की समस्याएँ, नेशनल पब्लिशिंग हाउस, नई दिल्ली 1962
3. शर्मा रामविलास, निराला की साहित्य साधना, भाग - 2, राजकमल प्रकाशन, संस्करण- 2, नई दिल्ली 1981
4. कुमार विमल, छायावाद का सौन्दर्यशास्त्रीय अध्ययन, राजकमल प्रकाशन, नई दिल्ली 1970
5. डॉ. नगेन्द्र, सुमित्रानन्दन पंत, नेशनल पब्लिशिंग हाउस, नई दिल्ली

चतुर्थ सेमेस्टर

प्रश्नपत्र-7:

हिन्दी उपन्यास साहित्य

क्रेडिट T-4 / P-x

COURSE OUTCOMES— आधुनिक युग में महाकाव्यों का स्थान उपन्यास विधा ने ले लिया है, जिसमें मानव जीवन के वृहत स्वरूपों का चित्रण-अंकन किया जाता है। जीवन के आदर्शवादी, यथार्थवादी, मानवतावादी मूल्य इसमें अनुस्यूत होते हैं। देश, समाज, राष्ट्र का जीवन दर्शन कैसा है? और उसे किस प्रकार का होना चाहिए— इस प्रश्नपत्र के अध्ययन से इन प्रश्नों के सकारात्मक उत्तर हमें प्राप्त होंगे।

इकाई-1. 'गबन' से व्याख्याएँ।

इकाई-2. 'दिव्या' से व्याख्याएँ।

इकाई-3. 'गबन' तथा प्रेमचन्द पर आधारित आलोचनात्मक प्रश्न।

इकाई-4. 'दिव्या' तथा यशपाल पर आधारित आलोचनात्मक प्रश्न।

निर्धारित पाठ्यक्रम-1. गबन ; उपन्यास — प्रेमचन्द
2. दिव्या ; उपन्यास — यशपाल

अध्ययन हेतु प्रस्तावित ग्रन्थ

1. राय गोपाल, हिन्दी उपन्यास का इतिहास, राजकमल प्रकाशन, दिल्ली 2014
2. मधुरेश, हिन्दी उपन्यास का विकास, लोक भारती प्रकाशन, नई दिल्ली.
3. तिवारी रामचन्द्र, हिन्दी गद्य का इतिहास, लोक भारती प्रयागराज, 2019
4. चतुर्वेदी रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रयागराज, 2018

COURSE OUTCOMES— कहानी साहित्य की आधुनिक और लघु विधा है पर अपने आप में यह बहुत ही सशक्त और प्रभावशाली है। इसीलिए ऐसा कहा जाता है कि 'कहानी छोटे मुँह बड़ी बात करती है'। अपने लघु रूप में कहानी मानव जीवन के दुःख, सुख, संघर्ष, आशा, निराशा, उतार, चढ़ाव, मूल्यन, अवमूल्यन की प्रक्रियाएँ, भविष्य की चिन्ताओं और उनके समाधान आदि की व्यापक दृष्टियों को समेटे रहती है। इस प्रश्नपत्र के अध्ययन से मानव जीवन और समाज से जुड़े उपर्युक्त सभी पक्षों का व्यावहारिक ज्ञान प्राप्त होगा।

निर्धारित पाठ्यक्रम—

दुनिया का अनमोल रतन	— प्रेमचंद
आकाशदीप	— जयशंकर प्रसाद
कलाकार की आत्महत्या	— यशपाल
चीफ की दावत	— भीष्म साहनी
तीसरी कसम, अर्थात् मारे गए गुलफाम	— फणीश्वरनाथ 'रेणु'
राजा निरवसिया	— कमलेश्वर
वापसी	— उषा प्रियम्बदा
त्रिशंकु	— मन्मथ भंडारी

इकाई-1. दुनिया का अनमोल रतन, आकाशदीप, कलाकार की आत्महत्या, चीफ की दावत हैं कहानियों तथा उनके कहानीकारों पर आधारित प्रश्न।

इकाई-2. तीसरी कसम, अर्थात् मारे गए गुलफाम, राजा निरवसिया, वापसी, त्रिशंकु कहानियों तथा उनके कहानीकारों पर आधारित प्रश्न।

इकाई-3. हिन्दी कहानी साहित्य स्वतंत्रतापूर्व के इतिहास-विकास पर आधारित प्रश्न।

इकाई-4. हिन्दी कहानी साहित्य स्वातंत्र्योत्तर के इतिहास-विकास पर आधारित प्रश्न।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।
अध्ययन हेतु प्रस्तावित ग्रन्थ

1. राय गोपाल, हिन्दी कहानी का इतिहास, राजकमल प्रकाशन, दिल्ली 2014
2. मधुरेश, हिन्दी कहानी का विकास, लोक भारती प्रकाशन, नई दिल्ली. 2014
3. तिवारी रामचन्द्र, हिन्दी गद्य का इतिहास, लोक भारती प्रयागराज, 2019
4. चतुर्वेदी रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रयागराज, 2018

पंचम सेमेस्टर

प्रश्नपत्र-9 :

अद्यतन हिन्दी काव्य (भाग-1)

क्रेडिट T-4 / P-x

COURSE OUTCOMES— इस प्रश्नपत्र में मुख्य रूप से स्वातंत्र्योत्तर हिन्दी कविता की अद्यतन स्थितियों को प्रस्तुत किया गया है। स्वतंत्र भारत में एक निरन्तर वैचारिक एवं राजनैतिक उथल-पुथल देखा जाता रहा है, जिसके फलस्वरूप सामाजिक आर्थिक व व्यवस्थागत परिवर्तन हुए हैं। इस परिवर्तनों जो प्रभाव हमारे जीवन के हर क्षेत्रों पर पड़े उसकी विभीषिका और विडम्बनाओं को अद्यतन हिन्दी कविता रेखांकित करती है। मानव मूल्यों की रक्षा और उसके लिए संघर्ष इसके केन्द्र में है। कविता के इस दौर में हिन्दी काव्य ने भाषा-शिल्प और सौन्दर्यगत जो नई उचाईयाँ उपलब्ध की हैं, उसका लेख जोखा भी इस प्रश्नपत्र में प्राप्त होगा।

इकाई-1. सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' और शमशेरबहादुर सिंह के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-2. नागार्जुन और गजाननमाधव 'मुक्तिबोध' के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-3. सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' और शमशेरबहादुर सिंह पर आधारित आलोचनात्मक प्रश्न।

इकाई-4. नागार्जुन और गजाननमाधव 'मुक्तिबोध' पर आधारित आलोचनात्मक प्रश्न।

निर्धारित कवि : सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय', शमशेरबहादुर सिंह, नागार्जुन, गजाननमाधव 'मुक्तिबोध'।
पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ

1. चतुर्वेदी राम स्वरूप, अज्ञेय का रचना संसार, राधा कृष्ण प्रकाशन नई दिल्ली
2. तिवारी विश्वनाथ प्रसाद, समकालीन हिन्दी कविता, राधा कृष्ण प्रकाशन नई दिल्ली
3. तिवारी विश्वनाथ, आधुनिक हिन्दी कविता, लोकभारती प्रकाशन, इलाहाबाद 2010
4. नवल नन्दकिशोर, मुक्तिबोध, साहित्य अकादमी, नई दिल्ली

वेब रिफरेन्स

1. <http://kavitakosh.org>
2. <http://www.hindisamay.com>

COURSE OUTCOMES— इस प्रश्नपत्र में मुख्य रूप से स्वातंत्र्योत्तर हिन्दी कविता की अद्यतन स्थितियों को प्रस्तुत किया गया है। स्वतंत्र भारत में एक निरन्तर वैचारिक एवं राजनैतिक उथल-पुथल देखा जाता रहा है, जिसके फलस्वरूप सामाजिक आर्थिक व व्यवस्थागत परिवर्तन हुए हैं। इस परिवर्तनों जो प्रभाव हमारे जीवन के हर क्षेत्रों पर पड़ो उसकी विभीषिका और विडम्बनाओं को अद्यतन हिन्दी कविता रेखांकित करती है। मानव मूल्यों की रक्षा और उसके लिए संघर्ष इसके केन्द्र में है। कविता के इस दौर में हिन्दी काव्य ने भाषा-शिल्प और सौन्दर्यगत जो नई उचाईयाँ उपलब्ध की हैं, उसका लेख जोखा भी इस प्रश्नपत्र में प्राप्त होगा।

इकाई-1. भवानीप्रसाद मिश्र और धर्मवीर भारती के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-2. रघुवीर सहाय और सुदामा पाण्डेय 'धूमिल' के निर्धारित काव्यांशों से सम्बन्धित व्याख्याएँ।

इकाई-3. भवानीप्रसाद मिश्र और धर्मवीर भारती पर आधारित आलोचनात्मक प्रश्न।

इकाई-4. रघुवीर सहाय और सुदामा पाण्डेय 'धूमिल' पर आधारित आलोचनात्मक प्रश्न।

निर्धारित कवि : भवानीप्रसाद मिश्र, धर्मवीर भारती, रघुवीर सहाय, सुदामा पाण्डेय 'धूमिल'।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ

1. तिवारी विश्वनाथ प्रसाद, समकालीन हिन्दी कविता, राधा कृष्ण प्रकाशन नई दिल्ली
2. तिवारी विश्वनाथ, आधुनिक हिन्दी कविता, लोकभारती प्रकाशन, इलाहाबाद 2010
3. राय आशुतोष, नागार्जुन का गद्य साहित्य, लोकभारती प्रकाशन, 2006
4. बोधी सत्व, तार सप्तक : सिद्धान्त और कविता, राधाकृष्ण प्रकाशन 2016

प्रश्नपत्र-11X :

हिन्दी भाषा तथा काव्यांग परिचय

क्रेडिट T-4/ P-x

COURSE OUTCOMES— इस प्रश्न पत्र में भाषा के विविध रूप और विभाषाओं के स्वरूप का परिचय दिया गया है इसी के साथ काव्य के प्रयोजन और काव्य हेतु पर विचार किया जाएगा। काव्य के अंग और रस, छंद अलंकार आदि से साहित्य को समझने और विश्लेषण करने की समझ पैदा होगी।

- इकाई-1. हिन्दी भाषा का स्वरूप और विकास, ब्रज, अवधी, बुन्देली और भोजपुरी बोलियों का परिचय, हिन्दी शब्दसमूह, देवनागरी लिपि : गुण, दोष तथा सुधार।
- इकाई-2. काव्यस्वरूप, काव्यहेतु और काव्य प्रयोजन।
- इकाई-3. रस तथा उसके अवयवों का सामान्य परिचय, छन्द-बरवै, सवैया, रोला, कवित्त, दोहा, चौपाई और सोरठा।
- इकाई-4. अलंकार- यमक, श्लेष, उपमा, उत्प्रेक्षा, रूपक, असंगति, विभावना, विशेषोक्ति, अपह्नुति, व्यतिरेक और प्रतीप।

अध्ययन हेतु प्रस्तावित ग्रन्थ

1. तिवारी भोलानाथ, हिन्दी भाषा की संरचना, वाणी प्रकाशक, नई दिल्ली, 2011
2. प्रसाद, वासुदेव नन्दन, आधुनिक हिन्दी व्याकरण और रचना, भारती भवन पब्लिशर्स, धर्मतल्ला 2016
3. मिश्र भगीरथ, काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी.
4. बाहरी हरदेव, हिन्दी शब्द-अर्थ-प्रयोग, अभिव्यक्ति प्रकाशन, 2017

COURSE OUTCOMES— हिन्दी व्याकरण का यह प्रश्नपत्र हिन्दी भाषा के ज्ञान को अर्जित करने के लिए अत्यंत उपादेय है। इसमें व्याकरण की कोटियाँ दी गयी हैं, जो कि हिन्दी भाषा के आधारभूत तत्वों को समझने के लिए आवश्यक है। प्रायः सभी प्रतियोगी परीक्षाओं में इस प्रश्नपत्र से सम्बन्धित प्रश्न पूछे जाते हैं अतः हिन्दी व्याकरण का ज्ञान छात्रों के लिए बहुत उपयोगी है।

इकाई-1. संज्ञा, सर्वनाम, क्रिया, विशेषण।

इकाई-2. अव्यय, उपसर्ग, प्रत्यय, सन्धि।

इकाई-3. समास, पर्याय, विलोम, वर्तनी-शुद्धि।

इकाई-4. वाक्य-शुद्धि, वाक्यांश के लिए एक शब्द, मुहावरे, लोकोक्ति।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. बाहरी हरदेव, हिन्दी शब्द-अर्थ-प्रयोग, अभिव्यक्ति प्रकाशन, 2017
2. प्रसाद, वासुदेव नन्दन, आधुनिक हिन्दी व्याकरण और रचना, भारती भवन पब्लिशर्स, धर्मतल्ला 2016
3. गुरुकामता प्रसाद, हिन्दी व्याकरण, आनन्द प्रकाशन, कोलकाता 2020
4. पाण्डेय प्रश्वीनाथ, सामान्य हिन्दी, नालन्दा प्रकाशन. विहार 2017

COURSE OUTCOMES— शास्त्रों में कहा गया है— 'काव्येषु नाटकं रम्यम्' अर्थात् साहित्य की विधाओं में नाटक सबसे रमणीय और सुन्दर है। ऐसा कहने के मुख्यतः दो कारण हैं। प्रथम तो यह कि दृश्य विद्या होने के कारण यह मनोरंजक, सम्प्रेषणीय और प्रभावशाली होता है। दूसरा यह कि इसमें महाकाव्यात्मक औदात्य होता है। जीवन के महत्वपूर्ण दार्शनिक, सामाजिक, राजनीतिक, सांस्कृतिक पक्षों का इसमें व्यापकत्व के साथ चित्रण किया जाता है। अतएव इस प्रश्नपत्र के अध्ययन से जीवन के सभी उदात्त मूल्यों से विद्यार्थी अवगत होंगे।

हिन्दी नाटक एवं एकांकी का इतिहास विकास, प्रमुख नाटक, एकांकी एवं रचनाकारों का परिचय तथा निर्धारित रचनाएँ।

नाटक	: ध्रुवस्वामिनी	— जयशंकर प्रसाद
एकांकी	: रेशमी टाई	— डॉ० रामकुमार वर्मा
	: स्ट्राइक	— भुवनेश्वर
	: रीढ़ की हड्डी	— जगदीशचन्द्र माथुर
	: वरुण वृक्ष का देवता	— लक्ष्मीनारायण लाल
	: पर्दे के पीछे	— उदयशंकर भट्ट

इकाई-1. 'ध्रुवस्वामिनी' तथा 'जयशंकर प्रसाद' पर आधारित प्रश्न।

इकाई-2. निर्धारित एकांकियों तथा एकांकीकारों पर आधारित प्रश्न।

इकाई-3. हिन्दी नाटक साहित्य के इतिहास-विकास पर आधारित प्रश्न।

इकाई-4. हिन्दी एकांकी साहित्य के इतिहास-विकास पर आधारित प्रश्न।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. रस्तोगी गिरीश, हिन्दी नाटक और रंगमंच, अभिव्यक्ति प्रकाशन, 1996
2. झा सीताराम, नाटक और रंगमंच, प्रका. बिहार राष्ट्रभाषा परिषद्, पटना, 2000
3. मिश्र विश्वनाथ, भारतीय और पाश्चात्य नाट्य सिद्धान्त, कुसुम प्रकाशन, मुजफ्फरनगर, 2003
4. महेन्द्र, डॉ. रामचरण, हिन्दी एकांकी, उद्भव और विकास, साहित्य प्रकाशन, दिल्ली

COURSE OUTCOMES— महाप्राण निराला ने गद्य को 'जीवन संग्राम' की भाषा कहा है। आचार्य रामचन्द्र शुक्ल ने इसे आधुनिकता के तत्वों तर्क और विवेक से संपृक्त किया है। गद्य को कवियों की कसौटी और निबन्ध को गद्य लेखकों की कसौटी माना जाता है। अतएव निबन्ध व्यंग्य, संस्मरण, रिपोर्टाज, रेखाचित्र, आत्मकथा, जीवनी, पर्यावरणीय लेखन आदि के अध्ययन से विद्यार्थियों का एक विवेक सम्मत तार्किक जीवन दृष्टि के साथ आधुनिक जीवन की समस्याओं के समाधान का एक ठोस मार्गदर्शन प्राप्त होगा।

निर्धारित पाठ्यक्रम—

मानस की धर्मभूमि : निबंध	— आचार्य रामचंद्र शुक्ल
शिरीष के फूल : ललित निबंध	— आचार्य हजारीप्रसाद द्विवेदी
सदाचार का ताबीज : व्यंग्य	— हरिशंकर परसाई
लिखने का दर्द : जीवनी	— विष्णु प्रभाकर
विनोबा के साथ दो दिन संस्मरण	— रामवृक्ष बेनीपुरी
रामा : रेखाचित्र	— महादेवी वर्मा
मानुष बने रहो : रिपोर्टाज	— फणीश्वरनाथ 'रेणु'
जूठन : आत्मकथांश	— ओमप्रकाश वाल्मीकि

प्रथम प्रश्न—अनिवार्य दस लघूत्तरीय प्रश्न।

इकाई—1. मानस की धर्मभूमि, शिरीष के फूल, सदाचार का ताबीज तथा लिखने का दर्द से व्याख्याएँ।

इकाई—2. विनोबा के साथ दो दिन, रामा, मानुष बने रहो तथा जूठन से व्याख्याएँ।

इकाई—3. मानस की धर्मभूमि, शिरीष के फूल, सदाचार का ताबीज तथा लिखने का दर्द एवं उनके लेखकों पर आधारित आलोचनात्मक प्रश्न।

इकाई—4. विनोबा के साथ दो दिन, रामा, मानुष बने रहो तथा जूठन एवं उनके लेखकों पर आधारित आलोचनात्मक प्रश्न।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. तिवारी डॉ. रामचन्द्र, हिन्दी निबन्ध और निबन्धकार, विश्वविद्यालय प्रकाशन, वाराणसी, 2007
2. सिंह बच्चन, आधुनिक हिन्दी साहित्य का इतिहास, लोकभारती प्रकाशन, प्रयागराज, 2019
3. तिवारी डॉ. रामचन्द्र, हिन्दी गद्य का इतिहास, लोक भारती प्रकाशन, प्रयागराज, 2019
4. चतुर्वेदी रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रकाशन, प्रयागराज 2018

COURSE OUTCOMES— आधुनिक अवधी काव्य, साहित्य के छात्रों हेतु बहुत महत्वपूर्ण और उपयोगी है। अवधी, हिंदी के मध्य क्षेत्र की बोली है। इस 'आधुनिक अवधी काव्य' प्रश्न पत्र द्वारा छात्रों को क्षेत्रीय रचनाकारों और रचनाओं का सम्यक ज्ञान तथा अवध क्षेत्र की संस्कृति, ग्राम्य - लोक जीवन का परिचय प्राप्त होगा। आधुनिक अवधी काव्य की मुख्य प्रवृत्तियाँ- स्वातंत्र्य चेतना, प्रगतिवादी दृष्टि, लोक चेतना एवं नवीन शिल्प विधान का परिचय देने के साथ यह प्रश्न पत्र हिंदी की प्रमुख बोली-विभाषा का ज्ञान प्रदान करने में सहायक होगा।

निर्धारित पाठ्यक्रम -

- इकाई-1. आधुनिक अवधी भाषा- क्षेत्र एवं विस्तार तथा व्याकरणिक संरचना
 इकाई-2. आधुनिक अवधी काव्य का इतिहास-विकास
 इकाई-3. बलभद्रप्रसाद दीक्षित 'पढ़ीस' और चन्द्रभूषण त्रिवेदी 'रमई काका'।
 इकाई-4. वंशीधर शुक्ल और त्रिलोचन शास्त्री।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. मिश्र ब्रजकिशोर, अवध के प्रमुख कवि, लखनऊ विश्वविद्यालय, प्रकाशन, 1960
2. सक्सेना बाबूराम, अवधी का विकास, हिन्दूस्तान अकादमी, इलाहाबाद, 19972
3. मिश्र श्याम सुन्दर मधुक, परम्परा के परिप्रेक्ष्य में आधुनिक अवधी काव्य, आत्माराम संस दिल्ली/ आशोक मार्ग लखनऊ 1983
4. शुक्ल मत्स्येन्द्र, आधुनिक अवधी जनकाव्य : परम्परा और प्रयोग, अनिल प्रकाशन, इलाहाबाद. 1987

प्रश्नपत्र-14Y :

आधुनिक ब्रजभाषा काव्य

क्रेडिट T-4/ P-x

COURSE OUTCOMES— आधुनिक ब्रजभाषा के माध्यम से हिंदी भाषा के प्रमुख क्षेत्र, ब्रज मंडल की संस्कृति, कृष्ण भक्ति परंपरा, ब्रज भाषा का शिल्प विधान - वस्तु गत सौंदर्य का ज्ञान प्रदान किया जाता है। आधुनिक ब्रज भाषा काव्य में ब्रज भाषा साहित्य की नवीन काव्य प्रवृत्तियों एवं कृष्ण भक्ति परंपरा का ज्ञान प्रदान करने के साथ ब्रजभाषा की माधुर्य और अभिव्यंजना शक्ति का परिचय प्राप्त होता है। यह प्रश्न पत्र हिंदी की प्रमुख विभाषा ब्रजभाषा जिसने हिंदी साहित्य के इतिहास में युगों तक अपना प्रतिनिधित्व प्रदान किया है, के नवीन रचनाकारों, रचनाओं, भाव एवं शिल्प विधान का परिचय प्रदान करता है।

निर्धारित पाठ्यक्रम –

इकाई-1. आधुनिक ब्रजभाषा— क्षेत्र एवं विस्तार तथा व्याकरणिक संरचना

इकाई-2. आधुनिक ब्रजभाषा काव्य का इतिहास-विकास

इकाई-3. भारतेन्दु हरिश्चन्द्र, जगन्नाथदास 'रत्नाकर'।

इकाई-4. गयाप्रसाद शुक्ल 'सनेही', डॉ० जगदीश गुप्त।

पाठ्य पुस्तक : नई शिक्षा नीति-2020 के अनुरूप विभाग द्वारा निर्धारित पाठ्य पुस्तक।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. बाजपेई जगदीश, हिन्दी साहित्य के आधुनिक काल में ब्रज काव्य का विकास, अजन्ता प्रकाशन, 1967
2. रसाल डॉ. रमाशंकर शुक्ल एवं मिश्र पं. शुकदेव विहारी, आधुनिक ब्रज भाषा काव्य, सरस्वती प्रकाशन मंदिर, इलाहाबाद 1968
3. सिंह कपिल देव, ब्रजभाषा और उसके साहित्य की भूमिका, विनोद पुस्तक मंदिर, आगरा 1960
4. वर्मा धीरेन्द्र, ब्रजभाषा, हिन्दुस्तानी अकादमी, इलाहाबाद 1954

सप्तम सेमेस्टर

प्रश्नपत्र-15 :

भारतीय काव्यशास्त्र

क्रेडिट T-4/ P-x

COURSE OUTCOMES— साहित्य या कविता क्या है ? उसे कैसे परिभाषित किया जा सकता है ? साहित्य की रचना-प्रक्रिया, उसकी सम्प्रेषणीयता का विधान, साहित्य का प्रयोजन या उद्देश्य, उसमें अन्तर्निहित सौन्दर्य-बोध का स्वरूप आदि से सम्बन्धित सैद्धान्तिक और व्यावहारिक पक्षों से यह प्रश्नपत्र विद्यार्थियों को परिचित करायेगा।

इकाई-1. काव्य-लक्षण, काव्य-हेतु, काव्य-प्रयोजन, काव्य की आत्मा, रस का स्वरूप, रस निष्पत्ति, साधारणीकरण, सहृदय की अवधारणा, अलंकार सम्प्रदाय का परिचय और अलंकारों का वर्गीकरण।

इकाई-2. रीतिसिद्धान्त – रीति-परिचय, काव्य-गुण, रीति-वर्गीकरण। वक्रोक्ति सिद्धान्त का परिचय, वर्गीकरण, वक्रोक्ति तथा अभिव्यंजनावाद।

इकाई-3. ध्वनि सिद्धान्त- ध्वनि का स्वरूप, ध्वनि का वर्गीकरण, ध्वनि-काव्य का महत्त्व, शब्दशक्तियाँ, अभिधा, लक्षणा, व्यंजनाद्ध, औचित्य सिद्धान्त-परिचय, भेद तथा महत्त्व।

इकाई-4. हिन्दी काव्यशास्त्र का इतिहास, रीतिकालीन प्रमुख आचार्य : केशवदास, मिखारीदास... हिन्दी के प्रमुख आलोचक आचार्य रामचन्द्र शुक्ल, नन्ददुलारे वाजपेयी, हजारीप्रसाद द्विवेदी, डॉ. रामविलास शर्मा

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. नवल नन्दकिशोर, हिन्दी आलोचना का विकास, राजकमल प्रकाशन, नई दिल्ली. 1981
2. सिंह बच्चन, भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, हरियाणा साहित्य अकादमी, चंडीगढ़ 1987
3. मिश्र भगीरथ, काव्यशास्त्र, विश्वविद्यालय प्रकाशन वाराणसी, 1988
4. तिवारी डॉ. रामचन्द्र, भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा, लोकभारती प्रकाशन, इलाहाबाद, तृतीय संस्करण, 2010

COURSE OUTCOMES— पश्चिमी जगत में साहित्य और कला पर विचार-विमर्श की एक सुदीर्घ और समृद्ध परम्परा रही है। साहित्य या कविता को 'जीवन की आलोचना' मानने वाली चिन्तन की परम्परा से विद्यार्थी अवगत होंगे। भाषिकी पर आधारित साहित्य के सौन्दर्य शास्त्र की महत्त्वपूर्ण परम्पराओं और विरासतों को जाना जा सकेगा। विभिन्न आधुनिक 'वादों' का— जिसने पूरे विश्व को प्रभावित किया— परिचय प्राप्त होगा। कुल मिलाकर इस प्रश्नपत्र के अध्ययन से साहित्य के सौन्दर्य शास्त्र के साथ-साथ जीवन के आधुनिकतम दर्शन, विचारधाराओं का भी ज्ञान प्राप्त होगा।

इकाई-1. प्लेटो के काव्यसिद्धान्त, अरस्तू का अनुकरण सिद्धान्त, विरेचन सिद्धान्त, लॉजाइनस की उदात्त अवधारणा।

इकाई-2. वर्ड्सवर्थ का काव्यभाषा-सिद्धान्त, कॉलरिज का कल्पना सिद्धान्त, टी. एस. इलियट का निर्व्यक्तिकता का सिद्धान्त, वस्तुनिष्ठ समीकरण। आई. ए. रिचर्ड्स का मूल्य सिद्धान्त एवं सम्प्रेषण सिद्धान्त।

इकाई-3. शास्त्रीयतावाद, स्वच्छंदतावाद, अभिव्यञ्जनावाद, मार्क्सवाद, मनोविलेपणवाद।

इकाई-4. अस्तित्ववाद, नई समीक्षा, संरचनावाद, विखण्डनवाद, आधुनिकता, उत्तर आधुनिकतावाद।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. शर्मा, देवेन्द्र नाथ, पाश्चात्य काव्यशास्त्र, मयूर पेपर बैक्स, नोएडा, 2002
2. सिंह बच्चन, भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, हरियाणा साहित्य अकादमी, चंडीगढ़ 1987
3. तिवारी डॉ. रामचन्द्र, भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा, लोकभारती प्रकाशन, इलाहाबाद, तृतीय संस्करण, 2010
4. मिश्र भीमरथ, पाश्चात्य काव्यशास्त्र, विश्वविद्यालय, प्रकाशन वाराणसी 1988

प्रश्नपत्र-17 :

हिन्दी का विमर्शमूलक साहित्य

क्रेडिट T-4 / P-x

COURSE OUTCOMES— विमर्शमूलक या अस्मिता मूलक साहित्य ने हिन्दी साहित्य जगत में एक प्रकार से उत्तर आधुनिक स्थितियाँ उत्पन्न की हैं। मुख्य धारा के साथ उसको चुनौती देता हुआ हाशिए के वर्गों का साहित्य धूमकेतु की भाँति प्रकट हुआ है। दलित साहित्य, स्त्री विमर्श, आदिवासी विमर्श, प्रभृति साहित्यिक विमर्शों से, साहित्य और समाज के नए क्षितिजों का सम्यक् ज्ञान प्राप्त होगा।

इकाई-1. विमर्शमूलक साहित्य : अवधारणा, विकास एवं प्रवृत्तियाँ।

इकाई-2. दलित विमर्श : ओमप्रकाश वाल्मीकि-‘जूठन’; आत्मकथा; पर आधारित व्याख्याएँ एवं आलोचनात्मक प्रश्न।

इकाई-3. स्त्री विमर्श : प्रभा खेतान – ‘छिन्नमस्ता’; उपन्यास; पर आधारित व्याख्याएँ एवं आलोचनात्मक प्रश्न।

इकाई-4. आदिवासी विमर्श : निर्मला पुतुल-नगाड़े की तरह बजते ‘शब्द’; काव्य संकलन; पर आधारित व्याख्याएँ एवं आलोचनात्मक प्रश्न।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. खेतान प्रभा, उपनिवेश में स्त्री, राजकमल प्रकाशन, नई दिल्ली. 2016
2. नैमिषराय मोहनदास, भारतीय दलित आन्दोलन का इतिहास, राजकमल प्रकाशन, नई दिल्ली. 2013
3. गुप्ता स्मणिका, आदिवासी कौन ?, राजकमल प्रकाशन, नई दिल्ली. 2016
4. चह्वाण मोहन, आदिवासी साहित्य विमर्श, अनुज्ञा बुक्स, दिल्ली 2020

COURSE OUTCOMES— भारत में साहित्य, कला और संस्कृति के क्षेत्र में लखनऊ क्षेत्र का प्रशंसनीय और महत्वपूर्ण योगदान रहा है। इस प्रश्नपत्र में लखनऊ के उन लेखकों और कथाकारों को स्थान दिया गया है जिन्होंने राष्ट्रीय और वैश्विक स्तर पर अपनी और लखनऊ की विशेष पहचान कायम की है। इस प्रश्नपत्र के अध्ययन से विद्यार्थी साहित्य के क्षेत्र में लखनऊ के अप्रतिम योगदान से अवगत होंगे।

निर्धारित पाठ्यक्रम

उपन्यास

अमृतलाल नागर— गदर के फूल

यशपाल— झूठा सच

(I) कामतानाथ— पिघलेगी बर्फ

(II) श्रीलाल शुक्ल— राग दरबारी

कहानियाँ—

- भगवतीचरण वर्मा— प्रायश्चित
- मुद्राराक्षस— दिव्यदाह
- शिवमूर्ति— कसाई बाड़ा
- अखिलेश— जलडमरूमध्य

इकाई-1— झूठा सच और, पिघलेगी बर्फ से व्याख्यात्मक से प्रश्न।

इकाई-2 झूठा सच और, पिघलेगी बर्फ से तथा इन लेखकों से आलोचनात्मक प्रश्न।

इकाई-3 राग दरबारी और, निर्धारित कहानियों से व्याख्यात्मक से प्रश्न।

इकाई-4 राग दरबारी और, निर्धारित कहानियों तथा इन लेखकों से आलोचनात्मक प्रश्न।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. अखिलेश (संपा), श्रीलाल शुक्ल की दुनिया, राजकमल प्रकाशन, नई दिल्ली, 2012
2. सहगल डॉ. मनमोहन, कथाकार यशपाल, उ. प्र. हिन्दी संस्थान, लखनऊ. 2007
3. त्रिपाठी प्रेमशंकर, हिन्दी उपन्यास और अमृतलाल नागर, श्री बड़ाबाजार कुमार सभा पुस्तकालय, 2003
4. प्रवीण योगेश, लखनऊनामा, भारत बुक सेन्टर, लखनऊ 2017

COURSE OUTCOMES— कार्यालय हिन्दी आज के परिदृश्य में हिन्दी साहित्य की विविध विधाओं के अतिरिक्त अन्य प्रशासनिक क्षेत्रों में कार्य व्यवहार हेतु उपादेय है। सरकारी एवं गैर सरकारी कार्यालयों में हिन्दी का व्यवहार किया जाना संविधान के दिशा निर्देशों के अनुरूप है। इस प्रश्न पत्र का अध्ययन करके छात्र कार्यालय पत्राचार, वाणिज्य पत्राचार आदि से परिचित होंगे, इससे उन्हें भविष्य में सरकारी गैर सरकारी कार्यालयों में हिन्दी माध्यम से कार्य करने की निपुणता पूर्व से ही प्राप्त हो जाएगी।

इकाई-1 कार्यालयी हिन्दी : अभिप्राय तथा उद्देश्य, कार्यालयी हिन्दी का क्षेत्र, सामान्य हिन्दी तथा कार्यालयी हिन्दी : सम्बन्ध तथा अन्तर, कार्यालयी हिन्दी की स्थिति और संभावनाएँ।

इकाई-2 पत्र की अवधारणा, स्वरूप और महत्त्व। पत्राचार के प्रकार : सामान्य परिचय। कार्यालय से निर्गत पत्र— ज्ञापन, परिपत्र, अनुस्मारक, आदेश, पृष्ठांकन, सूचनाएँ, निविदा, प्रेस विज्ञप्ति, पावती पत्र, स्वीकृति पत्र, प्रतिवेदन। आवेदन सम्बन्धी पत्र—लेखन।

इकाई-3 व्यावसायिक एवं वाणिज्यिक पत्राचार — व्यावसायिक पत्र की विशेषताएँ। व्यावसायिक एवं कार्यालयी पत्रों में अन्तर। पूछताछ सम्बन्धी पत्र, संदर्भ पत्र, शिकायती पत्र, माल के आदेश संबंधी पत्र, तकादा तथा भुगतान संबंधी पत्र। निविदा सूचनाएँ, कोटेशन, इनवाइस बिल। बैंकिंग और बीमा में हिन्दी।

इकाई-4 टिप्पण का स्वरूप, विशेषताएँ और भाषा-शैली, संक्षेपण : अर्थ एवं विशेषताएँ, संक्षेपण विधि, संक्षेपण की उपयोगिता तथा भाषा शैली। विस्तारण : स्वरूप, अर्थ तथा परिभाषा, विस्तारण के तत्त्व और प्रक्रिया, विस्तारण का महत्त्व एवं उपयोगिता।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. शर्मा, चन्द्रपाल, कार्यालयी हिन्दी की प्रकृति, समता प्रकाशन, दिल्ली 1991
2. गोदेरे, डॉ. विनोद, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नई दिल्ली 2009
3. झाल्टे दंगल, प्रयोजनमूलक हिन्दी : सिद्धान्त और प्रयोग, वाणी प्रकाशन, नई दिल्ली, 2016 पंचम संस्करण
4. भाटिया कैलाश चन्द्र, प्रयोजनमूलक हिन्दी : प्रक्रिया और स्वरूप, तक्षशिला प्रकाशन, नई दिल्ली 2005

प्रश्नपत्र-19X :

अनुवाद प्रविधि

क्रेडिट T-4 / P-x

COURSE OUTCOMES— साहित्य के अध्ययन के साथ-साथ अंतर-अनुशासनिक अध्ययन को समझने में अनुवाद की महती भूमिका है। एक विषय से दूसरे विषय में ज्ञान का विनिमय अनुवाद से ही सुगम हो सकता है। अनूदित साहित्य का अध्ययन करके छात्र अपने ज्ञान का विस्तार कर सकते हैं। इस प्रश्न पत्र के माध्यम से हिंदी अधिकारी, और राजभाषा अधिकारी जैसे पदों पर नियुक्ति हेतु सहायता प्राप्त होगी। इस प्रकार रोजगार की दृष्टि से भी इसका अध्ययन उपादेय है।

इकाई-1. अनुवाद : अर्थ, स्वरूप एवं महत्त्व— अच्छे अनुवाद के गुण, अनुवाद सम्बन्धी समस्याएँ और समाधान, अनुवाद की आवश्यकता, महत्त्व या उद्देश्य, प्रयोजनमूलक हिन्दी और अनुवाद।

इकाई-2. अनुवाद के प्रकार—काव्यानुवाद, भावानुवाद, छायानुवाद, नाट्यानुवाद, कथानुवाद, आशु अनुवाद, रूपांतरण।

इकाई-3. अनुवाद के सिद्धान्त — मैथ्यु आर्नाल्ड के सिद्धान्त, टाइलर का सिद्धान्त, भोलानाथ तिवारी का सिद्धान्त।

इकाई-4. अनुवाद — प्रक्रिया, समस्याएँ तथा दुभाषिया प्रविधि।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. तिवारी भोलानाथ, अनुवाद विज्ञान, शब्दकार प्रकाशन, दिल्ली 1972
2. समीर श्री नारायण, अनुवाद की प्रक्रिया, तकनीक और समस्याएँ, राजकमल प्रकाशन, दिल्ली 2012
3. कुमार डॉ. सुरेश, अनुवाद और पारिभाषिक शब्दावली, केन्द्रीय हिन्दी संस्थान, आगरा 1997
4. टंडन पूनचन्द एवं सेठी डॉ. हरीश कुमार, अनुवाद के विविध आयाम, तक्षशिला प्रकाशन, नई दिल्ली. 2005

COURSE OUTCOMES— इस पाठ्यक्रम द्वारा रंगमंच के सैद्धांतिक एवं तकनीकी पक्षों की जानकारी होगी। हिंदी सिनेमा निर्माण से जुड़े तत्वों- निर्देशन, पटकथा, शूटिंग आदि का प्रारंभिक ज्ञान देने के लिए यह पाठ्यक्रम विद्यार्थियों का मार्गदर्शन करेगा तथा रोजगार की दिशा में सकारात्मक योगदान प्रदान करेगा।

इकाई-1 भारतीय रंगमंच का संक्षिप्त इतिहास, रंगमंच का अर्थ, तत्त्व एवं रंगमंच के प्रकार (भारतीय एवं पाश्चात्य), लोकमंच का स्वरूप, पारंपरिक लोकमंच रूप- रामलीला, रासलीला, नौटंकी, स्वांग। दर्शक की विशेषताएं।

इकाई-2 अभिनय की परिभाषा, भारत की प्राचीन अभिनय पद्धति, भरत निर्दिष्ट अभिनय के प्रकार, पाश्चात्य रंगचिंतक स्टैनिस्लावस्की यथार्थवादी अभिनय पद्धति।

रंगदीपन : प्रमुख उपकरण - फुल लाइट, फ्लड लाइट, बैटन्स, स्पॉटलाइट इफैक्ट्स प्रोजेक्टर, डिमर (दीप्ति नियामक) ध्वनि संकेत, दृश्य सज्जा का संक्षिप्त परिचय।

भारतीय नाट्य कृतियाँ 'ध्रुवस्वामिनी' और 'आधे-अधूरे' की मंचीय समीक्षा।

इकाई-3 फिल्म निर्देशन : संक्षिप्त परिचय

सिनेमा के मूल माध्यम फिल्म निर्देशक का महत्त्व, फिल्म निर्देशक बनने के लिए आवश्यक गुण : कल्पना शक्ति, रचनात्मक प्रतिभा, अभिव्यक्ति, दृढ़ निश्चय।

सिनेमा के प्रमुख प्रकार : वृत्तचित्र, विज्ञापन फिल्में, प्रयोगात्मक चित्र एवं कथा चित्र, शैक्षणिक फिल्में, कार्टून (एनिमेशन) फिल्में।

प्रकाश व्यवस्था (एक्सपोजर), रिफ्लेक्टर।

ध्वनि अंकन (संवाद, ध्वनि प्रभाव, संगीत), सिंगल एवं डबल सिस्टम रिकॉर्डिंग।

इकाई-4 पटकथा का स्वरूप, पटकथा में समय संयोजन की प्रक्रिया : समयांतर (टाइम लैप्स- Time Laps)।

शूटिंग का संक्षिप्त परिचय, शॉट्स के प्रकार : 1. एक्सट्रीम लॉग शॉट 2. लॉग शॉट 3. मिड लॉग शॉट 4. मिड शॉट 5. क्लोजअप।

वाह्य तथा आंतर (आउटडोर और इन्डोर शूटिंग)।

फिल्म और रंगमंचीय अभिनय में अंतर।

दादा साहब फाल्के और भारत की प्रथम मौलिक फिल्म 'राजा हरिश्चंद्र' का संक्षिप्त परिचय। 'आर. के. फिल्म्स' (आर.के. स्टूडियो) का संक्षिप्त परिचय।

अध्ययन हेतु प्रस्तावित ग्रन्थ -

1. 'नाटक और रंगमंच' ले. डॉ. सीताराम झा, प्रकाशक-बिहार राष्ट्रभाषा परिषद, पटना।

2. 'भारतीय और पाश्चात्य नाटक सिद्धांत' ले. डॉ. विश्वनाथ मिश्र, प्रका. कुसुम प्रकाशन, मुजफ्फरनगर।

3. 'विश्व सिनेमा का सौंदर्य बोध' ले. प्रभुनाथ सिंह आजमी, प्रका. भारतीय ज्ञानपीठ, नई दिल्ली।

4. 'फिल्म निर्देशक' ले. कुलदीप सिन्हा, प्रका. राधाकृष्ण, नई दिल्ली।

अष्टम् सेमेस्टर

मेजर प्रोजेक्ट

क्रेडिट - 24



University of Lucknow
Department of Medieval and Modern History
Bachelor of History Programme
Common Minimum Syllabus of B. A. (History)

Course Structure of the B. A. (History)

(Semester-wise Titles of the Papers)

Year	Semester	Major 1			Major 2		Minor			CC/VC		Total Credits	Award										
History				Credits		Credits			Credits		Credits												
I	Semester I	Paper 1	Delhi Sultanate: Political Aspects (1206-1526)	4	Paper 1	4	Paper 1	Delhi Sultanate: Political Aspects (1206-1526)	4	CC1	4	24	Certificate										
		Paper 2	FROM WESTERN HISTORY	4	Paper 2	4																	
	Semester 2	Paper3	Mughal Empire: Political Aspects (1526-1739)	4	Paper 3	4		FROM WESTERN HISTORY	4	VC1	4	24											
		Paper 4	FROM WESTERN HISTORY	4	Paper 4	4																	
2	Semester 3	Paper 5	Modern India (1740-1857): Political and Administrative Aspects	4	Paper 5	4	Paper 5	Modern India (1740-1857): Political and Administrative Aspects	4	CC2	4	24	Diploma										
		Paper 6	FROM WESTERN HISTORY	4	Paper 6	4																	
	Semester 4	Paper 7	Modern India (1858-1947): Political and Administrative Aspects	4	Paper 7	4		FROM WESTERN HISTORY	4	VC2	4	24											
		Paper 8	FROM WESTERN HISTORY	4	Paper 8	4																	
3	Semester 5	Paper 9	Freedom Struggle of India (1858-1915)	4	Paper 9	4				Internship/ Assignment	4	24	B. A. Degree										
		Paper 10	FROM WESTERN HISTORY	4	Paper 10	4																	
		Paper 11 A	Social and Economic History of Medieval India (1206-1739)	4																			
		Paper 11 B	FROM WESTERN HISTORY																				
	Semester 6	Paper 12	Freedom Struggle of India (1916-1947)	4	Paper 11	4				Minor Project	4	24											
		Paper 13	FROM WESTERN HISTORY	4	paper 12	4																	
		Paper 14 A	Social-Cultural and Economic History of Modern India	4																			
		Paper 14 B	FROM WESTERN HISTORY																				
4	Semester 7	Paper 15	Historiography and Methodology	4						Research Methodology	4	24	B. A. Degree with Research										
		Paper 16	Medieval India: Administrative Aspects (1206-1739)	4																			
		Paper 17	India under Company’s Rule	4																			
		Paper 18	India under Crown’s Rule	4																			
		Paper 19 A	Era of Composite Culture (1206-1707)	4																			
		Paper 19 B	Women in Modern India																				
		Paper 19 C	Nawabi Regime in Awadh																				
	Semester 8		RESEARCH PROJECT							Major Project	24	24											
				76		48			16		52	192											

- Paper 11 and Paper 14 have elective papers
 - ❖ CC- Co-Curricular Course
 - ❖ VC- Vocational Course

B. A. I Year (Semester – I)

Paper-1

Title of the Paper: Delhi Sultanate: Political Aspects (1206-1526)

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to develop:

- An understanding of the political regime and its functioning.
- Learn about the process of continuity and change in history.
- Historical outlook to resolve the struggle in society and nations.

UNIT – I

Foundation of the Delhi Sultanate:

1. Early Turkish Invasions
2. Qutubuddin Aibak; Iltutmish; Razia and her successors
3. Balban and his successors

UNIT – II

Climax of the Delhi Sultanate:

1. Jalaluddin Khalji
2. Alauddin Khalji & his successors
3. Expansionist policy of Alauddin Khalji

UNIT – III

Tughluq and Sayyed Dynasty:

1. Ghiyasuddin Tughluq, Mohammad bin Tughluq, Firuz Shah and his successor
2. Timur's Invasion and its Impact
3. Sayyed Dynasty

UNIT – IV

Lodi's and the Decline of the Sultanate:

1. Bahlul Lodi
2. Sikandar Lodi and Ibrahim Lodi
3. Downfall of the Delhi Sultanate

References :

Suggested Readings :

1. ABM Habibullah-*Foundation of Muslim rule in India*
2. A C Banerjee-*History of Khaljis*
3. Agha Mehdi Hussain- *Tughlaq Dynasty*
4. Agha Mehdi Hussain-*Mohammad bin Tughlaq*
5. Harish Chandra Verma-*Medieval India*
6. Ishwari Prasad-*A History of the Qaraunah Turks*
7. K A Nizami-*Some Aspects of Religion & Politics in India during the 13th Century*
8. K S Lal-*History of the Khaljis*
9. Mohammad Habib & K A Nizami (ed.)-*A Comprehensive History of India Vol-V*
10. S A A Rizvi-*The Wonder that was India Vol-II*
11. U N Day-*Some Aspects of Medieval Indian History*
12. Vipul Singh-*Interpreting Medieval India Vol-I & II*
13. हरीश चन्द्र वर्मा—*मध्यकालीन भारत*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. I Year (Semester – II)

Paper-3

Title of the Paper: Mughal Empire: Political Aspects (1526-1739)

CREDIT: 04

THEORY

COURSE OUTCOME :

- Students will enhance their knowledge of the history of the Mughal empire.
- They will develop a comprehensive understanding of the changing political scenario of the period.
- They will learn about the relations of different power factions of the Mughal rule.

UNIT – I

Foundation of Mughal Rule in India:

1. Advent of Babur in India
2. Military conquests of Babur
3. Humayun
4. Rise of Sher Shah; his successors.

UNIT – II

Consolidation of Mughal Rule in India:

1. Akbar: : Bairam Khan's regency
2. Expansion of Mughal Empire
3. Jahangir: Political developments

UNIT – III

Political Developments under Shah Jahan and Aurangzeb:

1. Shah Jahan: Foreign Policy
2. War of succession
3. Accession of Aurangzeb: Conquest and Expansion

UNIT – IV

Crisis of the Mughal Empire:

1. Rise of the Marathas under Shivaji
2. Aurangzeb's Relations with the Marathas
3. Decline of the Mughal Empire

References :

Suggested Readings:

1. A. L. Srivastava-*Akbar the Great in 3 Vols.*
2. B. P. Saxena-*History of Shah Jahan of Dihli*
3. Beni Prasad-*History of Jahangir*
4. S. R. Sharma-*History of Medieval India (Hindi & English)*
5. Satish Chandra-*Medieval India Vol. II*
6. हरीश चन्द वर्मा—*मध्यकालीन भारत, भाग 02*
7. J. N. Sarkar-*History of Aurangzeb(05 Vols)*
8. Rushbrooke Williams- *Babur: An Empire Builder of the sixteenth Century*
9. J. N. Sarkar- *Shivaji and His Times*
10. Ishwari Prasad- *The Life and Times of Humayun*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. II Year (Semester – III)

Paper-5

Title of the Paper: Modern India (1740-1857): Political and Administrative Aspects

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The causes of the advent of the European powers in India.
- The various events and battles through which the British rulers emerged victorious and strengthened their control over India.
- The different Governor-Generals and the role played by them in the administrative and constitutional development of India.

UNIT – I

1. Struggle for Supremacy between the English East India Company and French East India Company
2. Battle of Plassey
3. Battle of Buxar
4. Company's relation with the Nawabs of Bengal

UNIT – II

1. Clive
2. Warren Hastings
3. Cornwallis
4. Wellesley
5. Lord Hastings

UNIT – III

1. Amherst
2. Bentinck
3. Auckland
4. Dalhousie
5. Revolt of 1857: Causes and Nature

UNIT – IV

1. Regulating Act
2. Pitt's India Act
3. Charter Act 1813
4. Charter Act 1833
5. Charter Act 1853

References :

Suggested Readings:

1. Shekhar Bandhopadhyaya - *Plassey to Partition*
2. शेखर बंद्योपाध्याय— प्लासी से विभाजन तक
3. Bipan Chandra- *History of Modern India*
4. बिपिन चन्द्र—आधुनिक भारत का इतिहास
5. Majumdar, Ray Chaudhary, Dutta – *An Advance History of India*
6. मजूमदार, राय चौधरी, दत्ता – भारत का वृहद इतिहास
7. B. L. Grover- *Modern India*
8. बी० एल० ग्रोवर—आधुनिक भारत

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. II Year (Semester – IV)

Paper-7

Title of the Paper: Modern India (1858-1947): Political and Administrative Aspects

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able:

- To develop an in-depth understanding of the history under the Crown's rule.
- To enhance their ability to critically compare the personalities of different Viceroys.
- To enable their knowledge of the contributions of different Viceroy's.
- To provide an understanding of the administrative evolution and foreign policy of the British rule in India.

UNIT – I

1. Transfer of power from company to Crown
2. Canning: As a Viceroy
3. Lawrence: Internal administration
4. Foreign policy: Canning to Northbrook

UNIT – II

1. Lytton - Internal administration
2. Ripon - Internal administration
3. Elgin-II- Internal administration
4. Foreign policy: Lytton to Elgin-II

UNIT – III

1. Curzon - Internal administration
2. Minto II- Internal administration
3. Lord Harding - Internal administration
5. Foreign policy: Curzon to Harding

UNIT – IV

1. Irwin- Internal administration
2. Wavell - Internal administration
3. Mountbatten- Internal administration
4. Foreign policy: Chelmsford to Mountbatten

References :

Suggested Readings:

1. Shekhar Bandopadhyaya - *Plassey to Partition*
2. शेखर बंदोपाध्याय— प्लासी से विभाजन तक
3. Bipan Chandra- *History of Modern India*
4. बिपिन चन्द्र—आधुनिक भारत का इतिहास
5. Majumdar, Rai Chaudhary, Dutta – *An Advance History of India*
6. मजूमदार, राय चौधरी, दत्ता – भारत का वृहद इतिहास
7. B. L. Grover- *Modern India*
8. बी० एल० ग्रोवर—आधुनिक भारत

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. III Year (Semester- V)

Paper-9

Title of the Paper: Freedom Struggle of India (1858-1915)

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- As to how the British authorities faced the new awakened Indians who were trying to disclose their intentions.
- The concepts of different ideologies and efforts of their propagators to get ultimate goal.
- The initial phase of the nationalist struggle which prepared a strong foundation for the upcoming movements.

Unit –I

1. Government of India Act- 1858
2. Queens Proclamation
3. India Council Act- 1861
4. India Council Act- 1892

Unit –II

1. Uprising of 1857- Consequences
2. Lucknow: A Prominent Centre of 1857 Uprising
3. 1857 Uprising: Suppression
4. Prominent Personalities: Rani Laxmi Bai, Tatya Tope, Kunwar Singh, Nana Saheb

Unit –III

1. Growth of Nationalism: Administrative Policies and Means of Communications
2. Origin of All India National Congress
3. Moderates: Ideology and Achievements
4. Extremist : Ideology and Achievements

Unit –IV

1. Partition of Bengal
2. Swadeshi Movement
3. Revolutionaries : Origin, Method and Activities
4. Eminent Personalities: A. O. Hume, Dada Bhai Naoroji, W.C. Banerjee, S. N. Banerjee, Gopal Krishna Gokhale, B. G. Tilal.

References :

Suggested Readings:

1. A R Desai-*Social Background of Indian Nationalism*
2. Bipan Chandra (ed.)-*India's Struggle for Independence*
3. R.C. Majumdar-*Struggle for Freedom*
4. S. N. Banerjee-*A Nation in Making*
5. S. R. Mehrotra-*Emergence of Indian National Congress*
6. Shekhar Bandopadhyay-*National Movement in India*
7. Subhas Chandra Bose-*Indian Struggle*
8. Sumit Sarkar-*Swadeshi Movement*
9. Tara Chand-*History of Freedom Movement in India Vols-II,III,IV*
10. पुखराज जैन-*भारत में स्वतंत्रता संघर्ष*
11. आर० सी० अग्रवाल-*संवैधानिक विकास एकट स्वतंत्रता संघर्ष*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. III Year (Semester- V)

Paper-11 A

Title of the Paper: Social and Economic History of Medieval India (1206-1739)

CREDIT: 04

THEORY

COURSE OUTCOME :

- Students will be greatly benefitted by studying the developments of society during the period under review.
- They will develop a wholistic approach of history with the study of Bhakti and Sufi movements and their impact on society.
- An in-depth study of economic history will equip the students with the knowledge of trade, revenue and the taxation system.

Unit –I

1. Rural Society
2. Ruling class
3. Status of women
4. Slave System

UNIT – II

1. Socio-Religious Movements:
 - (i) Nirguna Bhakti Movement
 - (ii) Saguna Bhakti Movement
2. Sufi Movement: Prominent Sufi Silsilas-Chishti, Suharwardi, Qadri, Naqshbandi

UNIT- III

Economic Policy of Delhi Sultans:

1. Alauddin Khalji
2. Ghiyasuddin Tughluq
3. Muhammad Bin Tughlaq
4. Firuz Shah
5. Sikander Lodi
6. Taxation: Jaziya; Zakat; Khums

UNIT- IV

Economic Policies of the Mughal Rulers:

1. Development of Trade and Industries
2. Commercial relations with the Europeans
3. Jagirdari System
4. Sher Shah as a precursor of Akbar, Akbar and his successors

References :

Suggested Readings:

1. A L Srivastava-*Social & Economics History of Medieval India*
2. Irfan Habib, Tapan Rai Chaudhry-*Cambridge Economics History, Vol.-I*
3. K. M. Ashraf-*Life and conditions of the people of Hindustan*
4. Puri Chopra & Das-*Social Economics & Culture History of Medieval India, Vol-II*
5. S A A Rizvi-*History of Sufism in India Vol. I & II*
6. Satish Chandra-*Medieval India Vol. I & II*
7. Yusuf Husain-*Glimpses of Medieval Indian History*
8. S.A. A. Rizvi -*The Wonder that was India part -2*
9. R. C. Majumdar -*The History and Culture of Indian People*
10. Yusuf Hussain - *Glimpses of Medieval Indian Culture*
11. B. N. Lunia - *Evolution of Indian Culture*
12. U. N. Day - *Medieval Culture*
13. P. N. Chopra, V.N. Puri, M.N. Das - *Social, Economic & Cultural History of India - Vols I, II & III*
14. K. M. Ashraf - *Society and Culture in Medieval India*
15. चोपड़ा, पुरी, दास – *भारत का समाजिक आर्थिक और सांस्कृतिक इतिहास— Vols I, II & II*
16. हरिश्चन्द्र वर्मा – *मध्यकालीन भारत भाग-1, 2*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. III Year (Semester- VI)

Paper-12

Title of the Paper: Freedom Struggle of India (1916-1947)

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- How the freedom movement integrated the idea of great mass struggle under the leadership of Mahatma Gandhi.
- The role of Indians to force the imperial government to accept their constitutional demands.
- The impact of constitutional changes which prepared the base of India's future constitution.
- The contribution of eminent personalities towards India's freedom.

Unit –I

1. Government of India Act- 1909
2. Government of India Act- 1919
3. Government of India Act- 1935
4. Indian Independence Act- 1947

Unit –II

1. Conflicts between Moderates and Extremists 1905-1907
2. Rowlatt Satyagrah- Cause and Consequences
3. Khilafat and Non-Cooperation Movement
4. Formation and Importance of Swaraj Party 1922-1928

Unit –III

1. Bardoli Satyagrah
2. Civil Disobedience Movement- 1929-1932
3. Civil Disobedience Movement- 1932-1934 (Revival and suspension)
4. Quit India Movement

Unit –IV

1. Revolutionary Activities-1905-1947
2. Naval Mutiny of 1946
3. Attlee's Declaration and Mountbatten Plan
4. Eminent Personalities: Mahatma Gandhi, Jawahar Lal Nehru, Vallabh Bhai Patel, Mohammad Ali Jinnah.

References :

Suggested Readings:

1. A R Desai-*Social Background of Indian Nationalism*
2. Bipan Chandra (ed.)-*India's Struggle for Independence*
3. R.C. Majumdar-*Struggle for Freedom-*
4. S. N. Banerjee-*A Nation in Making*
5. S. R. Mehrotra-*Emergence of Indian National Congress*
6. Shekhar Bandopadhyay-*National Movement in India*
7. Subhash Chandra Bose-*Indian Struggle*
8. Sumit Sarkar-*Swadeshi Movement*
9. Tara Chand-*History of Freedom Movement in India Vols-II,III,IV*
10. पुखराज जैन-*भारत में स्वतंत्रता संघर्ष*
11. आर० सी० अग्रवाल-*संवैधानिक विकास एवं स्वतंत्रता संघर्ष*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. III Year (Semester- VI)

Paper-14 (A)

Title of the Paper: Social-Cultural and Economic History of Modern India

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The vital socio-religious, economic and culture issues that Indian society faced during the period of study.
- The role of eminent social and religious reformers in removing evil practices of the Indian Society.
- A holistic view of the significant aspects of the society.

Unit –I

1. Social policy of the English East India Company
2. Social reform movements: Brahma Samaj, Arya Samaj, Ram Krishna Movement, Aligarh Movement
3. Social Evils: Sati, Thuggee, Slavery, Female Infanticide (Practices and eradication)
4. Impact of Christian Missionaries on Indian Society

UNIT – II

1. Indian Economy at the advent of the British rule in India
2. Land Revenue System: Permanent Settlement, Ryotwari System, Mahalwari System
3. Decline of Handicraft Industry
4. Growth and expansion of Railway in India.

UNIT – III

1. Impact of west on Indian Culture
2. Development of Education
3. Music and Dance Forms (Kathak, Bharatnatyam, Odissi)
4. Development of Painting

UNIT – IV

Life Sketch and contribution of Eminent Personalities:

1. Ishwarchand Vidyasagar
2. Annie Besant
3. M. G. Ranade
4. R. C. Dutt
5. , Rabindranath Tagore
6. Munshi Premchand.

References :

Suggested Readings:

1. Chopra Puri, Das- *A Social Economic & Cultural History of India, Vol-III*
2. V. A. Narain-*A Social History of Modern India*
3. J. N. Farquhar- *Modern Religious Movements in India*
4. V. B Singh- *Economic History of India*
5. R. C. Dutta- *Economic History of India- 2Vols.*
6. S. Nurullah and J.P. Naik-*A History of Education in India*
7. D.Barret and G Basil-*Painting in India*
8. B.A. Pingle- *History of Indian Music*
9. R.C. Majumdar- *British Paramountcy and Indian Renaissance Vol. X, Part-II*
10. चोपड़ा, पुरी, दास—*भारत का सामाजिक सांस्कृतिक व आर्थिक इतिहास भाग-03*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)

Paper-15

Title of the Paper: Historiography and Methodology

CREDIT: 04

THEORY

COURSE OUTCOME :

- The paper will help the students in developing an understanding of the historical methods of research.
- The paper aims to provide an understanding of history as a form of social enquiry.
- Students will learn the conceptual, theoretical and methodological processes of history and can use their knowledge for employability in archives, museums and libraries.

Unit-I

1. Nature and Scope of History
2. Structure and form of History:
 - a) Categorization of History as Science or Arts
 - b) History and its professional utility
3. Significance of Auxiliary Sciences in History

Unit-II

1. Objectivity and subjectivity in History
2. Research Methodology:
 - a) Primary and secondary sources
 - b) Analytical operations.

Unit-III

1. Delhi Sultanate Historiography: Salient Features:
 - a) Minhaj-us-Siraj
 - b) Amir Khusrau
 - c) Ziauddin Barni
 - d) Sams-i-Seraj, Afif
 - e) Isami
 - f) Ibn Babuta

Unit-IV

1. Mughal historiography: Salient Features
 - a) Babur
 - b) Humayun
 - c) Shershah
 - d) Akbar
 - e) Jahangir
 - f) Shanjahan
 - g) Aurangzeb

References :

Suggested Readings:

1. Arthur Marwick-*The Nature of History*
2. B. Sheik Ali-*History its Theory & Method*
3. E. Sridharan-*A Textbook of Historiography*
4. E.H. Carr-*What is History?*
5. Harbans Mukhia-*Historians & Historiography During the reign of Akbar*
6. I. H. Siddiqui-*Indo-Persian Historiography up to the 13th Century*
7. K. L. Khurana-*Concepts and Methods of Historiography*
8. Mark Bloch-*The Historian's Craft*
9. Mohibbul Hasan (ed.)-*Historians of Medieval India*
10. R.G. Collingwood-*The Idea of History*
11. ई० श्रीधरन—*इतिहास लेखन*
12. के० एल० खुराना—*इतिहास लेखन के सिद्धान्त और अवधारणाएं*
13. हेरम्ब चर्तुवेदी—*सल्तनतकालीन इतिहास लेखन*
14. रहीस सिंह—*इतिहास लेखन*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)

Paper-16

Title of the Paper : Medieval India: Administrative Aspects (1206-1739)

CREDIT: 04

THEORY

COURSE OUTCOME :

- Students will enhance their knowledge of the different political regimes and their functioning.
- The course is designed for a detailed study of the transformation that took place from the Sultanate to Mughal rule in the field of administration.
- Students will gain an in-depth knowledge of key institutions like Jagirdari, Mansabdari, Military as well as the Judicial system.

Unit-I

1. Administrative measures of Iltutmish and Balban
2. Khalji administration
3. Land Revenue measures and Market control policy of Alauddin Khalji

Unit –II

1. Administrative measures of Ghiyasuddin Tughluq; Projects of Mohammad Bin Tughluq; Firuz Shah : Internal reforms.
2. Central and Provincial administrative structure of the Delhi Sultanate
3. Military and Judicial administration of the Delhi Sultanate

Unit –III

1. Administrative measures of Humayun and Akbar
2. Ordinances of Jahangir; administration under Shahjahan and Aurangzeb
3. Shivaji's administration

Unit –IV

1. Jagidari and Mansabdari system
2. Central and Provincial administration of the Mughals
3. Mughal Military organization and Judicial administration

References :

Suggested Readings:

1. A C Banerjee-*History of Khaljis*
2. ABM Habibullah-*Foundation of Muslim rule in India*
3. Agha Mehdi Hussain-*History of the Tughlaq Dynasty*
4. Agha Mahdi Hussain-*Mohammad bin Tughlaq*
5. Harish Chandra Verma-*Medieval India (Part-0& 02)*
6. Ishwari Prasad-*A History of the Qaraunah Turks*
7. K A Nizami-*Some Aspects of Religion & Politics in India during the 13th Century*
8. K S Lal-*History of the Khaljis*
9. Mohammad Habib & K A Nizami (ed.)-*A Comprehensive History of India Vol-V*
10. S A A Rizvi-*Wonder that was India Vol-II*
11. U N Day-*Some Aspects of Medieval Indian History*
12. Vipul Singh-*Interpreting Medieval India Vol-I &II*
13. हरीश चन्द्र वर्मा—*मध्यकालीन भारत (भाग—01 और 02)*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)

Paper-17

Title of the Paper: India under Company's Rule

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The political and administrative set-up during the early phase of the Company's rule.
- The constitutional set-up during the formative years of the Company's rule.
- The importance of the revolt of 1857 in the history of India.

Unit-I

1. Rise of the English Power in Bengal
2. Warren Hastings: Relations with Chait Singh, Begum of Awadh, Rohillas and Nand Kumar
3. Rise and fall of Mysore

Unit-II

1. Cornwallis: Judicial and Land Revenue reforms
2. Wellesly as an imperialist
3. Lord Hastings: Relation with Nepal

Unit-III

1. Amherst: Burmese Policy
2. Rise and fall of the Sikh power in Punjab
3. Anglo- Afghan Relation: 1839-1842

Unit-IV

1. British Policy towards Sindh
2. Dalhousie and Princely states
3. Revolt of 1857: Causes, Nature and Consequences

References :

Suggested Readings:

1. Nand Lal Chatterji - *Clive as an Administrator*
2. Sophia Weitzman - *Warren Hastings and Philip Francis*
3. Aspinall - *Cornwallis in Bengal*
4. P.E. Roberts - *India under Wellesley*
5. Bipan Chandra - *Modern India*
6. K.M. Pannikar - *The Evolution of British Policy towards Indian States, 1774-1858*
7. R. C. Majumdar, H.C. Rai Chaudhary and K.K. Datta - *An Advanced History of India*
8. C.H. Phillips - *The English East India Company 1784-1834*
9. R.K. Mukherjee- *The Rise and fall of the East India Company*
10. A.B. Keith – *A Constitutional History of India*
11. G. N. Singh- *Landmarks in Indian Constitutional and National Development*
12. R.C. Majumdar- *British Paramountcy and Indian Renaissance, Part-I*
13. बिपिन चन्द्र—आधुनिक भारत
14. शेखर बघोपाध्याय—प्लासी से विभाजन तक और उसके बाद
15. सुन्दर लाल—भारत में अंग्रेजी राज, 02 भाग
16. राम लखन शुक्ल—आधुनिक भारत का इतिहास

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)

Paper-18

Title of the Paper: India under Crown's Rule

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The circumstances leading to the transfer of power from the East India Company to the Crown.
- The political administrative and constitutional changes brought during the Crown's rule.
- How the Crown's rule strengthened its base in India and neighboring countries.

Unit-I

1. Canning – Administrative changes
2. Sir John Lawrence: Reforms in Indian civil and Military services and Economic Reform
3. Lytton: Administrative measures

Unit –II

1. Ripon: Liberal Administrative Measures
2. Curzon : Era of Commissions
3. Anglo- Afghan Relation: 1864-1874

Unit –III

1. Curzon – Relation with neighboring countries
2. Lord Harding to Chelmsford: Administrative changes
3. Chelmsford: Afghan policy

Unit –IV

1. Linlithgow : 1937 Elections and Cripps Mission
2. Wavell: Simla conference, Wavel Plan and Cabinet Mission
3. Mountbatten Plan and Partition of India

References :

Suggested Readings:

1. Bipan Chandra-*History of Modern India*
2. Hira Lal Singh-*Problems and Policies of British in India (1885-1898)*
3. R. C. Agarwal-*Constitutional development & freedom struggle*
4. Sabyasachi Bhattacharya-*Rethinking 1857*
5. Shekhar Bandopadhyay-*Plassey to Partition*
6. Sumit Sarkar-*Modern India*
7. Pandit Sunder Lal- *British rule of India*
8. R.C. Majumdar, H. C. Rai Chudhary & K.K. Dutta- *An advanced History of India*
9. एल० पी० शर्मा—भारत का इतिहास
10. शेखर बन्दोपाध्याय—प्लासी से विभाजन तक
11. बिपिन चन्द्र—आधुनिक भारत का इतिहास

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)

Paper-19 A

Title of the Paper: Era of Composite Culture (1206-1707)

CREDIT: 04

THEORY

COURSE OUTCOME :

- This paper is designed to highlight the culture of shared values and will provide an understanding of the vital aspects of the society.
- Students will learn about the evolution of different schools of painting during the medieval era.
- Further, it will make the students aware of their past heritage through the study of music, literature and architecture.

Unit-I

Development of Painting :

- 1.Regional schools of Painting: Sultanate Era
- 2.Mughal School of Painting:
 - a) Evolution of Painting under Akbar
 - b) Development of Painting under Jahangir
 - c) Distinctive Features of Painting under Shahjahan

Unit –III

Development of Indo- Persian Music :

- 1.Major Treatises on Music
- 2.Prominent Musicians of the Sultanate Period
- 3.Prominent Musicians of the Mughal Period

Unit –IV

Growth of Language and Literature :

- 1.Persian Literature
- 2.Sufi and Bhakti Literature
- 3.Prominent Poets of the Medieval era

Unit –V

Development of Indo-Islamic Architecture :

- 1.Architectural Style : Turkish Period
- 2.Architectural Style : Mughal Period
- 3.Major Monuments of the Medieval Era

References :

Suggested Readings:

1. S.A.A. Rizvi – *Wonder that was India, Part-II*
2. Yusuf Husain – *Glimpses of Medieval Indian History*
3. Iqtidar Husain Siddiqui – *Composite Culture under the Sultanate of Delhi*
4. Precy Brown – *Indo-Islamic Architecture*
5. Savitri Chandra Shobha – *Social Life & Concepts in Medieval Hindi Bhakti Poetry*
6. Ebba Koch-*Mughal Architecture : an outline of its History and Development (1526-1858)*
7. Beach Milo C- *Mughal Painting*
8. S P Verma- *Mughal Painting*
9. Chopra, Puri, Das- *A Social Economic and Cultural History of India (03 Vols.Hindi & English)*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)
Paper-19 B
Title of the Paper: Women in Modern India

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The concept of gender and womanhood in Indian society along with its social, cultural, political and economic dimensions.
- The personalities, events, movements etc associated with the upliftment and emancipation of woman.
- The empathy, sensitivity and appreciation for women's contribution towards our society through critical and analytical readings of the Indian society.

Unit-I

1. Status of Women in 18th And early 19th Century
2. Efforts to educate Women in the 19th and early 20th Century
3. The emergence of Women organizations : Women's Indian Association, National Council of Women in India and All India Women's conference

Unit –II

1. Movements for Women's franchise
2. Women in Nationalist Movement after emergence of Gandhi
3. Women's Status in Post-Independent India

Unit –III

1. Women in Indian Politics after Independence
2. Dowry as an evil
3. Agitation against Sati-1987-1988

Unit –IV

Contributions of Reformers for Women upliftment

- a) Raja Ram Mohan Roy
- b) Ishwarchandra Vidyasagar
- c) Pandita Ramabai Bai
- d) Sister Nivedita

References :

Suggested Readings:

1. Geraldine Forbes-*Women in Modern India*
2. Sushila Nayar, Kamla Mankekar (ed.) - *Women Pioneers in India's Renaissance*
3. S. N. Mukherjee - *Raja Ram Mohan Roy & the status of Women in Bengal in the Nineteenth Century*
4. Sushila Ramaswamy - *Women in Political thought*
5. Tanika Sarkar - *Women and Social Reform in Modern India*
6. Arpita Mukhopadhyaya and Sumit Chakrabarti - *Feminisms*
7. राधा कुमार—स्त्री संघर्ष का इतिहास
8. सम्पादक राधना आर्य, निवेदिता मेनन, जिनी लोकनीता — नारीवादी राजनीति
9. शुभ्रा परमार — नारीवादी सिद्धांत एवं व्यवहार

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VII)

Paper-19 C

Title of the Paper: Nawabi Regime in Awadh

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The regional history of Awadh during the rule of the Nawabs of Awadh.
- The relation of the Nawabs with the English East India Company.
- The history of Lucknow University and its contribution towards society.
- The process of cultural synthesis though communal harmony.

Unit –I

1. Saadat Khan Burhan-ul- Mulk (1722-39)
2. Abdul Mansur Khan Safdar Jung (1739-54)
3. Siraj-ud-daula (1754-75)

Unit –II

1. Asaf-ud-daula/Mohammad Yahya Mirzra Amani (1775-97)
 - Transfer of Capital
 - Relation with English Company
2. Wazir Ali Khan (1797-98)
 - Coronation and Deposition
3. Yamin-ud-Daula Saadat Ali Khan (1798-1814)
 - Coronation
 - Awadh and subsidiary Alliance System

Unit –III

1. Abul Muzaffar Ghazi-ud-Din Haider Khan (1814-27)
 - First King of Awadh (1819-27)
2. Nawab/King of Awadh (1827-47)
 - Nasir-ud-din Haider (1827-37)
 - Mohammad Ali Shah (1837-1842)
 - Amjad Ali Shah (1842-47)
3. Wajid Ali Shah (1847-56)
 - Deposition and Annexation of Awadh

Unit – IV

1. Education in Nawabi era
2. Formation of Lucknow University
3. The role of academia in the freedom struggle.

References :

Suggested Readings:

1. A L Srivastava-*The first two Nawabs of Awadh*
2. A P Bhatnagar -*The Oudh Nights*
3. C C Davics-*Warren Hastings and Oudh*
4. G D Bhatnagar- *Avadh under Wajid Ali Shah*
5. Ikhtiyaruddin Qidwai-*The court Life under the Nawabis of oudh*
6. Mirza Ali Azhar-*King Wajid Ali Shah*
7. P C Mukerjee-*Pictorial Lucknow*
8. Ravi Bhatt-*The life and times of Nawabs*
9. Sydney Hay-*The Historic Lucknow*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. IV Year (Semester- VIII)

RESEARCH PROJECT

B. A. I Year (Semester – I)

Minor- (Paper-1)

Title of the Paper: Delhi Sultanate: Political Aspects (1206-1526)

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to develop:

- An understanding of the political regime and its functioning.
- Learn about the process of continuity and change in history.
- Historical outlook to resolve the struggle in society and nations.

UNIT – I

Foundation of the Delhi Sultanate:

1. Early Turkish Invasions
2. Qutubuddin Aibak; Iltutmish; Razia and her successors
3. Balban and his successors

UNIT – II

Climax of the Delhi Sultanate:

1. Jalaluddin Khalji
2. Alauddin Khalji & his successors
3. Expansionist policy of Alauddin Khalji

UNIT – III

Tughluq and Sayyed Dynasty:

1. Ghiyasuddin Tughluq, Mohammad bin Tughluq, Firuz Shah and his successor
2. Timur's Invasion and its Impact
3. Sayyed Dynasty

UNIT – IV

Lodi's and the Decline of the Sultanate:

1. Bahlul Lodi
2. Sikandar Lodi and Ibrahim Lodi
3. Downfall of the Delhi Sultanate

References :

Suggested Readings :

1. ABM Habibullah-*Foundation of Muslim rule in India*
2. A C Banerjee-*History of Khaljis*
3. Agha Mehdi Hussain- *Tughlaq Dynasty*
4. Agha Mehdi Hussain-*Mohammad bin Tughlaq*
5. Harish Chandra Verma-*Medieval India*
6. Ishwari Prasad-*A History of the Qaraunah Turks*
7. K A Nizami-*Some Aspects of Religion & Politics in India during the 13th Century*
8. K S Lal-*History of the Khaljis*
9. Mohammad Habib & K A Nizami (ed.)-*A Comprehensive History of India Vol-V*
10. S A A Rizvi-*The Wonder that was India Vol-II*
11. U N Day-*Some Aspects of Medieval Indian History*
12. Vipul Singh-*Interpreting Medieval India Vol-I & II*
13. हरीश चन्द्र वर्मा—*मध्यकालीन भारत*

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

B. A. II Year (Semester – III)

Minor – (Paper-5)

Title of the Paper: Modern India (1740-1857): Political and Administrative Aspects

CREDIT: 04

THEORY

COURSE OUTCOME :

Students will be able to understand:

- The causes of the advent of the European powers in India.
- The various events and battles through which the British rulers emerged victorious and strengthened their control over India.
- The different Governor-Generals and the role played by them in the administrative and constitutional development of India.

UNIT – I

1. Struggle for Supremacy between the English East India Company and French East India Company
2. Battle of Plassey
3. Battle of Buxar
4. Company's relation with the Nawabs of Bengal

UNIT – II

1. Clive
2. Warren Hastings
3. Cornwallis
4. Wellesley
5. Lord Hastings

UNIT – III

1. Amherst
2. Bentinck
3. Auckland
4. Dalhousie
5. Revolt of 1857: Causes and Nature

UNIT – IV

1. Regulating Act
2. Pitt's India Act
3. Charter Act 1813
4. Charter Act 1833
5. Charter Act 1853

References :

Suggested Readings:

1. Shekhar Bandhopadhyaya - *Plassey to Partition*
2. शेखर बंधोपाध्याय— प्लासी से विभाजन तक
3. Bipan Chandra- *History of Modern India*
4. बिपिन चन्द्र—आधुनिक भारत का इतिहास
5. Majumdar, Ray Chaudhary, Dutta – *An Advance History of India*
6. मजूमदार, राय चौधरी, दत्ता – भारत का वृहद इतिहास
7. B. L. Grover- *Modern India*
8. बी० एल० ग्रोवर—आधुनिक भारत

Web References :

1. JSTOR
2. Academia.edu
3. Shodhganga

Syllabus for B.A Political Science (3Years/ 4Years Program)

Year	Sem.	POLITICAL SCIENCE Major1@4Credits)	Second Subject(Major2@ 4 Credits)	(Minor 1 @ 4Credits)	@4Credits
1	Sem.1	P1:Political Theory P2:National Movement of India	P1' P2'	P1''Political Theory	CC1
	Sem.2	P3:Political Concepts P4:Introduction to Indian Constitution	P3' P4'	P2'' Political Concepts	VC1
2	Sem.3	P5:Classical Western Political Thought P6 :Comparative Government(U.K. and France	P5' P6'	P3'' National Movement of India	CC2
	Sem.4	P7: Modern Western Political Thought P8:Comparative Government (U.S.A. and Switzerland)	P7' P8'	P4'' Introduction to Indian Constitution	VC2
3	Sem.5	P9: Principles of Public Administration P10:Ancient Indian Political Thought P11X: Concepts of International Politics P11Y : Social Movements in India	P9' P10' P11'X/Y	P9' P10'	Internship/ TermPaper
	Sem.6	P12: Indian Administration P13: Indian Political Thought P14X:Post Cold War International Politics P14IY : International Organizations	P12' P13' P14 X/Y	P12' P13'	Minor Project

4	Sem.7	P15: Research Methodology P16:Comparative Political Analysis P17: Modern Indian Political Thought P 18:Public Policy and Administration In India P19X:Federalism in India P18 Y: Contemporary Issues in World Politics P19 X:Contemporary Discourse in Indian Politics P19X: Good Governance : Issues and Challenges			
	Sem.8	MajorProject(24Credits)			



University of Lucknow
Department of Political Science
B.A.
Semester-I
Paper - I
Title of the Paper: Political Theory

Credit : **T-04/P-00**
Course Outcome :

- This course will familiarize students with the basic concepts in political theory and encourage them to understand how they manifest in social practices.
- It will enable the students to understand the nature of State and various theories of the origin of the State.
- Students will understand the significance of theorizing and of applying theory into practice.
- Students will develop a comprehensive understanding of political concepts such as equality, justice, law and liberty.

UnitI:

Definition, Nature and Scope of Political Science, Relation with other Social Sciences, Methods of Study

UnitII :

Approaches to the study of Political Science:

Traditional Approach - Institutional, Historical and Philosophical,
Modern Approach – Behavioural and Post- Behavioural

UnitIII:

State- Origin, Nature and ends, the Welfare State

UnitIV:

Concepts of Law, Justice, Liberty and Equality

References:

TextBooks:

Agrawal, R. C.,	Political Theory / Rajneeti Shastra keSiddhant
Appadorai, A.	The Substance of Politics
Ashirwatham, E.,	Political Theory / RajneetiVigyan
Ramaswamy, S.	Political Theory: Ideas & Concepts
Held, David	Political Theory Today
Heywood, A,	Political Theory
Bhargava, R &	
Acharya, A (eds.)	Political Theory: An Introduction
Bellamy, R (ed.)	Theories and Concepts of Political Science
Marsh, D. &	
Stoker, G. (eds.)	Theory and Methods in Political Science
Gauba, O. P.	Political Theory
Kapur, A.C.	Principles of Political Science
Vincent, A.	The nature of Political Theory
Mckinnon, C. (ed.)	Issues in Political Theory

SuggestedReading:

- Asirvatham, Eddy and K.K.Mishra, '*Political Theory*', S.chand&company New delhi. [2010]
- Johri, J.C. &seemaJohri, '*Theory of Modern Political Science*', Sterling Pub.New Delhi. [2011]
- Ray, Amal&MohitBhattachary, '*Political Theory :Ideas and Institutions*', The World PressPvt, Ltd, Kolkata.
- Kapur, A.C., '*Principles of Political Science*', S.Chand&Co., Newdelhi. [2011]
- Bhargawa, Rajeev& Ashok Ashok Acharya, (Ed.) '*Political Theory :An Introduction*', Pearson ,New Delhi. [2010]
- Sandhu, GyanSingh, RajneetikSiddanth, '*Hindi MadhayamKaryanayan*' .Delhi University [2010]
- Johri, J.C, '*SamkalinRajnitikSiddanth*', Sterling Publication New Delhi. [2012]
- Gauba, O.P., '*Rajniti-siddanthkiRoopRekha*', Mayur PaperBacks, New Delhi [2014]
- Tayal B.B., '*AadhunikRajnitikSiddanth*', S.Chand& Sons ,New Delhi.[2010]
- Purohit, B.R., '*RajnitisastrakemoolSiddanth, Rajsthan*' ,Hindi DranthAcadmy ,Jaipur [2000]
- Gauba, O.P., '*SamkalinRajnitikSiddanth*', MayurPaperBacks, New Delhi [2012]
- Johri, J.C, &SeemaJohri , '*AadhunikRajnitiVigyankeSiddanth*', Sterling Pub.New Delhi.[2014]
- Pant, Gupta& Jain, '*RajnitisastrakeAadhar*', Central publishing house Allahabad. [1998]
- Upreti, Nandini, '*RajnitiVigyankeemoolAadhar*', Rajsthan Hindi Granth Academy ,Jaipur [2014]
- Tiwari, BK, '*RajneetiVigyankeSiddanth*', New Royal Book Company Lucknow.[1996]

- Verma,S.P., '*Modern Political theory*',Vikas Publishing House PVT .Ltd.New delhi. [1999]
- Sharma Urmila & SKSharma, '*Principles and Theory of Political Science*',Atlantik Publishers & Distributers,New Delhi. [2007]
- Verma,S.L.,*Advanced Modern Political Theory*,National Publishing house ,Jaipur. [2008]
- Gauba,O.P., '*An Introduction to Political Theory*',Mayur PaperBacks,New Delhi.
- Held, D. '*Political Theory and the Modern State*', Polity Press, Cambridge, [1989].
- Arneson, R.J., "Equality" in Robert E. Goodin and Philip Pettit (ed.), *A Companion to Contemporary Political Philosophy*, Blackwell, Oxford, [1993]
- Baker, John, '*Arguing for Equality*', Verso, London. • Mitchel, Juliet, "Women and Equality" in Anne Philips (ed.), *Feminism and Equality*, New York University Press, New York. [1987]
- Tawny, R.H., '*Equality*', Allen & Unwin, London and Harcourt Brace, New York, [1952]
- Bauman, Zygmunt, '*Freedom*', Open University Press, Milton Keynes. [1988]
- Cohen, Marshall, Thomas, Nagel and Thomas Scanlon (ed.), '*Marx, Justice and History*', Princeton university Press, Princeton, (Part I on *Marx's Views on Justice and Other Fundamental Ethical Ideas*). [1980]
- Kukathas, Chandran and Philip Petit, Rawls, '*A Theory of Justice and Its Critics*', Cambridge. [1990]
- Walby, Sylvia, '*Theorizing Patriarchy*', Blackwell, Oxford. [1990]
- Heywood, Andrew, '*Political Theory: An Introduction*', St. Martin's Press, New York.[2003]

Semester-I
Paper - II
Title of the Paper: National Movement of India

Credit : **T-04/P-00**
Course Outcome :

- Students will understanding the evolution of nationalism in India
- Students will understand the political resurgence which led to the independence of India
- Students will understand the processes in the framing of Indian constitution and its inherent philosophy

UnitI:

Birth and growth of Nationalism in India, Indian National Congress, Policies and Programmes of Moderates and Extremists

UnitII :

Revolutionary Movement in India- goals and strategy, Swaraj Party, Non-Cooperation Movement

UnitIII:

Civil Disobedience Movement, Macdonald Award and Poona Pact, Government of India Act 1935

UnitIV:

Quit India Movement, Politics of Muslim League, Cripps Mission, Cabinet Mission, Partition of India

References:

TextBooks:

- | | |
|----------------|--|
| Agarwal, R.C. | Constitutional Development and National Movement of India |
| Chandra, Bipan | Indian National Movement- Hindi translation also available |
| Punniah, K. V. | The Constitutional History of India. |
| Singh, G.N. | Landmarks in Indian Constitution and National Development. |

Tarachand
BendopadhyayaShekhar
Sen, S N

History of Freedom Movement in India.
Nationalist Movement in India
History of Freedom Movement in India

Suggested Reading:

- Chandra, Bipin, '*Modern India*,' New Delhi [2018]
- Kashyap, Subhas '*Swatantrta Aandolanka Itihas* ', National Book Trust India, New Delhi. [2010]
- Chandra, Vipin, '*Bharatka swatantrta Sangharsh* ', Hindi Madhayam Karyanayan Delhi University, Delhi. [2017]
- Grower, B.L, Yashpal, Bhartiya '*Swatantrta Sangram tatha Sambaidhanik* ', Vikas, S Chand & Company, Ltd New Delhi. [2015]
- Sarkar, Sumit, '*Aadhunik Bharat (1885-1947)* ', Rajkamal Prakashan, New Delhi. [2019]
- Chand, Tara, '*History and Freedom movement in India* ', New Delhi [1961]
- Chand, Tara, '*Bhartiya Swatantrata Andolanka Itihas* ', Publication Division, New Delhi, [2011]
- Bandyopadhyay, Sekhar, '*From Plassey To Partition and After* ', Orient Blackswan, New Delhi. [2014]
- Palme Dutt, R, '*India Today* ', Bombay, [1949]
- Desai, A.R. , '*Social Background of Indian Nationalism* ', Sage, New Delhi [2016]
- Sarkar, Sumit '*Modern India* ', 1885-1947 Pearson, New Delhi [2014]
- Dutt, R.C., '*The Economic History of India Under British Rule* ', Delhi. [1960]
- Chandra, Bipan, '*The Rise and Growth of Economic Nationalism in India* ', har Anand publication New Delhi. [2016]
- Ganguly, B.N., '*Indian Economic Thought- Nineteenth Century perspectives* ', New Delhi. [1977]
- Guha, Arun Chandra, '*First spark of revolution* ', Orient Blackswan, New Delhi. [2018]
- Chandra, Bipan '*India's Struggle for Independence* ', Penguin Books, New Delhi [2018]
- Mushirul Hasan, '*Communal and Pan Islamic Trends in Colonial India* ', Delhi. [1981]

Semester-II

Paper-I

Title of the Paper: Political Concepts

Credit : T-04/P-00

Course Outcome :

- Students will develop a comprehensive understanding of essential political concepts like sovereignty and pluralism.
- Students will understand the different forms of government and their functioning.
- Students will develop an understanding of various practices related to the state and democracy.

UnitI:

Concepts of Sovereignty- Monist and Pluralist, Theories of Democracy- Liberal, Elitist and Marxist

UnitII :

Forms of Government- Parliamentary and Presidential, Unitary and Federal

UnitIII:

Public Opinion, Political Parties, Pressure Groups

UnitIV:

Electoral Systems, Theories of Representation, Secularism

References:

TextBooks:

Agarwal, R.C.	Political Theory (Hindi Translation also Available)
Gauba, O.P.	Political Theory
Kapur, A.C.	Principles of Political Science. (Hindi Translation also Available)
Heywood, Andrew	Political Theory
Ray, A.& Bhattacharya, M.	Political Theory : Ideas & Institutions
Sandhu, G.S.	RaajneetiSiddhant
Tewari,B.K.	RajneetiVigyanKeSiddhant

Suggested Reading:

- Almond, G.A, '*Comparative Politics Today: A World View*,' Pearson Education Pvt. Limited, Singapore.[2004]
- Gauba,O.P., '*Tulnatmakrajnitikirooprekha* ', Mayor Paperbacks,Noida.[2010]
- Johri, j.c., '*TulnatmakRajniti* ',Sterling Publishers,New Delhi.[2012]
- Gena,C.B., '*Tulnatmakrajniti* ', Vikas publishing House ,New Delhi (2014)
- Ray,S.N., '*Modern Comparative Politics* ',PHI,PvtLtd.New Delhi.[2016]
- Jain,Hari Mohan, '*ViswakePramukhSamvidhan* ',ShardaPustakBhawan Allahabad.[2015]
- Bhagwan,Vishnool&VidyaBhushan, '*World Constitution* ',Sterling Publishers Pvt.ltd.New Delhi.[2016]
- Finer, E, '*Comparative Government* ', Harmondsworth, Penguin.[1974]
- Judith Bara & Mark Pennington, '*Comparative Politics* ', Sage Publication New Delhi [2009]
- Johari, J.C., '*Comparative Politics* ', Sterling Publication, New Delhi.[2009]
- Johari J.C. , '*New Comparative Government* ', Lotus Press, New Delhi.[2011]
- Chilcote R. H. , '*Theories Of Comparative Politics* ', Westview Press.[1994]
- Wiarda H. J., '*Comparative Politics: Approaches and Issues* ', Rowman&Littlefeild Publishers, Lanham.[2007]
- Weber M., '*Theory of Social & economic Organization* ', New York; Free Press.[1995]
- Roy Arvind K, '*Comparative Politics and Political Government* ', Mahaveer& Sons.[2011]
- Hague Harrop Martin, Rod., '*Comparative Government and Politics* ',Palgrave Macmillan.[2004]
- Kenneth Newton and Jan W. van Deth, '*Foundations of Comparative Politics* ', Cambridge University Press.[2010]

Semester-II

Paper II

Title of the Paper: Introduction to Indian Constitution

Credit : T-04/P-00

Course Outcome :

- The course enlightens the students about the background and making of the constitution with its salient features.
- This course acquaints students with the constitutional design of the State and the structure and functions of the Union Government.
- The students will become aware about their fundamental rights and duties as Indian citizens.
- It will encourage a study of implementation of Directive Principles of state policy.

UnitI:

Making of Indian Constitution, Salient Features of the Indian Constitution, Fundamental Rights and Duties

UnitII :

Directive Principles of State Policy, Union Government- President, Prime Minister, Council of Ministers

UnitIII:

Indian Parliament- Lok Sabha and Rajya Sabha, Law making Process in India, Indian Judiciary- Supreme Court and High Court

UnitIV:

Indian Federation, State Government- Governor, Chief Minister, Council of Ministers, Legislature, Panchyat Raj System of India

References:

TextBooks:

Basu, D.D.

Rau, B.N.

Sayed, S.M.

Introduction to the Constitution of India.

India's Constitution in Making.

BharateyaRajneetikVyawastha

Abbas, Kumar & Alam
Siwach, J R
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Indian Government and Politics.
Dynamics of Indian Government and Politics
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Suggested Reading:

- Austin, Granville, '*Working of a Democratic Constitution*', OUP, New Delhi.[2000]
- Basu D. D, '*Introduction to the Indian Constitution*', Lexis-Nexis Butterworth, Wadhwa Publishing House, Nagpur,[2010]
- Narang, A.S., '*BhartiyaShasanEvamRajniti*', Geetanjli Publishing House, New Delhi.[2010]
- Kashyap, Subhas, '*BhartiyaSansadSamasayenevamsamadhan*', National Book Trust India, New Delhi.[2012]
- Kashyap, Subhas, '*BhartiyaRajnitiSambidhanVikas, VivadaurNidan*', National Book Trust India, New Delhi.[2016]
- Sayeed, S.M., '*BhartiyaRajnitikVyastha*', Bharat Book Centre, Lucknow.[2016]
- Pandey, J.N., '*Bharat kaSamvidhan*', Central law Agency, Allahabad.[2014]
- Awasthi, A.P., '*Bhartiyashasanevamsamrajniti*', Laxmi Narayan Agrawal, Agra.[2015]
- Awasthi A.P., '*Indian Government & Politics*', Laxmi Narayan Agrawal, Agra. [2016]
- Awasthy, SS., '*Indian Government & Politics*', HarAnand Publications Pvt. Ltd., New Delhi.[2014]
- Narain, Iqbal, '*State Politics in India*', Meenakshiprakashan, Meerut.[1967]
- Paylee, M.V., '*An Introduction to Constitution of India*', Vikas Pub., New Delhi.[2000]
- Bhamri, C.P., '*The Indian State: Fifty Years*', Shipra, New Delhi. [1997]
- Pylee, M.V., '*Constitutional Government in India*', Asia Publishing House, Bombay.[1965]
- Siwach, J.R., '*Dynamics of Indian Govt. & Politics*', Sterling Publishers Pvt.Ltd, New Delhi [1990]
- Kaushik, Susheela (ed.), '*Indian Government and Politics*', Directorate of Hindi Implementation, Delhi University [1990]
- Baxi, Upendra and Bhikhu Parekh (ed.), '*Crisis and Change in Contemporary India*', Sage, New Delhi.[1994]
- Brass, Paul, '*Politics of India since Independence*', Orient Longman, Hyderabad, [1990]
- Kothari, Rajni, '*State Against Democracy, In Search of Humane Governance*', Ajanta, Delhi,[1989]
- Morris-Jones, W.H., '*Government and Politics in India*', B.I., Delhi. [1987].
- Noorani, A.G., '*Constitutional Questions in India: The President, Parliament and the States*', Oxford University Press.[2000]
- Rudolph, L.I., and Rudolph, S.H. In Pursuit of Lakshmi, '*The Political Economy of the Indian State*', Orient Longman, Delhi.[1987]

- Saez, Lawrence, '*Federalism without a Centre: The Impact of Political and Economic Reforms on India's Federal System*', Sage, New Delhi, [2002]
- Narang A.S, '*Indian Government and Politics*', Geetanjali Publishing House, New Delhi, [1993]
- Singh M.P, Roy Himanshu, '*Indian Political System: Structure, policies, Development*', GanadaPrakashan, New Delhi, [1998]
- Basu D. D, '*Introduction to the Indian Constitution*', Lexis-Nexis Butterworth, Wadhwa Publishing House, Nagpur. [2010]
- Dua B.D., M.P.Singh and RekhaSaxena(Eds) '*Indian judiciary and politics: The Changing landscape*', Manohar, Delhi. [2010]
- Dua B.D., M.P.Singh, '*Federalism in the New Millennium*', Manohar, Delhi.
- Arora, Balveer and Verney, Douglas (ed.), '*Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*', Konark, Delhi. [1995]
- Sharma, Chanchal Kumar, and WilfriedSwenden. "*Economic governance: Does it make or break a dominant party equilibrium? The case of India.*" *International Political Science Review* 41(3): 451–65.[2020]
- Sharma, Chanchal Kumar. "*Reimagining Federalism in India: Exploring the Frontiers of Collaborative Federal Architecture.*" *Asia-Pacific Social Science Review* 15(1): 1–25. [2015]
- Sharma, Chanchal Kumar. "*South Asian Journal of Socio-Political Studies* 15(2): 40–48. *Intergovernmental coordination mechanisms in India.*"[2015]
- Sharma, Chanchal Kumar. "*Rise and Demise of Nehruvian Consensus: A Historical Review.*" *South Asian Journal of Socio-Political Studies (SAJOSPS)* 15(1): 16–23. [2014]

Semester-III
Paper-I

Title of the Paper: Classical Western Political Thought

Credit : T-04/P-00

Course Outcome :

- The course will benefit the students by focusing on key themes in western political theory and thought.
- It will impart indepth knowledge about the diverse streams of western political theory and thought.
- It will familiarize students on the evolution of the State in the West.

UnitI:

Main Characteristics of Ancient Greek Political Thought, Plato, Aristotle

UnitII :

Main Characteristics of Roman Political Thought, Cicero

UnitIII:

Main Characteristics of Medieval Political Thought, Saint Augustine

UnitIV:

The Church- State Controversy, Saint Thomas Aquinas, Marsiglio of Padua

References:

TextBooks:

Murray, Robert	Introduction to Political Philosophy.
Wayper, C.L.	Political Thought.
Sabine, George, H	A History of Political Theory
Hampton, Jean	Political Philosophy.
M.B. Foster	Master's of Political Thought (Vol. I)
Jones, W.T.	Master's of Political Thought (Vol. II)
Lanchaster	Master's of Political Thought (Vol. III)
Dunning, W A	History of Political Theories (Vol. I,II&III)

Verma, K.N.
Tewari, Ganga Datta
Sharma, P.D.

RaajDarshan (Vol. I, II & III)
PramukhRajnitikChintak
PaschatyaRajnitikVicharonkaItihas

Suggested Reading:

- Dunning, W.A., 'A History of Political Theories', Allahabad [1989]
- Dunning, W.A., 'A History of Political Theories from Rousseau to Spencer'; Volume 3 by Sagwan Press [2018]
- Ebenstein, William, 'Great Political Thinker', IBH, Oxford (2014).
- Sabine, G.H., 'A History of Political Theory', Oxford and IBH, Bombay (2012).
- Russell, Bertand, *History of Western Philosophy*, Routledge Classics;(2016)
- Suda, J.P., *History of Political Thought*, (Vol.1-4) K.Nath&Co.Agra.
- Mukherjee, Subrata, & Sushila Ramaswamy, *History of Political Thought* Prentice Hall India Learning Private Limited; 2 edition (2011), New Delhi
- Suda, J.P., *RajnitikvicharokaItihas*, (Part 1-4) K.Nath&Co.Agra. (Hindi)
- Sharma, P.D., *PashtyaRajnitikvicharokaItihas*, College Book dipo, Jaipur. (Hindi)
- Sharma, Urmila & SK Sharma, *PashtyaRajnitikChintan*, Atlantik Publishers, New Delhi. (Hindi) 2010
- Jha, Brijkishor, *PramukhRajnitikChintak*, Bihar Hindi Granth Academy, Patna. (Hindi)
- Gauba, O.P., *PashtyaRajnitikVicharak*, Mayor Paperbacks, Noida. (Hindi) 2016
- Purohit, B.R., *PashtyaRajnitikChintan*, Hindi Granth Academy, Bhopal. (Hindi)
- Strauss, Leo and Joseph Cropsey, (1968) *History of Political Philosophy*, Rand McNally.
- Barker, E. (1947), *Greek Political Theory : Plato and His Predecessors*, Methuen, London.
- rombie, I.M. (1962), *An Examination of Plato's Doctrines*, Vol. I R.K.P., London.
- Levinson, R.B. (1953), *In Defence of Plato*, Harvard University Press, Harvard, 1953.
- Barker, E., "Introduction" in E. Barker (ed.), *The Politics of Aristotle*, OUP, Oxford.
- Bakshi, O.P. (1975), *Politics and Prejudice : Notes on Aristotle's Political Theory*, University of Delhi.
- Barnes, Jonathan, (1977) *nArticles on Aristotle*, Vol. 2, *Ethics and Politics*, Duckworth, London, 1977.
- Muglan, R. (1977), *Aristotle's Political Theory*, Clarendon, Oxford, 1977.
- Newman, N.L., *The Political Thought of Aristotle*, 4 Vols., Clarendon, Oxford.
- Berlin, Isaiah, (1981) *The Originality of Machiavelli* in I. Berlin, *Against the Current*, OUP, Oxford, 1981.
- Pocock, J., (1975) *The Machiavellian Moment*, Princeton, 1975.
- Skinners, Q., (1978). *Foundations of Modern Political Thought*, Vol. 1 : *The Renaissance*, Cambridge University Press, Cambridge (Chs. 4, 5, 6).
- Raphael, D.D., (1977) *Hobbes: Morals and Politics*, George Allen & Unwin, London, 1977.
- Macpherson, C.B. (1962), *Political Theory of Possessive Individualism, Hobbes to Locke*, OUP, London.

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- Brian R. Nelson, (2004) *Western Political Thought*, Pearson, Delhi.

Semester-III
Paper-II

Title of the Paper: Comparative Government (U.K. and France)

Credit : T-04/P-00

Course Outcome :

- Will develop an understanding of the working of parliamentary government in Britain
- The working of Cabinet supremacy in a monarchical setup will be understood
- Will develop an understanding of the political system in France

UnitI:

United Kingdom- Historical and Constitutional Development, Salient Features of the Constitution, Constitutional Conventions, The Crown

UnitII:

United Kingdom- The Parliament, Cabinet System, Rule of Law, Party System

UnitIII:

France- Making of the Constitution of the Fifth Republic,, Salient Features of the Constitution, President and the Government, National Assembly and the Senate.

UnitIV:

France- The Judicial System, Administrative Law, Party System

References:

TextBooks:

Bryce	Modern Democracies
Finer, H	Governments of Major European Powers
Finer, S E	Comparative Government
Strong, C F	Modern Political Constitution
Kapur, A C and K K Mishra	Select Constitutions
Ghai, U R	Comparative Politics & Government
Rai, B C	The World Constitution: A Comparative Study

Suggested Reading:

- Almond G.A(2004), *Comparative Politics Today: A World View*, pearson Education Pvt Limited, Singapore
- Chilcote R. H. (1994), *Theories Of Comparative Politics* Westview Press.
- Finer E(2009), *Comparative Government*, Harmondsworth, Penguin
- Hague Harrop martin, Rod. (2004), *Comparative Government and Politics*, Palgrave Macmillan
- Johari J.C. (2011), *New Comparative Government*, Lotus Press, New Delhi.
- Johari, J.C. (2009), *Comparative Politics*, Sterling Publication, New Delhi.
- Judith Bara & Mark Pennington, , Sage Publication New Delhi
- Roy Arvind K, (2011), *Comparative Politics and Comparative Politics Political Government*, Mahaveer& Sons
- Weber M. (1995), *Theory of Social & economic Organization*, New York; Free Press..
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- Gauba,O.P.,*TulnatmakrajnitikiRooprekha*,MayorPaperbacks,Noida.(Hindi)
- Johri, j.c.,*TulnatmakRajniti*,Sterlingpublishers,new Delhi.(Hindi)
- Gena,C.B.,*Tulnatmakrajniti*,Vikas Publishing House ,New Delhi (Hindi)
- Ray,S.N.,*Modern Comparative politics*,PHI,PvtLtd.New Delhi.
- Jain,Harimohan,*ViswakePramukhSamvidhan*,ShardaPustakBhawan Allahabad.(Hindi)
- Bhagwan,Vishnoo&VidyaBhushan,*WorldConstitution*,Sterling Publishers pvt.ltd.New Delhi.
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- Wiarda H. J. (2007), *Comparative Politics: Approaches and Issues*, Rowman&Littlefeild Publishers, Lanham.
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- Roy,GandhiJi,*PramukhRastrokeSambidhan*,BhartiBhawan publishers & Distributers Patna.

Semester-IV

Paper-I

Title of the Paper: Modern Western Political Thought

Credit : T-04/P-00

Course Outcome :

- It provides a foundation to students of Political Science in familiarizing them to the thought and theory of Western Philosophy in modern era.
- It particularly focuses on the evolution of ideas and institutions of State in the West.
- It helps in understanding the views of Montesquieu on State and laws.
- It explains the utilitarian thought and idealist thought of prominent philosophers.

UnitI:

Reformation and Renaissance, Machiavelli, Jean Bodin

UnitII :

Social Contractualists- Thomas Hobbes, John Locke, J J Rousseau

UnitIII:

Age of Enlightenment, Political Ideas of Jeremy Bentham and J S Mill

UnitIV:

Herbert Spencer, Karl Marx, T H Green

References:

TextBooks:

Murray, Robert	Introduction to Political Philosophy.
Wayper, C.L.	Political Thought.
Sabine, George, H	A History of Political Theory
Hampton, Jean	Political Philosophy.
M.B. Foster	Master's of Political Thought (Vol. I)
Jones, W.T.	Master's of Political Thought (Vol. II)
Lanchaster	Master's of Political Thought (Vol. III)
Dunning, W A	History of Political Theories (Vol. I,II&III)

Suggested Reading:

- Cohen, G.A,(1988) *Karl Marx's theory of History: A Defence*, Princeton University press, Princeton
- Hallowell J.H (1960) *main currents in modern political thought*, Holt, Newyark.
- Jacob Lesley (1996), *An introduction to modern political philosophy: The Democratic vision of Politics*, Prentice Hall, Upper Saddle River, NJ
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- Sabine George.H,(1973) *A history of Political Thought*, George P harrap& co Ltd
- Sen AmartyaDerez Jean (2007), *Development as freedom*, Oxford University Press, New Delhi, 2007
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- Dunning, W.A., *A History of Political Theories*, Allahabad (any edition).
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- Sharma, Urmila & SK Sharma, *Pashtyarajnitikchintan*, Atlantik Publishers, New Delhi. .(Hindi)
- Jha, Brijkishor, *Pramukhrajnitikchintak*, Bihar Hindi Granth Academy ,Patna. .(Hindi)
- Gauba, O.P., *Pashtya Rajnitikvicharak*, Mayor Paperbacks, Noida. .(Hindi)
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- Brian R. Nelson, (2004) *Western Political Thought*, Pearson, Delhi.

Semester-IV

Paper-II

Title of the Paper: Comparative Government (USA and Switzerland)

Credit : T-04/P-00

Course Outcome :

- Will develop an understanding of Presidential system in USA
- Will develop an understanding of Plural executive system in Switzerland
- Direct democracy and its advantages will be understood

UnitI:

United State of America- Historical and Constitutional Development, Salient Features of the Constitution, Federalism, President.

UnitII :

United State of America-The Congress, Federal Judiciary, Procedure of Amendment, Party System

UnitIII:

Constitution of Switzerland- Historical and Constitutional Development, Salient Features of the Constitution, Federal Executive, Federal Legislature

UnitIV:

Switzerland- The Judicial System, Devices of Direct Democracy, Procedure of Amendment, Recent Constitutional Amendments

References:

TextBooks:

Bryce	Modern Democracies
Finer, H	Governments of Major European Powers
Finer, S E	Comparative Government
Strong, C F	Modern Political Constitution
Kapur, A C and K K Mishra	Select Constitution
Ghai, U R	Comparative Politics & Government
Rai, B C	The World Constitution: A Comparative Study

Suggested Reading:

- Almond G.A(2004), Comparative Politics Today: A World View, pearson Education Pvt Limited, Singapore
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Semester-V
Paper-I

Title of the Paper: Principles of Public Administration

Credit : T-04/P-00
Course Outcome :

- Enables students to gain an overview of the discipline.
- Introduces students to the evolution of the discipline and its changing contours through a study of Governance, Good Governance and responsive administration.
- Equips students to analyze the various principles of organization.
- Students will specially come to know about administrative control, public corporation and independent regulatory commissions.

UnitI:

Meaning, Nature and Scope of Public Administration, Public and Private Administration, The role of Public Administration in the Modern State

UnitII :

Bases of Organization- Principles of Organization, Hierarchy, Span of Control, Delegation of Authority, Centralization and Decentralization

UnitIII:

The Chief Executive, Line, Staff and Auxiliary Agencies, The Department, Public Corporations, Independent Regulatory Commissions

UnitIV:

Personnel Administration: Recruitment, Training and Promotion, Public Relations

References:

Text Books:

Suggested Readings:

- BidyutChakrabarty and Prakash Chand, Public Administration in a Globalizing World: Theories and Practices, Sage, New Delhi,
- BidyutChakrabarty, Reinventing Public Administration (The Indian Experience), Orient Longman, New Delhi.

- Hoshiar Singh and Pradeep Sachdeva, Public Administration through Practice, Pearson, Delhi.
- Mohit Bhattacharya, New Horizons of Public Administration, Jawahar Publishers & Distributors, New Delhi (Hindi).
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- SurendraKataria, TulnatmakLokprashasan, RBSA Publishers Jaipur.(Hindi)
- SurendraKataria, AarthikneetievamPrashasan, RBSA Publishers Jaipur.(Hindi)
- P.N.Gautam, VittiyaParshasan,HindiGranthAcademy,Hissar,Haryana.(Hindi)
- SurendraKataria, PrasashanikChintak, National Publishing House Jaipur.(Hindi)
- ManojSinha,Parshasanevamllokneeti,OrientBlackswan,Hyderabad.(Hindi)
- Narendra kumarThori,PramukhParshasnikvicharak.RBSApublishers,Jaipur.(Hindi)
- Awasthi&Awasthi,PublicAdministration in India,Laxhmi Narayan Agrawal ,Agra.
- Awasthi&Maheshwari,LokParshashan,Laxhmi Narayan Agrawal ,Agra (Hindi)
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- Dwight Waldo, 1968, 'Public Administration', International Encyclopedia of the Social Sciences, Macmillan.
- Mohit Bhattacharya, 2008, New Horizons of Public Administration, Jawahar Publishers, New Delhi, Fifth Revised Edition.
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- Mohit Bhattacharya, Recent Advances in the Discipline of Public Administration.
- Max Weber, 1946, 'Bureaucracy 'in Form Max Weber: Essays in Sociology, Translated and Edited by H.H.Gerth and C. Wright Mills, Oxford University Press.
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- Fred W. Riggs, 1961, The Ecology of Public Administration, Asia Publishing House, New Delhi.
- Satyajit Singh and Pradeep Sharma (ed.), 2007, 'Introduction' in Decentralization: Institutions and Politics in Rural India, Oxford University Press, Delhi.
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- Dwight Waldo, Public Administration in a Time of Revolution, in Jay M. Shafritz & Albert C. Hyde (ed.), 1997, Classics of Public Administration, Fourth Edition, Hartcourt Brace College Publishers.
- Chaturvedi T.N., Comparative Public Administration, Research Publications, New Delhi.
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- Sadana and Sharma, Public Administration in Theory and Practice, Kitab Mahal, Allahabad.

Semester-V

Paper-II

Title of the Paper: Ancient Indian Political Thought

Credit : T-04/P-00

Course Outcome :

- Will understand the main tenets of Ancient Indian Political thought.
- Will understand the political ideas of ancient Indian Scholars such as Manu, Bhisma, Shukra and Kautilya.
- Will understand and evaluate the ideas of ancient Indian thinkers, framed by specific themes.
- Will understand the concept of law, justice and types of State in ancient India.

Unit I:

Sources of Ancient Indian Political Thought, Main Features of Ancient Indian Political Thought, Manu

Unit II :

Bhisma, Shukra, Kautilya

Unit III:

Institution- the Indian Concept of Law, Judicial Administration in Ancient India

Unit IV:

Local Administration in Ancient India- Paur, Gram, Durg (Capital)

References:

Text Books:

Altekar, A.S
Ghoshal, U N

Thakur, L.D.
Bandhopadhyaya, N C
Jaiswal, K P
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State and Government in Ancient India
A History of Indian Political Ideas: The Ancient Period
and the Period of Transition to Middle Age
Pramukh Smritiyon Ka Adhyayan
Development of Hindu Polity and Political Theory
Hindu Polity
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Suggested Reading:

- V.P. Verma, (1974) Modern Indian Political Thought, Lakshmi Naryan Aggarwal, Agra.
- Appadorai(1992), Indian Political Thinking through the Ages, Khanna Publishers, Delhi.
- J. Bandopandhyay,(1969) Social and Political Thought of Gandhi, Allied Publishers, Bombay,.
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- M.N. Jha, Political Thought in Modern India, MeenakshiPrakashan, Meerut.
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- PurushoutamNagar,AadhunikBhartiyaevamRajneetikchintan,RajsthanhindiGranth Academy, Jaipur.(Hindi)
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- VishnooBhagwan,BhartiyaRajneetikVicharak,Aatmaram&Sons,Delhi.(Hindi)
- ParmatmaSharan,PrachinbhartiyaRajneetiAurSansthaaye,Meenakshiparkashan (Hindi)
- Govindparshadsharma,BhartiyaRajneetikChintan,MadhyaPardesh Hindi GranthAcademy.Bhopal.(Hindi)
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- V.P.Verma,Ancient and Medieval Indian Political Thought,Laxhmi Narayan Agrawal,Agra.

Semester-V
Paper-III a

Title of the Paper: Concepts of International Politics

Credit : T-04/P-00
Course Outcome :

- Will gain understanding of the evolution of International Politics as a distinct discipline
- Will understand the theoretical and conceptual dimensions of International Politics.
- They become aware of the major approaches and debates in the study of International Politics.

Unit I:

History and evolution of the discipline of International Politics, Nature and Scope of International Politics, Theories of International Politics- Idealist, Realist, Game, Decision Making and Systems Theory

Unit II :

State System, National Power, Balance of Power, Balance of Terror, Collective Security, Disarmament and Arms Control

Unit III:

National Interest, Ideology, Propaganda, Diplomacy, Foreign Policy

Unit IV:

Post World War II International Politics, Rise and fall of the Cold War, Decolonization, Emergence of the Third World, Origin and Evolution of Non-aligned Movement

References:

Text Books:

Morgenthau, Hans J	Politics Among Nations: The Struggle for Power and Peace
Rosenau, James N	Turbulence in World Politics: A Theory of Change and Continuity
Baylis, John and Steve Smith (eds)	The Globalization of World Politics
Goldstein, Joshua S	International Relations, Pearson Education
Jackson, R and Sorensen, G	Introduction to International Relations; Theories and Approaches

Holsti, K J
Hutchings, Kimbly
Shukla, Shashi
Chatterjee, A
Chandra, Prakash

International Politics: A Frame Work for Analysis
International Politics Theory
AntarRashtriyaRajniti
International Relations Today
International Politics

Suggested Reading:

- Baylis, J, Steve S. and Patricia O. (2011), The Globalisation of World Politics An Introduction to International Relations, New York: Oxford University Press.
- Verma, Deenanath, AntrrashtriyaSamvandh, GyanadaPrakashan, New Delhi (Hindi).
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- Shukla, Shashi, AntrrashtriyaSamvandh, Bharat Book center, Lucknow (Hindi).
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Semester-V
Paper-IIIb

Title of the Paper: Social Movements in India

Credit : T-04/P-00
Course Outcome :

- Students will understand the influence of globalization and development processes in India since independence.
- The students will understand the social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy and new emerging theatres of contestation and struggles.
- Students will develop an understanding of a variety of social movements.
- Students will understand the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

Unit I.

Development Process since Independence
State and planning
Liberalization and reforms

Unit II.

Industrial Development Strategy and its Impact on the Social Structure
Mixed economy, privatization, the impact on organized and unorganized labor

Unit III.

Agrarian Development Strategy and its Impact on the Social Structure
Land Reforms, Green Revolution
Agrarian crisis since the 1990s and its impact on farmers

Unit IV.

Social Movements
Tribal, Peasant, Dalit and Women's movements
Civil rights movements

References:

Text Book:

Zoya Hasan
P Bardhan

Rahul Mukherjee

B Nayar
Ghanshyam Shah
Neeraj Gopal Jayal

Politics and State in India, Sage
The Political Economy of
Development in India
India's Economic Transition: The
Politics of Reforms
Globalization and Politics in India
Social Movements in India
Democracy in India

Suggested Readings:

A. Varshney, (2010) '*Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms*' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169. 98

P. Chatterjee, (2000) '*Development Planning and the Indian State*', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) '*India: Dirigisme, Structural Adjustment, and the Radical Alternative*', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

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- P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.
- P. Sainath, (2010) 'Agrarian Crisis and Farmers', *Suicide*, Occasional Publication 22, New Delhi: India International Centre (IIC).
- M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.
- V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).
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- M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner Patel*, New Delhi: Sage.
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- P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.
- A. Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.
- A. Roy, (2010) 'The Women's Movement', in N. Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.
- N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.
- M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588. B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press.

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P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.

R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.

S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

Semester-VI
Paper-I

Title of the Paper: Indian Administration

Credit : T-04/P-00

Course Outcome :

- Will develop an understanding of the Administrative services in India
- Will be able to comprehend the working of NitiAyog
- The relationship between Bureaucracy and Executive will be understood

Unit I:

Main features of Indian Administration, Secretariat Administration- Cabinet Secretariat, Cabinet Secretary, PMO, Functioning of Departments and Ministries

Unit II :

Planning- Concept, Types, Significance, Planning in India and NitiAyog, Public Policies- Definition, Types, Significance, Evaluation

Unit III:

Bureaucracy- Civil Services, UPSC, Minister-Civil Servant relationship

Unit IV:

Financial Administration- Budget, Parliamentary Control over Financial Administration- Public Accounts Committee, Estimate Committee, Committee on Public Undertaking, Comptroller and Auditor General

References:

Text Books:

Awasthi&Maheshwari,S	LokPrashasan
Awasthi&Maheshwari, S.	Public Administration.
Basu, R.	LokPrashasanSankalpnayeevamSiddhant.
Basu, Rumki	Public Administration.
Bhagwan V. & Vidya Bhushan	LokPrashasanKeSiddhant.
Bhambari, C. P.	Public Administration
Bhattacharya, M.	Public Administration- Structure, Process and Behaviour
White, L.D.	Introduction to the Study of Public Administration.
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- Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP, 2007
- D. A. Rondinelli and S. Cheema, Decentralisation and Development, Beverly Hills: Sage Publishers, 1983
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- K. Lee and Mills, The Economic Of Health In Developing Countries, Oxford: Oxford University Press, 1983 K. Vijaya Kumar, Right to Education Act 2009: Its Implementation as to Social Development in India, Delhi: Akansha Publishers, 2012.
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<http://www.cefsindia.org>

www.righttofoodindia.org

Semester-VI

Paper-II

Title of the Paper: Indian Political Thought

Credit : T-04/P-00

Course Outcome :

- The course will develop a knowledge of key philosophical issues to students of this discipline.
- The course is designed to benefit students to understand the nature, methods and the significance of modern political thought.

Unit-I

Indian Renaissance and Ram Mohan Roy
Mahadev Govind Ranade

Unit-II

Dayanand Saraswati
Vivekanand

Unit –III

Gopal Krishna Gokhale
Bal Gangadhar Tilak

Unit-IV

Jotiba Phule
Periyar

References:

TextBooks:

Parekh, Bhikhu	Gandhi's Political Philosophy
Parekh, Bhikhu and Pantham, Thomas (ed.)	Political Discourse: Explorations in Indian and Western Political Thought Pantham, Thomas and Political Thought in Modern Indian
Kenneth L Deutsch Chakrabarty, Bidyut and Rajendra Kumar Pandey Singh, Akash, SilikaMohapatara	Modern Indian Political Thought Indian Political Thought

Suggested Readings:

- V.P. Verma,(1974) Modern Indian Political Thought, Lakshmi Naryan Aggarwal, Agra.

- Appadorai(1992), Indian Political Thinking through the Ages, Khanna Publishers, Delhi.
- T. Pantham, and K. Deustch (eds.), (1986) Political Thought in Modern India, Sage Publishers, New Delhi.
- M.N. Jha, Political Thought in Modern India, Meenakshi Prakashan, Meerut.
- V.R. Mehta, (1996) Indian Political Thought, Manohar, New Delhi.
- Purushoutam Nagar, Aadhunik Bhartiya evam Rajneetik chintan, Rajsthan hindi Granth Academy, Jaipur. (Hindi)
- Awasthi & Awasthi, Aadhunik Bhartiya samajik evam Rajneetik Chintan, Research publication, New Delhi. (Hindi)
- O.P. Gauba, Bhartiya Rajneetik Vicharak, Mayour Paperbacks, Noida. (Hindi)
- Vishnool Bhagwan, Bhartiya Rajneetik Vicharak, Aatmaram & Sons, Delhi. (Hindi)
- Parmatma Sharan, Prachin bhartiya Rajneeti Aur Sanstha, Meenakshi parkashan (Hindi)
- Govind parshad sharma, Bhartiya Rajneetik Chintan, Madhya Pradesh Hindi Granth Academy, Bhopal. (Hindi)
- S. Radhakrishnan (ed.), Contemporary Indian Philosophy, Allen & Unwin Publishers, London.
- M.N. Roy, Radical Humanism, Renaissance publishers, Calcutta.
- U.N. Ghosal, A History of Indian Political Ideas, OUP, Mumbai.
- A. Oppadorai, Indian Political Thinking, Oxford University Press, New Delhi.
- V.P. Verma, Ancient and Medieval Indian Political Thought, Laxmi Narayan Agrawal, Agra.

Semester-VI
Paper-III a

Title of the Paper: Post Cold War International Politics

Credit : T-04/P-00
Course Outcome :

- Students gain an insight into the Cold War and post-Cold War international relations.
- They develop an understanding of 9/11 and its impact on the international relations.
- They also become aware of the contemporary global challenges and the new trends in international relations
- The students acquire knowledge of International Organizations.

UnitI:

Post -Cold War International Politics, End of the Cold War, Collapse of the Soviet Union, New World Order, Unipolar World

UnitII :

9/11 and its impact on international politics, War on Terror, Multipolar World, Non-State Actors, Changing Nature of Security and Power

UnitIII:

Contemporary International Issues: Globalization, Human Rights, Global Environment, Terrorism

UnitIV:

Contemporary International Actors: The United Nations, the European Union (EU), North Atlantic Treaty Organization (NATO), ASEAN

References:

TextBooks:

Gaddis, John Lewis	The United States and the origins of the Cold War, 1941-1947
Gaddis, John Lewis	We Now Know: Rethinking Cold War History
Mingst, Karen	Essentials of International Relations
Kennedy, Paul	Preparing for the Twenty First Century
Calvocoressi, Peter	World Politics
Held, D, A McGrew,	Globalisation / Anti Globalisation; Beyond the Great Divide,

Donnelly, Jack
Elliot, L M
Shukla, Shashi
Chatterjee, A
Chandra, Prakash

Universal Human Rights in Theory and Practice
The Global Politics of Environment
AntarRastriyaRajniti
International Relations Today
International Politics

Suggested Reading:

- Baylis, J, Steve S. and Patricia O. (2011), The Globalisation of World Politics An Introduction to International Relations, New York: Oxford University Press.
- Verma, Deenanath, AntrashtriyaSamvandh, GyanadaPrakashan, New Delhi (Hindi).
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Semester-VI

Paper-III b
Title of the Paper: International Organizations

Credit

:

T-04/P-00

Course Outcome:

- Students will be able to understand how international organization came into existence and its aims and objective.
- Students will be able to develop an in depth understanding of United Nations system.
- Students will be able to know about engagement of world governments through UN system and beyond UN system.
- Students will be able to understand difference between Regional Organization from World organizations and develop an understanding about the aims and objectives of some major Regional Organizations.

Unit – I

Historical evolution of International Organizations, Concept of Europe, Hague Systems, Genesis of League

Unit – II

United Nations: Aims, Objectives and Structure

Unit – III

North-South Dialogue, WTO, G-20

Unit – IV

Regional Organizations: ASEAN, SCO, European Union, BRICS

References:

Text Books:

Ian Hurd
Tamar Gutner L
Pushpesh Pant
S.J.R. Bilgrami,

International Organizations Politics
International Organizations in World Politics
Antarrashtriya Sangathan
International Organisation

Suggested Readings :

- Brown, C., *Understanding International Relations*, Houndmills, Basingstoke, Hampshire MacMillan Press Ltd. [2011]
- Callaghan, Terry O. and Martin G., *Key Concepts in International Relations*, London and New York: Routledge, Taylor and Francis Group. [2007]
- Hurd, Ian., *International Organizations Politics*, Law, Practice. (fourth edition), Cambridge University Press. [2021]
- Gutner L, Tamar. *International organizations in world politics* [2016]

- Pant, Pushpesh. *AntharashtriyaSangathan*, Tata McGrawhills.
- Richard K. Ashley, “*The Eye of Power : The Politics of World Modelling*,” International Organization, Vol. 37, No. 3, 1983.
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- P. Baehr and L. Gordenker, *The United Nations in the 1990s*, London, Oxford University Press, [1992].
- Rikhey, *Strengthening UN Peace keeping*, London, Hurst and Co., [1993].
- K. P. Saxena, *Reforming the United Nations : The Challenge and Relevance*, New Delhi, Sage, [1993]

Semester-VII

Paper-I
Title of the Paper: Research Methodology

Credit : T-04/P-00
Course Outcome :

- Will understand approaches and methodologies of research in the social sciences.
- It will stimulate students to actively engage with social science research and
- Enables students to apply appropriate research methodologies to the research areas of their choosing.

Unit-I

Research: Meaning and definition
Scientific Research
Concepts, Variables, Hypothesis and Theories

Unit-II

Research Design
Steps involved in research design
Qualitative and quantitative research

Unit-III

Method of data collection in Quantitative research
Method of data collection in qualitative research
Experimental Research
Case Research
Interpretive Research

Unit-IV

Techniques of data interpretation and analysis
Report writing
Referencing, citation and Bibliographic in text

References:

Text Books

Creswell, J. W.	Research Design: Qualitative, Quantitative and Mixed Methods, Sage Publications
C.R. Kothari, Garg Gaurav	Research Methodology : Methods And Techniques, New Age International Publishers, New Delhi
S L Verma	Rajneeti Vigyan me Anusandhan, Rajsthan Hindi Granth Academy, Jaipur. (Hindi)
Briendra Prakash Sharma	Research Methodology, Panchseel Parkashan, Jaipur

Suggested Readings:

- Evera, Stephen Van, Guide to Methods for Students of Political Science. Ithaca: Cornell University Press, 1997.
- Gordon, Scott, The History and Philosophy of Social Science (Routledge, 1991)
- Harvey, Frank P. and Michael Brecher (Editors), Evaluating Methodology in International Studies (Millennial Reflections on International Studies) University of Michigan Press, 2005..
- King, Gary, Robert O. Keohane and Sidney Verba. Designing Social Inquiry: Scientific Inference in Qualitative Research (Princeton, NJ: Princeton University Press, 1994).
- Nachmias, C., & Nachmias, D. (2007) Research Methods in the Social Sciences ,worth publications
- Spoull, N.L. Handbook of Research Methods: A Guide for Practitioners and Students in the Social Sciences. (2nded.). Metuchen, NJ: Scarecrow Press, 1995.
- Strauss, Anselm and Juliet Corbin, , Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory, Newbury Park, CA: Sage Publications, 2007.

Semester-VII

Paper-II

Title of the Paper: Comparative Political Analysis

Credit : T-04/P-00

Course Outcome :

- The course will acquaint the students with the nuances of Comparative Politics by imparting to them the central ideas, concepts, and theories that make up this field.
- They will develop knowledge of the basic precepts of comparative politics.
- This understanding will help students know about politics across time and space.
- The instructor will discuss case studies to help students understand broader issues of comparative politics.

Unit-I

Comparative Politics: Meaning, Nature and Scope

Approaches to the study of comparative politics

Unit-II

Systems Analysis

Structural Functionalism

Unit-III

Political Culture

Political Socialization

Unit-IV

Political Development

Political Modernization

References:

Text Books:

G A Almond

P D Sharma

O P Gauba

J C Johri

C B Gena

S N Ray

Comparative Politics Today: A World View, Pearson Education Pvt. Limited, Singapore.

Tulnatmak Rajnitik Sanstha, Jaipur

Tulnatmak rajniti ki rooprekha, Mayur Paperbacks

Tulnatmak Rajniti, Sterling Publishers

Tulnatmak rajniti, Vikas publishing House, New Delhi

Modern Comparative Politics, PHI, Pvt Ltd. New Delhi.

Suggested Readings:

- Bhagwan,Vishnoo&VidyaBhushan,WorldConstitution,Sterling Publishers pvt.ltd.New Delhi.
- Finer E(2009), Comparative Government, Harmondsworth, Penguin
- Judith Bara & Mark Pennington, Comparative Politics, Sage Publication New Delhi
- Johari, J.C. (2009), Comparative Politics, Sterling Publication, New Delhi.
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- Wiarda H. J. (2007), Comparative Politics: Approaches and Issues, Rowman&Littlefeild Publishers, Lanham.
- Weber M. (1995), Theory of Social & economic Organization, New York; Free Press.
- Roy Arvind K, (2011), Comparative Politics and Political Government, Mahaveer& Sons
- Hague Harrop Martin, Rod. (2004), Comparative Government and Politics,Palgrave Macmillan
- Kenneth Newton and Jan W. van Deth (2010) Foundations of Comparative Politics, Cambridge University Press

Paper-III
Title of the Paper: Modern Indian Political Thought

Credit : T-04/P-00
Course Outcome :

- This will inculcate the values, dedication and devotion towards our nation.
- It is helpful in understanding the vision of Indian political thinkers in broader way
- The students will become familiar with the Indian values and their evolution with time.

Unit-I

V.D. Savarkar
Deen Dayal Upadhyay

Unit-II

M.N.Roy
Jay Prakash Narayan

Unit –III

Mahatma Gandhi
Rabindra Nath Tagore

Unit-IV

J.L.Nehru
Ram Manohar Lohia
B R Ambedkar

References:

Text Books:

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- U.N.Ghosal,A History of Indian Political Ideas,OUP,Mumbai.
- A.Oppadorai,Indian Political Thinking, Oxford University Press,New Delhi.

Title of the Paper: Public Policy and Administration in India

Credit : T-04/P-00

Course Outcome :

- They will understand the interface between public policy and administration in India.
- The students will learn how public policy is used to translate the governing philosophy in to programs and policies and making it a part of the community living.
- It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

Unit I.

Public Policy: Definition, characteristics and models

Public Policy Process in India

Unit II.

Decentralization;

Meaning, significance and approaches and types

Local Self Governance: Rural and Urban

Unit III.

Budget:

Concept and Significance of Budget

Budget Cycle in India

Various Approaches and Types of Budgeting

Unit IV.

Citizen and Administration Interface: Public Service Delivery

Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

Social Welfare Administration: Concept and Approaches of Social Welfare

Social Welfare Policies: Education: Right To Education, Health: National Health Mission,

Food: Right To Food Security, Employment: MNREGA

References:

Text Books:

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|----------------------------------|--|
| Awasthi & Maheshwari, S | Lok Prashasan |
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| Bhagwan V. & Vidya Bhushan | Lok Prashasan Ke Siddhant. |
| Bhambari, C. P. | Public Administration |
| Bhattacharya, M. | Public Administration- Structure, Process and Behaviour |
| White, L.D. | Introduction to the Study of Public Administration. |
| Hoshiyar Singh & Pradip Sachdeva | Public Administration : Theory and Practice. (Also Available in Hindi) |

Suggested Reading:

- Satyajit Singh and Pradeep K. Sharma [eds.] Decentralisation: Institutions And Politics In Rural India, OUP, 2007
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- Pippa Norris, Digital Divide: Civic Engagement, Information Poverty and the Internet in Democratic Societies, Cambridge: Cambridge University Press, 2001.
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- ReetikaKhera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013 Pradeep Chaturvedi [ed.], Women And Food Security: Role Of Panchayats, Concept Publishers, 1997
- National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdfJugal Kishore, National Health Programs of India: National Policies and Legislations, Century Publications, 2005
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- NaliniJuneja, Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors', International Institute For Educational Planning, UNESCO: Paris, 2001
- SurendraMunshi and Biju Paul Abraham [eds.] Good Governance, Democratic Societies and Globalisation, Sage Publishers, 2004

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www.un.org/millenniumgoals

<http://www.cefsindia.org>

www.righttofoodindia.org

Semester-VII

Paper-Va

TitleofthePaper: Federalism in India

Credit :
CourseOutcome :

T-04/P-00

- This course aims at familiarising the students with all the dimensions of Indian federalism.
- Students understand how the union government and the states interact in various dimensions of public policy making and implementation.

Unit-I

Background, Evolution and Nature of Federalism in India
Developments in Indian Federalism since 1947

Unit -II

Centre-State Relations:
Legislative, Administrative and Financial

Unit-III

Politics of Emergence of New States
Commissions on study of Centre-State Relations: Sarkaria and Punchhi Commission

Unit-IV

Regional Parties and their Impact on the Federal Process
Politics of Coalition Government

References:

Text Books:

- | | |
|-------------------------------|---|
| B. Arora and D.V. Verney | Multiple Identities in a single State: Indian Federalism in Comparative Perspective |
| G. Austin, | The Indian Constitution: Cornerstone of a Nation, Oxford University Press, Oxford |
| S.P. Aiyar and U. Mehta (eds) | Essays on Indian Federalism, Bombay, Allied Publishers |
| P. Brass, | Politics of India Since Independence, Orient Longman, Hyderabad, 1990 |
| Chanda | Federalism in India: A Study of Union State Relations, George Allen and Unwin, London |

Suggested Readings:

- R. Khan, *Rethinking Indian Federalism*, Indian Institute of Advanced Studies, Shimla, 1997
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Semester-VII
Paper-V b

Title of the Paper: Contemporary Issues in World Politics

Credit

:

T-04/P-00

Course Outcome :

- Will understand the issue of Identity crisis and the emergence of ethnic conflicts and the status in contemporary time
- Will develop an empathetic outlook towards the issue of cross border terrorism
- Will encourage debate and develop insightful gains around the role of INGOs/IGOs
- Will acquire holistic and sensitive approach to comprehend environmental issues
- Will understand the crisis related to energy and the world politics to secure the energy
- Will encourage students to discuss, debate and develop thought provoking ideas around the issues of armed conflicts, civil war, terrorism

Unit I

Democratic Challenges in the World

Illiberal and banana republics

Identity Issues and Ethnic Conflicts

Unit II

Cross Border Terrorism and Non State Actors

Globalization and INGOs/IGOs

Unit III

Environmental Issues and debate on Climate Change

Energy Crisis and World Politics

Unit IV

Nuclear Proliferations and New World Order,

Non-Conventional Security Issues: Migration, Infectious Diseases, Food Security, Cyber Security

References:

Text Books:

Art Robert and Robert Jervis

International Politics – Enduring Concepts and Contemporary Issues, New-York, Pearson

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The Globalization of World Politics, OUP.

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Handbook of International Politics, Washington Principles of International Politics, Washington

De Mesquita Bruce Bueno

Suggested Readings:

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- Dharamraj, S. (2018, August 01). The Current State of Cyber Security in India. Retrieved April 09, 2021, from OPEN GOV: <https://opengovasia.com/the-current-state-of-cyber-security-in-india/>

Semester-VII
Paper-VI a

Title of the Paper: Contemporary Discourse in Indian Politics

Credit : T-04/P-00

Course Outcome :

- Will understand the ongoing discourses in present Indian Politics.

- Students will be encouraged to find solutions to improve the atmosphere in India.
- Will understand major perspectives that shaped Indian Politics over the years.
- Will understand the constitutional and institutional reforms in India.

Unit-I

Caste and Indian Politics
Religion and Indian Politics

Unit-II

Regional Identity and Movement
Social movement in India

Unit-III

Equity and Development
New Institutional Arrangements

Unit-IV

Constitutional reforms
Institutional reforms

References:

Text Books:

Granville Austin	The Indian Constitution: cornerstone of a nation, Oxford university press.
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A S Narang	Bhartiya Shasan Evam Rajniti, Geetanjali Publishing House
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Suggested Readings:

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Semester-VII
Paper-VI b

Title of the Paper: Good Governance: Issues and Challenges

Credit	:	T-04/P-00
CourseOutcome	:	

- Will facilitate the students in getting themselves acquainted with the topics concerning emergence of Governance as a distinct concept in contemporary times.
- The students will be able to understand the issues and challenges surrounding the concepts like good governance, types of governments, their significance and the emerging debates from national as well as international arena.

UNIT I

What is Governance? : An Introduction
Contemporary Debates in India and abroad
Good Governance: Emergence and Attributes
Future Prospects and Challenges

UNIT II

Democracy and Good Governance, E-Governance and E-Democracy
Right to Information (RTI) Act, Right to Service (RTS) Act,
Citizens Charter
Civil Society

UNIT III

Institution of Ombudsman: Lokpal, Lokayukta
Judicial Review, Judicial Activism and Media Trial

UNIT IV

Types: Corporate Governance, Health Governance, Environmental Governance
Participatory Governance: Local Governments, Mass/Public Participation

References:

Text Books:

- | | |
|-----------------------|---|
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Survey Of The Indian Experience (1st ed.).
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Applications (1st ed.). Pearson Benelux |

Suggested Readings:

- Barthwal, C. (2003). E-GOVERNANCE FOR GOOD GOVERNANCE. *The Indian Journal of Political Science*, 64(3/4), 285-308. Retrieved June 15, 2021, from <http://www.jstor.org/stable/41855786>
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स्नातक-संस्कृत-पाठ्यक्रमः

(अध्ययनमण्डलसंशोधितः)

(The course of Sanskrit for Under Graduate)

संस्कृतप्राकृतभाषाविभागः, लखनऊविश्वविद्यालयः

अयं स्नातकपाठ्यक्रमस्त्रिवर्षीयो वर्तते। प्रथम-द्वितीय-तृतीय-चतुर्थषाण्मासिकसत्रेषु प्रतिसत्रं पत्येकप्रश्नपत्रं 80 अङ्कानां, 20 अङ्कानामान्तरिक मूल्यांकनञ्च भविष्यति। प्रश्नपत्रद्वयम् भविष्यति। पञ्चमषष्ठषाण्मासिकसत्रयोः त्रीणि-त्रीणि प्रश्नपत्राणि भविष्यन्ति।

स्नातक-प्रथमषाण्मासिकसत्रम्

(B.A. First Semester)

प्रथमप्रश्नपत्रम्

(संस्कृतकाव्यं काव्यशास्त्रञ्च)

प्रथमो वर्गः (I Unit)

महाकविकालिदासकृतं मेघदूतम्—पूर्वमेघः (1—32 श्लोकाः)

(मूलपाठस्य हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

भारविकृतं किरातार्जुनीयम्—प्रथमसर्गः (1—23 श्लोकाः)

(मूलपाठस्य संस्कृतभाषया व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

माघकृतं शिशुपालवधम्—प्रथमसर्गः (1—40 श्लोकाः)

(मूलपाठस्य हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

चतुर्थो वर्गः (IV Unit)

काव्यशोभा—पूर्वप्रकरणम् (1—3 शोभाः)

(व्याख्यात्मकसमीक्षात्मकप्रश्नाः)

संस्तुतग्रन्थाः

1. मेघदूतम्—चौखम्भा प्रकाशन वाराणसी।
2. कालिदास ग्रन्थावली आचार्य सीताराम चतुर्वेदी—चौखम्भा प्रकाशन वाराणसी
3. किरातार्जुनीयम् (1—2सर्गौ), भारविः, हिन्दीसंस्कृतटीकासहितम् आचार्य कनक लाल शर्मा।
4. शिशुपालवधम् (प्रथमसर्गः) माघः, हिन्दीसंस्कृतटीकायुतम्, डॉ० केशवराम मुसलगाँवकरः।
5. काव्यशोभा— (साहित्यदर्पणात्संग्रहः) सम्पादकः प्रो० बृजेशकुमारशुक्लः।
6. शिशुपालवधम्—(प्रथमसर्गमाघः) डॉ० शिवबालकद्विवेदी।
7. किरातार्जुनीयम् (प्रथमसर्गः) भारवि, हिन्दीसंस्कृतटीकासहितम्— आचार्यगंगाधरपण्डा।
8. साहित्यदर्पणः, विश्वनाथः चौखम्भा वाराणसी।

स्नातक-प्रथमषाण्मासिकसत्रम्

(B.A. First Semester)

द्वितीयप्रश्नपत्रम्

(व्याकरणमनुवादः संस्कृतसाहित्येतिहासश्च)

प्रथमो वर्गः (I Unit)

लघुसिद्धान्तकौमुदी— संज्ञाप्रकरणम्

द्वितीयो वर्गः (II Unit)

लघुसिद्धान्तकौमुदी — अच्सन्धिः

तृतीयो वर्गः (III Unit)

हिन्दीगद्यस्य संस्कृतभाषयानुवादः

चतुर्थो वर्गः (IV Unit)

संस्कृतकाव्यसाहित्येतिहासः

(वाल्मीकिः, व्यासः, अश्वघोषः, कालिदासः, भारविः इत्येतेषां कवीनां व्यक्तित्वं कर्तृत्वञ्च)

संस्तुतग्रन्थाः

1. लघुसिद्धान्तकौमुदी — संज्ञासंधिप्रकरणे
2. लघुसिद्धान्तकौमुदी— वरदराजः, हिन्दीसंस्कृतटीकासहिता—डॉ० दीनानाथ तिवारी
3. लघुसिद्धान्तकौमुदी— वरदराजः, हिन्दीटीकाकारः— डॉ० सुरेन्द्रदेवस्नातकः
4. लघुसिद्धान्तकौमुदी— वरदराजः भैमीटीकासंहिता— भीमसेनशास्त्री
5. बृहद् अनुवाद चन्द्रिका—चक्रधर हंस नौटियालः
6. अनुवादकला— चारुदेव शास्त्री
7. अनुवादचन्द्रिका— डॉ० युदनन्दनमिश्रः
8. संस्कृतसाहित्य का इतिहास—ए.वी.कीथ अनुवादः— डॉ० मंगलदेवशास्त्री
9. संस्कृतसाहित्य का समालोचनात्मक इतिहास— रामविलास चौधरी
10. प्राचीन भारतीय साहित्य—(भाग—1 प्रथमखण्ड) विन्टरनिट्ज, अनुवाद—रामचन्द्रपाण्डेय
11. लघुसिद्धान्तकौमुदी (संज्ञासन्धिप्रकरणम्)—डॉ० शिवबालक द्विवेदी
12. संस्कृतरचनानुवाद—कौमुदी—डॉ० शिवबालक द्विवेदी
13. संस्कृतरचनानुवादप्रभा—डॉ० श्रीनिवास शास्त्री

स्नातक-द्वितीयषाण्मासिकसत्रम्

(B.A. Second Semester)

प्रथमप्रश्नपत्रम्

(संस्कृतकाव्यं काव्यशास्त्रञ्च)

प्रथमो वर्गः (I Unit)

महाकविकालिदासकृतं मेघदूतम्—पूर्वमेघः (33—64 श्लोकाः)
(मूलपाठस्य हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

भारविकृतं किरातार्जुनीयम्—प्रथमसर्गः (24—46 श्लोकाः)
(मूलपाठस्य संस्कृतभाषया व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

माघकृतं शिशुपालवधम्—प्रथमसर्गः (41—75 श्लोकाः)
(मूलपाठस्य हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

चतुर्थो वर्गः (IV Unit)

काव्यशोभा—पूर्वप्रकरणम् (4—6 शोभाः)
(व्याख्यात्मकसमीक्षात्मकप्रश्नाः)

संस्तुतग्रन्थाः

1. मेघदूतम्—चौखम्भा प्रकाशन वाराणसी।
2. कालिदासग्रन्थावली आचार्य सीताराम चतुर्वेदी—चौखम्भा प्रकाशन वाराणसी
3. किरातार्जुनीयम् (1—2सर्गौ), भारविः, हिन्दीसंस्कृतटीकासहितम् — आचार्य कनक लाल शर्मा।
4. शिशुपालवधम् (प्रथम सर्गः) माघः हिन्दी संस्कृतटीकायुतम् डॉ० केशवराम मुसलगाँवकरः।
5. काव्यशोभा— (साहित्यदर्पणात्संग्रहः) सम्पादकः प्रो० बृजेशकुमार शुक्ल।
6. शिशुपालवधम्—(प्रथमसर्ग माघः) डॉ० शिवबालक द्विवेदी।
7. किरातार्जुनीयम् (प्रथमसर्गः) भारवि—हिन्दी संस्कृतटीकासहितम्— आचार्य गंगाधरपण्डा।
8. साहित्यदर्पणः, विश्वनाथः चौखम्भा वाराणसी।
9. कालिदास अपनी बात—रेवा प्रसाद द्विवेदी

स्नातक-द्वितीयषाण्मासिकसत्रम्

(B.A. Second Semester)

द्वितीयप्रश्नपत्रम्

(व्याकरणमनुवादः संस्कृतसाहित्येतिहासश्च)

प्रथमो वर्गः (I Unit)

लघुसिद्धान्तकौमुदी— हल् सन्धिः

द्वितीयो वर्गः (II Unit)

लघुसिद्धान्तकौमुदी — विसर्गसन्धिः

तृतीयो वर्गः (III Unit)

हिन्दीगद्यस्य संस्कृतभाषयानुवादः

चतुर्थो वर्गः (IV Unit)

संस्कृतकाव्यसाहित्येतिहासः

(माघः, श्रीहर्षः, विल्हणः, इत्येतेषां कवीनां व्यक्तित्वं कर्तृत्वञ्च)

संस्तुतग्रन्थाः

1. लघुसिद्धान्तकौमुदी — संज्ञासंधिप्रकरणे
2. लघुसिद्धान्तकौमुदी— वरदराजः हिन्दीसंस्कृतटीकासहिता—डॉ० दीनानाथ तिवारी
3. लघुसिद्धान्तकौमुदी— वरदराजः हिन्दीटीकाकार— डॉ० सुरेन्द्रदेवस्नातकः
4. लघुसिद्धान्तकौमुदी— वरदराजः भैमीटीकासहिता— भीमसेनशास्त्री
5. वृहद अनुवाद चन्द्रिका—चक्रधर हंस नौटियालः
6. अनुवादकला— चारुदेव शास्त्री
7. अनुवादचन्द्रिका— डॉ० युदनन्दनमिश्रः
8. संस्कृतसाहित्य का इतिहास—ए.वी.कीथ, अनुवादः— डॉ० मंगलदेवशास्त्री
9. संस्कृतसाहित्य का समालोचनात्मक इतिहास— रामविलास चौधरी
10. प्राचीन भारतीय साहित्य—(भाग—1 प्रथमखण्ड) विन्टरनिट्ज,अनुवादः—रामचन्द्रपाण्डेयः
11. लघुसिद्धान्तकौमुदी (संज्ञासन्धिप्रकरणम्)—डॉ० शिवबालक द्विवेदी
12. संस्कृतरचनानुवादकौमुदी—डॉ० शिवबालक द्विवेदी
13. संस्कृतरचनानुवादप्रभा—डॉ० श्रीनिवास शास्त्री

स्नातक-तृतीयषाण्मासिकसत्रम्

(B.A. Third Semester)

प्रथमप्रश्नपत्रम्

(नाटकम्, गद्यकाव्यं काव्यशास्त्रञ्च)

प्रथमो वर्गः (I Unit)

अभिज्ञानशाकुन्तलम्—(1-4 अङ्काः)
(मूलपाठस्य हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कादम्बरी—शुकनासोपदेशः— व्याख्यात्मकमध्ययनम्
(पूर्वार्द्धः - एवं समतिक्रामत्सु..... चिन्तितापि वञ्चयति इति यावत्)

तृतीयो वर्गः (III Unit)

उभयोः ग्रन्थयोः समीक्षात्मकप्रश्नाः सूक्तिव्याख्या च

चतुर्थो वर्गः (IV Unit)

काव्यशोभा—उत्तरप्रकरणम् (7-9 शोभा)
(व्याख्यात्मकसमीक्षात्मकप्रश्नाः)

संस्तुतग्रन्थाः

1. कादम्बरी—डॉ० जमुना पाठक (हिन्दी संस्कृत टीकाकार)
2. अभिज्ञानशाकुन्तलम्— चौखम्भा प्रकाशन वाराणसी
3. संस्कृतनाटक (उद्भव और विकास)—डॉ० ए०वी० कीथ, उदयभानसिंहः
4. संस्कृत के प्रमुख नाटककार और उनकी कृतियाँ— डॉ० गंगासागरायः
5. काव्यशोभा—(साहित्यदर्पणात्संग्रहः) प्रो० बृजेशकुमार शुक्ल
6. साहित्यदर्पणः— आचार्य विश्वनाथः— चौखम्भा प्रकाशन
7. महाकविकालिदास— डॉ० रमाशंकर तिवारी
8. महाकवि बाणभट्ट और उनका साहित्यिक अवदान—प्रो. ए०एन० पाण्डेय
9. अभिज्ञानशाकुन्तलम्— कालिदासः हिन्दीसंस्कृतव्याख्याकारः— डॉ० सुधाकरमालवीयः
10. साहित्यदर्पणः— आचार्यविश्वनाथः चौखम्भा वाराणसी

स्नातक-तृतीयषाण्मासिकसत्रम्

(B.A. Third Semester)

द्वितीयप्रश्नपत्रम्

(व्याकरणम्, निबन्धः गद्यनाट्यसाहित्येतिहासश्च)

प्रथमो वर्गः (I Unit)

मध्यसिद्धान्तकौमुदी— अजन्तपुलिङ्गप्रकरणम्
(सूत्र—व्याख्या)

द्वितीयो वर्गः (II Unit)

मध्यसिद्धान्तकौमुदी— अजन्तपुलिङ्गप्रकरणम्
(रूपसिद्धिः संज्ञापरिचयश्च)

तृतीयो वर्गः (III Unit)

संस्कृतभाषया निबन्धलेखनम्

चतुर्थो वर्गः (IV Unit)

गद्यनाट्यसाहित्येऽतिहासः

(बाणभट्टः, दण्डी, अम्बिकादत्तव्यासः, त्रिविक्रमभट्ट, भास इत्येतेषां परिचयः कर्तृत्वञ्च)

संस्तुतग्रन्थाः

1. मध्यसिद्धान्तकौमुदी— वरदराजः (अजन्तप्रकरणम्) — डॉ० बृजेशकमारशुक्ल
2. मध्यसिद्धान्तकौमुदी— वरदराजः — पं० कालीकान्त झा
3. संस्कृतनिबन्धमकरन्द (1-2)— डॉ० विजयशंकरपाण्डेयः, डॉ० कृष्णदत्तमिश्रः, सम्पादकः डॉ० जमुना पाठक
4. संस्कृत सुकवि—समीक्षा—डॉ० बलदेव उपाध्याय
5. संस्कृतकविदर्शनम्— डॉ० भोलाशंकरव्यास
6. संस्कृत नाटक उद्भव और विकास— डॉ० ए०वी० कीथ, अनुवादक—उदयभाल सिंह
7. संस्कृतनिबन्धमंजरी— शिवप्रसादशर्मा
8. संस्कृत वाङ्मय का बृहद इतिहास—पंचमखण्ड—गद्य—प्रो० जयन्तमिश्रः
9. निबन्धकुसुमांजलि—जयमन्तमिश्रः
10. संस्कृतनिबन्धचन्द्रिका— ग्रन्थम्, कानपुर
11. आदर्श संस्कृतनिबन्धरत्नमाला— विश्वनाथशास्त्री
12. मध्यसिद्धान्तकौमुदी—वरदराज—व्याख्याकारः डॉ० शिवबालक द्विवेदी
13. निबन्धादर्शः—म.म.गिरिधर शर्मा चतुर्वेदी

स्नातक-चतुर्थषाण्मासिकसत्रम्

(B.A. Fourth Semester)

प्रथमप्रश्नपत्रम्

(नाटकं, गद्यकाव्यं, काव्यशास्त्रञ्च)

प्रथमो वर्गः (I Unit)

अभिज्ञानशाकुन्तलम्—(5—7 अङ्काः)
(मूलपाठस्य हिन्दीभाषया व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कादम्बरी—शुकनासोपदेशः—व्याख्यात्मकमध्ययनम्
(उत्तरार्धः एवं विधयापि चानया दुराचारया स्वभवनमाजगाम इति यावत्)

तृतीयो वर्गः (III Unit)

उभयोः ग्रन्थयोः समीक्षात्मकप्रश्नाः सूक्तिव्याख्या च

चतुर्थो वर्गः (IV Unit)

काव्यशोभा—उत्तरप्रकरणम् (10 शोभा)
(व्याख्यात्मकसमीक्षात्मकप्रश्नाः)

संस्तुतग्रन्थाः

1. कादम्बरी—डॉ० जमुना पाठक (हिन्दी संस्कृत टीकाकार)
2. अभिज्ञानशाकुन्तलम्— चौखम्भा प्रकाशन वाराणसी
3. संस्कृतनाटक (उद्भव और विकास)—डॉ० ए०वी० कीथ, उदयभानसिंहः
4. संस्कृत के प्रमुख नाटककार और उनकी कृतियाँ— डॉ० गंगासागरायः
5. काव्यशोभा—(साहित्यदर्पणात्संग्रहः) प्रो० बृजेशकुमार शुक्ल
6. साहित्यदर्पणः— आचार्य विश्वनाथः— चौखम्भा प्रकाशन
7. महाकविकालिदास— डॉ० रमाशंकर तिवारी
8. महाकवि बाणभट्ट और उनका साहित्यिक अवदान—प्रो. ए०एन० पाण्डेय
9. अभिज्ञानशाकुन्तलम्— कालिदासः हिन्दीसंस्कृतव्याख्याकारः— डॉ० सुधाकरमालवीयः
10. साहित्यदर्पणः— आचार्यविश्वनाथः चौखम्भा वाराणसी

स्नातक-चतुर्थषाण्मासिकसत्रम्

(B.A. Fourth Semester)

द्वितीयप्रश्नपत्रम्

(व्याकरणम्, निबन्धः गद्यनाट्यसाहित्येतिहासश्च)

प्रथमो वर्गः (I Unit)

मध्यसिद्धान्तकौमुदी— अजन्तप्रकरणम् (स्त्री.नपुं.)
(सूत्रव्याख्या)

द्वितीयो वर्गः (II Unit)

मध्यसिद्धान्तकौमुदी— अजन्तप्रकरणम् (स्त्री.नपुं.)
(रूपसिद्धिः सञ्ज्ञापरिचयश्च)

तृतीयो वर्गः (III Unit)

संस्कृतभाषया निबन्धलेखनम्

चतुर्थो वर्गः (IV Unit)

गद्यनाट्यसाहित्येतिहासः

(अभिज्ञानशाकुन्तलम्, मालविकाग्निमित्रम्, विक्रमोर्वशीयम्, मृच्छकटिकम् इत्येतेषां ग्रन्थानां, परिचयः)

संस्तुतग्रन्थाः

1. मध्यसिद्धान्तकौमुदी— वरदराजः (अजन्तप्रकरणम्) — डॉ० बृजेशकमारशुक्ल
2. मध्यसिद्धान्तकौमुदी— वरदराजः — पं० कालीकान्त झा
3. संस्कृतनिबन्धमकरन्द (1-2)— डॉ० विजयशंकरपाण्डेयः, डॉ० कृष्णदत्तमिश्रः, सम्पादकः डॉ० जमुना पाठक
4. संस्कृत सुकवि—समीक्षा—डॉ० बलदेव उपाध्याय
5. संस्कृतकविदर्शनम्— डॉ० भोलाशंकरव्यास
6. संस्कृत नाटक उद्भव और विकास— डॉ० ए०वी० कीथ, अनुवादक—उदयभाल सिंह
7. संस्कृतनिबन्धमंजरी— शिवप्रसादशर्मा
8. संस्कृत वाङ्मय का बृहद इतिहास—पंचमखण्ड—गद्य—पो० जयन्तमिश्रः
9. निबन्धकुसुमांजलि—जयमन्तमिश्रः
10. संस्कृतनिबन्धचन्द्रिका— ग्रन्थम्, कानपुर
11. आदर्श संस्कृतनिबन्धरत्नमाला— विश्वनाथशास्त्री
12. मध्यसिद्धान्तकौमुदी—वरदराज—व्याख्याकारः डॉ० शिवबालक द्विवेदी
13. निबन्धदर्शनः—म.म.गिरिधर शर्मा चतुर्वेदी

स्नातक-पञ्चमषाण्मासिकसत्रम्

(B.A. Fifth Semester)

प्रथमप्रश्नपत्रम्

(वेदमन्त्राः, अपठितांशः, भारतीयसंस्कृतिश्च)

प्रथमो वर्गः (I Unit)

श्रुतिप्रभा (वेदसूक्तानि)

पुरुषसूक्तम्, मण्डूकसूक्तम्,
(मन्त्रव्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कठोपनिषद्— प्रथमोऽध्यायः(1वल्ली)

(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

अपठितांशानां हिन्दीभाषयानुवादः

(मूलरामायणम्, श्रीमद्भगवद्गीता-द्वितीयोऽध्यायः)

चतुर्थो वर्गः (IV Unit)

भारतीयसंस्कृतिः

(पुरुषार्थचतुष्टयम्, वर्णाश्रमधर्माः)

संस्तुतग्रन्थाः

1. कठोपनिषद्— गीताप्रेस, गोरखपुर
2. श्रुतिप्रभा (वेदसूक्तानां संकलनम्) सम्पादकः— प्रो. बृजेशकुमारशुक्लः
3. वाल्मीकिरामायणम्— गीताप्रेस, गोरखपुर
4. श्रीमद्भगवद्गीता हिन्दी टीकाकार—डॉ० श्रीकृष्णशास्त्री
5. भारतीय संस्कृति— शिवदत्तज्ञानी
6. भारतीय संस्कृति— डॉ० शिवबालक द्विवेदी
7. हिन्दू संस्कार— डॉ० राजबली पाण्डेय
8. धर्मशास्त्र का इतिहास—पी०वी०काणे
9. भारतीयसंस्कृति— डॉ० शिवबालक द्विवेदी

स्नातक-पञ्चमषाण्मासिकसत्रम्

(B.A. Fifth Semester)

द्वितीयप्रश्नपत्रम्

(नाटकम्, व्याकरणम्, छन्दश्च)

प्रथमो वर्गः (I Unit)

भवभूतिकृतम्— उत्तररामचरितम् (1 –2 अङ्कौ)
(मूलपाठस्य हिन्दीसंस्कृतव्याख्या)

द्वितीयो वर्गः (II Unit)

उत्तररामचरितस्य समीक्षात्मकमध्ययनम्

तृतीयो वर्गः (III Unit)

लघुसिद्धान्तकौमुदी— समासप्रकरणम् (समासान्तं विहाय)
(सूत्र—व्याख्या समासाश्च)

चतुर्थो वर्गः (IV Unit)

वृत्तरत्नाकरम्

(आर्या—अनुष्टुप्—मन्दाक्रान्ता—इन्द्रवज्रा—उपेन्द्रवज्रा—उपजाति—भुजङ्गप्रयात—छन्दसां लक्षणोदाहरणम्)

संस्तुतग्रन्थाः

1. उत्तररामचरितम्—भवभूतिः, हिन्दीसंस्कृतटीकाकार—डॉ० रमाशंकरत्रिपाठी
2. उत्तररामचरितम्—भवभूति, हिन्दीसंस्कृतटीकाकार — डॉ० कपिलदेवगिरिः
3. उत्तररामचरितम्—भवभूति, हिन्दीसंस्कृतटीकाकार, — डॉ० प्रत्यूषवत्सला द्विवेदी
4. महाकविः भवभूतिः— वी०पी० मिराशी
5. करुणरस सिद्धान्त तथा प्रयोग— डॉ० प्रीति सिनहा
6. भवभूति के नाटक — डॉ० ब्रजबल्लभ शर्मा
7. वृत्तसंग्रहः —प्रो० बृजेशकुमारशुक्लः

स्नातक-पञ्चमषाण्मासिकसत्रम्

(B.A. Fifth Semester)

तृतीयप्रश्नपत्रम् (आधुनिकसंस्कृतसाहित्यम्)

प्रथमो वर्गः (I Unit)

कविलोचिनका—प्रथमो भागः

(वालीविच्छित्तिः, कज्जलं मामवेहि, विपत्रितेयं जीवनलतिका, तदेवगगनं सैव धरा, रोटिकालहरी, नौकामिह सारं सारम्)
(व्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कविलोचिनका—द्वितीयो भागः

(जयतु मम स्वातन्त्र्यसरणिः, नैव यूकस्तु कर्णेषु नो रिङ्गति, तन्मनो भारतीयं कथं कल्पताम्, न भारतं विकीर्यताम्, कापिशायनी, स्त्री)
(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

नवरूपकम्

सुधाभोजनम् , मण्डूकप्रहसनम्
(व्याख्यात्मकमध्ययनम्)

चतुर्थो वर्गः (IV Unit)

आधुनिकसंस्कृतसाहित्येतिहासः

(पद्यसाहित्यम्, गद्यसाहित्यम्)

संस्तुतग्रन्थाः

1. कविलोचिनिका (अद्यतनकवीनां कवितासंग्रहः) प्रो० बृजेशकुमारशुक्लः
2. नवरूपकम्—सम्पादकः — प्रो० बृजेशकुमारशुक्लः
3. संस्कृतसाहित्य (बीसवींशताब्दी) डॉ० राधाबल्लभ त्रिपाठी
4. बीसवीं शती के महाकाव्य—प्रो० रहस बिहारी द्विवेदी
5. आधुनिक संस्कृत नाटक (दो भाग) डॉ० रामजी उपाध्याय
6. संस्कृतवाङ्मय का बृहद् इतिहास (सप्तम खण्ड) डॉ० जगन्नाथ पाठक
7. संस्कृत साहित्य का इतिहास—ग्रन्थम् कानपुर

स्नातक-षष्ठषाण्मासिकसत्रम्

(B.A. Sixth Semester)

प्रथमप्रश्नपत्रम्

(वेदमन्त्राः, अपठितांशः, भारतीयसंस्कृतिश्च)

प्रथमो वर्गः (I Unit)

श्रुतिप्रभा (वेदसूक्तानि)

शिवसङ्कल्पसूक्तं, पृथिवीसूक्तम्

(मन्त्रव्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः (II Unit)

कठोपनिषद्— प्रथमोऽध्यायः(2—3 वल्ली)

(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः (III Unit)

अपठितांशानां हिन्दीभाषयानुवादः

(श्रीमद्भागवते—भ्रमरगीतम्)

चतुर्थो वर्गः (IV Unit)

भारतीयसंस्कृतिः

(षोडशसंस्काराः)

संस्तुतग्रन्थाः

1. कठोपनिषद्— गीताप्रेस, गोरखपुर
2. श्रुतिप्रभा (वेदसूक्तानां संकलनम्) सम्पादकः— प्रो. बृजेशकुमारशुक्लः
3. श्रीमद्भागवदपुराणम् (द्वितीयोभागः)—गीताप्रेस गोरखपुर
4. श्रीमद्भगवद्गीता हिन्दी टीकाकार—डॉ० श्रीकृष्णशास्त्री
5. भारतीय संस्कृति— शिवदत्तज्ञानी
6. भारतीय संस्कृति— डॉ० शिवबालकद्विवेदी
7. हिन्दू संस्कार— डॉ० राजबली पाण्डेय
8. धर्मशास्त्र का इतिहास—पी०वी०काणे
9. भारतीयसंस्कृति— डॉ० शिवबालक द्विवेदी

स्नातक-षष्ठषाण्मासिकसत्रम्

(B.A. Sixth Semester)

द्वितीयप्रश्नपत्रम्

(नाटकम्, व्याकरणम्, छन्दश्च)

प्रथमो वर्गः (I Unit)

भवभूतिकृतम्— उत्तररामचरितम् (3 – 4 अङ्कौ)
(मूलपाठस्य हिन्दीसंस्कृतव्याख्या)

द्वितीयो वर्गः (II Unit)

उत्तररामचरितस्य समीक्षात्मकमध्ययनम्

तृतीयो वर्गः (III Unit)

कृदन्तसूत्रावली
(सूत्रव्याख्या शब्दसिद्धिश्च)

चतुर्थो वर्गः (IV Unit)

वृत्तरत्नाकरम्

(वंशस्थ—प्रहर्षिणी—वसन्ततिलका—मालिनी—हरिणी—शिखरिणी—शार्दूलविक्रीडित—स्रग्धरा—छन्दसां लक्षणोदाहरणम्)

संस्तुतग्रन्थाः

1. उत्तररामचरितम्—भवभूतिः हिन्दीसंस्कृतटीकाकारः —डॉ० रमाशंकरत्रिपाठी
2. उत्तररामचरितम्—भवभूतिः, हिन्दीसंस्कृतटीकाकारः — डॉ० कपिलदेवगिरि
3. उत्तररामचरितम्—भवभूतिः, हिन्दीसंस्कृतटीकाकारः, — डॉ० प्रत्यूषवत्सला द्विवेदी
4. महाकविः भवभूतिः— वी०पी० मिराशी
5. करुणरस सिद्धान्त तथा प्रयोग— डॉ० प्रीति सिनहा
6. भवभूति के नाटक — डॉ० ब्रजबल्लभ शर्मा
7. वृत्तसंग्रह — प्रो० बृजेशकुमारशुक्लः
8. कृदन्तसूत्रावली — प्रो० बृजेशकुमारशुक्लः

स्नातक-षष्ठषाण्मासिकसत्रम्

(B.A. Sixth Semester)

तृतीयप्रश्नपत्रम् (धर्मशास्त्रं नीतिशास्त्रञ्च)

प्रथमो वर्गः (I Unit)
मनुस्मृतिः –द्वितीयोऽध्यायः
(1 – 30 श्लोकपर्यन्तम्)

द्वितीयो वर्गः (II Unit)
मनुस्मृतिः –द्वितीयोऽध्यायः
(31 – 60 श्लोकपर्यन्तम्)

तृतीयो वर्गः (III Unit)
भर्तृहरिकृतं नीतिशतकम्
(01–25 पद्यानि)

चतुर्थो वर्गः (IV Unit)
भर्तृहरिकृतं नीतिशतकम्
(26–50 पद्यानि)

संस्तुतग्रन्थाः

1. मनुस्मृतिः – चौखम्भा संस्कृत संस्थान
2. नीतिशतकम् – मोतीलाल बनारसीदास
3. धर्मशास्त्र का इतिहास– पी.वी.काणे