हिंदी साहित्य में स्नातक पाठ्यक्रम

2021-22 से प्रभावी

अधिगम परिणाम (CBCS) आधारित पाठ्यक्रम

05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

हिन्दी विभाग

राजीव गाँधी विश्वविद्यालय

रोनो हिल्स, दोइमुख, ईटानर

स्नातक कला पाठ्यक्रम

अधिगम परिणाम (CBCS) आधारित पाठ्यक्रम

हिन्दी (प्रतिष्ठा)

सत्र पद्धति

वर्ष 2021-22 से प्रभावी

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Details of Courses under B.A (Honors) Credits

Semester	Core Course 14 papers 6 credit each	Ability Enhancement Compulsory Course (AECC) 2 Paper4 Credit each	Skill Enhancement Course (SEC) 2 Paper 4 credit each	Discipline Specific Elective Course (DSE) 4 Papers 6 Credit Each	Generic Elective 4 papers 6 Credit Each	Semester wise Total Credit
I	C1 C2	AECC-1	***	***	GE1	22 CREDIT
II	C3 C4	AECC- 2	***	***	GE2	22 CREDIT
III	C5 C6 C7	***	SEC- I	***	GE3	28 CREDIT
IV	C8 C9 C10	***	SEC-2	***	GE4	28 CREDIT
V	C11 C12	***	***	DSE-1 DSE-2		24 CREDIT
VI	C13 C14	***	***	DSE-3 DSE-4		24 CREDIT
TOTAL	84 CREDIT	08 CREDIT	08 CREDIT	24 CREDIT	24 CREDIT	148 CREDIT

05/7/2021

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प्रस्तावना

हिंदी साहित्य के स्नातक प्रतिष्ठा पाठ्यक्रम के निर्माण हेतु गठित स्नातक पाठ्यक्रम निर्माण समिति (BUGS) इस रिपोर्ट को प्रस्तुत करते हुए प्रसन्नता का अनुभव कर रही है। विश्वविद्यालय अनुदान आयोग द्वारा दिए गए दिशा-निर्देशों के अनुपालन में पाठ्यक्रम निर्माण समिति ने इस पाठ्यक्रम को लागू करते समय इसमें वैश्विक संदर्भों का समायोजन किया है।

इस पाठ्यक्रम की संरचना इस प्रकार की गई है कि इसके अध्ययन के पश्चात हिंदी साहित्य के विद्यार्थी यह जान सकेंगे कि साहित्य का विश्लेषण कैसे किया जाए, उसकी समीक्षा कैसे की जाए और दिए गए पाठ को पढ़ने की समझ किस प्रकार विकसित की जाए ताकि विद्यार्थी साहित्य के उद्देश्य से भली-भाँति परिचित हो सके।

उल्लेखनीय बात यह है कि चयन आधारित क्रेडिट प्रणाली में हिंदी साहित्य के पाठ्यक्रम की बड़ी भूमिका है। इस पाठ्यक्रम निर्माण के दौरान क्षेत्रीय, राष्ट्रीय और वैश्विक संदर्भों के अनुरूप विकल्प रखे गए हैं। विश्वविद्यालय अनुदान आयोग द्वारा प्रस्तावित अधिगम परिणाम आधारित पाठ्यक्रम में दिए पाठ के नमूनों को ठीक से समझकर उनके अनुरूप पाठ्यक्रम तैयार किया गया है। इस प्रकार लेखकों का कालखण्ड, विषय-वस्तु और विधागत विभाजन कर पाठ्यक्रम को सर्वसमावेशी बनाया गया है।

भारत विविधताओं वाला देश है और ये विविधताएँ भाषागत भी हैं। यहाँ तक कि मानक हिंदी भाषा के अंतर्गत अनेक बोलियाँ भी सम्मिलित हैं जिनका साहित्य भी हिंदी भाषा को समृद्ध कर रहा है। इन्हीं उद्देश्यों की पूर्ति के लिए इस पाठ्यक्रम की रूपरेखा निर्मित की गई है। इस पाठ्यक्रम में भारतीय साहित्य पेपर के अंतर्गत अन्य भारतीय भाषाओं में रचित साहित्य को भी सम्मिलित किया गया है।

यह पाठ्यक्रम रोजगारपरक शिक्षा देने का कार्य भी करेगा ताकि इसके अध्ययन के बाद विद्यार्थी अपने जीवन का निर्वाह भी भली-भाँति कर सकें। इस अधिगम परिणाम आधारित शिक्षण प्रणाली को नवाचार की दृष्टि से लागू किया जा रहा है। यह समाज के लिए अति लाभकारी सिद्ध होगा।

अतः सभी महाविद्यालयों से यह अपेक्षा की जाती है कि वे इन पाठ्यक्रमों को लागू करने में अपनी रुचि दिखाएँ और प्रोत्साहन दें ताकि अधिगम परिणाम आधारित पाठ्यक्रम संरचना के निर्माण की सार्थकता सिद्ध हो सके।

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अधिगम परिणाम आधारित पाठ्यक्रम संरचना

हिंदी साहित्य में स्नातक (प्रतिष्ठा) अध्ययन पाठ्यक्रम का संक्षिप्त परिचय

हिन्दी स्नातक कला 3 (तीन) वर्षों की स्नातक की डिग्री है जिसमे 6 (छह) सत्र शामिल हैं, जिसके प्रत्येक सत्र में प्रतिष्ठा के पत्र होंगे। पाठ्यक्रम में विविध और अंतर्दृष्टि-उन्मुख पत्रों को सम्मिलित किया गया है जिसमें 14 (चौदह) मुख्य पाठ्यक्रम (सी सी) अथवा प्रतिष्ठा के पत्र, 2 (दो) अनिवार्य योग्यता वृद्धि पाठ्यक्रम (ए ई सी सी), 4 (चार) सामान्य वैकल्पिक पाठ्यक्रम (जी ई सी), 2 (दो) कौशल संवर्धन पाठ्यक्रम (एस ई सी), और अनुशासन/विषय केन्द्रित 4 (चार) (डी एस ई) ऐच्छिक पत्र शामिल हैं। प्रत्येक पत्र को चार इकाइयों (संचार के लिए अंग्रेजी और पर्यावरण अध्ययन को छोड़कर) में विभाजित किया गया है। प्रत्येक पत्र के लिए 100 (सौ) अंक निर्धारित हैं जिसमें आंतरिक मूल्यांकन के लिए 20 (बीस) अंक और सत्रांत परीक्षा के लिए 80 (अस्सी) अंक निर्धारित हैं। प्रति सप्ताह प्रत्येक थ्योरी पेपर के लिए 3 (तीन) व्याख्यान और 1 (एक) ट्यूटोरियल होगा। राजीव गांधी विश्वविद्यालय में क्रमशः अंग्रेजी, हिंदी और भूगोल विभागों द्वारा विकसित पाठ्यक्रम से तीन क्षमता वृद्धि अनिवार्य पाठ्यक्रम (एई सी सी) अर्थात् संचार के लिए अंग्रेजी (ई सी), हिंदी शिक्षण और पर्यावरण अध्ययन (ई वी एस) सम्मिलित हैं।

विश्वविद्यालय के नवीनतम दिशानिर्देशों के अनुसार अधिगम परिणाम (सी बी सी एस) आधारित पाठ्यक्रम अथवा च्वाइस बेस्ड क्रेडिट सिस्टम (सी बी सी एस) और लर्निंग आउटकम बेस्ड करिकुलम फ्रेमवर्क (एल ओ सी एफ) की भावना का पालन करते हुए, हिन्दी स्नातक के इस पाठ्यक्रम में वैश्विक मानकों को ध्यान में रखते हुए मुख्य (कोर), अंतर अनुशासनात्मक विषय और ऐच्छिक पाठ्यक्रम शामिल किए गए हैं। राष्ट्रीय शिक्षा नीति (एन ई पी) 2020 में परिकल्पित अनिवार्य अनुसंधान परियोजना को शामिल करना पाठ्यक्रम का नवीनतम आकर्षण है। मुख्य पाठ्यक्रम से लेकर विषय आधारित ऐच्छिक पाठ्यक्रमों तक पत्रों के क्रम को अच्छी तरह से सोचा गया है ताकि उनमे अंतर्दृष्टि का निर्माण किया जा सके साथ ही जिनसे विद्यार्थियों के व्यक्तिगत और व्यावसायिक विकास को सुनिश्चित किया जा सके। हिन्दी स्नातक के छात्रों को, पंचम तथा षष्ठ सत्रों में विभाग द्वारा संचालित विषय केन्द्रित विशिष्ट ऐच्छिक प्रश्नपत्रों (डी एस ई) के समूह में से अपनी रुचि के अनुसार पत्रों को चयन करना होगा।

स्नातक हिन्दी

कार्यक्रम के उद्देश्य और हिन्दी सीखने के परिणाम

हिन्दी साहित्य के स्नातक प्रतिष्ठा पाठ्यक्रम का निर्माण नयी राष्ट्रीय शिक्षा नीति-2020 के मूल संकल्पना को ध्यान में रखकर किया गया है। इस नयी शिक्षा पद्धति के नवीन पाठ्यक्रम के द्वारा छात्रों में हिन्दी भाषा और और साहित्य के प्रति अभिरुचि जागृत होगी। इस पाठ्यक्रम में ऐसे कई अंतर अनुशासनात्मक एवं ऐच्छिक विषयों को शामिल किया गया है जिससे छात्रों को रोजगार प्राप्ति के अनेक अवसर सुलभ होंगे । इस पाठ्यक्रम में क्षेत्रीय तथा राष्ट्रीय सन्दर्भों के सम्मिलित होने से देश की एकता और अखंडता बलवती होगी। इससे छात्रों में शिक्षा के साथ राष्ट्रीयता की भावना और प्रखर होगी।

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सत्र	कार्यक्रम का उद्देश्य	कार्यक्रम की उपलब्धियाँ
प्रथम सत्र	प्रथम पत्र में हिंदी शिक्षण के अंतर्गत हिंदी के महत्व, व्यावहारिक पक्ष, आलेख रचना, व्यावहारिक लेखन एवं सृजनात्मक लेखन के विविध पक्षों से परिचित हो सकेंगे । वैकल्पिक पत्र में अंग्रेजी के रचनात्मक साहित्य एवं व्याकरण तथा रचना के विविध पक्षों से अवगत हो सकेंगे। द्वितीय पत्र के अंतर्गत साहित्यिक इतिहास एवं प्रतिनिधि कवियों की रचनाओं की जानकारी प्राप्त कर सकेंगे । तृतीय पत्र में प्रतिनिधि रीतिकालीन कवियों की रचनाओं की जानकारी प्राप्त कर सकेंगे और चतुर्थ पत्र में सर्जनात्मक लेखन से जुड़े विविध पक्षों से अवगत हो सकेंगे।	प्रथम सत्र में प्रथम पत्र के अंतर्गत छात्र हिंदी शिक्षण के विविध पक्षों से अवगत हुए। वैकल्पिक पत्र के अंतर्गत छात्र अंग्रेजी के रचनात्मक साहित्य एवं व्याकरण तथा रचना पक्ष से अवगत हुए। द्वितीय पत्र में साहित्यिक इतिहास एवं प्रतिनिधि कवियों की रचनाओं से परिचित हुए। तृतीय पत्र में प्रमुख रीतिकालीन कवियों के बारे में जानकारी प्राप्त की। चतुर्थ पत्र में सृजनात्मक लेखन से जुड़े विविध पहलुओं के विषय में जानकारी प्राप्त की।
द्वितीय सत्र	इस सत्र के प्रथम पत्र एनवायरनमेण्टल स्टडीज के अंतर्गत पर्यावरण से जुड़े विविध पक्षों का अध्ययन करेंगे। द्वितीय पत्र में हिंदी साहित्य के आधुनिक काल के इतिहास विषयक पक्ष एवं प्रतिनिधि आधुनिक कवियों की रचनाओं से परिचित होंगे । तृतीय पत्र के अंतर्गत छायावादोत्तर काव्य परिदृश्य एवं प्रतिनिधि कवियों की रचनाओं से अवगत होंगे। चतुर्थ पत्र में पटकथा तथा संवाद लेखन के बारे में जानकारी प्राप्त करेंगे।	छात्रों ने प्रथम पत्र में पर्यावरण अध्ययन पत्र के अंतर्गत पर्यावरण से जुड़ी जानकारी प्राप्त की । द्वितीय पत्र में हिंदी साहित्य के आधुनिक काल एवं प्रतिनिधि आधुनिक कवियों की रचनाओं से परिचित हुए। तृतीय पत्र के द्वारा छायावादोत्तर कविता एवं प्रतिनिधि कवियों के कृतित्व से अवगत हुए । चतुर्थ पत्र को पढ़ कर पटकथा लेखन तथा संवाद लेखनके बारे में यथेष्ट जानकारी प्राप्त की।
तृतीय सत्र	इसके प्रथम पत्र के अंतर्गत कथा साहित्य के सैद्धान्तिक पक्ष एवं कथा साहित्य की कुछ कृतियों का अनुशीलन करेंगे। द्वितीय पत्र में हिंदी नाट्य साहित्य के सैद्धान्तिक पक्ष से परिचित होंगे तथा कुछ नाटकों की समालोचना करेंगे। तृतीय पत्र में विविध गद्य विधाओं के सैद्धान्तिक पक्ष से परिचित होंगे तथा कुछ रचनाओं की विवेचना करेंगे। चतुर्थ पत्र में लेखन कौशल के सिद्धान्त पक्ष एवं लेखन प्रशिक्षण से जुड़े विविध पहलुओं से परिचित होंगे। पंचम पत्र में साहित्य और सिनेमा के अंत: सम्बन्धों की जानकारी प्राप्त करेंगे।	छात्रों ने प्रथम पत्र में कथा साहित्य के विषय में जानकारी प्राप्त की और प्रमुख रचनाओं का अनुशीलन किया। द्वितीय पत्र में हिंदी नाट्य साहित्य से परिचित हुए और कई नाटकों का अनुशीलन किया। तृतीय पत्र में विविध गद्य विधाओं के बारे में जानकारी प्राप्त की और कई कथेतर गद्य रचनाओं का अनुशीलन किया। चतुर्थ पत्र में छात्र लेखन कौशल के सैद्धांतिक पक्ष से अवगत हुए और लेखन प्रशिक्षण से जुड़े विविध पहलुओं के बारे में जानकारी प्राप्त की। पंचम पत्र में साहित्य और सिनेमा के अंत: सम्बन्धों के बारे में जानकारी प्राप्त की।
चतुर्थ सत्र	इस सत्र में प्रथम पत्र के अंतर्गत हिंदी गद्य साहित्य से अवगत होंगे। विविध विधाओं की विशेष रूप से जानकारी प्राप्त करेंगे। द्वितीय पत्र में हिंदी आलोचना के विकास क्रम एवं प्रमुख आलोचकों के आलोचना सिद्धांतों से अवगत होंगे। तृतीय पत्र में भाषा विज्ञान एवं हिंदी भाषा से परिचित हो सकेंगे । चतुर्थ पत्र में कार्यालयी हिंदी के विविध पक्षों से अवगत हो सकेंगे। पंचम पत्र में सोशल मीडिया और हिंदी विषय के बारे में जानकारी प्राप्त कर सकेंगे।	छात्र प्रथम पत्र में हिंदी गद्य साहित्य के इतिहास से अवगत हुए और कई गद्य विधाओं के बारे में विशेष रूप से जानकारी प्राप्त की। द्वितीय पत्र में हिंदी आलोचना और प्रमुख आलोचकों के बारे में जानकारी प्राप्त की। तृतीय पत्र में भाषा विज्ञान एवं हिंदी भाषा के विषय में जानकारी प्राप्त की । चतुर्थ पत्र में कार्यालयी हिंदी के बारे में ज्ञान प्राप्त किया। पंचम पत्र में सोशल मीडिया और हिंदी विषय के बारे में अवगत हुए

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पंचम सत्र	इस सत्र में प्रथम पत्र के अंतर्गत भारतीय काव्यशास्त्र के विविध पक्षों की जानकारी प्राप्त कर सकेंगे। द्वितीय पत्र में पाश्चात्य काव्यशास्त्र के प्रमुख चिंतकों के विचारों से परिचित हो सकेंगे तथा प्रमुख वादों और सिद्धांतों से भी अवगत हो सकेंगे। तृतीय वैकल्पिक पत्र में लोक साहित्य के सैद्धान्तिक पक्ष से परिचित हो सकेंगे। लोक साहित्य की विविध विधाओं और इस प्रदेश के लोक साहित्य की जानकारी प्राप्त कर सकेंगे। वैकल्पिक पत्र, हिंदी संत साहित्य के अंतर्गत प्रतिनिधि संत रचनाओं की जानकारी प्राप्त कर सकेंगे। चतुर्थ वैकल्पिक पत्र में प्रवासी साहित्य के इतिहास और रचनाओं से परिचित हो सकेंगे। वैकल्पिक पत्र छायावाद के अंतर्गत प्रतिनिधि छायावादी कवियों के कृतित्व से अवगत हो सकेंगे।	छात्र प्रथम पत्र में भारतीय काव्यशास्त्र के विविध आयामों से परिचित हुए। द्वितीय पत्र के माध्यम से पाश्चात्य काव्यशास्त्र के प्रमुख साहित्य चिंतकों के विचारों, विविध वादों एवं सिद्धान्तों से परिचित हुए। तृतीय वैकल्पिक पत्र में लोक साहित्य के सैद्धान्तिक पक्ष से अवगत हुए, लोकसाहित्य की विविध विधाओं और इस प्रदेश के लोक साहित्य से परिचित हुए। अन्य वैकल्पिक पत्र में हिंदी के प्रतिनिधि संत कवियों के कृतित्व से परिचित हुए। चतुर्थ वैकल्पिक पत्र में प्रवासी साहित्य की रचनाओं से परिचित हुए।
षष्ठ सत्र	इस सत्र के प्रथम पत्र में मीडिया के विविध आयामों से परिचित होंगे। द्वितीय पत्र में प्रयोजनमूलक हिंदी के बारे में जानकारी प्राप्त कर सकेंगे। तृतीय वैकल्पिक पत्र में भारतीय साहित्य के बारे में और भारतीय साहित्य की विविध विधाओं के बारे में अवगत हो सकेंगे। अन्य वैकल्पिक पत्र में प्रेमचन्द की रचनाशीलता एवं विचारों के बारे में जानकारी मिल सकेगी। चतुर्थ वैकल्पिक पत्र में राष्ट्रीय चेतना की कविता के बारे में जानकारी प्राप्त कर सकेंगे। अन्य वैकल्पिक पत्र में तुलसीदास की प्रमुख रचनाओं से अवगत हो सकेंगे।	छात्र प्रथम पत्र में मीडिया के विविध आयामों से परिचित हुए। द्वितीय पत्र में प्रयोजनमूलक हिंदी के विषय में जानकारी प्राप्त हुई। तृतीय वैकल्पिक पत्र में भारतीय साहित्य के बारे में और भारतीय साहित्य की विविध विधाओं के बारे में जानकारी मिली। अन्य वैकल्पिक पत्र में प्रेमचन्द के साहित्य एवं वैचारिकी के बारे में अवगत हुए। चतुर्थ वैकल्पिक पत्र में राष्ट्रीय चेतना की कविता के बारे में जानकारी प्राप्त की। अन्य वैकल्पिक पत्र में गोस्वामी तुलसीदास की प्रमुख रचनाओं के बारे में अवगत हुए।

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हिन्दी स्नातक

पाठ्यक्रम संरचना

क्रम संख्या	पेपर कोड तथा शीर्षक	अंक	क्रेडिट	L:T:P
Semester I		**400**	**22**	
Ability Enhancement Compulsory Course (AECC)- any one of the following				
1	ENG-A-111: English for Communication (EC)	100	6	3:1:0
	HIN-A-111: हिन्दी शिक्षण	100	6	3:1:0
कोर कोर्स (CC)				
2	HIN-C-112 : हिन्दी साहित्य: आदिकाल से भक्तिकाल (इतिहास एवं रचनाएँ)	100	4	3:1:0
3	HIN-C-113 : हिन्दी साहित्य: रीतिकाल	100	4	3:1:0
General Elective Course (GEC)				
4	HIN -G-114: सृजनात्मक लेखन	100	6	3:1:0
Semester II		**400**	**26**	
Ability Enhancement Compulsory Course (AECC)				
1	GEO -A-121: Environmental Studies (EVS)	100	6	3:1:0
कोर कोर्स (CC)				
2	HIN -C-122: हिन्दी साहित्य: आधुनिक काल	100	4	3:1:0
3	HIN -C-123: हिन्दी साहित्य: प्रगतिवाद से बीसवीं शताब्दी तक	100	6	3:1:0
General Elective Course (GEC)				
4	HIN -G-124: पटकथा तथा संवाद लेखन	100	6	3:1:0
Semester III		**500**	**28**	
कोर कोर्स (CC)				
1	HIN -C-211: कथा साहित्य: कहानी एवं उपन्यास	100	6	3:1:0
2	HIN -C-212: हिन्दी नाट्य साहित्य	100	6	3:1:0
3	HIN -C-213: कथेतर गद्य साहित्य	100	6	3:1:0
Skill Enhancement Course (SEC)				
4	HIN -S-214: लेखन कौशल	100	4	3:1:0
General Elective Course (GEC)				
5	HIN -G-215: साहित्य और सिनेमा	100	6	3:1:0

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Semester IV			**500**	**28**	
कोर कोर्स (CC)					
1	HIN -C-221: हिन्दी गद्य साहित्य का इतिहास		100	6	3:1:0
2	HIN -C-222: हिन्दी आलोचना		100	6	3:1:0
3	HIN -C-223: हिन्दी भाषा एवं भाषा विज्ञान		100	6	3:1:0
Skill Enhancement Course (SEC)					
4	HIN -S-224: कार्यालयी हिन्दी		100	4	3:1:0
General Elective Course (GEC)					
5	HIN -G-225: सोशल मीडिया और हिन्दी		100	6	3:1:0
Semester V			**400**	**24**	
कोर कोर्स (CC)					
1	HIN -C-311: भारतीय काव्यशास्त्र		100	6	3:1:0
2	HIN -C-312: पाश्चात काव्यशास्त्र		100	6	3:1:0
Discipline Specific Elective (DSE–1) – Choose one paper from each part					
3	Part-1	HIN -D-313(क): लोक साहित्य	100	6	3:1:0
		HIN -D-313(ख): हिन्दी संत साहित्य	100	6	3:1:0
	Part-2	HIN -D-314(क): प्रवासी साहित्य	100	6	3:1:0
		HIN -D-314(ख): छायावाद	100	6	3:1:0
Semester VI			**400**	**24**	
कोर कोर्स (CC)					
1	HIN -C-321: मीडिया के विविध आयाम		100	6	3:1:0
2	HIN -C-322: प्रयोजनमूलक हिन्दी		100	6	3:1:0
Discipline Specific Elective (DSE–2) Choose one paper from each part					
3	Part-1	HIN -D-323 (क): भारतीय साहित्य	100	6	3:1:0
		HIN -D-323 (ख): प्रेमचन्द	100	6	3:1:0
	Part-2	HIN -D-324 (क): राष्ट्रीय चेतना की कविता	100	6	3:1:0
		HIN -D-324 (ख): तुलसीदास	100	6	3:1:0
	Grand Total		**2600 (Marks)**	**148 (Credits)**	

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व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

प्रथम सत्र (प्रतिष्ठा)

पत्र : HIN-C - 112

हिंदी साहित्य : आदिकाल से भक्तिकाल (इतिहास एवं रचनाएँ)

उद्देश्य : यह पत्र प्रथम सत्र (प्रतिष्ठा) के विद्यार्थियों के लिये हिन्दी साहित्य के इतिहास के आदिकाल एवं मध्यकाल के सम्यक् ज्ञान से सम्बन्धित है। इसमें विद्यार्थियों से साहित्येतिहास के आदिकाल की युगीन परिस्थितियों, प्रवृत्तियों एवं प्रमुख कवियों के बारे में जानकारी अपेक्षित है।

इकाई 1 : **आदिकाल:** हिन्दी साहित्य के इतिहास लेखन की परम्परा, हिन्दी साहित्य का इतिहास: काल विभाजन, सीमा-निर्धारण और नामकरण, आदिकालीन साहित्य की पृष्ठभूमि एवं परिस्थितियाँ।

भक्तिकाल: भक्तिकाल की पृष्ठभूमि; परिस्थितियाँ; वर्गीकरण तथा सामान्य प्रवृत्तियाँ, निर्गुण एवं सगुण काव्यधाराओं की ज्ञानाश्रयी, प्रेमाश्रयी, कृष्णाश्रयी तथा रामाश्रयी काव्यधाराओं का परिचय तथा विशेषताएँ।

व्याख्यान -12

इकाई 2 : **क. चंदवरदाई :** (पाठ्य पुस्तक: आदिकालीन काव्य – सं. डॉ. वासुदेव सिंह, विश्वविद्यालय प्रकाशन)

अथ पद्मावती समय : प्रारंभ से 10 (दस) पद।

आलोचना: पृथ्वीराज रासो का काव्य-सौन्दर्य, रासो की प्रामाणिकता, अथ पद्मावती समय का काव्य-सौन्दर्य।

ख. अमीर खुसरो : (पाठ्य पुस्तक: अमीर खुसरो: व्यक्तित्व और कृतित्व – परमानन्द पांचाल)

- कव्वाली- घ (1)
- दोहे – च; 5 दोहे :– (1) गोरी लोने (2) खुसरो रैन (3) देख मैं (4) चकवा-चकवी (5) सेज सुनी

आलोचना: अमीर खुसरो का साहित्यिक परिचय, खुसरो की पहेलियों का वैशिष्ट्य, आदिकालीन साहित्य को खुसरो का योगदान। व्याख्यान -12

इकाई 3 : (पाठ्य पुस्तक: प्राचीन काव्य संग्रह; सम्पा.- राजदेव सिंह; वाणी प्रकाशन, दिल्ली।)

क. कबीर :

पाठांश: प्रारम्भ के पाँच सबद ।

आलोचना : कबीर की भक्ति ; समाज-चेतना।

ख. जायसी :

पाठांश : उपसंहार खण्ड

आलोचना : जायसी का काव्य-वैभव ; सूफी काव्य परम्परा और पद्मावत। व्याख्यान -12

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इकाई 4 :

क. सूरदासः

पाठ्य पुस्तकः प्राचीन काव्य संग्रह; सम्पा.- राजदेव सिंह; वाणी प्रकाशन, दिल्ली।
पाठांश : विनय के पद - 1, 5 तथा भ्रमरगीत प्रसंग- पद संख्या: 3,4,5,6,7 तथा 8 ।
आलोचना : सूर की भक्ति-भावना ; वात्सल्य ।

ख. तुलसीदास :

पाठ्यपुस्तक : काव्य-वैभव : सं. दूधनाथ सिंह, लोकभारती प्रकाशन
पाठांश : समस्त पद ।

आलोचना : काव्यगत विशेषताएँ, समन्वय- भावना । व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी साहित्य के इतिहास लेखन की प्रमुख समस्याओं, आदिकालीन एवं भक्तिकालीन साहित्य की जानकारी प्राप्त कर चुके होंगे और चंदबरदाई, अमीर खुसरो, जायसी, सूरदास और तुलसीदास की प्रतिनिधि रचनाओं से परिचित हो चुके होंगे।

निर्देशः

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे । 14x4= 56

2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे । 8 x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि ।

सहायक ग्रन्थः

1. हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल ।
2. हिन्दी साहित्य का इतिहास : सम्पा.- डॉ. नगेन्द्र ।
3. हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा ।
4. हिन्दी साहित्य का वैज्ञानिक इतिहासः दो खण्ड : डॉ. गणपतिचन्द्र गुप्त ।
5. हिन्दी साहित्य और संवेदना का विकास : डॉ. रामस्वरूप चतुर्वेदी ।
6. हिन्दी साहित्य का दूसरा इतिहास : डॉ. बच्चन सिंह ।
7. हिन्दी साहित्यः उद्भव और विकास : डॉ. हजारीप्रसाद द्विवेदी ।

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प्रथम सत्र (प्रतिष्ठा)

पत्र : HIN-C-113

हिंदी साहित्य : रीतिकाल

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : विद्यार्थियों को भारतवर्ष की 17वीं से 19वीं शताब्दी के मध्य के सामाजिक, सांस्कृतिक, राजनीतिक और आर्थिक परिदृश्य आदि का ज्ञान होगा। विद्यार्थी इस काल के साहित्यकारों एवं उनकी रचनाओं से परिचित हो सकेंगे।

इकाई 1: रीतिकालीन साहित्य की पृष्ठभूमि एवं परिस्थितियां; रीति की अवधारणा और रीति काव्य; रीतिकालीन साहित्य की विभिन्न धाराएं : सामान्य परिचय, रीतिकालीन रचनाएं, रचनाकार एवं प्रमुख प्रवृत्तियाँ, रीतिकालीन काव्य भाषा।

व्याख्यान-12

इकाई 2: (क) केशव:

पाठ्य पुस्तक: कविप्रिया – प्रिया प्रकाशन, ला. भगवानदीन

पाठांश : तीसरा प्रभाव, छंद संख्या 1,2,4 तथा 5।

आलोचना: कविप्रिया का काव्य सौन्दर्य, केशव की अलंकार-योजना।

(ख) मतिराम:

पाठ्य पुस्तक: रीतिकाव्य संग्रह, डॉ. विजयपाल सिंह, लोकभारती प्रकाशन।

पाठांश: प्रारंभ से पाँच पद

आलोचना: रीतिकालीन कवियों में मतिराम का स्थान, मतिराम की काव्य-कला। व्याख्यान- 12

इकाई 3 : (क) सेनापति:

पाठ्य पुस्तक: रीतिकाव्य संग्रह, डॉ. विजयपाल सिंह, लोकभारती प्रकाशन।

पाठांश: पद संख्या :- 1,2,5,9 तथा 10।

आलोचना: शृंगारिकता, काव्यगत विशेषताएँ।

(ख) बिहारी :

पाठ्य पुस्तक : बिहारी रत्नाकर; सम्पादक: जगन्नाथदास रत्नाकर।

पाठ्य दोहे- 1, 2, 5, 6, 7,15,19, 20, 21 तक।

आलोचना: बिहारी की बहुज्ञता, सतसई परम्परा में बिहारी का स्थान। व्याख्यान- 12

इकाई 4 : (क) घनानन्द:

पाठ्य पुस्तक : घनानन्द कवित्त; संपा.- आचार्य विश्वनाथ प्रसाद मिश्र

पाठांश : पद संख्या 1 से 5 तक।

आलोचना : प्रेम वर्णन, भाषा एवं काव्य कला।

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(ख) भूषण :

पाठ्य पुस्तक : रीति काव्य धारा; संपा – रामचन्द्र तिवारी

पाठ्य छंद - 9, 10, 11, 12, 15, 24।

आलोचना: वीरता की कविता, भाषा एवं काव्य कला। व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र रीतिकालीन हिन्दी साहित्य की जानकारी प्राप्त कर चुके होंगे और केशव, मतिराम, सेनापित, बिहारी, घनानन्द और भूषण जैसे प्रमुख रीतिकालीन कवियों की प्रतिनिधि काव्य रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल।
2. हिन्दी साहित्य का इतिहास : सम्पा.- डॉ. नगेन्द्र।
3. हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा।
4. रीतिकाव्य की भूमिका : डॉ. नगेन्द्र
5. बिहारी का नया मूल्यांकन : बच्चन सिंह
6. घनानंद और स्वच्छंद काव्यधारा : मनोहर लाल गौड़
7. बिहारी सतसई : जगन्नाथ दास रत्नाकर
8. रीतिकालीन काव्य सिद्धांत : डॉ. सूर्यनारायण द्विवेदी
9. भूषण और उनका साहित्य : राजमल बोरा
10. शिवभूषण तथा प्रकीर्ण रचना : विश्वनाथ प्रसाद मिश्र

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द्वितीय सत्र (प्रतिष्ठा)

पत्र : HIN-C- 122

हिंदी साहित्य : आधुनिक काल

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : हिन्दी साहित्य के इतिहास के आधुनिक काल का सम्यक् ज्ञान प्राप्त कर सकेंगे । इसमें विद्यार्थियों से साहित्येतिहास के आधुनिक काल की युगीन परिस्थितियों, प्रवृत्तियों एवं प्रमुख कवियों तथा गद्य के विधाओं के बारे में जानकारी अपेक्षित है।

इकाई: 1 आधुनिक काल की पृष्ठभूमि: सामाजिक, राजनीतिक एवं सांस्कृतिक परिस्थितियाँ; हिन्दी काव्य को भारतेन्दु युग का अवदान; भारतेन्दुयुगीन कविता विशेषताएँ, द्विवेदीयुगीन कविता की विशेषताएँ, प्रमुख छायावादी कवि और उनका काव्य; छायावादकालीन कविताओं की विशेषताएँ।

व्याख्यान-12

इकाई: 2

(क) भारतेंदु हरिश्चन्द्र :

पाठ्य कविता : प्रेम माधुरी

आलोचना : हिन्दी साहित्य को भारतेंदु का योगदान, प्रेम माधुरी का काव्य सौन्दर्य तथा भारतेंदु की काव्य-कला।

(ख) मैथिलीशरण गुप्त:

पाठांश : हम कौन थे (अंश – भारत-भारती) तथा कैकेयी का अनुताप।

आलोचना : गुप्त जी का काव्य संसार, काव्य दृष्टि एवं राष्ट्रीय आंदोलन की चेतना। व्याख्यान – 12

इकाई: 3

क. जयशंकर प्रसाद :

पाठ्य कविताएं : मेरे नाविक, बीती विभावरी जाग री ।

आलोचना : छायावादी काव्य मूल्य और जयशंकर प्रसाद, प्रसाद के काव्य में राष्ट्रीय एवं सांस्कृतिक चेतना; पठित कविताओं की काव्यगत विशेषताएं ।

ख. सूर्यकान्त त्रिपाठी 'निराला' :

पाठ्य कविताएं : जूही की कली, जागो फिर एक बार-6 ।

आलोचना : निराला का काव्य-वैशिष्ट्य; निराला के काव्य में छायावादी चेतना, तथा पठित कविताओं का सारांश ।

व्याख्यान – 12

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इकाई : 4

क. **सुमित्रानंदन पंत** :

पाठ्य कविताएं : मौन निमंत्रण, नौका विहार।

आलोचना : पन्त–काव्य और छायावाद ; पंत का प्रकृति-चित्रण, पठित कविताओं का प्रतिपाद्य एवं विशेषताएं । व्याख्यान - 12

ख. **महादेवी वर्मा :**

पाठ्य कविताएं –: बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ, मैं नीर भरी दुख की बदली ।

आलोचना : महादेवी का काव्य और करुणा, पीड़ा और वेदना; महादेवी वर्मा की काव्यगत विशेषताएं ।

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भारतेंदुयुगीन हिन्दी कविता, द्विवेदीयुगीन हिन्दी कविता एवं छायावादकालीन हिन्दी कविता की जानकारी प्राप्त कर चुके होंगे और भारतेन्दु हरिश्चन्द्र और मैथिलीशरण गुप्त की प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे । 8 x3 = 24

कार्य-सम्पादन- पद्धति

व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि ।

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संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल।
2. हिन्दी साहित्य का इतिहास : सम्पा.- डॉ. नगेन्द्र।
3. हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा।
4. भारतेंदु और हिन्दी नवजागरण की समस्याएँ : रामविलास शर्मा।
5. भारतेंदु और भारतीय नवजागरण : सं. शम्भूनाथ एवं अशोक जोशी।
6. मैथिलीशरण गुप्त : रेवती रमण।
7. जयशंकर प्रसाद : नंद दुलारे वाजपेयी
8. निराला की साहित्य साधना (3 भाग) : रामविलास शर्मा
9. सुमित्रानंदन पंत : डॉ. नगेन्द्र
10. महादेवी वर्मा : जगदीश गुप्त
11. महादेवी : दूधनाथ सिंह
12. छायावाद : नामवर सिंह
13. छायावाद और नवजागरण : महेन्द्र नाथ राय

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Rono Hills, Doimukh (A.P.)

द्वितीय सत्र (प्रतिष्ठा)

पत्र : HIN-C-123

हिंदी साहित्य : प्रगतिवाद से बीसवीं शताब्दी तक

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र द्वितीय सत्र (प्रतिष्ठा) के विद्यार्थियों के लिये है। इसमें छायावादोत्तर कविताएँ अध्ययन हेतु रखी गयी हैं। विद्यार्थी कविताओं के माध्यम से अभिव्यक्त आधुनिक विमर्शों से अवगत होंगें।

पाठ्य पुस्तक: अस्मिता सं. डॉ. जगदीश प्रसाद श्रीवास्तव, डॉ. जितेन्द्रनाथ पाठक, विश्वविद्यालय प्रकाशन, वाराणसी।

इकाई: 1 छायावादोत्तर काव्यान्दोलन और काव्य : प्रगतिवाद; प्रयोगवाद; नई कविता; अकविता; नवगीत; जनवादी कविता; समकालीन कविता व अन्यकाव्य-परिवर्तन; दलित-चेतना, स्त्री-चेतना और जनजातीय चेतना तथा पर्यावरण चेतना की कविताएं। व्याख्यान-12

इकाई: 2 क. अज्ञेय – कलगी बाजरे की , यह द्वीप अकेला। व्याख्यान-12

ख . मुक्तिबोध – भूल गलती, दिमागी गुहान्धकार का ओराँगउटाँग ।

ग. नागार्जुन – अकाल और उसके बाद, कालिदास।

आलोचना: कवियों की काव्यगत विशेषताएँ, पठित कविताओं का सारांश एवं प्रतिपाद्य।

इकाई: 3 क. भवानी प्रसाद मिश्र – फूल कमल के, मंगल वर्षा, कहीं नहीं बचे। व्याख्यान-12

ख. कुंवर नारायण – नचिकेता ।

ग. सर्वेश्वर दयाल सक्सेना – मैंने कब कहाँ, छीनने आए हैं वे, हम ले चलेंगे।

आलोचना: कवियों की काव्यगत विशेषताएँ, पठित कविताओं का सारांश एवं प्रतिपाद्य।

इकाई: 4 क. केदारनाथ सिंह – फर्क नहीं पड़ता, आवाज। व्याख्यान-12

ख. धूमिल – मोचीराम, सुदूर पूर्व में, धूमिल की अन्तिम कविता।

ग. श्रीराम वर्मा – चक्रव्यूह, झील, आकण्ठ कुछ शब्द।

आलोचना: कवियों की काव्यगत विशेषताएँ, पठित कविताओं का सारांश एवं प्रतिपाद्य।

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उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी साहित्य के छायावादोत्तर काव्यांदोलन से अवगत हो चुके होंगे और छायावादोत्तर हिन्दी कविता के प्रतिनिधि कवियों की प्रमुख कविताओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56

2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ:-

1. मुक्तिबोधः ज्ञान और संवेदना : नन्दकिशोर नवल, राजकमल प्रकाशन, दिल्ली।
2. अज्ञेय की काव्य-तितीर्षा : नन्दकिशोर आचार्य, वाणी प्रकाशन, दिल्ली।
3. अज्ञेय की कविताः मूल्यांकन : चन्द्रकांत बान्दिवडेकर, राधाकृष्ण प्रकाशन, दिल्ली।
4. मुक्तिबोध की काव्य-प्रक्रिया : अशोक चक्रधर, भारतीय ग्रंथ निकेतन, दिल्ली।
5. कविता के नये प्रतिमान : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
6. समकालीन हिन्दी कविता : डॉ. विश्वनाथ प्रसाद तिवारी, वाणी प्रकाशन, दिल्ली।
7. अज्ञेय और आधुनिक रचना की समस्या : रामस्वरूप चतुर्वेदी
8. सदी के अन्त में कविता : सं. डॉ. विजयकुमार, वाणी प्रकाशन, दिल्ली।
9. समकालीन कविता का यथार्थ : डॉ. परमानन्द श्रीवास्तव, राजकमल प्रकाशन, दिल्ली।
10. नयी कविताः स्वरूप और संवेदना : डॉ. जगदीश गुप्त।
11. नयी कविता और अस्तित्ववाद : रामविलास शर्मा, राजकमल प्रकाशन , दिल्ली।
12. शब्द और मनुष्य : परमानन्द श्रीवास्तव, राजकमल प्रकाशन, दिल्ली।
13. कवि कह गया है : अशोक वाजपेयी
14. समकालीन कविता के बारे में : नरेन्द्र मोहन, वाणी प्रकाशन, दिल्ली।
15. रचना और आलोचना : देवीशंकर अवस्थी, वाणी प्रकाशन, दिल्ली।
16. रघुवीर सहाय का कवि कर्म : सुरेश शर्मा, वाणी प्रकाशन, दिल्ली
17. कवियों की पृथ्वी : अरविंद त्रिपाठी, आधार प्रकाशन, पंचकूला
18. समकालीन कविता के आयाम : पी. रवि, लोकभारती, इलाहाबाद
19. काव्यभाषा और नागार्जुन की कविता : कमलेश वर्मा, पेरियार प्रकाशन, पटना

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Rono Hills, Doimukh (A.P.)

तृतीय सत्र (प्रतिष्ठा)

पत्र : HIN-C-211

कथा साहित्य : कहानी एवं उपन्यास

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्न पत्र तृतीय सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। इस प्रश्नपत्र में परीक्षार्थियों से गद्य की विभिन्न विधाओं की जानकारी अपेक्षित है। इस पत्र में उपन्यास तथा कहानी, अध्ययन हेतु निर्धारित की गयी हैं।

इकाई: 1 हिंदी गद्य का इतिहास ; कहानी : परिभाषा, स्वरूप एवं तत्व; लोक कथा, कहानी एवं नई कहानी का अन्तर , हिन्दी कहानी का उद्भव और विकास।
उपन्यास : अर्थ एवं स्वरूप; उपन्यास के तत्व; हिन्दी उपन्यास का उद्भव और विकास।

व्याख्यान -12

इकाई : 2 **उपन्यास:**

पचपन खंभे लाल दीवारें : उषा प्रियंवदा

आलोचना : उषा प्रियंवदा की उपन्यास कला, पठित उपन्यास का प्रतिपाद्य, पठित उपन्यास की समीक्षा एवं चरित्र चित्रण। व्याख्यान -12

इकाई: 3 **कहानी:**

पाठ्य कहानियाँ

- उसने कहा था : चन्द्रधर शर्मा गुलेरी
- माँ : प्रेमचंद
- पाजेब : जैनेन्द्र कुमार
- दोपहर का भोजन : अमरकान्त

आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी कला। व्याख्यान -12

इकाई: 4 **कहानी :**

पाठ्य कहानियाँ :

- नीली झील : कमलेश्वर
- परदा : यशपाल
- प्रायाश्चित : भगवती चरण वर्मा
- मैं हार गई : मन्नू भंडारी

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Rono Hills, Doimukh (A.P.)

आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी कला। व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र कहानी एवं उपन्यास के सैद्धांतिक पक्ष से परिचित हो चुके होंगे और हिन्दी उपन्यास एवं हिन्दी कहानी से संबंधित प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. पाठ्यक्रम की इकाई 2, 3 तथा 4 से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। प्रत्येक व्याख्यांश के लिये विकल्प भी होंगे। 8X3 = 24

2. सम्पूर्ण पाठ्यक्रम से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारो प्रश्नों के लिये विकल्प भी रहेंगे। 14X4= 56

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ ग्रन्थ:

1. प्रेमचन्द और उनका युग : रामविलास शर्मा
2. कहानीः नयी कहानी : डॉ. नामवर सिंह
3. हिन्दी उपन्यास और यथार्थवाद : डॉ. त्रिभुवन सिंह
4. कुछ कहानियां : कुछ विचार : विश्वनाथ त्रिपाठी
5. हिन्दी कहानी का विकास : मधुरेश
6. नाटककार जयशंकर प्रसाद : सत्येन्द्रकुमार तनेजा
7. हिन्दी गद्य साहित्य : रामचन्द्र तिवारी
8. हिन्दी गद्यः विन्यास और विकास : रामस्वरूप चतुर्वेदी
9. उपन्यास का शिल्प : गोपाल राय
10. उपन्यास का यथार्थ और रचनात्मक भाषा : परमानंद श्रीवास्तव

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Rono Hills, Doimukh (A.P.)

तृतीय सत्र (प्रतिष्ठा)
पत्र: HIN-C-212
हिंदी नाट्य साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र तृतीय सत्र हिन्दी (प्रतिष्ठा) के परीक्षार्थियों के लिए है। इस प्रश्नपत्र में परीक्षार्थियों को हिंदी नाटक का इतिहास एवं विकास, लोकरंग परंपराओं का हिंदी रंगमंच पर प्रभाव तथा हिंदी रंगमंच के विभिन्न रूपों से अवगत कराना है।

इकाई : 1 नाटक का सैद्धान्तिक पक्ष : नाटक- उद्भव और विकास, नाटक अर्थ, स्वरूप एवं तत्व; नाटक एवं एकांकी में अन्तर; एकांकी –उद्भव और विकास, एकांकी के तत्व। व्याख्यान -12

इकाई: 2 नाटक : (क)

- अंधेर नगरी : भारतेन्दु हरिश्चन्द्र
- ध्रुवस्वामिनी : जयशंकर प्रसाद

आलोचना: नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा, प्रतिपाद्य। व्याख्यान -12

इकाई: 3 नाटक : (ख)

- बकरी : मोहन राकेश
- कबीरा खड़ा बाज़ार में : भीष्म साहनी

आलोचना: नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा, प्रतिपाद्य। व्याख्यान -12

इकाई: 4 एकांकी :

- पारिजात हरण : शंकरदेव
- दीपदान : रामकुमार वर्मा

आलोचना: एकांकीकारों की एकांकी-कला, पठित एकांकीयों की समीक्षा, प्रतिपाद्य।

व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र नाटक एवं एकांकी के सैद्धांतिक पक्ष से परिचित हो चुके होंगे और हिन्दी नाटक, एकांकी से संबंधित प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

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निर्देश:

1. इस पत्र की इकाई 2, 3 तथा 4 से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। प्रत्येक व्याख्यांश के लिये विकल्प भी होंगे। 8X3 = 24
2. प्रत्येक इकाई से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारो प्रश्नों के लिये विकल्प भी रहेंगे। 14X4= 56

कार्य-सम्पादन- पद्धति

व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

ग्रन्थ सूची:

1. हिंदी नाटक उद्भव और विकास : डॉ.दशरथ ओझा, राजपाल एण्ड सन्स, दिल्ली
2. रंग दर्शन : नेमिचंद्र जैन
3. हिंदी नाटक : बच्चन सिंह, लोकभारती प्रकाशन,नई दिल्ली
4. हिंदी गद्य का साहित्य : रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
5. संक्षिप्त नाट्यशास्त्रम् : राधावल्लभ त्रिपाठी
6. हिंदी का गद्यपर्व : नामवर सिंह, राजकमल
7. रंगमंच : नया परिदृश्य : रीतारानी पालीवाल
8. महाकवि शंकरदेव : विचारक एवं समाजसुधारक : डॉ. कृष्ण नारायण प्रसाद 'मागध'
9. मोहन राकेश का रंगमंच : चंदन कुमार
10. एकांकी और एकांकीकार : रामचरण महेन्द्र
11. शंकरदेव के नाटक और रंगमंचीयता : डॉ. धर्मदेव तिवारी 'शास्त्री'
12. हिंदी नाटक का आत्मसंघर्ष : गिरीश रस्तोगी
13. आधुनिक हिंदी नाटक : डॉ. नगेन्द्र
14. भारतीय नाट्य परंपरा : नेमिचन्द्र जैन
15. दो रंगपुरुष : डॉ.जमुना बीनी तादर. रीडिंग रूम्स, दिल्ली

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तृतीय सत्र (प्रतिष्ठा)

पत्र : HIN-C-213

कथेतर गद्य साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पत्र में परीक्षार्थियों को हिंदी गद्य के कथा साहित्य से भिन्न अन्य गद्य विधाओं का ज्ञान प्राप्त कराया जायेगा। इसके साथ ही छात्रों को हिंदी की कथेतर विधाओं के स्वरूप की जानकारी करायी जायेगी।

इकाई 1.

जीवनी : जीवनी की परिभाषा एवं वैशिष्ट्य ; प्रमुख जीवनी लेखकों का परिचय, निबंध : परिभाषा ; स्वरूप एवं विशेषताएं, आत्मकथा : परिभाषा एवं विशेषताएं ; हिंदी के प्रमुख आत्मकथाकार, यात्रा वृतांत : परिभाषा; स्वरूप एवं विशेषताएं, संस्मरण, डायरी, रेखाचित्र, पत्रसाहित्य एवं रिपोर्ताज की परिभाषा एवं विशेषताएं। व्याख्यान – 12

इकाई 2. **क. जीवनी:**

- प्रेमचंद घर में : शिवानी देवी

आलोचना: जीवनी साहित्य का स्वरूप, प्रेमचंद का जीवन और रचना कर्म, एक सफल जीवनी के रूप में 'प्रेमचंद घर में' की समीक्षा।

ख. निबंध:

- ईर्ष्या : रामचन्द्र शुक्ल
- नाखून क्यों बढ़ते हैं : हजारी प्रसाद द्विवेदी
- मजदूरी और प्रेम : सरदार पूर्ण सिंह
- रस आखेटक : कुबेरनाथ राय

आलोचना: पठित निबंधों की समीक्षा एवं सारांश। व्याख्यान – 12

इकाई 3. **क. आत्मकथा:**

- हादसे : रमणिका गुप्ता

आलोचना: आत्मकथा का स्वरूप, हादसे की समीक्षा, रमणिका गुप्ता का रचना संसार।

ख. रेखाचित्र

- लछमा (पाठ्यपुस्तक : अतीत के चलचित्र) : महादेवी वर्मा
- सुभान खाँ (पाठ्य पुस्तक : माटी की मूरतें) : रामवृक्ष बेनीपुरी

आलोचना: पठित रेखाचित्रों की समीक्षा एवं सारांश। व्याख्यान – 12

इकाई 4. **क. यात्रा वृतांत** : पाठ्य पुस्तक: गद्य-धारा-सं. सुशील कुमार महेश्वरी, राधाकृष्ण।

- अथातो घुमक्कड़-जिज्ञासा : राहुल सांकृत्यायन

आलोचना: हिन्दी यात्रा साहित्य और राहुल सांकृत्यायन, राहुल के यात्रा साहित्य की विशेषताएँ।

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ख. संस्मरण तथा रिपोर्ताज (पाठ्यपुस्तक : गद्य गौरव – सं. डॉ. ई. रा. स्वामी, राजकमल प्रकाशन)

- महात्मा गाँधी : रामकुमार वर्मा
- ऋणजल-धनजल : फणीश्वरनाथ रेणु

आलोचना: संस्मरण तथा रिपोर्ताज का स्वरूप, पठित पाठों की समीक्षा एवं लेखक परिचय।

व्याख्यान – 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी के जीवनी साहित्य, आत्मकथा साहित्य, यात्रा साहित्य, संस्मरण साहित्य, डायरी साहित्य, रेखाचित्र साहित्य, पत्र साहित्य एवं रिपोर्ताज साहित्य से परिचित होंगे तथा जीवनी, निबंध, आत्मकथा, रेखाचित्र, यात्रा वृत्तांत, संस्मरण तथा रिपोर्ताज से संबंधित प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की इकाई 2, 3 तथा 4 से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। उनके लिये विकल्प भी रहेंगे। 8X3 = 24
2. प्रत्येक इकाई से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारों प्रश्नों के लिये विकल्प भी रहेंगे। 14X4= 56

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ –

1. हिंदी का गद्य विन्यास और विकास : रामस्वरूप चतुर्वेदी
2. हिंदी गद्य साहित्य : रामचन्द्र तिवारी
3. हिंदी गद्य रूप सैद्धान्तिक विवेचन : निर्मला देवी श्रीवास्तव
4. हिंदी निबंध उद्भव और विकास : हरिचरण शर्मा
5. हिंदी का आधुनिक यात्रा साहित्य : प्रतापपाल शर्मा
6. गद्य की नई विधाओं का विकास : माजदा असद
7. गद्य की पहचान : अरुण प्रकाश
8. दूसरी परंपरा की खोज : नामवर सिंह
9. हिंदी ललित निबंध : स्वरूप विवेचन : वेदवती राठी
10. हिंदी जीवनी साहित्य : सिद्धांत और अध्ययन : डॉ. भगवानशरण भारद्वाज

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चतुर्थ सत्र (प्रतिष्ठा)

पत्र : HIN-C-221

हिंदी गद्य साहित्य का इतिहास

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पत्र के द्वारा परीक्षार्थियों को साहित्य की नवीन गद्य विधाओं से परिचय कराया जाएगा। परीक्षार्थी को गद्य साहित्य के माध्यम से विभिन्न युगीन चुनौतियों को समझने में मदद मिलेगी। इस पत्र के माध्यम से छात्रों में युगीन राजनीतिक, सामाजिक, सांस्कृतिक तथा आर्थिक परिवेशों के प्रति एक व्यापक समझ विकसित होगी।

इकाई : 1

हिन्दी गद्य का उद्भव और विकास; आधुनिककालीन परिस्थितियों का हिन्दी गद्य के विकास में योगदान; भारतेन्दु पूर्व हिन्दी गद्य और गद्यकार; भारतेन्दुयुगीन हिन्दी गद्य एवं गद्यकार; आधुनिक हिन्दी गद्य के प्रारम्भिक उन्नयन में विभिन्न व्यक्तियों एवं संस्थाओं की भूमिका; भारतेन्दु हरिश्चन्द्र का हिन्दी गद्य को अवदान; हिन्दी गद्य के विकास में आ. महावीरप्रसाद द्विवेदी की भूमिका। व्याख्यान – 12

इकाई : 2 हिन्दी नाटक एवं एकांकी:

हिंदी नाटक, एकांकी एवं निबन्ध साहित्य का उद्भव और विकास , हिंदी नाटक के विकास में भारतेंदु का योगदान, हिंदी के प्रमुख नाटककार एवं उनका वैशिष्ट्य, हिंदी के प्रमुख एकांकीकार एवं उनकी एकांकी, हिंदी निबंध के विकास में आचार्य रामचन्द्र शुक्ल तथा हजारी प्रसाद द्विवेदी का योगदान। व्याख्यान – 12

इकाई : 3 हिन्दी कहानी एवं उपन्यास:

हिंदी कहानी एवं उपन्यास साहित्य का उद्भव और विकास, हिंदी के प्रारंभिक दौर की कहानी एवं कहानीकार, हिंदी उपन्यास के विकास के विभिन्न चरण, हिंदी उपन्यास के क्षेत्र में प्रेमचंद का स्थान, हिंदी के महिला उपन्यासकार एवं उनकी रचनाएं। व्याख्यान – 12

इकाई : 4 निबंध एवं अन्य गद्य विधाएँ:

हिंदी के प्रमुख निबंधकार एवं उनके निबंध, हिंदी के प्रमुख ललित निबंधकार, संस्मरण, जीवनी, आत्मकथा, साक्षात्कार, रिपोर्ताज, यात्रा-साहित्य तथा पत्र साहित्य का उद्भव और विकास, हिंदी के कथेतर साहित्य की विशेषताएं। व्याख्यान – 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र आधुनिक काल में गद्य के उत्थान, भारतेन्दुयुगीन एवं द्विवेदीयुगीन गद्य के बारे में जानकारी प्राप्त कर चुके होंगे। छात्र नाटक, एकांकी, निबंध, कहानी, उपन्यास, संस्मरण, जीवनी, आत्मकथा, साक्षात्कार, रिपोर्ताज, यात्रा साहित्य एवं पत्र साहित्य जैसी विधाओं एवं उसके इतिहास से अवगत हो चुके होंगे।

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निर्देश:

1. प्रत्येक इकाई से दो-दो प्रश्न पूछे जायेंगे जिनमें से एक-एक का उत्तर लिखना होगा। 15×4=60

2. सभी इकाइयों से 4 टिप्पणियों के उत्तर लिखने हैं। टिप्पणियों के विकल्प भी होंगे। 5×4=20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास : आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
2. हिन्दी साहित्य का इतिहास : सं. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली।
3. हिन्दी साहित्य और संवेदना का विकास : डॉ. रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद।
4. हिन्दी साहित्य का दूसरा इतिहास : डॉ. बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली।
5. साहित्यिक निबंध : सं. डॉ. त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, वाराणसी।
6. साहित्यिक निबंध : डॉ. गणपति चन्द्र गुप्त, लोकभारती, इलाहाबाद।
7. वृहद साहित्यिक निबंध : डॉ. रामसागर त्रिपाठी, डॉ. शांतिस्वरूप गुप्त।
8. हिन्दी गद्य : विन्यास और विकास : डॉ. रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद।
9. उर्दू साहित्य का आलोचनात्मक इतिहास : डॉ. एहतेशाम हुसैन, लोकभारती, इलाहाबाद।
10. समकालीन हिन्दी साहित्य : विविध परिदृश्य : डॉ. रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद।
11. हिंदी नवजागरण और जातीय गद्य परंपरा : कर्मेन्दु शिशिर, आधार प्रकाशन प्राइवेट लिमिटेड, पंचकूला।
12. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।
13. महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।

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चतुर्थ सत्र (प्रतिष्ठा)

पत्र : HIN-C- 222

हिंदी आलोचना

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य: विद्यार्थी हिन्दी आलोचना के विकासक्रम को ठीक से समझ पाएंगे साथ ही आलोचना की विभिन्न दृष्टियों को भी जान सकेंगे। इस पत्र में विद्यार्थियों से हिन्दी के प्रमुख आलोचकों को जानने की अपेक्षा रहेगी।

इकाई: 1 हिन्दी आलोचना का विकास एवं मुख्य आलोचना दृष्टियाँ : हिन्दी आलोचना का आरंभिक स्वरूप; हिन्दी आलोचना का विकास; हिन्दी आलोचना की प्रमुख दृष्टियाँ - शास्त्रीय, ऐतिहासिक, मार्क्सवादी, समाजशास्त्रीय, मनोविश्लेषणवादी, रूपवादी, दलित-विमर्श, स्त्री-विमर्श।

व्याख्यान-12

नोट: इकाई 2,3 तथा 4 के लिए आलोचना के बिंदु: आलोचकों की आलोचना दृष्टियाँ, उनकी आलोचना की मूल स्थापनाएँ, हिन्दी आलोचना में आलोचक के रूप में उनका स्थान।

इकाई: 2 हिन्दी के प्रमुख आलोचक – I.
1. रामचन्द्र शुक्ल
2. हजारी प्रसाद द्विवेदी

व्याख्यान-12

इकाई: 3 हिन्दी के प्रमुख आलोचक - II
1. डॉ. नगेन्द्र
2. नन्द दुलारे वाजपेयी

व्याख्यान-12

इकाई: 4 हिन्दी के प्रमुख आलोचक - III
1. डॉ. रामस्वरूप चतुर्वेदी
2. रामविलास शर्मा

व्याख्यान-12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी आलोचना के विकास एवं मुख्य आलोचना दृष्टियाँ तथा हिन्दी के प्रमुख आलोचकों से परिचित हो चुके होंगे।

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निर्देश :

1. प्रत्येक इकाई से दो-दो आलोचनात्मक प्रश्न पूछे जायेंगे जिनमें से एक-एक का उत्तर लिखना होगा। 15×4= 60 अंक

2. पाँचवें प्रश्न के रूप में कुल आठ टिप्पणियां पूछी जायेंगी। इनमें से चार के उत्तर लिखने होंगे। 5×4=20 अंक

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ:

1. चिंतामणि भाग 1 : आचार्य रामचन्द्र शुक्ल
2. आलोचक और आलोचना : बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली।
3. हिन्दी आलोचना का विकास : नंदकिशोर नवल, राजकमल प्रकाशन, दिल्ली।
4. हिन्दी आलोचना: शिखरों का साक्षात्कार : डॉ. रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद।
5. आचार्य हजारी प्रसाद द्विवेदी का साहित्य : डॉ. चौथीराम यादव, हरियाणा ग्रन्थ अकादमी।
6. हिंदी जाति का साहित्य : रामविलास शर्मा
7. नई कविता और अस्तित्ववाद : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।
8. दलित साहित्य का सौन्दर्यशास्त्र : ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, दिल्ली।
9. दलित विमर्श की भूमिका : कंवल भारती, इतिहासबोध प्रकाशन, इलाहाबाद।
10. स्त्री उपेक्षिता : सीमोन द बोउवार, अनु.- प्रभा खेतान, हिन्द पाकेट बुक्स; दिल्ली।
11. हिन्दी आलोचना : विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, दिल्ली।
12. इतिहास और आलोचना : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
13. दूसरी परंपरा की खोज : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
14. हिन्दी आलोचना का विकास : मधुरेश, लोकभारती प्रकाशन, दिल्ली।
15. रामचन्द्र शुक्ल और हिन्दी आलोचना : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।
16. हिंदी के प्रहरी : रामविलास शर्मा : सं. विश्वनाथ त्रिपाठी, वाणी प्रकाशन, दिल्ली।
17. आलोचना की सामाजिकता : मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली।
18. आलोचना और आलोचना : देवी शंकर अवस्थी, वाणी प्रकाशन, दिल्ली।
19. वाद विवाद संवाद : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
20. आचार्य रामचन्द्र शुक्ल : रामचन्द्र तिवारी, साहित्य अकादेमी, नई दिल्ली
21. डॉ. नगेन्द्र : निर्मला जैन, साहित्य अकादेमी, नई दिल्ली
22. हिंदी गद्य : विन्यास और विकास : रामस्वरूप चतुर्वेदी

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चतुर्थ सत्र (प्रतिष्ठा)

पत्र : HIN-C-223

हिन्दी भाषा एवं भाषा विज्ञान

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र पंचम सत्र (प्रतिष्ठा) के विद्यार्थियों को भाषा विज्ञान के सिद्धान्त, हिन्दी भाषा और लिपि का ज्ञान कराने के लिये है। विद्यार्थी हिंदी की विविध बोलियों से परिचित हो सकेंगे।

इकाई:1 भाषा की परिभाषा तथा अभिलक्षण; भाषा विज्ञानः अध्ययन की दिशाएँ- वर्णनात्मक, ऐतिहासिक और तुलनात्मक; भाषा विज्ञान का अन्य विज्ञानों से सम्बन्ध। व्याख्यान -12

इकाई: 2 **ध्वनि विज्ञान:**

स्वर स्वनों का वर्गीकरण, व्यंजन स्वनों का वर्गीकरण, मान स्वर, स्वन परिवर्तन की दिशाएँ और कारण। व्याख्यान -12

इकाई: 3 **अर्थ विज्ञान:** अर्थ की अवधारणा, शब्द और अर्थ का सम्बन्ध, अर्थ परिवर्तन के कारण।

रूप विज्ञान: शब्द और पद के भेद, पद परिवर्तन के कारण। व्याख्यान -12

इकाई : 4 हिन्दी भाषा : हिंदी भाषा का इतिहास ; हिन्दी की बोलियों का वर्गीकरण, भाषा और बोली में अंतर ।

देवनागरी लिपि: नामकरण, देवनागरी लिपि की विशेषताएं एवं मानकीकरण के प्रयास। व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भाषा विज्ञान एवं हिन्दी भाषा की मुख्य विषयवस्तु यथा भाषा के लक्षण, भाषा विज्ञान के अध्ययन की दिशाएँ, ध्वनि, अर्थ, रूप के विविध पहलू तथा हिन्दी भाषा एवं देवनागरी लिपि के इतिहास की जानकारी प्राप्त कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60

2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

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कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थः

1. भाषा विज्ञान की भूमिका : देवेन्द्रनाथ शर्मा
2. भाषा विज्ञान : डॉ. भोलानाथ तिवारी
3. भाषा विज्ञान एवं भाषा शास्त्र : डॉ. कपिलदेव द्विवेदी
4. हिन्दी भाषा : डॉ. भोलानाथ तिवारी
5. हिन्दी भाषाः उद्भव और विकास : डॉ. उदय नारायण तिवारी
6. शब्दार्थ तत्त्व : डॉ. शोभाकान्त मिश्र
7. आधुनिक भाषा विज्ञान : डॉ. राजमणि शर्मा
8. हिन्दी भाषा का इतिहास : डॉ.धीरेन्द्र वर्मा
9. हिन्दी भाषाः स्वरूप और विकासः : कैलाशचन्द्र भाटिया
10. भाषा और समाज : रामविलास शर्मा

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पंचम सत्र (प्रतिष्ठा)

पत्र – HIN-C- 311

भारतीय काव्यशास्त्र

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र पंचम सत्र में हिन्दी (प्रतिष्ठा) के विद्यार्थियों के लिये है। इसमें विद्यार्थी भारतीय काव्य सिद्धान्तों के सम्बन्ध में सम्यक् ज्ञान प्राप्त करने के साथ-साथ काव्य के महत्वपूर्ण उपादानों से भी परिचित होंगे । इस पत्र के माध्यम से विद्यार्थी कविता के मानकों को ठीक से समझ पायेंगे और काव्य की सही विश्लेषण करने में सक्षम होंगे ।

इकाई:1

भारतीय काव्यशास्त्रः भारतीय काव्यशास्त्र का संक्षिप्त इतिहास; काव्य-लक्षण; काव्य–प्रयोजन; काव्य-हेतु; काव्य के गुण-दोष, शब्द-शक्ति । व्याख्यान-12

इकाई: 2 (क) रस सिद्धांत : रस का स्वरूप और भेद, रस निष्पत्ति तथा साधारणीकरण ।

(ख) ध्वनि सिद्धांत : ध्वनि की परिभाषा तथा उसके भेद । व्याख्यान-12

इकाई: 3 (क) अलंकार सिद्धांत : परिभाषा, लक्षण तथा उसके भेद ।

(ख) रीति सिद्धांत : रीति का अर्थ, रीति के भेद । व्याख्यान-12

इकाई: 4 (क) वक्रोक्ति सिद्धांत : वक्रोक्ति की अवधारणा तथा वक्रोक्ति के भेद ।

(ख) औचित्य सिद्धांत : औचित्य की अवधारणा तथा उनके भेद । व्याख्यान-12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भारतीय काव्यशास्त्र की गौरवशाली परंपरा से परिचित हो चुके होंगे। काव्यशास्त्र की प्रमुख अवधारणाओं एवं रस, अलंकार, रीति, ध्वनि, वक्रोक्ति एवं औचित्य जैसे काव्य तत्वों से अवगत हो चुके होंगे।

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सयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60

2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. संस्कृत आलोचना : आचार्य बलदेव उपाध्याय
2. भारतीय एवं पाश्चात्य काव्यशास्त्र : डॉ. भगीरथ मिश्र
3. भारतीय एवं पाश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना : डॉ. रामचन्द्र तिवारी
4. पाश्चात्य काव्यशास्त्र : डॉ. देवेन्द्रनाथ शर्मा
5. काव्यशास्त्र विमर्श : डॉ. कृष्णनारायण प्रसाद 'मागध'
6. काव्यांग कौमुदी : आ. विश्वनाथ प्रसाद मिश्र
7. काव्य के तत्त्व : देवेन्द्रनाथ शर्मा
8. भारतीय काव्यशास्त्र : सत्यदेव चौधरी
9. भारतीय काव्यशास्त्र की भूमिका : डॉ. नगेन्द्र
10. रस मीमांसा : आचार्य रामचन्द्र शुक्ल
11. भारतीय काव्यशास्त्र के नए क्षितिज : डॉ. राममूर्ति त्रिपाठी

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Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

पंचम सत्र (प्रतिष्ठा)

पत्र : HIN-C–312

पाश्चात्य काव्यशास्त्र

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र षष्ठ सत्र में हिन्दी (प्रतिष्ठा) के विद्यार्थियों के लिये है। इसमें विद्यार्थी पश्चिमी साहित्य चिंतन की परंपरा का ज्ञान प्राप्त करने के साथ-साथ पश्चिमी आलोचना दृष्टि को भी ठीक से समझ पायेंगे। विद्यार्थी भारतीय एवं पाश्चात्य आलोचना दृष्टियों का तुलनात्मक विवेचन भी कर सकेंगे।

इकाई:1 .

क. प्लेटो : काव्य सम्बन्धी अवधारणाएं।
ख. अरस्तू : अनुकरण सम्बन्धी अवधारणा, विरेचन एवं त्रासदी के सिद्धांत।
ग. लोंजाइनस : उदात्त सिद्धांत। व्याख्यान-12

इकाई: 2

क. वर्ड्सवर्थ : काव्य भाषा का सिद्धांत।
ख. कॉलरिज : काव्य सम्बन्धी अवधारणा , कल्पना एवं फैंटेसी का सिद्धांत।
ग. क्रोचे : अभिव्यंजना का सिद्धांत । व्याख्यान-12

इकाई: 3

क. टी.एस. इलिएट : परंपरा और वैक्तिक प्रतिभा।
ख. आई. ए. रिचडर्स : मूल्य सिद्धांत तथा संप्रेषण का सिद्धांत।
ग. फ्रायड: मनोवैज्ञानिक कला-चिंतन। व्याख्यान-12

इकाई: 4

प्रमुख वाद और सिद्धांत : स्वच्छन्दतावाद, अस्तित्ववाद, मार्क्सवाद, मनोविश्लेषणवाद तथा आधुनिकतावाद, प्रतीक और बिम्ब। व्याख्यान-12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र पाश्चात्य काव्यशास्त्र की गौरवशाली परंपरा और प्रमुख आचार्यों के साहित्य चिंतन से परिचित हो चुके होंगे और उन्हें पाश्चात्य साहित्य चिंतन के प्रमुख वादों और सिद्धांतों की जानकारी प्राप्त हो चुकी होगी।

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Jt. Registrar (Acad. & Conf.)
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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. पाश्चात्य काव्यशास्त्र के सिद्धांत : डॉ. शांतिस्वरूप गुप्त
2. पाश्चात्य काव्यशास्त्र : देवेन्द्रनाथ शर्मा
3. पाश्चात्य काव्यशास्त्र : बच्चन सिंह
4. पाश्चात्य काव्यशास्त्र: इतिहास, सिद्धांत और वाद : डॉ. भगीरथ मिश्र
5. पाश्चात्य साहित्य चिंतन : निर्मला जैन
6. पाश्चात्य काव्यशास्त्र : विजय बहादुर सिंह

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षष्ठ सत्र (प्रतिष्ठा)

पत्र: HIN-C- 321

मीडिया के विविध आयाम

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र षष्ठ सत्र हिन्दी (प्रतिष्ठा) के परीक्षार्थियों के लिए है। इस प्रश्नपत्र में परीक्षार्थियों को मीडिया के विविध रूपों से परिचित होने का अवसर प्राप्त होगा तथा मीडिया के क्षेत्र में रोजगार की संभावनाओं को तलाशने में उन्हें सहायता प्राप्त होगी। इस पत्र में परीक्षार्थियों को मीडिया लेखन के विविध आयाम का अभ्यास कराये जायेंगे ताकि वे सृजनात्मक लेखन में दक्षता प्राप्त कर सकें।

इकाई 1:

मीडिया : उद्भव और विकास, स्वाधीनता पूर्व मीडिया लेखन, स्वातंत्र्योत्तर मीडिया लेखन, मीडिया की उपयोगिता, मीडिया के विविध रूप - प्रिंट मीडिया, इलेक्ट्रॉनिक मीडिया – टेलीविजन, रेडियो और फिल्म।

व्याख्यान-12

इकाई 2:

मीडिया और हिन्दी भाषा: मीडिया में प्रयुक्त हिन्दी शब्दावली और उनका प्रयोग क्षेत्र, हिन्दी मीडिया का वर्तमान स्वरूप, समाचार लेखन की भाषा, रेडियो तथा टेलीविज़न हेतु हिन्दी कार्यक्रम निर्माण, सोशल मीडिया की भाषा। व्याख्यान-12

इकाई 3:

जनमाध्यम लेखन: परिचय एवं अवधारणा, मीडिया लेखन के सृजनात्मक आयाम, समाचार लेखन,फीचर लेखन, स्तंभ लेखन, अग्रलेख लेखन, इलेक्ट्रॉनिक माध्यमों के लिए लेखन- रेडियो, टेलीविज़न एवं फिल्म।

व्याख्यान-12

इकाई 4 :

सूचना एवं संचार-प्रौद्योगिकी (आई सी टी): न्यू मीडिया का आभासी संचार (वर्चुअल वर्ल्ड), डिजिटलाइजेशन एवं हिंदी मीडिया, यूनिकोड की विशेषताएँ,न्यू मीडिया के विविध रूप: उपादेयता एवं महत्व,न्यू मीडिया का सामाजिक एवं सांस्कृतिक प्रभाव। व्याख्यान-12

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Rono Hills, Doimukh (A.P.)

उपलब्धियां - इस पत्र द्वारा विद्यार्थी मीडिया के पारम्परिक एवं आधुनिक विभिन्न पक्षों से परिचित हुए। मीडिया की मौजूदा कार्य-संस्कृति में लेखन एवं प्रस्तुति, तकनीकी-प्रौद्योगिक आधारित बहुविध जानकारियों से अवगत हुए। साथ ही मीडिया के प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लेखन-सम्पादन की व्यावहारिक जानकारी को विद्यार्थी भली-भाँति जान पाए।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. विज्ञापन माध्यम एवं प्रचार : डॉ. विजय कुलश्रेष्ठ
2. जनसंचार माध्यम : विविध आयाम : बृज मोहन गुप्त
3. जनमाध्यम : संप्रेषण और विकास : देवेन्द्र इस्सर
4. हिंदी पत्रकारिता : कल आज और कल : सं. सुरेश गौतम
5. मीडिया की भाषा : डॉ. वसुधा गाडगिल
6. टेलीविजन की दुनिया : प्रभु झिंगरन
7. पत्रसंपादन कला : नन्द किशोर त्रिखा

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षष्ठ सत्र (प्रतिष्ठा)

पत्र : HIN-C-322

प्रयोजनमूलक हिन्दी

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्न पत्र षष्ठ सत्र हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिए है। इस पत्र में विद्यार्थियों को प्रयोजनमूलक हिन्दी, हिन्दी भाषा, हिन्दी पत्रकारिता एवं पत्र-लेखन के संबंध में समझ विकसित करायी जाएगी।

इकाई: 1 प्रयोजनमूलक हिन्दी: परिभाषा और स्वरूप; प्रयोजनमूलक हिन्दी की आवश्यकता एवं विशेषताएँ। राष्ट्रभाषा, राजभाषा का स्वरूप : सम्पर्क भाषा: स्वरूप; सम्पर्क भाषा के रूप में हिन्दी का राष्ट्रीय एवं सामाजिक परिप्रेक्ष्य; स्वाधीनता संग्राम में हिन्दी की भूमिका; पूर्वोत्तर भारत में सम्पर्क भाषा के रूप में हिन्दी के प्रचार और प्रसार की उपयोगिता; प्रचार में आने वाली समस्याएँ, समाधान और सुझाव। व्याख्यान-12

इकाई: 2 **राजभाषा**

राजभाषा: अर्थ एवं स्वरूप; हिन्दी की संवैधानिक स्थिति ; अनुच्छेद 343 से 351; राजभाषा नियम 1976 यथा संशोधित 1987; राजभाषा के रूप में हिन्दी के प्रयोग में आने वाली समस्याएँ और सुझाव, राजभाषा संकल्प, त्रिभाषा सूत्र। व्याख्यान-12

इकाई: 3 **हिन्दी पत्रकारिता एवं संचार माध्यम**

पत्रकारिता- हिन्दी पत्रकारिता के विकास का संक्षिप्त परिचय; साहित्यिक पत्रकारिता; हिन्दी पत्रकारिता की वर्तमान स्थिति।

संचार माध्यम- हिन्दी भाषा और साहित्य के विकास में आकाशवाणी, दूरदर्शन एवं चित्रपट का योगदान; रेडियो लेखन की कला। व्याख्यान-12

इकाई 4 **पत्र लेखन:** सरकारी तथा अर्धसरकारी पत्र, सूचना, ज्ञापन, आदेश, टिप्पणी, अनुस्मारक, प्रतिवेदन, मसौदा लेखन, तथा विज्ञापन लेखन।

अनुवाद एवं पारिभाषिक शब्दावली: परिभाषा; अनुवाद के प्रकार; अनुवाद: समस्याएँ और समाधान। पारिभाषिक शब्दावली: स्वरूप एवं परिभाषा; 100 पारिभाषिक शब्द। व्याख्यान-12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थी राजभाषा सम्बन्धी जरूरी सांविधानिक प्रावधान तथा उनके महत्त्व से परिचित हुए। विद्यार्थियों को इस पत्र द्वारा प्रयोजनमूलक हिंदी के क्षेत्र में कौशल-विकास हेतु हिन्दी भाषा के विविध रूपों तथा उनके व्यापक सम्पर्क-क्षेत्र से परिचित कराया गया। विद्यार्थियों को हिन्दी पत्रकारिता और संचार माध्यम के

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बहुआयामी रूपों के विवेचन-विश्लेषण से हिन्दी की बढ़ती उपादेयता तथा लेखन आधारित बारीकियों की जानकारी मिली। प्रयोजनमूलक हिन्दी के मुख्य परिक्षेत्र पत्र-लेखन, अनुवाद तथा विभिन्न प्रकार की शब्दावलियों के महत्त्व एवं उपयोगिता आदि से विस्तारपूर्वक अवगत होने का अवसर मिला।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15 X4= 60
2. चारों इकाईयों से एक-एक टिप्पणी पूछी जायेगी जिनमें से किन्हीं दो के उत्तर देने होंगे। 5X2= 10
3. इस पत्र में निर्धारित 100 पारिभाषिक शब्दों में से दस पारिभाषिक शब्द परीक्षा में पूछे जायेंगे। 1X10= 10

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. राजभाषा हिन्दी प्रचलन : डॉ. रामेश्वर प्रसाद
2. हिन्दी पत्रकारिता : डॉ. वेदप्रताप वैदिक
3. व्यावहारिक राजभाषा : डॉ. नारायणदत्त पालीवाल
4. अनुवादः सिद्धान्त और प्रयोग : गोपीनाथन, जी
5. हिन्दी शब्द-अर्थ प्रयोग : डॉ. हरदेव बाहरी
6. पूर्वोत्तर में हिन्दी प्रचार-प्रसार : चित्र महन्त
7. प्रयोजनमूलक हिन्दी : डॉ. महन्त
8. प्रयोजनमूलक हिन्दी : डॉ. रवीन्द्रनाथ श्रीवास्तव
9. अरुणाचल प्रदेश में हिन्दीः अध्ययन के नये आयाम :डॉ. श्यामशंकर सिंह

अंग्रेजी के सौ पारिभाषिक शब्द हिंदी अर्थ के साथ :

1. Abandonment - परित्याग
2. Ability - योग्यता
3. Abolition - उन्मूलन, अंत
4. Abridge - संक्षेप करना, न्यून करना
5. Absence - अनुपस्थिति
6. Absolve - विमुक्त करना
7. Absorb - अवशोषण करना, समाहित करना
8. Abstract - सार
9. Absurdity - अर्थहीनता, बेतुकापन

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10. Academic - शैक्षणिक
11. Academy - अकादमी
12. Acceptance - स्वीकार
13. Account - लेखा, खाता
14. Accurate - यथार्थ
15. Accuse - अभियोग लगाना
16. Adjustment - समायोजन
17. Adjuster -समायोजक
18. Administrative - प्रशासकीय
19. Admonition - भर्त्सना
20. Affidavit - शपथनामा
21. Affiliate - सम्बद्ध करना
22. Allotment - आबंटन
23. Ambassador - राजदूत
24. Bench - न्यायपीठ
25. Bribe - घूस,रिश्वत
26. Broadcast - प्रसारण
27. Cabinet - मंत्रिमंडल
28. Capital - पूँजी
29. Catalogue - ग्रंथसूची
30. Caution - सावधान
31. Cell - कोष्ठ /कक्ष
32. Censure Motion - निन्दा प्रस्ताव
33. Circle - इलाका / अंचल
34. Claim - दावा
35. Claimant - दावेदार
36. Clause - खंड
37. Collusion - दुरभिसंधि
38. Commemoration - स्मारक
39. Commencement - प्रारंभ
40. Comment - टीका, टिप्पणी
41. Concern - प्रतिष्ठाण/सरोकार/चिंता/समुद्यम
42. Concession - रियायत
43. Confidential - गोपनीय

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44. Confirmation -पुष्टि करना
45. Contribution - अंशदान
46. Corrigendum - शुद्धिपत्र
47. Controversial - विवादास्पद
48. Corroborate - संपुष्टि करना
49. Credibility - विश्वसनीयता
50. Defamation - मानहानि
51. Defence - रक्षा
52. Defendant - प्रतिवादी
53. Deficiency - कमी
54. Denial - अस्वीकार
55. Department - विभाग
56. Deposit - निक्षेप / जमा
57. Deputy - उप
58. Detective - गुप्तचर /जासूस
59. Dignitary - उच्चपदधारी / उच्चपदस्थ
60. Discrepancy - विसंगति
61. Dismiss - पदच्युत करना
62. Disobey - अवज्ञा करना / आज्ञा न मानना
63. Disposal - निपटान / निवर्तन
64. Disqualify - अनर्ह करना / अनर्ह होना
65. Disregard - अवहेलना
66. Ditto - यथोपरि / जैसे ऊपर
67. Duration - अवधि
68. Draft - प्रारूप /मसौदा
69. Earmark - चिह्न करना/उद्दिष्ट करना
70. Eligible - पात्र
71. Embassy - राजदूतावास
72. Emblem - प्रतीक / चिह्न
73. Enrolment - नामांकन
74. Ensure - आश्वस्त करना
75. Entitle - हकदार होना
76. Extensive - व्यापक / विस्तृत
77. Faculty -संकाय

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78. Financial - वित्तीय
79. Forward - अग्रेषित करना
80. Judgement - निर्णय
81. Legislative - विधान मंडल
82. Leisure - अवकाश
83. Lien - पुनर्ग्रहणाधिकार
84. Literacy - साक्षरता
85. Misconduct - अनाचार / कदाचार
86. Monopoly - एकाधिकार
87. Nominee -नामिती /नामित / मनोनीत व्यक्ति
88. Non-acceptance - अस्वीकृति
89. Oath - शपथ
90. Observance - पालन
91. Prohibited - निषिद्ध
92. Project - परियोजना
93. Promotion - प्रोन्नति
94. Prospectus - विवरण-पत्रिका
95. Provisional - अस्थायी
96. Provision - उपबंध / शर्त, व्यवस्था
97. Recommended - संस्तुत
98. Relaxation - छूट / रियायत/ढील
99. Unavoidable - अनिवार्य /अपरिहार्य
100. Valid - विधिमान्य

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Ability Enhancement Compulsory Course (AECC)

योग्यता वर्धन अनिवार्य पाठ्यक्रम

प्रथम सत्र

(विद्यार्थी निम्नलिखित में से किसी एक पत्र का चयन कर सकते हैं।)

ENG-A-111 : English for Communication (EC)

अथवा

HIN-A-111: हिन्दी शिक्षण

द्वितीय सत्र

पत्र – GEO-A-121: Environnmental Studies (EVS)

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प्रथम सत्र

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

ENG-A-111
English for Communication (English/MIL)

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

Course Learning Outcomes

At the end of the course students will be able to:

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing(150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing

Scheme of Examination:

•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Special Reference will be sought to RGU –**Notification No.AC-1465/CBCS/2014 Date.25June2021** for all practical purposes.

Course Content

Module – I:Poetry

William Shakespeare – All the World is a stage.
William Wordsworth – I wondered lonely as a Cloud.
Ralph Waldo Emerson – The Mountain and the Squirrel.
Emily Dickinson – Success is Counted Sweetest.
Robert Frost - Stopping by Woods on a Snowy Evening.
Rabindranath Tagore – Where the Mind is without Fear.

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A.K.Meherotra – Songs of the Ganga.

Module – II:Short stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar's Trade Union.
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace
Anton Chekhov – The Lament/ O' Henry – The Last Leaf
Manoj Das – The Submerged Valley.

Module – III:One- Act plays and Short fiction

(A) Norman Mckinnell - The Bishop's Candle Sticks/Anton Chekov – A Marriage Proposal
Eugene lonesco – The Lesson /August Strandberg – Miss Jullie
Fritz Karinthy– Refund
(B)Harper Lee – To kill a Mocking Bird.
Or
R. K. Narayan – Vendor of Sweets.

Module – IV: Fundamentals of Grammar

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals , adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

Module – V:Composition Practice

(A) Comprehension, précis writing, paragraph writing(150 words), reviewing movies and books ,Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing.
(B) Communication Practice –
Introducing yourself, introducing people to others, meeting people, Exchanging greetings, taking leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in Emergency, e-mails writing ,explaining a graph, chart, table etc.

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed in Modules **I,II and III** – reading , re-telling , role-playing , explaining with reference to contemporary social experiences
Practical writing work on Modules **IV and V**

Suggested Reading:

1- For reading the texts available sources of texts and help of the Web source may be taken.
2- Crystal, David(1985) Rediscover Grammar with David Crystal. Longman.
3- Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4- Bakshi, R. N. A course in English Grammar, orient Longman
5- Krishnaswamy, N. Modern English – A Book of Grammar, usage andcomposition. MacMillan India Ltd.

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प्रथम सत्र

पत्र – HIN-A-111

हिंदी शिक्षण

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

यह प्रश्नपत्र प्रथम सत्र में हिन्दी कौशलाधारित पाठ्यक्रम चुनने वाले सभी विद्यार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अंक अलग-अलग निर्धारित हैं।

उद्देश्य:सामाजिक, व्यावसायिक, कार्यालयी तथा शैक्षणिक परिप्रेक्ष्य में विद्यार्थियों के भाषा-कौशल में निखार लाना। विद्यार्थियों में प्रतिस्पर्धात्मक परीक्षाओं एवं साक्षात्कार हेतु आत्मविश्वास उत्पन्न करना। विद्यार्थियों में रचनात्मक कौशल विकसित करना। भाषा-ज्ञान के माध्यम से विद्यार्थियों को रोजगारोन्मुख शिक्षा प्रदान करना।

इकाईः 1 राष्ट्रीय एवं अन्तरराष्ट्रीय परिप्रेक्ष्य में हिन्दी का महत्त्व; मानक हिन्दी और बोलचाल की हिन्दी में अन्तर; स्वागत भाषण, भाषण, विषय प्रवर्तन तथा धन्यवाद ज्ञापन। व्याख्यान – 10

इकाईः 2 **आलेख रचना**

सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना ; आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियाँ।

व्याख्यान – 10

इकाईः 3 **व्यावहारिक लेखन**

कार्यालयी पत्राचार; प्रेस विज्ञप्ति; सूचना ; ज्ञापन; कार्यसूची; कार्यवृत्त; प्रतिवेदन; सम्पादन; संक्षेपण; आत्मविवरण तथा ई-मेल लेखन, फेसबुक, ब्लॉग और ट्वीटर लेखन। व्याख्यान – 10

इकाईः 4 **सृजनात्मक लेखन**

कविता, कहानी, नाटक तथा एकांकी, निबंध, यात्रावृत का स्वरूप विवेचन। व्याख्यान – 10

उपलब्धियां - हिंदी शिक्षण से सम्बन्धित इस पत्र में विद्यार्थी हिन्दी भाषा के व्यावहारिक स्वरूप तथा प्रयोजनमूलक हिन्दी के क्षेत्र लेखन से जुड़ी बहुविध जानकारियों से परिचित हुए। हिन्दी भाषा की बढ़ती लोकप्रियता और बढ़ते अन्तरराष्ट्रीय महत्त्व के सन्दर्भ में हिन्दी भाषा आधारित कौशल विकास से विद्यार्थियों को अवगत कराया गया। विशेषकर आलेख रचना के अतिरिक्त व्यावहारिक एवं सर्जनात्मक लेखन से जुड़ी बारीकियों को जान सके।

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Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15X4= 60
2. प्रत्येक इकाई से 5-5 अंकों की 4 टिप्पणियां पूछी जायेगीं। टिप्पणियों के लिये विकल्प भी रहेंगे। 5X4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. अच्छी हिन्दी : रामचन्द्र वर्मा।
2. व्यावहारिक हिन्दी व्याकरण और रचना : हरदेव बाहरी।
3. हिन्दी भाषा :डॉ. भोलानाथ तिवारी।
4. रेडियो लेखन : मधुकर गंगाधर।
5. टेलीविजनः सिद्धान्त और टैकनिक :मथुरादत्त शर्मा।
6. प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टे।
7. सरकारी कार्यालयों में हिन्दी का प्रयोग : गोपीनाथ श्रीवास्तव, राजकमल, दिल्ली।
8. टेलीविजन लेखन : असगर वजाहत / प्रेमरंजन ; राजकमल, दिल्ली।
9. रेडियो नाटक की कला : डॉ. सिद्धनाथ कुमार, राजकमल, दिल्ली।
10. रेडियो वार्ता-शिल्प : सिद्धनाथ कुमार, राजकमल, दिल्ली

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द्वितीय सत्र

पत्र – GEO-A-121

ENVIRONMENTAL STUDIES

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

Objective:

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

Learning Outcome:

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

Course Content

I **Introduction to Environmental Studies**

i. Development of Environmental Studies
ii. Meaning of environment
iii. Concept of Environment
iv. Scope of Environmental Studies

II **Understanding the Environment**

i. Biosphere
ii. Ecosystem
iii. Habitat
iv. Cultural Landscape

III **Environmental Hazards**

i. Natural Hazards
ii. Flood, Drought, Cyclone & Earthquake, Landslide
iii. Man Made Hazards
iv. Deforestation

IV **Environmental conservation**

i. Awareness about the importance of Environment
ii. Monitoring
iii. Conservation
iv. Sustainable Development

V- **Environmental Hazards in Arunachal Pradesh**

i. Deforestation
ii. Landslides
iii. Flood
iv. Earthquake
v. Cloud burst

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11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
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19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine
(R) Reference (TB) Textbook

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हिंदी कौशल – संवर्धन ऐच्छिक पाठयक्रम (HSEC)

इस पाठ्यक्रम के अंतर्गत 02 (दो) पेपर विकल्प के रूप में रखे गए हैं, जिनमें से विद्यार्थियों को तृतीय सत्र में पत्र – 1 तथा चतुर्थ सत्र में पत्र - 2 पढ़ने होंगे।

तृतीय सत्र

पत्र -1. लेखन कौशल

चतुर्थ सत्र

पत्र -2 . कार्यालयी हिंदी

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खंड - क

तृतीय सत्र

पत्र – HIN-S-214

लेखन कौशल

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : विद्यार्थियों में भावों और विचारों को अभिव्यक्त करने की क्षमता विकसित हो सकेगी। व्याकरण की दृष्टि से वे सही वाक्य लिख सकेंगे। विद्यार्थी लेखन कला सीख सकेंगे।

इकाई- 1 : लेखन कौशल : स्वरूप एवं सिद्धांत, लेखन कौशल का महत्व एवं विशेषताएँ।

व्याख्यान – 10

इकाई- 2: लेखन के विविध रूप : मौखिक-लिखित, गद्य-पद्य, नाटक-एकांकी, समाचार, पत्र लेखन।

व्याख्यान – 10

इकाई- 3: लेखन कौशल: भाषा प्रयोग, शब्द चयन, व्याकरणिक कोटियाँ, रचनात्मक लेखन के लिए आवश्यक गुण।

व्याख्यान – 10

इकाई- 4 : लेखन प्रशिक्षण : विविध साहित्यिक विधाओं की आधारभूत संरचनाओं का व्यावहारिक पक्ष, विभिन्न विधाओं में लेखन का अभ्यास। व्याख्यान – 10

उपलब्धियां - इस पत्र द्वारा विद्यार्थी अपने भावों को विचार में बरतना तथा उसे लेखन के बहुविध रूपों में प्रस्तुत करना जान पाए। इस पत्र द्वारा विद्यार्थियों को हिन्दी लेखन के महत्त्वपूर्ण पक्षों से अवगत कराया गया तथा हिन्दी लेखन सम्बन्धी व्यावहारिक अभ्यास कराए गए। इस पत्र द्वारा विद्यार्थी व्याकरणिक रूप से शुद्ध तथा अच्छी हिन्दी लेखन में कुशलता प्राप्त करने में सफल हुए।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे । 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

सहायक ग्रंथ :

1. रचनात्मक लेखन : सं. रमेश गौतम
1. हिंदी वाक्य विन्यास : सुधा कश्यप
2. संचार भाषा हिंदी : सूर्यप्रसाद दीक्षित
3. लेखन कला और रचना कौशल : परिकल्पना प्रकाशन

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खंड – ख

चतुर्थ सत्र

पत्र – HIN-S-224

कायार्लयी हिंदी

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : छात्र कार्यालयी हिंदी के स्वरूप से परिचित होकर कार्यालय में हिंदी के प्रयोग में सक्षम हो सकेंगे। ज्ञान-विज्ञान के विभिन्न क्षेत्रों में प्रयुक्त होने वाली पारिभाषिक शब्दावली का ज्ञान उनके हिंदी कौशल संवर्द्धन में सहायक होगा।

इकाई – 1: **कार्यालयी हिंदी का स्वरूप, उद्देश्य तथा क्षेत्र**

अभिप्राय और उद्देश्य, कार्यालयी हिंदी का क्षेत्र, सामान्य हिंदी तथा कार्यालयी हिंदी : संबंध तथा अंतर , कार्यालयी हिंदी की स्थिति और संभावनाएं। **व्याख्यान – 10**

इकाई- 2 : **कार्यालयी हिंदी की शब्दावली**

कार्यालयी हिंदी की पारिभाषिक शब्दावली, पदनाम तथा अनुभाग के नाम, मुख्य कार्यालय, क्षेत्रीय कार्यालय और अन्य प्रशासनिक अधिकारियों के लिए प्रयुक्त होने वाले संबोधन, निर्देश, धारा 3/3 आदि।

व्याख्यान – 10

इकाई- 3 : **कार्यालयी पत्राचार के विविध प्रकार**

सामान्य परिचय, कार्यालय से निर्गत पत्र : प्रेस विज्ञप्ति, ज्ञापन, परिपत्र, अनुस्मारक, पृष्ठांकन, आदेश, अधिसूचना, सूचनाएं, निविदा आदि। **व्याख्यान – 10**

इकाई- 4 : **टिप्पण, प्रारूपण, पल्लवन और संक्षेपण**

टिप्पण का स्वरूप: विशेषताएं और भाषा शैली, प्रारूपण के प्रकार, भाषा शैली, प्रारूपण की विधि, पल्लवन: स्वरूप एवं विशेषताएँ, संक्षेपण के प्रकार: विशेषताएं और संक्षेपण की विधि।

व्याख्यान – 10

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उपलब्धियां - इस पत्र द्वारा विद्यार्थियों को राजभाषा हिन्दी के कार्यालयी लेखन से जुड़े विभिन्न पक्षों एवं पहलुओं को जानने-समझने का मौका मिला तथा वे सरकारी कामकाज के विभिन्न तौर-तरीकों से भली-भाँति अवगत हो सके। कार्यालयी लेखन के अन्तर्गत सरकारी पत्राचार के अलावे कार्यालयों में हिन्दी भाषा के बुनियादी प्रयोग एवं तद्नुकूल भाषा प्रयोग की विविध शब्दावलियों को जानने-समझने में उन्हें मदद मिली। इस पत्र द्वारा विद्यार्थी सरकारी-सांस्थानिक कामकाज के संरचित व प्रयोजनमूलक हिन्दी आधारित तौर-तरीकों को जानकर इस क्षेत्र में पर्याप्त कुशलता एवं दक्षता हासिल करने में सफल हो सके।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

सहायक ग्रंथ-

1. प्रयोजनमूलक भाषा और कार्यालयी हिंदी : कृष्ण कुमार गोस्वामी
2. प्रयोजनमूलक हिंदी की नई भूमिका : कैलाशनाथ पाण्डेय
3. प्रयोजनमूलक हिंदी की नई भूमिका : कैलाशनाथ पाण्डेय
4. प्रयोजनमूलक हिन्दी : विनोद गोदरे
5. अरुणाचल प्रदेश में हिन्दी-अध्ययन के विभिन्न आयाम : डॉ. श्याम शंकर सिंह
6. प्रयोजनमूलक हिन्दी : डॉ. राजनाथ भट्ट
7. प्रयोजनमूलक हिन्दी : रवीन्द्रनाथ श्रीवास्तव
8. प्रालेखन प्रारूप : शिवनारायण चतुर्वेदी

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Discipline Specific Elective (DSE)

इस पाठ्यक्रम के अंतर्गत पंचम एवं षष्ठ सत्र के दोनों खंडों में 02-02 (दो-दो) पेपर विकल्प के रूप में रखे गए हैं, जिनमें से विद्यार्थियों को पंचम सत्र में 02 (दो) पत्रों HIN- D- 313 से एक एवं HIN-D- 314 से एक तथा षष्ठ सत्र में 02 (दो) पत्रों HIN- D- 323 से एक एवं HIN-D- 324 से एक पढ़ने होंगे।

पंचम सत्र –

HIN- D- 313 (क) : लोक साहित्य

अथवा

HIN-D- 313 (ख) : हिंदी संत साहित्य

HIN-D- 314 (क) : प्रवासी साहित्य

अथवा

HIN-D-314 (ख) : छायावाद

षष्ठ सत्र –

HIN-D- 323 (क) : भारतीय साहित्य

अथवा

HIN-D- 323 (ख) : प्रेमचन्द

HIN-D- 324 (क) : राष्ट्रीय चेतना की कविता

अथवा

HIN-D- 324 (ख) : तुलसीदास

05/7/2021

युक्त: कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
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Rono Hills, Doimukh (A.P.)

पंचम सत्र

पत्र – HIN-D- 313 (क)

लोक साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य :

विद्यार्थी वर्तमान वैश्वीकरण के युग में अपने अंचल विशेष के प्रभावी रूप से लेकर वैश्विक संदर्भ से जुड़ सकेंगे। विद्यार्थियों को लोक साहित्य की भाव गंभीरता,सांस्कृतिक रूप और सहज अभिव्यक्ति का परिचय प्राप्त हो सकेगा।

इकाई – 1: लोक साहित्य : परिभाषा और स्वरूप ; लोक साहित्य के लोक तत्व; लोककथा: प्रकार एवं विशेषताएँ; लोकसुभाषित : परिचय एवं विशेषताएँ। व्याख्यान- 12

इकाई- 2 : लोकगाथा एवं लोकगीत : लोकगाथा का स्वरूप, प्रकार और महत्व; लोक गीत का स्वरूप : प्रकार एवं विशेषताएँ ; लोकगाथा एवं लोकगीत में अंतर। व्याख्यान- 12

इकाई- 3 : लोक नाट्य : अवधारणा, स्वरूप और परम्परा ; लोक नाट्य के विविध रूप - रामलीला, रासलीला, नृत्य नाटिका, अंगिका, बिदेसिया, नौटंकी तथा यक्षगान। व्याख्यान- 12

इकाई- 4 : अरुणाचल प्रदेश का लोक साहित्य : अरुणाचली लोक साहित्य का सामान्य परिचय, अरुणाचली लोक साहित्य के विविध रूप तथा उनके उदहारण, अरुणाचली लोक साहित्य का वैशिष्ट्य।

व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र लोक साहित्य के सैद्धांतिक पक्ष से अवगत हो चुके होंगे और लोक साहित्य के विविध प्रकार एवं अरुणाचल प्रदेश के लोक साहित्य से परिचित हो चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

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सहायक ग्रंथ -

1. भारत के लोक नाट्य : शिवकुमार माथुर

2. लोकधर्मी नाट्य परंपरा : श्याम परमार

3. लोक साहित्य की भूमिका : कृष्णदेव उपाध्याय

4. लोक साहित्य की भूमिका : रामनरेश त्रिपाठी

5. लोक संस्कृति : वसन्त निरगुणे

6. लोक साहित्य का अवगमन : त्रिलोचन पाण्डेय

7. लोकगीत की सत्ता : सुरेश गौतम

8. भारतीय लोक साहित्य की रूपरेखा : दुर्गाभागवत

9. लोकजीवन के कलात्मक आयाम : कालूराम परिहार

10.लोक साहित्य सिद्धांत और प्रयोग : श्रीराम शर्मा

11. हिंदी साहित्य का वृहद इतिहास : कृष्णदेव उपाध्याय

12. लोक साहित्य विज्ञान : डॉ सत्येंद्र

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पंचम सत्र

पत्र – HIN-D- 313 (ख)

हिंदी संत काव्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य :

क. विद्यार्थी इस पत्र में कबीर के व्यक्तित्व और कृतित्व के विविध पक्षों से परिचित होंगे।
ख. रैदास के कृतित्व के विविध पक्षों से परिचित हो सकेंगे।
ग. दादू दयाल के काव्य वैशिष्टय की जानकारी प्राप्त करेंगे।
घ. रज्जब की कृतियों की विशेषताओं से अवगत हो सकेंगे।

पाठ्य पुस्तक : संत काव्य – संपादक आचार्य परशुराम चतुर्वेदी, किताब महल, इलाहाबाद

इकाई : 1 कबीर- पद – 1, 2, 10
साखी – 1 से 10 तक

इकाई : 2 रैदास- पद – 2, 5, 6, 14
साखी – 1 से 3 तक

इकाई : 3 मलूकदास – पद – 1, 2, 5
साखी – 1 से 10 तक

इकाई : 4 दयाबाई – साखी – 1 से 12

आलोचना बिंदु – सन्त साहित्य की विशेषताएं, पठित संतो की काव्यगत विशेषताएं, पठित संतों की भक्ति भावना तथा पठित संतों का समाज दर्शन।

उपलब्धियां : इस पत्र का पढ़ने के उपरांत छात्र हिन्दी सन्त काव्य के प्रमुख सन्त कवियों-कबीर, रैदास, दादूदयाल और रज्जब की रचनाओं की विशेषताओं से अवगत हो चुके होंगे। छात्र इनकी प्रासंगिकता से परिचित हो चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48
2. प्रत्येक इकाई से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

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कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. नाथ सम्प्रदाय - आचार्य हजारी प्रसाद द्विवेदी, नैवेद्य निकेतन, वाराणसी।
2. हिन्दी साहित्य में निर्गुण सम्प्रदाय – डॉ. पीताम्बर दत्त बड़थ्वाल।
3. उत्तर भारत की संत परंपरा – परशुराम चतुर्वेदी, किताब महल, प्रयाग।
4. मध्ययुगीन निर्गुण चेतना – डॉ. धर्मपाल मैनी, लोकभारती, इलाहाबाद।
5. संतों के धार्मिक विश्वास - डॉ. धर्मपाल मैनी, नेशनल पब्लिशिंग हाउस, दिल्ली।
6. रैदास वाणी – डॉ. शुकदेव सिंह, राधाकृष्ण प्रकाशन, दिल्ली।
7. कबीर - हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन।
8. दादू पंथ : साहित्य और समाज दर्शन - डॉ. ओकेन लेगो, यश पब्लिकेशन, दिल्ली।
9. दादू दयाल – परशुराम चतुर्वेदी
10. संत साहित्य की समझ - नन्द किशोर पाण्डेय, यश पब्लिकेशन, दिल्ली।
11. सन्त रज्जब - नन्द किशोर पाण्डेय, विश्वविद्यालय प्रकाशन, वाराणसी।
12. रज्जब - नन्द किशोर पाण्डेय, साहित्य अकादेमी, नई दिल्ली।
13. जयदेव - आनन्द कुशवाहा, साहित्य अकादेमी, नई दिल्ली
14. जायसी - परमानन्द श्रीवास्तव, साहित्य अकादेमी, नई दिल्ली
15. तुकाराम - भालचन्द्र नेमाडे, साहित्य अकादेमी, नई दिल्ली

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पंचम सत्र

पत्र – HIN-D- 314 (क)

प्रवासी साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : विद्यार्थियों को समृद्ध करने में विदेश में रहने वाले भारतीय प्रवासी साहित्यकारों की भूमका का ज्ञान प्राप्त होगा। विद्यार्थी प्रवासी साहित्य से भली भाँति परिचित हो सकेंगे।

इकाई – 1 :

प्रवासी हिन्दी साहित्य का इतिहास; प्रवासी साहित्य अवधारणा और प्रकार; प्रवासी हिंदी साहित्यकारों का हिन्दी के विकास में योगदान (उपन्यास,कहानी तथा कविता के विशेष सन्दर्भ में)।

व्याख्यान- 12

इकाई- 2 : कविता :

- माँ जब कुछ कहती मैं चुप रह सुनता : रमा तक्षक, आईसेक्ट पब्लिकेशन
- थेम्स नदी के किनारे : तेजेंद्र शर्मा, जे वी पी पब्लिकेशन
- सहयात्री हैं हम : जय वर्मा, अयन प्रकाशन
- रेत का लिखा : दिव्या माथुर, नटराज प्रकाशन
- जरा रौशनी में जाऊँ : भावना कुँवर, अयन प्रकाशन
- क्या तुमको भी ऐसा लगा : शैलजा सक्सेना, अयन प्रकाशन

आलोचना: कविताओं की काव्यगत विशाश्ताएं, प्रतिपाद्य, रचनाकारों का सामान्य परिचय एवं उनकी काव्य-कला। व्याख्यान- 12

इकाई- 3 : उपन्यास :

- लौटना : सुषम बेदी, पराग प्रकाशन, नई दिल्ली

आलोचना : सुषम बेदी की उपन्यास कला, पठित उपन्यास का सारांश, उपन्यास की समीक्षा, प्रतिपाद्य। व्याख्यान- 12

इकाई- 4 : कहानियां :

- तेजेन्द्र शर्मा : कोख का किराया
- जकिया जुबेरी : सांकल

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- जय वर्मा : गुलमोहर
- सुधा ओम ढींगरा : कौन सी जमीन अपनी
- उषा राजे सक्सेना : ऑन्टोप्रेन्योर
- पूर्णिमा बर्मन : यों ही चलते हुए

आलोचना : पठित कहानियों का सारांश, पठित कहानियों की समीक्षा, कहानीकारों की कहानी कला। व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र प्रवासी साहित्य से परिचित हो चुके होंगे और प्रवासी हिन्दी कविता, प्रवासी हिन्दी उपन्यास तथा प्रवासी हिन्दी कहानी की प्रमुख रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14-14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

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सहायक ग्रंथ-

1. प्रवासी भारतीय हिंदी साहित्य : सं. विमलेश कांति वर्मा

2. प्रवासी हिंदी साहित्य : दशा और दिशा, प्रो. प्रदीप श्रीधर

3. प्रवासी हिंदी साहित्य: विविध आयाम : डॉ. रमा

4. हिंदी का प्रवासी साहित्य :डॉ. कमलकिशोर गोयनका

5. प्रवासी लेखन : नई जमीन, नया आसमान : अनिल जोशी

6. प्रवासी भारतीयों में हिंदी की कहानियाँ : डॉ. सुरेंद्र गंभीर

7. प्रवासी श्रम इतिहास : धनंजय सिंह

8. प्रवास में : डॉ. उषाराजे सक्सेना

9. प्रवासी साहित्यकार मूल्यांकन, श्रृंखला-1 : तेजेंद्र शर्मा, सं. डॉ. रमा, महेंद्र प्रजापति

10. प्रवासी साहित्य: भाव और विचार : संध्या गर्ग

11. हिंदी प्रवासी साहित्य (गद्य साहित्य) : डॉ. कमलकिशोर गोयनका

12. प्रवासी की कलम से : बादल सरकार

05/7/2021

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Rono Hills, Doimukh (A.P.)

पंचम सत्र

पत्र – HIN-D- 314 (ख)

छायावाद

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्नपत्र पंचम सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। चार इकाइयों में विभक्त यह पत्र छायावाद से सम्बन्धित है। इस प्रश्नपत्र में विद्यार्थियों से छायावाद के प्रतिनिधि कवियों- जयशंकर प्रसाद, निराला, सुमित्रानंदन पन्त और महादेवी वर्मा के काव्य का अध्ययन अपेक्षित है।

इकाईः 1 **जयशंकर प्रसादः**

पाठ्यांश- 'कामायनी' का श्रद्धा सर्ग

इकाईः 2 **सूर्यकान्त त्रिपाठी निरालाः**

पाठ्य-पुस्तकः राग-विराग; सम्पा.- रामविलास शर्मा

पाठ्य कविताएँ- सखि, बसन्त आया, तोड़ती पत्थर।

इकाईः 3 **सुमित्रानन्दन पन्तः**

पाठ्य -पुस्तकः पल्लव; प्रकाशक - राजकमल प्रकाशन, दिल्ली।

पाठ्य कविताएँ- प्रथम रश्मि, पर्वत प्रदेश में पावस, पतझर।

इकाई : 4 **महादेवी वर्माः**

पाठ्य-पुस्तकः परिक्रमा; प्रकाशन- साहित्य भवन प्रा. लिमि; रोड इलाहाबाद।

पाठ्य रचनाएँ- विरह का जलजात जीवन; क्या पूजा क्या अर्चन रे ! ; यह मंदिर का दीप।

निर्देशः

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48
2. चारों इकाईयों से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

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कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

उपलब्धियां - इस पत्र का अध्ययन करने के उपरांत छात्र छायावाद के कवियों- जयशंकर प्रसाद, सूर्यकांत त्रिपाठी निराला, सुमित्रानंदन पंत और महादेवी वर्मा की प्रतिनिधि कविताओं का अनुशीलन कर चुके होंगे। छात्र इन कवियों की काव्यगत विशेषताओं से भी परिचित हो चुके होंगे।

संदर्भ ग्रन्थ:

1. हिन्दी साहित्यः बीसवीं सदी- आ. नन्ददुलारे बाजपेयी
2. जयशंकर प्रसाद- नन्दुलारे बाजपेयी
3. कामायनी का पुनर्मूल्यांकन- रामस्वरूप चतुर्वेदी
4. निराला की साहित्य साधनाः भाग – 1,2,3 – डॉ. रामविलास शर्मा
5. निरालाः एक आत्महंता आस्था- दूधनाथ सिंह
6. छायावाद- डॉ. नामवर सिंह
7. महादेवी का काव्य-सौष्ठव- कुमार विमल
8. महादेवी का नया मूल्यांकन- डॉ. गणपतिचन्द्र गुप्त
9. कवि सुमित्रानन्दन पन्त- नन्ददुलारे बाजपेयी
10. पन्त की दार्शनिक चेतना- डॉ. सुरेशचन्द्र गुप्त
11. त्रयी (प्रसाद, निराला, पन्त) – डॉ. जानकी वल्ल्भ शास्त्री

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षष्ठ सत्र
पत्र – HIN-D- 323 (क)
भारतीय साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : प्रत्येक साहित्य की अपनी विशेषताएं होती हैं। इस दृष्टि से भारत की विभिन्न भाषाआ का अध्ययन कर सकेंगे। भारत बहुभाषा भाषी देश है किंतु भारत की विभिन्न संस्कृतियों में एक प्रकार की सूत्रबद्धता है। इस प्रश्नपत्र के अध्ययन से विद्यार्थी उससे परिचित हो सकेंगे।

इकाई- 1 : भारतीय साहित्य की परम्परा; भारतीय साहित्य का स्वरूप; भारतीय साहित्य अध्ययन की समस्याएं; भारतीय साहित्य में मानव मूल्य; भारतीय साहित्य में संस्कृति में एकतामूलक तत्व; भारतीय साहित्य में अभिव्यक्त सामाजिक-सांस्कृतिक मूल्य; भारतीय साहित्य में आज के भारत का बिंब ।

इकाई- 2 : **(क) उपन्यास:**

पाठ्य उपन्यास : कन्या का मूल्य : लुम्मेर दाई, एल.डी पब्लिकेशन, ईटानगर
(मूल असमिया से अनुवाद- मुनीन्द्र मिश्र)
आलोचना: उपन्यास की समीक्षा, चरित्र-चित्रण, सारांश, लेखक का परिचय। व्याख्यान- 12

(ख) कहानी:

- असमिया - जल कुंवरी : लक्ष्मीकांत बेजबरुआ
  (बेजबरुआ की चुनी हुई रचनाएँ – नगेन सैकिया, अनु- नवारुण वर्मा,नेशनल बुक ट्रस्ट)
- मलयालम - खून का रिश्ता : तकषि शिवशंकर पिल्लै
- तेलुगु – अयोनि (तेलुगु की प्रतिनिधि कहानियाँ, साहित्य अकादेमी) : वोल्गा
- बांग्ला - काबुली वाला : रवीन्द्रनाथ टैगोर
- हिन्दी - चुनौती (साक्षी है पीपल, यश पब्लिकेशन) : जोराम यालम नाबाम
- उई मोक (न्यीशी लोक कथा : संकलन एवं हिंदी अनुवाद) : डॉ. जमुना बीनी तादर

आलोचना: पठित कहानियों की समीक्षा, सारांश, लेखकों की कहानी कला। व्याख्यान- 12

इकाई- 3 : नाटक :

हयवदन : गिरीश कर्नाड

आलोचना: गिरीश कर्नाड की नाट्य-कला, हयवदन की समीक्षा, पात्रों का चरित्र-चित्रण।

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व्याख्यान- 12

इकाई- 4: कविता :

पाठ्य पुस्तक – आधुनिक भारतीय कविता; सम्पा. – अवधेश नारायण मिश्र, नन्दकिशोर पाण्डेय।

पाठ्य कविताएं :

क. असमिया	: कविता -	नीलमणि फूकन
ख. उड़िया	: धान कटाई -	सीताकांत महापात्रा
ग. बांग्ला	: जहाँ चित्त भय शून्य –	रवीन्द्र नाथ ठाकुर
घ. संस्कृत	: रसोई -	राधावल्लभ त्रिपाठी
ङ. संथाली	: बिटिया मुर्मू के लिए तीन कविताएँ- (एक)	निर्मला पुतुल
च. हिन्दी	: मेरी माँ जानती है (काव्य संग्रह : अक्षरों की विनती)-	तारो सिन्दिक

व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भारतीय साहित्य के विविध पक्षों का अनुशीलन कर चुके होंगे और भारतीय उपन्यास, भारतीय कहानी, भारतीय नाटक एवं भारतीय कविता की प्रमुख रचनाओं से अवगत हो चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14-14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. आज का भारतीय साहित्य, (अनू.)	: प्रभाकर माचवे
2. भारतीय साहित्य	: रामछबीला त्रिपाठी
3. भारतीय साहित्य	: मूलचंद गौतम
4. भारतीय साहित्य अध्ययन की नई दिशाएँ	: प्रदीप श्रीधर
5. भारतीय साहित्य का समेकित इतिहास	: डॉ. नगेंद्र
6. भारतीय साहित्य की अवधारणा	: राजेंद्र मिश्र
7. भारतीय साहित्य की पहचान	: सं. सियाराम तिवारी
8. भारतीय साहित्य के इतिहास की समस्याएँ	: रामविलास शर्मा
9. भारतीय साहित्य	: सं. नगेंद्र
10.भारतीय साहित्य	: भोला शंकर व्यास

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षष्ठ सत्र

पत्र – HIN-D- 323 (ख)

प्रेमचन्द

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्नपत्र षष्ठ सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। चार इकाइयों में विभक्त यह पत्र प्रेमचन्द के विशष अध्ययन से सम्बन्धित है। इस प्रश्नपत्र में विद्यार्थियों से प्रेमचन्द के उपन्यासों, कहानियों और निबन्धों से सम्बन्धित विशिष्ठ ज्ञान अपेक्षित है।

इकाई: 1 **उपन्यास:**

पाठ्य उपन्यास- 'कर्मभूमि'

हिन्दी उपन्यास और प्रेमचन्द; चरित्र-चित्रण; स्वाधीनता आन्दोलन और कर्मभूमि; कर्मभूमि और किसान समस्या।

इकाई: 2 **उपन्यास:**

पाठ्य उपन्यासः गबन

चरित्र-चित्रण; शिल्प; नारी समस्या का व्यापक चित्रण।

इकाई: 3 **कहानियाँ :**

पाठ्य-पुस्तकः प्रतिनिधि कहानियाँ; प्रकाशक- राजकमल प्रकाशन , दिल्ली।

पाठ्य कहानियाँ- बड़े भाई साहब , नशा, नमक का दरोगा, शतरंज के खिलाड़ी और पंच परमेश्वर।

इकाई: 4 **निबन्ध:**

पाठ्य पुस्तकः प्रेमचन्द के विचार (खण्ड-एक); सरस्वती प्रेस, इलाहावाद।

पाठ्य-निबन्ध- स्वराज्य से किसका अहित होगा; डण्डा; स्वराज्य संग्राम में किसकी विजय हो रही है; दमन की सीमा।

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उपलब्धियां : इस पत्र को पढ़ने के उपरान्त छात्र प्रेमचन्द्र के उपन्यासों-कर्मभूमि और गबन का आलोचनक अध्ययन कर चुके होंगे। छात्रों प्रेमचन्द की प्रतिनिधि कहानियों का अनुशीलन कर चुके होंगे और प्रेमचन्द के विचारों से भी अवगत हुए होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48
2. प्रत्येक इकाई से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. प्रेमचन्द और उनका युग- डॉ. रामविलास शर्मा
2. प्रेमचन्दः जीवन और कृतित्व – हंसराज रहबर
3. प्रेमचन्द कोश- डॉ. कमलकिशोर गोयनका
4. कमल के सिपाही- अमृतराय
5. प्रेमचन्द- डॉ. गंगाप्रसाद विमल
6. प्रेमचन्द और यथार्थवाद- डॉ. नगेन्द्रप्रताप सिंह
7. हिन्दी की चर्चित कहानियाः पुनर्मूल्यांकन- डॉ. कुसुम वर्ष्णेय

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Rono Hills, Doimukh (A.P.)

षष्ठ सत्र

पत्र – HIN-D- 324 (क)

राष्ट्रीय चेतना की कविता

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : हिंदी साहित्य में एक लंबे समय से राष्ट्रीय चेतना की कविता सृजन होता रहा है। इस पत्र के माध्यम से गौरवपूर्ण साहित्य का अध्ययन संभव होगा।

इकाई – 1:

राष्ट्रीय चेतना : परिभाषा और स्वरूप, राष्ट्रीय चेतना की कविता का तात्विक विवेचन, राष्ट्रीय चेतना की कविता में देश प्रेम के विविध आयाम, हिंदी साहित्य के विविध युगों में राष्ट्रीय चेतना का विकास ।

व्याख्यान- 12

(निर्देश: इकाई 2, 3 तथा इकाई 4 के लिए आलोचना बिंदु: कवियों की काव्य-कला, कविताओं का अनुभूति पक्ष, काव्य-सौष्टव तथा उद्देश्य।)

इकाई – 2: क. भारत वीरता - भारतेंदु हरिश्चंद्र
ख. कर्मवीर – अयोध्या सिंह उपाध्याय 'हरिऔध'
ग. नर हो ना निराश करो मन को – मैथिलीशरण गुप्त व्याख्यान- 12

इकाई- 3 : क. झांसी की रानी – सुभद्रा कुमारी चौहान
ख. वह देश कौन सा है – रामनरेश त्रिपाठी
ग. मधुमय देश – जयशंकर प्रसाद व्याख्यान- 12

इकाई- 4: क. पुष्प की अभिलाषा – माखनलाल चतुर्वेदी
ख. हुंकार - रामधारी सिंह 'दिनकर'
ग. उनको प्रणाम, निर्वासित - नागार्जुन व्याख्यान- 12

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उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी राष्ट्रीय चेतना की कविता के विविध पहलुओं से अवगत हो चुके होंगे और राष्ट्रीय चेतना की कविता लिखने वाले प्रतिनिधि कवियों की प्रमुख कविताओं का अनुशीलन कर लिया होगा।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14-14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. अतीत के हंस : मैथिलीशरण गुप्त, प्रभाकर श्रोत्रिय
2. जयशंकर प्रसाद : नंद दुलारे वाजपेयी
3. भारतेंदु हरिश्चंद्र : रामविलास शर्मा
4. पंत, प्रसाद और मैथिलीशरण गुप्त: रामधारी सिंह दिनकर
5. हरिऔध और उनका साहित्य : मुकुंददेव शर्मा
6. रामनरेश त्रिपाठी : इंदरराज वैद 'अधीर'
7. राष्ट्रीय नवजागरण और साहित्य : वीरभारत तलवार
8. भारतेंदु हरिश्चन्द्र : मदन गोपाल
9. भारतेंदु हरिश्चन्द्र : ब्रजरत्न दस

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षष्ठ सत्र

पत्र – HIN-D- 324 (ख)

तुलसीदास

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पत्र का उद्देश्य विद्यार्थियों को मध्यकाल के श्रेष्ठ कवि तुलसीदास के साहित्यिक वैशिष्ट्य से परिचित कराना है। इसके अध्ययन से विद्यार्थी तुलसीदास के महत्व और उनके साहित्यिक अवदान को जानने के साथ ही तुलसी-काव्य के उन मूल्यों को भी जान-समझ सकेंगे जिनहोंने भारत की जनता को बहुत गहराई तक प्रभावित किया है।

इकाईः1 रामचरितमानस – गीता प्रेस, गोरखपुर

पाठ्य-अंश : अयोध्याकाण्ड; दोहा संख्या 191 से 205 तक।

आलोचना के बिंदु : राम-काव्य परम्परा और तुलसीदास; 'रामचरितमानस' का काव्य-सौन्दर्य; अयोध्याकाण्ड का सारांश; अयोध्याकाण्ड की विशेषताएं।

व्याख्यान -12

इकाईः2 रामचरितमानस – गीता प्रेस , गोरखपुर

पाठ्य-अंश : उत्तर काण्ड; दोहा संख्या 14 से 30 तक।

आलोचना के बिंदु : तुलसी का समन्वयवाद; तुलसीदास की काव्यगत विशेषताएं; 'रामचरितमानस' का महाकाव्य; उत्तरकाण्ड का प्रतिपाद्य।

व्याख्यान -12

इकाईः3 कवितावली; गीता प्रेस, गोरखपुर

पाठ्यांश - बाल रूप की झाँकी - 3 पद

वनगमन - 3 पद

उत्तर काण्ड - प्रारंभ से 10 पद

व्याख्यान -12

इकाईः4 विनयपत्रिका – गीता प्रेस, गोरखपुर

पाठ्यांश - पद संख्या - 95 से 110 तक

व्याख्यान 12

आलोचना के बिन्दु : तुलसीदास की भक्ति-भावना; तुलसीदास की दार्शनिक चेतना; 'विनयपत्रिका' की काव्य-सौष्ठव; 'विनयपत्रिका' का प्रतिपाद्य।

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Rono Hills, Doimukh (A.P.)

उपलब्धियां – 1. इस पत्र के अध्ययन द्वारा विद्यार्थी हिन्दी के सर्वकालीन महान कवि तुलसीदास और उनके साहित्यिक प्रदेय को जान-समझ सकेंगे।

2. तुलसी-साहित्य के प्रभाव और वैशिष्ट्य से अवगत हो सकेंगे।

3. प्रबन्धात्मक काव्य-रचनाओं के अध्ययन की पद्धति और उनकी समीक्षा करने के कौशल से अवगत हो सकेंगे।

अंक विभाजन

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48

2. प्रत्येक इकाई से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. गोस्वामी तुलसीदास - आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
2. मानस दर्शन - डॉ. श्रीकृष्णलाल, आनंद पुस्तक भवन, काशी।
3. तुलसीदास और उनका युग - डॉ. राजपति दीक्षित, ज्ञानमंडल, काशी।
4. रामकथा का विकास - कामिल बुल्के, हिन्दी परिषद्, प्रयाग।
5. लोकवादी तुलसीदास - डॉ. विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, नई दिल्ली।
6. तुलसी - सं. उदयभानु सिंह, राधाकृष्ण प्रकाशन, दिल्ली।
7. तुलसी-साहित्य का आधुनिक संदर्भ - डॉ. हरीशकुमार शर्मा, साहित्य सहकार प्रकाशन, दिल्ली।
8. रामचरित मानस और आधुनिक जीवन की समस्याएँ – डॉ. भगवानशरण भारद्वाज, लोकवाणी संस्थान, दिल्ली।

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हिदी सामान्य (Generic) आत्मिक पाठ्यक्रम

Paper Code: HGEC

(यह पाठ्यक्रम हिंदी ऑनर्स के अतिरिक्त अन्य विषयों के ऑनर्स के विद्यार्थियों के लिए निधार्रित है।)

प्रथम सत्र

पत्र : HIN-G-114. सृजनात्मक लेखन

द्वितीय सत्र

पत्र : HIN-G- 124. पटकथा तथा संवाद लेखन

तृतीय सत्र

पत्र : HIN-G- 215. साहित्य और सिनेमा

चतुर्थ सत्र

पत्र : HIN-G-225. सोशल मीडिया और हिन्दी

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प्रथम सत्र : (HGEC)

पत्र –HIN-G-114. सृजनात्मक लेखन

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पाठ्यक्रम के अध्ययन से विद्यार्थियों में प्रकृति और परिवेश को समझने की दृष्टि विकसित हो सकेगी। इस पाठ के द्वारा विद्यार्थियों की प्रतिभा में निखार आएगा और उनकी कल्पनाशक्ति विकसित होगी। कला, साहित्य,विज्ञान एवं तकनीकी के क्षेत्र में मौलिक उपस्थापना करने में सक्षम हो सकेंगे। शिक्षा के क्षेत्र में नवीन आयामों का उद्घाटन कर सकेंगे । चित्रकला, मूर्ति कला, फोटोग्राफी, इन्स्टालेशन, नृत्य-गीत संगीत, कविता, कहानी, नाटक, संस्मरण एवं रिपोर्ताज रचना में समर्थ हो सकेंगे । पत्रकारिता, दूरदर्शन के समाचार और धारावाहिक के साथ ही फिल्म संवाद लेखन की कला में पारंगत हो सकेंगे।

इकाई -1 : सृजनात्मक लेखन: अवधारणा, स्वरूप एवं सिद्धांत

भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया:विविध अभिव्यक्ति-क्षेत्रः साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ; जनभाषण और लोकप्रिय संस्कृति । व्याख्यान – 12

इकाई - 2 : (क) सृजनात्मक लेखनः भाषा-संदर्भ

अर्थ निर्मित के आधारः शब्दार्थ-मीमांसा, शब्द के प्राक्-प्रयोग , नव्य-प्रयोग, शब्द की व्याकरणिक कोटि; भाषा की भंगिमाए, भाषिक संदर्भः क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष ।

(ख) सृजनात्मक लेखनः रचना-कौशल विश्लेषण

रचना-सौष्ठवः शब्द-शक्ति , प्रतीक, बिम्ब, अलंकरण और वक्रताएँ । व्याख्यान – 12

इकाई - 3: विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन

(क) कविताः संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक
(ख) कथासाहित्यः वस्तु, पात्र, परिवेश एवं विमर्श
(ग) नाट्यसाहित्यः वस्तु, पात्र, परिवेश वं रंगकर्म
(घ) विविध गद्य-विधाएँ: निबंध, संस्मरण, व्यंग्य आदि
(ङ) बालसाहित्य की आधारभूत संरचना व्याख्यान – 12

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Rono Hills, Doimukh (A.P.)

इकाई -4 : सूचना-तंत्र के लिए लेखन

प्रिंट माध्यमः फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा आदि।

इलेक्ट्रॉनिक माध्यमः रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन। व्याख्यान – 12

उपलब्धियां - इस पत्र द्वारा विद्यार्थियों के आनुभाविक संवेदन एवं उनकी कल्पनाशक्ति विस्तीर्ण हुई। वे कला-शिल्प के बहुआयामी स्वरूप से परिचित हुए तथा इन क्षेत्रों से जुड़े शाब्दिक प्रत्ययों एवं भाषिक अवयवों को भली-भाँति जानने का मौका मिला। हिन्दी भाषा की शब्द-शक्ति, शब्दार्थ-सम्बन्ध, भाषिक अलंकरण आदि को जानने का अवसर मिला तथा वे साहित्य की विविध विधाओं के व्यावहारिक अध्ययन की प्रवृत्ति स्वयं में विकसित कर सके। साथ ही आज के सूचना-तंत्र को समेकित करती विभिन्न संचार-प्रणाली में भाषा-अनुप्रयोग के बहुविध विधानों को जानने-समझने का सुअवसर मिला।

निर्देशः

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. रचनात्मक लेखन : सं. रमेश गौतम
2. रचनात्मक लेखन : हरीश अरोड़ा, अनिल कुमार सिंह
3. सृजनात्मक लेखन : राजेंद्र मिश्र
4. संचार भाषा हिंदी : सूर्यप्रसाद दीक्षित

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द्वितीय सत्र (HGEC)

पत्र : HIN-G- 124. पटकथा तथा संवाद लेखन

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पाठ के अध्ययन से विद्यार्थियों में सृजनात्मक क्षमता का विकास होगा। विद्यार्थियों में रचनात्मक प्रतिभा का स्फुरण होगा और उनकी कल्पनाशक्ति विकसित होगी। कहानी, कविता, उपन्यास के दृश्य रूपान्तरण करने की कला का ज्ञान होगा। संवाद रचना कौशल का विकास होगा। आधुनिक तकनीक के साथ पटकथा के संवादों में सामंजस्य स्थापित करने और समन्वय की कला का विकास होगा। इस पाठ से प्राप्त ज्ञान के आधार पर पटकथा लेखन के क्षेत्र में योगदान देने में समर्थ होंगे। विज्ञापन के क्षेत्र की दृष्टि से भी विद्यार्थी समर्थ हो सकेंगे।

इकाई 1: पटकथा का अर्थ और परिभाषा, पटकथा लेखन में प्रतिभा, कल्पना और अभ्यास/ परिश्रम का महत्व।

व्याख्यान – 12

इकाई 2 : कथा और पटकथा का अन्तर, संवाद का अर्थ और पटकथा से संवाद का संबंध।

व्याख्यान – 12

इकाई 3: पटकथा लेखन का स्वरूप : प्रस्थान बिंदु अर्थात प्रस्तावना, संघर्ष और समाधान। पटकथा लेखन सूत्र अर्थात प्रारंभ, मध्यभाग और अंत। व्याख्यान – 12

इकाई 4: पटकथा और संवाद लेखन : नाट्यशास्त्र के संदर्भित अंश का अध्ययन पटकथा के फिल्मांकन की तकनीक। पटकथा-संवाद और संगीत ध्वनि का अंतर्संबंध । व्याख्यान – 12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थी सिनेमा लेखन में पटकथा एवं संवाद लेखन के बारे में भली-भाँति परिचित हुए। पटकथा लेखन से जुड़े तकनीकी ज्ञान के अतिरिक्ति विद्यार्थी पटकथा लेखन में संवाद-अदायगी के कौशल तथा अभिनय-क्षमता से रू-ब-रू हो सके। पटकथा एवं संवाद-लेखन के रंगमंचीयता से सम्बन्ध के अलावे विद्यार्थियों को किसी पटकथा के आरंभ, मध्य एवं अंत से जुड़ी जरूरी पक्षों एवं पहलुओं को जानने का सुअवसर मिला। इस पत्र द्वारा उन्हें हिन्दी भाषा के साहित्यिक उपादानों तथा उनके पटकथा एवं संवाद-लेखन से अन्तर्सम्बन्धों की भी वास्तविक जानकारी एवं ज्ञान मिल सका है।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. पटकथा लेखन : मनोहर श्याम जोशी,
2. पटकथा कैसे लिखें : राजेद्र पाण्डेय
3. कथा पटकथा : मन्नू भंडारी
4. पटकथा लेखन : असगर वजाहत
5. पटकथा लेखन : रामशरण जोशी

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पूर्णांक : 100 अंक
अभ्यन्तर : 20 अंक
सत्रांत परीक्षा/बाह्य : 80 अंक

तृतीय सत्र (HGEC)

पत्र : HIN-G-215. साहित्य और सिनेमा

उद्देश्य : इस पाठ में साहित्य और सिनेमा के अंतर्संबंध को समझा जा सकेगा। हिंदी सिनेमा के इतिहास से विद्यार्थी परिचित होंगे। हिंदी सिनेमा के विकास में हिंदी साहित्य के योगदान को रेखांकित किया जाएगा। विद्यार्थी सिनेमा की कला और हिंदी साहित्य में निहित कलात्मक तत्वों की पहचान कर सकेंगे। पटकथा लेखन और फिल्म निर्माण की कला के बारे में जान सकेंगे। विद्यार्थी अपने अर्जित ज्ञान का उपयोग निर्माता, लेखक और अभिनेता बनने में कर सकेंगे।

इकाई – 1 : साहित्य का अर्थ : क्षेत्र विस्तार

साहित्य की विधाएँ : कहानी, उपन्यास और नाटक, निबंध, आत्मकथा, संस्मरण, यात्रा वृतांत, जीवनी आदि , साहित्य के उपकरण : शिल्प और संवेदना। व्याख्यान – 12

इकाई – 2 : हिंदी सिनेमा का इतिहास, हिंदी सिनेमा में प्रमुख पौराणिक, ऐतिहासिक, साहित्यिक कृतियों का उपयोग। व्याख्यान – 12

इकाई - 3 : प्रमुख हिंदी साहित्यकारों की कृतियाँ और उन पर बनी फिल्मों की समीक्षा। व्याख्यान – 12

इकाई - 4 : हिंदी की साहित्यिक कृतियों के उपयोग का सिनेमा पर प्रभाव , साहित्य और सिनेमा में समानता एवं अंतर। व्याख्यान – 12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थी समसामयिक दुनिया में सोशल मीडिया की उपस्थिति तथा उसकी बढ़ती भूमिका से परिचित हुए। सोशल मीडिया के प्रयोग और उसमें सहभागिता को लेकर जिस सजगता एवं सावधानी की जरूरत है, उसकी उन्हें बहुविध जानकारी प्राप्त हुई। सोशल मीडिया की सामाजिक एवं शैक्षिक भूमिका के मद्देनजर इसके वैधानिक उपयोगिता एवं अनुप्रयोग को समझ सके। सूचना-तंत्र एवं तकनीकी-नियमों से सम्बन्धित कानूनों की जानकारी मिलने के अलावे विद्यार्थी इस नए माध्यम की सीमाओं और इसके लाभ-हानि सम्बन्धी विवेचन-विश्लेषण से भी अवगत हुए।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. उत्तर आधुनिक मीडिया तकनीक : हर्षदेव
2. जनमाध्यम : पीटर गोल्डिंग
3. जनमाध्यम सैद्धांतिकी : जगदीश्वर चतुर्वेदी
4. सिनेमा और साहित्य : हरीश कुमार
5. 'वसुधा' पत्रिका : फिल्म विशेषांक
6. सिनेमा और संस्कृति : राही मासूम रज़ा

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चतुर्थ सत्र HGEC

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पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

पत्र : HIN-G-225. सोशल मीडिया और हिंदी

उद्देश्य : विद्यार्थी सोशल मीडिया के विभिन्न माध्यमों से परिचित हो सकेंगे। सोशल मीडिया के उपयोग क्षेत्र से परिचित हो सकेंगे। सोशल मीडिया के व्यावसायिक उपयोग को समझ सकेंगे। विद्यार्थी सांस्कृतिक कर्म की दृष्टि से सोशल मीडिया का उपयोग करना सीख सकेंगे। सोशल मीडिया का शैक्षिक क्षेत्र में उपयोग करना सीख सकेंगे । सोशल मीडिया के दुष्प्रभावों से बचने की दृष्टि विकसित हो सकेगी।

इकाई- 1:

सोशल मीडिया : अवधारणा , सोशल मीडिया का स्वरूप और प्रकार , सोशल मीडिया का विकास , सोशल मीडिया – भाषा, समाज और संस्कृति । व्याख्यान – 12

इकाई- 2:

सोशल मीडिया के प्रकार : ट्विटर, व्हाट्सएप, फेसबुक, इंस्टाग्राम आदि । व्याख्यान – 12

इकाई – 3 :

सोशल मीडिया का प्रभाव : सामाजिक, राजनीतिक, सांस्कृतिक, शैक्षिक आदि। व्याख्यान – 12

इकाई- 4:

हिंदी भाषा का सोशल मीडिया में उपयोग : भाषा के स्तर का अध्ययन, सोशल मीडिया की विशेषताएँ एवं दुष्प्रभाव । व्याख्यान – 12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थियों को साहित्य की विभिन्न विधाओं के साथ उनकी रचनात्मक प्रस्तुति तथा रंगमंचीय अभिनय आधारित कला-रूपों को गहराई से जानने-समझने में मदद मिली। विशेषकर सिनेमा माध्यम के इतिहास के साथ उनमें हिन्दी साहित्य की उपस्थिति से परिचित हुए। हिन्दी साहित्य पर आधारित फिल्मों के माध्यम से सिनेमा माध्यम की अनुषंगी बारीकियों एवं पटकथा लेखन से जुड़ी व्यावहारिक कुशलता को निकट से जानने-समझने का मौका मिला।

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निर्देश:

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2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. मीडिया समग्र खंड : जगदीश्वर चतुर्वेदी
2. मीडिया के सामाजिक सरोकार : कालूराम परिहार
3. सूचना समाज : अर्माण्ड मैलाड
4. सोशल मीडिया : योगेश पटेल
5. हिंदी का संपूर्ण समाचार पत्र कैसा हो : वेदप्रताप वैदिक
6. मीडिया: भूमण्डलीकरण और समाज : सं. संजय द्विवेदी

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हिंदी साहित्य में स्नातक पाठ्यक्रम

2021-22 से प्रभावी

अधिगम परिणाम (CBCS) आधारित पाठ्यक्रम

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हिन्दी विभाग

राजीव गाँधी विश्वविद्यालय

रोनो हिल्स, दोइमुख, ईटानर



स्नातक कला पाठ्यक्रम

अधिगम परिणाम (CBCS) आधारित पाठ्यक्रम

हिन्दी (प्रतिष्ठा)

सत्र पद्धति

वर्ष 2021-22 से प्रभावी

05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

Details of Courses under B.A (Honors) Credits

Semester	Core Course 14 papers 6 credit each	Ability Enhancement Compulsory Course (AECC) 2 Paper4 Credit each	Skill Enhancement Course (SEC) 2 Paper 4 credit each	Discipline Specific Elective Course (DSE) 4 Papers 6 Credit Each	Generic Elective 4 papers 6 Credit Each	Semester wise Total Credit
I	C1 C2	AECC-1	***	***	GE1	22 CREDIT
II	C3 C4	AECC- 2	***	***	GE2	22 CREDIT
III	C5 C6 C7	***	SEC- I	***	GE3	28 CREDIT
IV	C8 C9 C10	***	SEC-2	***	GE4	28 CREDIT
V	C11 C12	***	***	DSE-1 DSE-2		24 CREDIT
VI	C13 C14	***	***	DSE-3 DSE-4		24 CREDIT
TOTAL	84 CREDIT	08 CREDIT	08 CREDIT	24 CREDIT	24 CREDIT	148 CREDIT

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प्रस्तावना

हिंदी साहित्य के स्नातक प्रतिष्ठा पाठ्यक्रम के निर्माण हेतु गठित स्नातक पाठ्यक्रम निर्माण समिति (BUGS) इस रिपोर्ट को प्रस्तुत करते हुए प्रसन्नता का अनुभव कर रही है। विश्वविद्यालय अनुदान आयोग द्वारा दिए गए दिशा-निर्देशों के अनुपालन में पाठ्यक्रम निर्माण समिति ने इस पाठ्यक्रम को लागू करते समय इसमें वैश्विक संदर्भों का समायोजन किया है।

इस पाठ्यक्रम की संरचना इस प्रकार की गई है कि इसके अध्ययन के पश्चात हिंदी साहित्य के विद्यार्थी यह जान सकेंगे कि साहित्य का विश्लेषण कैसे किया जाए, उसकी समीक्षा कैसे की जाए और दिए गए पाठ को पढ़ने की समझ किस प्रकार विकसित की जाए ताकि विद्यार्थी साहित्य के उद्देश्य से भली-भाँति परिचित हो सके।

उल्लेखनीय बात यह है कि चयन आधारित क्रेडिट प्रणाली में हिंदी साहित्य के पाठ्यक्रम की बड़ी भूमिका है। इस पाठ्यक्रम निर्माण के दौरान क्षेत्रीय, राष्ट्रीय और वैश्विक संदर्भों के अनुरूप विकल्प रखे गए हैं। विश्वविद्यालय अनुदान आयोग द्वारा प्रस्तावित अधिगम परिणाम आधारित पाठ्यक्रम में दिए पाठ के नमूनों को ठीक से समझकर उनके अनुरूप पाठ्यक्रम तैयार किया गया है। इस प्रकार लेखकों का कालखण्ड, विषय-वस्तु और विधागत विभाजन कर पाठ्यक्रम को सर्वसमावेशी बनाया गया है।

भारत विविधताओं वाला देश है और ये विविधताएँ भाषागत भी हैं। यहाँ तक कि मानक हिंदी भाषा के अंतर्गत अनेक बोलियाँ भी सम्मिलित हैं जिनका साहित्य भी हिंदी भाषा को समृद्ध कर रहा है। इन्हीं उद्देश्यों की पूर्ति के लिए इस पाठ्यक्रम की रूपरेखा निर्मित की गई है। इस पाठ्यक्रम में भारतीय साहित्य पेपर के अंतर्गत अन्य भारतीय भाषाओं में रचित साहित्य को भी सम्मिलित किया गया है।

यह पाठ्यक्रम रोजगारपरक शिक्षा देने का कार्य भी करेगा ताकि इसके अध्ययन के बाद विद्यार्थी अपने जीवन का निर्वाह भी भली-भाँति कर सकें। इस अधिगम परिणाम आधारित शिक्षण प्रणाली को नवाचार की दृष्टि से लागू किया जा रहा है। यह समाज के लिए अति लाभकारी सिद्ध होगा।

अतः सभी महाविद्यालयों से यह अपेक्षा की जाती है कि वे इन पाठ्यक्रमों को लागू करने में अपनी रुचि दिखाएँ और प्रोत्साहन दें ताकि अधिगम परिणाम आधारित पाठ्यक्रम संरचना के निर्माण की सार्थकता सिद्ध हो सके।

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अधिगम परिणाम आधारित पाठ्यक्रम संरचना

हिंदी साहित्य में स्नातक (प्रतिष्ठा) अध्ययन पाठ्यक्रम का संक्षिप्त परिचय

हिन्दी स्नातक कला 3 (तीन) वर्षों की स्नातक की डिग्री है जिसमे 6 (छह) सत्र शामिल हैं, जिसके प्रत्येक सत्र में प्रतिष्ठा के पत्र होंगे। पाठ्यक्रम में विविध और अंतर्दृष्टि-उन्मुख पत्रों को सम्मिलित किया गया है जिसमें 14 (चौदह) मुख्य पाठ्यक्रम (सी सी) अथवा प्रतिष्ठा के पत्र, 2 (दो) अनिवार्य योग्यता वृद्धि पाठ्यक्रम (ए ई सी सी), 4 (चार) सामान्य वैकल्पिक पाठ्यक्रम (जी ई सी), 2 (दो) कौशल संवर्धन पाठ्यक्रम (एस ई सी), और अनुशासन/विषय केन्द्रित 4 (चार) (डी एस ई) ऐच्छिक पत्र शामिल हैं। प्रत्येक पत्र को चार इकाइयों (संचार के लिए अंग्रेजी और पर्यावरण अध्ययन को छोड़कर) में विभाजित किया गया है। प्रत्येक पत्र के लिए 100 (सौ) अंक निर्धारित हैं जिसमें आंतरिक मूल्यांकन के लिए 20 (बीस) अंक और सत्रांत परीक्षा के लिए 80 (अस्सी) अंक निर्धारित हैं। प्रति सप्ताह प्रत्येक थ्योरी पेपर के लिए 3 (तीन) व्याख्यान और 1 (एक) ट्यूटोरियल होगा। राजीव गांधी विश्वविद्यालय में क्रमशः अंग्रेजी, हिंदी और भूगोल विभागों द्वारा विकसित पाठ्यक्रम से तीन क्षमता वृद्धि अनिवार्य पाठ्यक्रम (एई सी सी) अर्थात् संचार के लिए अंग्रेजी (ई सी), हिंदी शिक्षण और पर्यावरण अध्ययन (ई वी एस) सम्मिलित हैं।

विश्वविद्यालय के नवीनतम दिशानिर्देशों के अनुसार अधिगम परिणाम (सी बी सी एस) आधारित पाठ्यक्रम अथवा च्वाइस बेस्ड क्रेडिट सिस्टम (सी बी सी एस) और लर्निंग आउटकम बेस्ड करिकुलम फ्रेमवर्क (एल ओ सी एफ) की भावना का पालन करते हुए, हिन्दी स्नातक के इस पाठ्यक्रम में वैश्विक मानकों को ध्यान में रखते हुए मुख्य (कोर), अंतर अनुशासनात्मक विषय और ऐच्छिक पाठ्यक्रम शामिल किए गए हैं। राष्ट्रीय शिक्षा नीति (एन ई पी) 2020 में परिकल्पित अनिवार्य अनुसंधान परियोजना को शामिल करना पाठ्यक्रम का नवीनतम आकर्षण है। मुख्य पाठ्यक्रम से लेकर विषय आधारित ऐच्छिक पाठ्यक्रमों तक पत्रों के क्रम को अच्छी तरह से सोचा गया है ताकि उनमे अंतर्दृष्टि का निर्माण किया जा सके साथ ही जिनसे विद्यार्थियों के व्यक्तिगत और व्यावसायिक विकास को सुनिश्चित किया जा सके। हिन्दी स्नातक के छात्रों को, पंचम तथा षष्ठ सत्रों में विभाग द्वारा संचालित विषय केन्द्रित विशिष्ट ऐच्छिक प्रश्नपत्रों (डी एस ई) के समूह में से अपनी रुचि के अनुसार पत्रों को चयन करना होगा।

स्नातक हिन्दी

कार्यक्रम के उद्देश्य और हिन्दी सीखने के परिणाम

हिन्दी साहित्य के स्नातक प्रतिष्ठा पाठ्यक्रम का निर्माण नयी राष्ट्रीय शिक्षा नीति-2020 के मूल संकल्पना को ध्यान में रखकर किया गया है। इस नयी शिक्षा पद्धति के नवीन पाठ्यक्रम के द्वारा छात्रों में हिन्दी भाषा और और साहित्य के प्रति अभिरुचि जागृत होगी। इस पाठ्यक्रम में ऐसे कई अंतर अनुशासनात्मक एवं ऐच्छिक विषयों को शामिल किया गया है जिससे छात्रों को रोजगार प्राप्ति के अनेक अवसर सुलभ होंगे । इस पाठ्यक्रम में क्षेत्रीय तथा राष्ट्रीय सन्दर्भों के सम्मिलित होने से देश की एकता और अखंडता बलवती होगी। इससे छात्रों में शिक्षा के साथ राष्ट्रीयता की भावना और प्रखर होगी।

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सत्र	कार्यक्रम का उद्देश्य	कार्यक्रम की उपलब्धियाँ
प्रथम सत्र	प्रथम पत्र में हिंदी शिक्षण के अंतर्गत हिंदी के महत्व, व्यावहारिक पक्ष, आलेख रचना, व्यावहारिक लेखन एवं सृजनात्मक लेखन के विविध पक्षों से परिचित हो सकेंगे । वैकल्पिक पत्र में अंग्रेजी के रचनात्मक साहित्य एवं व्याकरण तथा रचना के विविध पक्षों से अवगत हो सकेंगे। द्वितीय पत्र के अंतर्गत साहित्यिक इतिहास एवं प्रतिनिधि कवियों की रचनाओं की जानकारी प्राप्त कर सकेंगे । तृतीय पत्र में प्रतिनिधि रीतिकालीन कवियों की रचनाओं की जानकारी प्राप्त कर सकेंगे और चतुर्थ पत्र में सर्जनात्मक लेखन से जुड़े विविध पक्षों से अवगत हो सकेंगे।	प्रथम सत्र में प्रथम पत्र के अंतर्गत छात्र हिंदी शिक्षण के विविध पक्षों से अवगत हुए। वैकल्पिक पत्र के अंतर्गत छात्र अंग्रेजी के रचनात्मक साहित्य एवं व्याकरण तथा रचना पक्ष से अवगत हुए। द्वितीय पत्र में साहित्यिक इतिहास एवं प्रतिनिधि कवियों की रचनाओं से परिचित हुए। तृतीय पत्र में प्रमुख रीतिकालीन कवियों के बारे में जानकारी प्राप्त की। चतुर्थ पत्र में सृजनात्मक लेखन से जुड़े विविध पहलुओं के विषय में जानकारी प्राप्त की।
द्वितीय सत्र	इस सत्र के प्रथम पत्र एनवायरनमेण्टल स्टडीज के अंतर्गत पर्यावरण से जुड़े विविध पक्षों का अध्ययन करेंगे। द्वितीय पत्र में हिंदी साहित्य के आधुनिक काल के इतिहास विषयक पक्ष एवं प्रतिनिधि आधुनिक कवियों की रचनाओं से परिचित होंगे । तृतीय पत्र के अंतर्गत छायावादोत्तर काव्य परिदृश्य एवं प्रतिनिधि कवियों की रचनाओं से अवगत होंगे। चतुर्थ पत्र में पटकथा तथा संवाद लेखन के बारे में जानकारी प्राप्त करेंगे।	छात्रों ने प्रथम पत्र में पर्यावरण अध्ययन पत्र के अंतर्गत पर्यावरण से जुड़ी जानकारी प्राप्त की । द्वितीय पत्र में हिंदी साहित्य के आधुनिक काल एवं प्रतिनिधि आधुनिक कवियों की रचनाओं से परिचित हुए। तृतीय पत्र के द्वारा छायावादोत्तर कविता एवं प्रतिनिधि कवियों के कृतित्व से अवगत हुए । चतुर्थ पत्र को पढ़ कर पटकथा लेखन तथा संवाद लेखनके बारे में यथेष्ट जानकारी प्राप्त की।
तृतीय सत्र	इसके प्रथम पत्र के अंतर्गत कथा साहित्य के सैद्धान्तिक पक्ष एवं कथा साहित्य की कुछ कृतियों का अनुशीलन करेंगे। द्वितीय पत्र में हिंदी नाट्य साहित्य के सैद्धान्तिक पक्ष से परिचित होंगे तथा कुछ नाटकों की समालोचना करेंगे। तृतीय पत्र में विविध गद्य विधाओं के सैद्धान्तिक पक्ष से परिचित होंगे तथा कुछ रचनाओं की विवेचना करेंगे। चतुर्थ पत्र में लेखन कौशल के सिद्धान्त पक्ष एवं लेखन प्रशिक्षण से जुड़े विविध पहलुओं से परिचित होंगे। पंचम पत्र में साहित्य और सिनेमा के अंत: सम्बन्धों की जानकारी प्राप्त करेंगे।	छात्रों ने प्रथम पत्र में कथा साहित्य के विषय में जानकारी प्राप्त की और प्रमुख रचनाओं का अनुशीलन किया। द्वितीय पत्र में हिंदी नाट्य साहित्य से परिचित हुए और कई नाटकों का अनुशीलन किया। तृतीय पत्र में विविध गद्य विधाओं के बारे में जानकारी प्राप्त की और कई कथेतर गद्य रचनाओं का अनुशीलन किया। चतुर्थ पत्र में छात्र लेखन कौशल के सैद्धांतिक पक्ष से अवगत हुए और लेखन प्रशिक्षण से जुड़े विविध पहलुओं के बारे में जानकारी प्राप्त की। पंचम पत्र में साहित्य और सिनेमा के अंत: सम्बन्धों के बारे में जानकारी प्राप्त की।
चतुर्थ सत्र	इस सत्र में प्रथम पत्र के अंतर्गत हिंदी गद्य साहित्य से अवगत होंगे। विविध विधाओं की विशेष रूप से जानकारी प्राप्त करेंगे। द्वितीय पत्र में हिंदी आलोचना के विकास क्रम एवं प्रमुख आलोचकों के आलोचना सिद्धांतों से अवगत होंगे। तृतीय पत्र में भाषा विज्ञान एवं हिंदी भाषा से परिचित हो सकेंगे । चतुर्थ पत्र में कार्यालयी हिंदी के विविध पक्षों से अवगत हो सकेंगे। पंचम पत्र में सोशल मीडिया और हिंदी विषय के बारे में जानकारी प्राप्त कर सकेंगे।	छात्र प्रथम पत्र में हिंदी गद्य साहित्य के इतिहास से अवगत हुए और कई गद्य विधाओं के बारे में विशेष रूप से जानकारी प्राप्त की। द्वितीय पत्र में हिंदी आलोचना और प्रमुख आलोचकों के बारे में जानकारी प्राप्त की। तृतीय पत्र में भाषा विज्ञान एवं हिंदी भाषा के विषय में जानकारी प्राप्त की । चतुर्थ पत्र में कार्यालयी हिंदी के बारे में ज्ञान प्राप्त किया। पंचम पत्र में सोशल मीडिया और हिंदी विषय के बारे में अवगत हुए।

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पंचम सत्र	इस सत्र में प्रथम पत्र के अंतर्गत भारतीय काव्यशास्त्र के विविध पक्षों की जानकारी प्राप्त कर सकेंगे। द्वितीय पत्र में पाश्चात्य काव्यशास्त्र के प्रमुख चिंतकों के विचारों से परिचित हो सकेंगे तथा प्रमुख वादों और सिद्धांतों से भी अवगत हो सकेंगे। तृतीय वैकल्पिक पत्र में लोक साहित्य के सैद्धान्तिक पक्ष से परिचित हो सकेंगे। लोक साहित्य की विविध विधाओं और इस प्रदेश के लोक साहित्य की जानकारी प्राप्त कर सकेंगे। वैकल्पिक पत्र, हिंदी संत साहित्य के अंतर्गत प्रतिनिधि संत रचनाओं की जानकारी प्राप्त कर सकेंगे। चतुर्थ वैकल्पिक पत्र में प्रवासी साहित्य के इतिहास और रचनाओं से परिचित हो सकेंगे। वैकल्पिक पत्र छायावाद के अंतर्गत प्रतिनिधि छायावादी कवियों के कृतित्व से अवगत हो सकेंगे।	छात्र प्रथम पत्र में भारतीय काव्यशास्त्र के विविध आयामों से परिचित हुए। द्वितीय पत्र के माध्यम से पाश्चात्य काव्यशास्त्र के प्रमुख साहित्य चिंतकों के विचारों, विविध वादों एवं सिद्धान्तों से परिचित हुए। तृतीय वैकल्पिक पत्र में लोक साहित्य के सैद्धान्तिक पक्ष से अवगत हुए, लोकसाहित्य की विविध विधाओं और इस प्रदेश के लोक साहित्य से परिचित हुए। अन्य वैकल्पिक पत्र में हिंदी के प्रतिनिधि संत कवियों के कृतित्व से परिचित हुए। चतुर्थ वैकल्पिक पत्र में प्रवासी साहित्य की रचनाओं से परिचित हुए।
षष्ठ सत्र	इस सत्र के प्रथम पत्र में मीडिया के विविध आयामों से परिचित होंगे। द्वितीय पत्र में प्रयोजनमूलक हिंदी के बारे में जानकारी प्राप्त कर सकेंगे। तृतीय वैकल्पिक पत्र में भारतीय साहित्य के बारे में और भारतीय साहित्य की विविध विधाओं के बारे में अवगत हो सकेंगे। अन्य वैकल्पिक पत्र में प्रेमचन्द की रचनाशीलता एवं विचारों के बारे में जानकारी मिल सकेगी। चतुर्थ वैकल्पिक पत्र में राष्ट्रीय चेतना की कविता के बारे में जानकारी प्राप्त कर सकेंगे। अन्य वैकल्पिक पत्र में तुलसीदास की प्रमुख रचनाओं से अवगत हो सकेंगे।	छात्र प्रथम पत्र में मीडिया के विविध आयामों से परिचित हुए। द्वितीय पत्र में प्रयोजनमूलक हिंदी के विषय में जानकारी प्राप्त हुई। तृतीय वैकल्पिक पत्र में भारतीय साहित्य के बारे में और भारतीय साहित्य की विविध विधाओं के बारे में जानकारी मिली। अन्य वैकल्पिक पत्र में प्रेमचन्द के साहित्य एवं वैचारिकी के बारे में अवगत हुए। चतुर्थ वैकल्पिक पत्र में राष्ट्रीय चेतना की कविता के बारे में जानकारी प्राप्त की। अन्य वैकल्पिक पत्र में गोस्वामी तुलसीदास की प्रमुख रचनाओं के बारे में अवगत हुए।

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हिन्दी स्नातक

पाठ्यक्रम संरचना

क्रम संख्या	पेपर कोड तथा शीर्षक	अंक	क्रेडिट	L:T:P
Semester I		**400**	**22**	
Ability Enhancement Compulsory Course (AECC)- any one of the following				
1	ENG-A-111: English for Communication (EC)	100	6	3:1:0
	HIN-A-111: हिन्दी शिक्षण	100	6	3:1:0
कोर कोर्स (CC)				
2	HIN-C-112 : हिन्दी साहित्य: आदिकाल से भक्तिकाल (इतिहास एवं रचनाएँ)	100	4	3:1:0
3	HIN-C-113 : हिन्दी साहित्य: रीतिकाल	100	4	3:1:0
General Elective Course (GEC)				
4	HIN -G-114: सृजनात्मक लेखन	100	6	3:1:0
Semester II		**400**	**26**	
Ability Enhancement Compulsory Course (AECC)				
1	GEO -A-121: Environmental Studies (EVS)	100	6	3:1:0
कोर कोर्स (CC)				
2	HIN -C-122: हिन्दी साहित्य: आधुनिक काल	100	4	3:1:0
3	HIN -C-123: हिन्दी साहित्य: प्रगतिवाद से बीसवीं शताब्दी तक	100	6	3:1:0
General Elective Course (GEC)				
4	HIN -G-124: पटकथा तथा संवाद लेखन	100	6	3:1:0
Semester III		**500**	**28**	
कोर कोर्स (CC)				
1	HIN -C-211: कथा साहित्य: कहानी एवं उपन्यास	100	6	3:1:0
2	HIN -C-212: हिन्दी नाट्य साहित्य	100	6	3:1:0
3	HIN -C-213: कथेतर गद्य साहित्य	100	6	3:1:0
Skill Enhancement Course (SEC)				
4	HIN -S-214: लेखन कौशल	100	4	3:1:0
General Elective Course (GEC)				
5	HIN -G-215: साहित्य और सिनेमा	100	6	3:1:0

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Semester IV			**500**	**28**	
कोर कोर्स (CC)					
1	HIN -C-221: हिन्दी गद्य साहित्य का इतिहास		100	6	3:1:0
2	HIN -C-222: हिन्दी आलोचना		100	6	3:1:0
3	HIN -C-223: हिन्दी भाषा एवं भाषा विज्ञान		100	6	3:1:0
Skill Enhancement Course (SEC)					
4	HIN -S-224: कार्यालयी हिन्दी		100	4	3:1:0
General Elective Course (GEC)					
5	HIN -G-225: सोशल मीडिया और हिन्दी		100	6	3:1:0
Semester V			**400**	**24**	
कोर कोर्स (CC)					
1	HIN -C-311: भारतीय काव्यशास्त्र		100	6	3:1:0
2	HIN -C-312: पाश्चात काव्यशास्त्र		100	6	3:1:0
Discipline Specific Elective (DSE–1) – Choose one paper from each part					
3	Part-1	HIN -D-313(क): लोक साहित्य	100	6	3:1:0
		HIN -D-313(ख): हिन्दी संत साहित्य	100	6	3:1:0
	Part-2	HIN -D-314(क): प्रवासी साहित्य	100	6	3:1:0
		HIN -D-314(ख): छायावाद	100	6	3:1:0
Semester VI			**400**	**24**	
कोर कोर्स (CC)					
1	HIN -C-321: मीडिया के विविध आयाम		100	6	3:1:0
2	HIN -C-322: प्रयोजनमूलक हिन्दी		100	6	3:1:0
Discipline Specific Elective (DSE–2) Choose one paper from each part					
3	Part-1	HIN -D-323 (क): भारतीय साहित्य	100	6	3:1:0
		HIN -D-323 (ख): प्रेमचन्द	100	6	3:1:0
	Part-2	HIN -D-324 (क): राष्ट्रीय चेतना की कविता	100	6	3:1:0
		HIN -D-324 (ख): तुलसीदास	100	6	3:1:0
	Grand Total		**2600 (Marks)**	**148 (Credits)**	

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व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

प्रथम सत्र (प्रतिष्ठा)

पत्र : HIN-C - 112

हिंदी साहित्य : आदिकाल से भक्तिकाल (इतिहास एवं रचनाएँ)

उद्देश्य : यह पत्र प्रथम सत्र (प्रतिष्ठा) के विद्यार्थियों के लिये हिन्दी साहित्य के इतिहास के आदिकाल एवं मध्यकाल के सम्यक् ज्ञान से सम्बन्धित है। इसमें विद्यार्थियों से साहित्येतिहास के आदिकाल की युगीन परिस्थितियों, प्रवृत्तियों एवं प्रमुख कवियों के बारे में जानकारी अपेक्षित है।

इकाई 1 : **आदिकाल:** हिन्दी साहित्य के इतिहास लेखन की परम्परा, हिन्दी साहित्य का इतिहास: काल विभाजन, सीमा-निर्धारण और नामकरण, आदिकालीन साहित्य की पृष्ठभूमि एवं परिस्थितियाँ।

भक्तिकाल: भक्तिकाल की पृष्ठभूमि; परिस्थितियाँ; वर्गीकरण तथा सामान्य प्रवृत्तियाँ, निर्गुण एवं सगुण काव्यधाराओं की ज्ञानाश्रयी, प्रेमाश्रयी, कृष्णाश्रयी तथा रामाश्रयी काव्यधाराओं का परिचय तथा विशेषताएँ। व्याख्यान -12

इकाई 2 : **क. चंदवरदाई :** (पाठ्य पुस्तक: आदिकालीन काव्य – सं. डॉ. वासुदेव सिंह, विश्वविद्यालय प्रकाशन)

अथ पद्मावती समय : प्रारंभ से 10 (दस) पद।

आलोचना: पृथ्वीराज रासो का काव्य-सौन्दर्य, रासो की प्रामाणिकता, अथ पद्मावती समय का काव्य-सौन्दर्य।

ख. अमीर खुसरो : (पाठ्य पुस्तक: अमीर खुसरो: व्यक्तित्व और कृतित्व – परमानन्द पांचाल)

- कव्वाली- घ (1)
- दोहे – च; 5 दोहे :– (1) गोरी लोने (2) खुसरो रैन (3) देख मैं (4) चकवा-चकवी (5) सेज सुनी

आलोचना: अमीर खुसरो का साहित्यिक परिचय, खुसरो की पहेलियों का वैशिष्ट्य, आदिकालीन साहित्य को खुसरो का योगदान। व्याख्यान -12

इकाई 3 : (पाठ्य पुस्तक: प्राचीन काव्य संग्रह; सम्पा.- राजदेव सिंह; वाणी प्रकाशन, दिल्ली।)

क. कबीर :

पाठांश: प्रारम्भ के पाँच सबद ।

आलोचना : कबीर की भक्ति ; समाज-चेतना।

ख. जायसी :

पाठांश : उपसंहार खण्ड

आलोचना : जायसी का काव्य-वैभव ; सूफी काव्य परम्परा और पद्मावत। व्याख्यान -12

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इकाई 4 :

क. सूरदासः

पाठ्य पुस्तकः प्राचीन काव्य संग्रह; सम्पा.- राजदेव सिंह; वाणी प्रकाशन, दिल्ली।
पाठांश : विनय के पद - 1, 5 तथा भ्रमरगीत प्रसंग- पद संख्या: 3,4,5,6,7 तथा 8 ।
आलोचना : सूर की भक्ति-भावना ; वात्सल्य ।

ख. तुलसीदास :

पाठ्यपुस्तक : काव्य-वैभव : सं. दूधनाथ सिंह, लोकभारती प्रकाशन
पाठांश : समस्त पद ।

आलोचना : काव्यगत विशेषताएँ, समन्वय- भावना । व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी साहित्य के इतिहास लेखन की प्रमुख समस्याओं, आदिकालीन एवं भक्तिकालीन साहित्य की जानकारी प्राप्त कर चुके होंगे और चंदबरदाई, अमीर खुसरो, जायसी, सूरदास और तुलसीदास की प्रतिनिधि रचनाओं से परिचित हो चुके होंगे।

निर्देशः

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे । 14x4= 56

2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे । 8 x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि ।

सहायक ग्रन्थः

1. हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल ।
2. हिन्दी साहित्य का इतिहास : सम्पा.- डॉ. नगेन्द्र ।
3. हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा ।
4. हिन्दी साहित्य का वैज्ञानिक इतिहासः दो खण्ड : डॉ. गणपतिचन्द्र गुप्त ।
5. हिन्दी साहित्य और संवेदना का विकास : डॉ. रामस्वरूप चतुर्वेदी ।
6. हिन्दी साहित्य का दूसरा इतिहास : डॉ. बच्चन सिंह ।
7. हिन्दी साहित्यः उद्भव और विकास : डॉ. हजारीप्रसाद द्विवेदी ।

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प्रथम सत्र (प्रतिष्ठा)

पत्र : HIN-C-113

हिंदी साहित्य : रीतिकाल

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : विद्यार्थियों को भारतवर्ष की 17वीं से 19वीं शताब्दी के मध्य के सामाजिक, सांस्कृतिक, राजनीतिक और आर्थिक परिदृश्य आदि का ज्ञान होगा। विद्यार्थी इस काल के साहित्यकारों एवं उनकी रचनाओं से परिचित हो सकेंगे।

इकाई 1: रीतिकालीन साहित्य की पृष्ठभूमि एवं परिस्थितियां; रीति की अवधारणा और रीति काव्य; रीतिकालीन साहित्य की विभिन्न धाराएं : सामान्य परिचय, रीतिकालीन रचनाएं, रचनाकार एवं प्रमुख प्रवृत्तियाँ, रीतिकालीन काव्य भाषा।

व्याख्यान-12

इकाई 2: (क) केशव:

पाठ्य पुस्तक: कविप्रिया – प्रिया प्रकाशन, ला. भगवानदीन

पाठांश : तीसरा प्रभाव, छंद संख्या 1,2,4 तथा 5।

आलोचना: कविप्रिया का काव्य सौन्दर्य, केशव की अलंकार-योजना।

(ख) मतिराम:

पाठ्य पुस्तक: रीतिकाव्य संग्रह, डॉ. विजयपाल सिंह, लोकभारती प्रकाशन।

पाठांश: प्रारंभ से पाँच पद

आलोचना: रीतिकालीन कवियों में मतिराम का स्थान, मतिराम की काव्य-कला। व्याख्यान- 12

इकाई 3 : (क) सेनापति:

पाठ्य पुस्तक: रीतिकाव्य संग्रह, डॉ. विजयपाल सिंह, लोकभारती प्रकाशन।

पाठांश: पद संख्या :- 1,2,5,9 तथा 10।

आलोचना: शृंगारिकता, काव्यगत विशेषताएँ।

(ख) बिहारी :

पाठ्य पुस्तक : बिहारी रत्नाकर; सम्पादक: जगन्नाथदास रत्नाकर।

पाठ्य दोहे- 1, 2, 5, 6, 7,15,19, 20, 21 तक।

आलोचना: बिहारी की बहुज्ञता, सतसई परम्परा में बिहारी का स्थान। व्याख्यान- 12

इकाई 4 : (क) घनानन्द:

पाठ्य पुस्तक : घनानन्द कवित्त; संपा.- आचार्य विश्वनाथ प्रसाद मिश्र

पाठांश : पद संख्या 1 से 5 तक।

आलोचना : प्रेम वर्णन, भाषा एवं काव्य कला।

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(ख) भूषण :

पाठ्य पुस्तक : रीति काव्य धारा; संपा – रामचन्द्र तिवारी

पाठ्य छंद - 9, 10, 11, 12, 15, 24।

आलोचना: वीरता की कविता, भाषा एवं काव्य कला। व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र रीतिकालीन हिन्दी साहित्य की जानकारी प्राप्त कर चुके होंगे और केशव, मतिराम, सेनापित, बिहारी, घनानन्द और भूषण जैसे प्रमुख रीतिकालीन कवियों की प्रतिनिधि काव्य रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल।
2. हिन्दी साहित्य का इतिहास : सम्पा.- डॉ. नगेन्द्र।
3. हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा।
4. रीतिकाव्य की भूमिका : डॉ. नगेन्द्र
5. बिहारी का नया मूल्यांकन : बच्चन सिंह
6. घनानंद और स्वच्छंद काव्यधारा : मनोहर लाल गौड़
7. बिहारी सतसई : जगन्नाथ दास रत्नाकर
8. रीतिकालीन काव्य सिद्धांत : डॉ. सूर्यनारायण द्विवेदी
9. भूषण और उनका साहित्य : राजमल बोरा
10. शिवभूषण तथा प्रकीर्ण रचना : विश्वनाथ प्रसाद मिश्र

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द्वितीय सत्र (प्रतिष्ठा)

पत्र : HIN-C- 122

हिंदी साहित्य : आधुनिक काल

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : हिन्दी साहित्य के इतिहास के आधुनिक काल का सम्यक् ज्ञान प्राप्त कर सकेंगे । इसमें विद्यार्थियों से साहित्येतिहास के आधुनिक काल की युगीन परिस्थितियों, प्रवृत्तियों एवं प्रमुख कवियों तथा गद्य के विधाओं के बारे में जानकारी अपेक्षित है।

इकाई: 1 आधुनिक काल की पृष्ठभूमि: सामाजिक, राजनीतिक एवं सांस्कृतिक परिस्थितियाँ; हिन्दी काव्य को भारतेन्दु युग का अवदान; भारतेन्दुयुगीन कविता विशेषताएँ, द्विवेदीयुगीन कविता की विशेषताएँ, प्रमुख छायावादी कवि और उनका काव्य; छायावादकालीन कविताओं की विशेषताएँ।

व्याख्यान-12

इकाई: 2

(क) भारतेंदु हरिश्चन्द्र :

पाठ्य कविता : प्रेम माधुरी

आलोचना : हिन्दी साहित्य को भारतेंदु का योगदान, प्रेम माधुरी का काव्य सौन्दर्य तथा भारतेंदु की काव्य-कला।

(ख) मैथिलीशरण गुप्त:

पाठांश : हम कौन थे (अंश – भारत-भारती) तथा कैकेयी का अनुताप।

आलोचना : गुप्त जी का काव्य संसार, काव्य दृष्टि एवं राष्ट्रीय आंदोलन की चेतना। व्याख्यान – 12

इकाई: 3

क. जयशंकर प्रसाद :

पाठ्य कविताएं : मेरे नाविक, बीती विभावरी जाग री ।

आलोचना : छायावादी काव्य मूल्य और जयशंकर प्रसाद, प्रसाद के काव्य में राष्ट्रीय एवं सांस्कृतिक चेतना; पठित कविताओं की काव्यगत विशेषताएं ।

ख. सूर्यकान्त त्रिपाठी 'निराला' :

पाठ्य कविताएं : जूही की कली, जागो फिर एक बार-6 ।

आलोचना : निराला का काव्य-वैशिष्ट्य; निराला के काव्य में छायावादी चेतना, तथा पठित कविताओं का सारांश ।

व्याख्यान – 12

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इकाई : 4

क. **सुमित्रानंदन पंत** :

पाठ्य कविताएं : मौन निमंत्रण, नौका विहार।

आलोचना : पन्त–काव्य और छायावाद ; पंत का प्रकृति-चित्रण, पठित कविताओं का प्रतिपाद्य एवं विशेषताएं । व्याख्यान - 12

ख. **महादेवी वर्मा :**

पाठ्य कविताएं –: बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ, मैं नीर भरी दुख की बदली।

आलोचना : महादेवी का काव्य और करुणा, पीड़ा और वेदना; महादेवी वर्मा की काव्यगत विशेषताएं।

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भारतेंदुयुगीन हिन्दी कविता, द्विवेदीयुगीन हिन्दी कविता एवं छायावादकालीन हिन्दी कविता की जानकारी प्राप्त कर चुके होंगे और भारतेन्दु हरिश्चन्द्र और मैथिलीशरण गुप्त की प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति

व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

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सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास : आ. रामचन्द्र शुक्ल।
2. हिन्दी साहित्य का इतिहास : सम्पा.- डॉ. नगेन्द्र।
3. हिन्दी साहित्य का आलोचनात्मक इतिहास : डॉ. रामकुमार वर्मा।
4. भारतेंदु और हिन्दी नवजागरण की समस्याएँ : रामविलास शर्मा।
5. भारतेंदु और भारतीय नवजागरण : सं. शम्भूनाथ एवं अशोक जोशी।
6. मैथिलीशरण गुप्त : रेवती रमण।
7. जयशंकर प्रसाद : नंद दुलारे वाजपेयी
8. निराला की साहित्य साधना (3 भाग) : रामविलास शर्मा
9. सुमित्रानंदन पंत : डॉ. नगेन्द्र
10. महादेवी वर्मा : जगदीश गुप्त
11. महादेवी : दूधनाथ सिंह
12. छायावाद : नामवर सिंह
13. छायावाद और नवजागरण : महेन्द्र नाथ राय

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Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

द्वितीय सत्र (प्रतिष्ठा)

पत्र : HIN-C-123

हिंदी साहित्य : प्रगतिवाद से बीसवीं शताब्दी तक

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र द्वितीय सत्र (प्रतिष्ठा) के विद्यार्थियों के लिये है। इसमें छायावादोत्तर कविताएँ अध्ययन हेतु रखी गयी हैं। विद्यार्थी कविताओं के माध्यम से अभिव्यक्त आधुनिक विमर्शों से अवगत होंगें।

पाठ्य पुस्तक: अस्मिता सं. डॉ. जगदीश प्रसाद श्रीवास्तव, डॉ. जितेन्द्रनाथ पाठक, विश्वविद्यालय प्रकाशन, वाराणसी।

इकाई: 1 छायावादोत्तर काव्यान्दोलन और काव्य : प्रगतिवाद; प्रयोगवाद; नई कविता; अकविता; नवगीत; जनवादी कविता; समकालीन कविता व अन्यकाव्य-परिवर्तन; दलित-चेतना, स्त्री-चेतना और जनजातीय चेतना तथा पर्यावरण चेतना की कविताएं। व्याख्यान-12

इकाई: 2 क. अज्ञेय – कलगी बाजरे की , यह द्वीप अकेला। व्याख्यान-12

ख . मुक्तिबोध – भूल गलती, दिमागी गुहान्धकार का ओराँगउटाँग ।

ग. नागार्जुन – अकाल और उसके बाद, कालिदास।

आलोचना: कवियों की काव्यगत विशेषताएँ, पठित कविताओं का सारांश एवं प्रतिपाद्य।

इकाई: 3 क. भवानी प्रसाद मिश्र – फूल कमल के, मंगल वर्षा, कहीं नहीं बचे। व्याख्यान-12

ख. कुंवर नारायण – नचिकेता ।

ग. सर्वेश्वर दयाल सक्सेना – मैंने कब कहाँ, छीनने आए हैं वे, हम ले चलेंगे।

आलोचना: कवियों की काव्यगत विशेषताएँ, पठित कविताओं का सारांश एवं प्रतिपाद्य।

इकाई: 4 क. केदारनाथ सिंह – फर्क नहीं पड़ता, आवाज। व्याख्यान-12

ख. धूमिल – मोचीराम, सुदूर पूर्व में, धूमिल की अन्तिम कविता।

ग. श्रीराम वर्मा – चक्रव्यूह, झील, आकण्ठ कुछ शब्द।

आलोचना: कवियों की काव्यगत विशेषताएँ, पठित कविताओं का सारांश एवं प्रतिपाद्य।

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उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी साहित्य के छायावादोत्तर काव्यांदोलन से अवगत हो चुके होंगे और छायावादोत्तर हिन्दी कविता के प्रतिनिधि कवियों की प्रमुख कविताओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14 -14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56

2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ:-

1. मुक्तिबोधः ज्ञान और संवेदना : नन्दकिशोर नवल, राजकमल प्रकाशन, दिल्ली।
2. अज्ञेय की काव्य-तितीर्षा : नन्दकिशोर आचार्य, वाणी प्रकाशन, दिल्ली।
3. अज्ञेय की कविताः मूल्यांकन : चन्द्रकांत बान्दिवडेकर, राधाकृष्ण प्रकाशन, दिल्ली।
4. मुक्तिबोध की काव्य-प्रक्रिया : अशोक चक्रधर, भारतीय ग्रंथ निकेतन, दिल्ली।
5. कविता के नये प्रतिमान : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
6. समकालीन हिन्दी कविता : डॉ. विश्वनाथ प्रसाद तिवारी, वाणी प्रकाशन, दिल्ली।
7. अज्ञेय और आधुनिक रचना की समस्या : रामस्वरूप चतुर्वेदी
8. सदी के अन्त में कविता : सं. डॉ. विजयकुमार, वाणी प्रकाशन, दिल्ली।
9. समकालीन कविता का यथार्थ : डॉ. परमानन्द श्रीवास्तव, राजकमल प्रकाशन, दिल्ली।
10. नयी कविताः स्वरूप और संवेदना : डॉ. जगदीश गुप्त।
11. नयी कविता और अस्तित्ववाद : रामविलास शर्मा, राजकमल प्रकाशन , दिल्ली।
12. शब्द और मनुष्य : परमानन्द श्रीवास्तव, राजकमल प्रकाशन, दिल्ली।
13. कवि कह गया है : अशोक वाजपेयी
14. समकालीन कविता के बारे में : नरेन्द्र मोहन, वाणी प्रकाशन, दिल्ली।
15. रचना और आलोचना : देवीशंकर अवस्थी, वाणी प्रकाशन, दिल्ली।
16. रघुवीर सहाय का कवि कर्म : सुरेश शर्मा, वाणी प्रकाशन, दिल्ली
17. कवियों की पृथ्वी : अरविंद त्रिपाठी, आधार प्रकाशन, पंचकूला
18. समकालीन कविता के आयाम : पी. रवि, लोकभारती, इलाहाबाद
19. काव्यभाषा और नागार्जुन की कविता : कमलेश वर्मा, पेरियार प्रकाशन, पटना

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Rono Hills, Doimukh (A.P.)

तृतीय सत्र (प्रतिष्ठा)

पत्र : HIN-C-211

कथा साहित्य : कहानी एवं उपन्यास

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्न पत्र तृतीय सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। इस प्रश्नपत्र में परीक्षार्थियों से गद्य की विभिन्न विधाओं की जानकारी अपेक्षित है। इस पत्र में उपन्यास तथा कहानी, अध्ययन हेतु निर्धारित की गयी हैं।

इकाई: 1 हिंदी गद्य का इतिहास ; कहानी : परिभाषा, स्वरूप एवं तत्व; लोक कथा, कहानी एवं नई कहानी का अन्तर , हिन्दी कहानी का उद्भव और विकास।
उपन्यास : अर्थ एवं स्वरूप; उपन्यास के तत्व; हिन्दी उपन्यास का उद्भव और विकास।

व्याख्यान -12

इकाई : 2 **उपन्यास:**

पचपन खंभे लाल दीवारें : उषा प्रियंवदा

आलोचना : उषा प्रियंवदा की उपन्यास कला, पठित उपन्यास का प्रतिपाद्य, पठित उपन्यास की समीक्षा एवं चरित्र चित्रण। व्याख्यान -12

इकाई: 3 **कहानी:**

पाठ्य कहानियाँ

- उसने कहा था : चन्द्रधर शर्मा गुलेरी
- माँ : प्रेमचंद
- पाजेब : जैनेन्द्र कुमार
- दोपहर का भोजन : अमरकान्त

आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी कला। व्याख्यान -12

इकाई: 4 **कहानी :**

पाठ्य कहानियाँ :

- नीली झील : कमलेश्वर
- परदा : यशपाल
- प्रायाश्चित : भगवती चरण वर्मा
- मैं हार गई : मन्नू भंडारी

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आलोचना : पठित कहानियों की समीक्षा एवं कहानीकारों की कहानी कला। व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र कहानी एवं उपन्यास के सैद्धांतिक पक्ष से परिचित हो चुके होंगे और हिन्दी उपन्यास एवं हिन्दी कहानी से संबंधित प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. पाठ्यक्रम की इकाई 2, 3 तथा 4 से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। प्रत्येक व्याख्यांश के लिये विकल्प भी होंगे। 8X3 = 24

2. सम्पूर्ण पाठ्यक्रम से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारो प्रश्नों के लिये विकल्प भी रहेंगे। 14X4= 56

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

संदर्भ ग्रन्थ:

1. प्रेमचन्द और उनका युग : रामविलास शर्मा
2. कहानीः नयी कहानी : डॉ. नामवर सिंह
3. हिन्दी उपन्यास और यथार्थवाद : डॉ. त्रिभुवन सिंह
4. कुछ कहानियां : कुछ विचार : विश्वनाथ त्रिपाठी
5. हिन्दी कहानी का विकास : मधुरेश
6. नाटककार जयशंकर प्रसाद : सत्येन्द्रकुमार तनेजा
7. हिन्दी गद्य साहित्य : रामचन्द्र तिवारी
8. हिन्दी गद्यः विन्यास और विकास : रामस्वरूप चतुर्वेदी
9. उपन्यास का शिल्प : गोपाल राय
10. उपन्यास का यथार्थ और रचनात्मक भाषा : परमानंद श्रीवास्तव

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तृतीय सत्र (प्रतिष्ठा)
पत्र: HIN-C-212
हिंदी नाट्य साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र तृतीय सत्र हिन्दी (प्रतिष्ठा) के परीक्षार्थियों के लिए है। इस प्रश्नपत्र में परीक्षार्थियों को हिंदी नाटक का इतिहास एवं विकास, लोकरंग परंपराओं का हिंदी रंगमंच पर प्रभाव तथा हिंदी रंगमंच के विभिन्न रूपों से अवगत कराना है।

इकाई : 1 नाटक का सैद्धान्तिक पक्ष : नाटक- उद्भव और विकास, नाटक अर्थ, स्वरूप एवं तत्व; नाटक एवं एकांकी में अन्तर; एकांकी –उद्भव और विकास, एकांकी के तत्व। व्याख्यान -12

इकाई: 2 नाटक : (क)

- अंधेर नगरी : भारतेन्दु हरिश्चन्द्र
- ध्रुवस्वामिनी : जयशंकर प्रसाद

आलोचना: नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा, प्रतिपाद्य। व्याख्यान -12

इकाई: 3 नाटक : (ख)

- बकरी : मोहन राकेश
- कबीरा खड़ा बाज़ार में : भीष्म साहनी

आलोचना: नाटककारों की नाट्य-कला, पठित नाटकों की समीक्षा, प्रतिपाद्य। व्याख्यान -12

इकाई: 4 एकांकी :

- पारिजात हरण : शंकरदेव
- दीपदान : रामकुमार वर्मा

आलोचना: एकांकीकारों की एकांकी-कला, पठित एकांकीयों की समीक्षा, प्रतिपाद्य।

व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र नाटक एवं एकांकी के सैद्धांतिक पक्ष से परिचित हो चुके होंगे और हिन्दी नाटक, एकांकी से संबंधित प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

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Rono Hills, Doimukh (A.P.)

निर्देश:

1. इस पत्र की इकाई 2, 3 तथा 4 से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। प्रत्येक व्याख्यांश के लिये विकल्प भी होंगे। 8X3 = 24
2. प्रत्येक इकाई से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारो प्रश्नों के लिये विकल्प भी रहेंगे। 14X4= 56

कार्य-सम्पादन- पद्धति

व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

ग्रन्थ सूची:

1. हिंदी नाटक उद्भव और विकास : डॉ.दशरथ ओझा, राजपाल एण्ड सन्स, दिल्ली
2. रंग दर्शन : नेमिचंद्र जैन
3. हिंदी नाटक : बच्चन सिंह, लोकभारती प्रकाशन,नई दिल्ली
4. हिंदी गद्य का साहित्य : रामचंद्र तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी
5. संक्षिप्त नाट्यशास्त्रम् : राधावल्लभ त्रिपाठी
6. हिंदी का गद्यपर्व : नामवर सिंह, राजकमल
7. रंगमंच : नया परिदृश्य : रीतारानी पालीवाल
8. महाकवि शंकरदेव : विचारक एवं समाजसुधारक : डॉ. कृष्ण नारायण प्रसाद 'मागध'
9. मोहन राकेश का रंगमंच : चंदन कुमार
10. एकांकी और एकांकीकार : रामचरण महेन्द्र
11. शंकरदेव के नाटक और रंगमंचीयता : डॉ. धर्मदेव तिवारी 'शास्त्री'
12. हिंदी नाटक का आत्मसंघर्ष : गिरीश रस्तोगी
13. आधुनिक हिंदी नाटक : डॉ. नगेन्द्र
14. भारतीय नाट्य परंपरा : नेमिचन्द्र जैन
15. दो रंगपुरुष : डॉ.जमुना बीनी तादर. रीडिंग रूम्स, दिल्ली

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तृतीय सत्र (प्रतिष्ठा)

पत्र : HIN-C-213

कथेतर गद्य साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पत्र में परीक्षार्थियों को हिंदी गद्य के कथा साहित्य से भिन्न अन्य गद्य विधाओं का ज्ञान प्राप्त कराया जायेगा। इसके साथ ही छात्रों को हिंदी की कथेतर विधाओं के स्वरूप की जानकारी करायी जायेगी।

इकाई 1.

जीवनी : जीवनी की परिभाषा एवं वैशिष्ट्य ; प्रमुख जीवनी लेखकों का परिचय, निबंध : परिभाषा ; स्वरूप एवं विशेषताएं, आत्मकथा : परिभाषा एवं विशेषताएं ; हिंदी के प्रमुख आत्मकथाकार, यात्रा वृतांत : परिभाषा; स्वरूप एवं विशेषताएं, संस्मरण, डायरी, रेखाचित्र, पत्रसाहित्य एवं रिपोर्ताज की परिभाषा एवं विशेषताएं। व्याख्यान – 12

इकाई 2. **क. जीवनी:**

- प्रेमचंद घर में : शिवानी देवी

आलोचना: जीवनी साहित्य का स्वरूप, प्रेमचंद का जीवन और रचना कर्म, एक सफल जीवनी के रूप में 'प्रेमचंद घर में' की समीक्षा।

ख. निबंध:

- ईर्ष्या : रामचन्द्र शुक्ल
- नाखून क्यों बढ़ते हैं : हजारी प्रसाद द्विवेदी
- मजदूरी और प्रेम : सरदार पूर्ण सिंह
- रस आखेटक : कुबेरनाथ राय

आलोचना: पठित निबंधों की समीक्षा एवं सारांश। व्याख्यान – 12

इकाई 3. **क. आत्मकथा:**

- हादसे : रमणिका गुप्ता

आलोचना: आत्मकथा का स्वरूप, हादसे की समीक्षा, रमणिका गुप्ता का रचना संसार।

ख. रेखाचित्र

- लछमा (पाठ्यपुस्तक : अतीत के चलचित्र) : महादेवी वर्मा
- सुभान खाँ (पाठ्य पुस्तक : माटी की मूरतें) : रामवृक्ष बेनीपुरी

आलोचना: पठित रेखाचित्रों की समीक्षा एवं सारांश। व्याख्यान – 12

इकाई 4. **क. यात्रा वृतांत** : पाठ्य पुस्तक: गद्य-धारा-सं. सुशील कुमार महेश्वरी, राधाकृष्ण।

- अथातो घुमक्कड़-जिज्ञासा : राहुल सांकृत्यायन

आलोचना: हिन्दी यात्रा साहित्य और राहुल सांकृत्यायन, राहुल के यात्रा साहित्य की विशेषताएँ।

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ख. संस्मरण तथा रिपोर्ताज (पाठ्यपुस्तक : गद्य गौरव – सं. डॉ. ई. रा. स्वामी, राजकमल प्रकाशन)

- महात्मा गाँधी : रामकुमार वर्मा
- ऋणजल-धनजल : फणीश्वरनाथ रेणु

आलोचना: संस्मरण तथा रिपोर्ताज का स्वरूप, पठित पाठों की समीक्षा एवं लेखक परिचय।

व्याख्यान – 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी के जीवनी साहित्य, आत्मकथा साहित्य, यात्रा साहित्य, संस्मरण साहित्य, डायरी साहित्य, रेखाचित्र साहित्य, पत्र साहित्य एवं रिपोर्ताज साहित्य से परिचित होंगे तथा जीवनी, निबंध, आत्मकथा, रेखाचित्र, यात्रा वृत्तांत, संस्मरण तथा रिपोर्ताज से संबंधित प्रतिनिधि रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की इकाई 2, 3 तथा 4 से एक-एक गद्यांश व्याख्या हेतु दिया जायेगा। उनके लिये विकल्प भी रहेंगे। 8X3 = 24
2. प्रत्येक इकाई से चार आलोचनात्मक प्रश्न पूछे जायेंगे। चारों प्रश्नों के लिये विकल्प भी रहेंगे। 14X4= 56

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ –

1. हिंदी का गद्य विन्यास और विकास : रामस्वरूप चतुर्वेदी
2. हिंदी गद्य साहित्य : रामचन्द्र तिवारी
3. हिंदी गद्य रूप सैद्धान्तिक विवेचन : निर्मला देवी श्रीवास्तव
4. हिंदी निबंध उद्भव और विकास : हरिचरण शर्मा
5. हिंदी का आधुनिक यात्रा साहित्य : प्रतापपाल शर्मा
6. गद्य की नई विधाओं का विकास : माजदा असद
7. गद्य की पहचान : अरुण प्रकाश
8. दूसरी परंपरा की खोज : नामवर सिंह
9. हिंदी ललित निबंध : स्वरूप विवेचन : वेदवती राठी
10. हिंदी जीवनी साहित्य : सिद्धांत और अध्ययन : डॉ. भगवानशरण भारद्वाज

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चतुर्थ सत्र (प्रतिष्ठा)

पत्र : HIN-C-221

हिंदी गद्य साहित्य का इतिहास

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पत्र के द्वारा परीक्षार्थियों को साहित्य की नवीन गद्य विधाओं से परिचय कराया जाएगा। परीक्षार्थी को गद्य साहित्य के माध्यम से विभिन्न युगीन चुनौतियों को समझने में मदद मिलेगी। इस पत्र के माध्यम से छात्रों में युगीन राजनीतिक, सामाजिक, सांस्कृतिक तथा आर्थिक परिवेशों के प्रति एक व्यापक समझ विकसित होगी।

इकाई : 1

हिन्दी गद्य का उद्भव और विकास; आधुनिककालीन परिस्थितियों का हिन्दी गद्य के विकास में योगदान; भारतेन्दु पूर्व हिन्दी गद्य और गद्यकार; भारतेन्दुयुगीन हिन्दी गद्य एवं गद्यकार; आधुनिक हिन्दी गद्य के प्रारम्भिक उन्नयन में विभिन्न व्यक्तियों एवं संस्थाओं की भूमिका; भारतेन्दु हरिश्चन्द्र का हिन्दी गद्य को अवदान; हिन्दी गद्य के विकास में आ. महावीरप्रसाद द्विवेदी की भूमिका। व्याख्यान – 12

इकाई : 2 हिन्दी नाटक एवं एकांकी:

हिंदी नाटक, एकांकी एवं निबन्ध साहित्य का उद्भव और विकास , हिंदी नाटक के विकास में भारतेंदु का योगदान, हिंदी के प्रमुख नाटककार एवं उनका वैशिष्ट्य, हिंदी के प्रमुख एकांकीकार एवं उनकी एकांकी, हिंदी निबंध के विकास में आचार्य रामचन्द्र शुक्ल तथा हजारी प्रसाद द्विवेदी का योगदान। व्याख्यान – 12

इकाई : 3 हिन्दी कहानी एवं उपन्यास:

हिंदी कहानी एवं उपन्यास साहित्य का उद्भव और विकास, हिंदी के प्रारंभिक दौर की कहानी एवं कहानीकार, हिंदी उपन्यास के विकास के विभिन्न चरण, हिंदी उपन्यास के क्षेत्र में प्रेमचंद का स्थान, हिंदी के महिला उपन्यासकार एवं उनकी रचनाएं। व्याख्यान – 12

इकाई : 4 निबंध एवं अन्य गद्य विधाएँ:

हिंदी के प्रमुख निबंधकार एवं उनके निबंध, हिंदी के प्रमुख ललित निबंधकार, संस्मरण, जीवनी, आत्मकथा, साक्षात्कार, रिपोर्ताज, यात्रा-साहित्य तथा पत्र साहित्य का उद्भव और विकास, हिंदी के कथेतर साहित्य की विशेषताएं। व्याख्यान – 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र आधुनिक काल में गद्य के उत्थान, भारतेन्दुयुगीन एवं द्विवेदीयुगीन गद्य के बारे में जानकारी प्राप्त कर चुके होंगे। छात्र नाटक, एकांकी, निबंध, कहानी, उपन्यास, संस्मरण, जीवनी, आत्मकथा, साक्षात्कार, रिपोर्ताज, यात्रा साहित्य एवं पत्र साहित्य जैसी विधाओं एवं उसके इतिहास से अवगत हो चुके होंगे।

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निर्देश:

1. प्रत्येक इकाई से दो-दो प्रश्न पूछे जायेंगे जिनमें से एक-एक का उत्तर लिखना होगा। 15×4=60

2. सभी इकाइयों से 4 टिप्पणियों के उत्तर लिखने हैं। टिप्पणियों के विकल्प भी होंगे। 5×4=20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. हिन्दी साहित्य का इतिहास : आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
2. हिन्दी साहित्य का इतिहास : सं. नगेन्द्र, नेशनल पब्लिशिंग हाउस, दिल्ली।
3. हिन्दी साहित्य और संवेदना का विकास : डॉ. रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद।
4. हिन्दी साहित्य का दूसरा इतिहास : डॉ. बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली।
5. साहित्यिक निबंध : सं. डॉ. त्रिभुवन सिंह, हिन्दी प्रचारक संस्थान, वाराणसी।
6. साहित्यिक निबंध : डॉ. गणपति चन्द्र गुप्त, लोकभारती, इलाहाबाद।
7. वृहद साहित्यिक निबंध : डॉ. रामसागर त्रिपाठी, डॉ. शांतिस्वरूप गुप्त।
8. हिन्दी गद्य : विन्यास और विकास : डॉ. रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद।
9. उर्दू साहित्य का आलोचनात्मक इतिहास : डॉ. एहतेशाम हुसैन, लोकभारती, इलाहाबाद।
10. समकालीन हिन्दी साहित्य : विविध परिदृश्य : डॉ. रामस्वरूप चतुर्वेदी, लोकभारती, इलाहाबाद।
11. हिंदी नवजागरण और जातीय गद्य परंपरा : कर्मेन्दु शिशिर, आधार प्रकाशन प्राइवेट लिमिटेड, पंचकूला।
12. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण की समस्याएँ : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।
13. महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।

05/7/2021

संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

चतुर्थ सत्र (प्रतिष्ठा)

पत्र : HIN-C- 222

हिंदी आलोचना

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य: विद्यार्थी हिन्दी आलोचना के विकासक्रम को ठीक से समझ पाएंगे साथ ही आलोचना की विभिन्न दृष्टियों को भी जान सकेंगे। इस पत्र में विद्यार्थियों से हिन्दी के प्रमुख आलोचकों को जानने की अपेक्षा रहेगी।

इकाई: 1 हिन्दी आलोचना का विकास एवं मुख्य आलोचना दृष्टियाँ : हिन्दी आलोचना का आरंभिक स्वरूप; हिन्दी आलोचना का विकास; हिन्दी आलोचना की प्रमुख दृष्टियाँ - शास्त्रीय, ऐतिहासिक, मार्क्सवादी, समाजशास्त्रीय, मनोविश्लेषणवादी, रूपवादी, दलित-विमर्श, स्त्री-विमर्श।

व्याख्यान-12

नोट: इकाई 2,3 तथा 4 के लिए आलोचना के बिंदु: आलोचकों की आलोचना दृष्टियाँ, उनकी आलोचना की मूल स्थापनाएँ, हिन्दी आलोचना में आलोचक के रूप में उनका स्थान।

इकाई: 2 हिन्दी के प्रमुख आलोचक – I.

1. रामचन्द्र शुक्ल
2. हजारी प्रसाद द्विवेदी

व्याख्यान-12

इकाई: 3 हिन्दी के प्रमुख आलोचक - II

1. डॉ. नगेन्द्र
2. नन्द दुलारे वाजपेयी

व्याख्यान-12

इकाई: 4 हिन्दी के प्रमुख आलोचक - III

1. डॉ. रामस्वरूप चतुर्वेदी
2. रामविलास शर्मा

व्याख्यान-12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी आलोचना के विकास एवं मुख्य आलोचना दृष्टियाँ तथा हिन्दी के प्रमुख आलोचकों से परिचित हो चुके होंगे।

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निर्देश :

1. प्रत्येक इकाई से दो-दो आलोचनात्मक प्रश्न पूछे जायेंगे जिनमें से एक-एक का उत्तर लिखना होगा। 15×4= 60 अंक
2. पाँचवें प्रश्न के रूप में कुल आठ टिप्पणियां पूछी जायेंगी। इनमें से चार के उत्तर लिखने होंगे। 5×4=20 अंक

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ:

1. चिंतामणि भाग 1 : आचार्य रामचन्द्र शुक्ल
2. आलोचक और आलोचना : बच्चन सिंह, नेशनल पब्लिशिंग हाउस, दिल्ली।
3. हिन्दी आलोचना का विकास : नंदकिशोर नवल, राजकमल प्रकाशन, दिल्ली।
4. हिन्दी आलोचना: शिखरों का साक्षात्कार : डॉ. रामचन्द्र तिवारी, लोकभारती प्रकाशन, इलाहाबाद।
5. आचार्य हजारी प्रसाद द्विवेदी का साहित्य : डॉ. चौथीराम यादव, हरियाणा ग्रन्थ अकादमी।
6. हिंदी जाति का साहित्य : रामविलास शर्मा
7. नई कविता और अस्तित्ववाद : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।
8. दलित साहित्य का सौन्दर्यशास्त्र : ओमप्रकाश वाल्मीकि, राधाकृष्ण प्रकाशन, दिल्ली।
9. दलित विमर्श की भूमिका : कंवल भारती, इतिहासबोध प्रकाशन, इलाहाबाद।
10. स्त्री उपेक्षिता : सीमोन द बोउवार, अनु.- प्रभा खेतान, हिन्द पाकेट बुक्स; दिल्ली।
11. हिन्दी आलोचना : विश्वनाथ त्रिपाठी, राजकमल प्रकाशन, दिल्ली।
12. इतिहास और आलोचना : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
13. दूसरी परंपरा की खोज : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
14. हिन्दी आलोचना का विकास : मधुरेश, लोकभारती प्रकाशन, दिल्ली।
15. रामचन्द्र शुक्ल और हिन्दी आलोचना : रामविलास शर्मा, राजकमल प्रकाशन, दिल्ली।
16. हिंदी के प्रहरी : रामविलास शर्मा : सं. विश्वनाथ त्रिपाठी, वाणी प्रकाशन, दिल्ली।
17. आलोचना की सामाजिकता : मैनेजर पाण्डेय, वाणी प्रकाशन, दिल्ली।
18. आलोचना और आलोचना : देवी शंकर अवस्थी, वाणी प्रकाशन, दिल्ली।
19. वाद विवाद संवाद : नामवर सिंह, राजकमल प्रकाशन, दिल्ली।
20. आचार्य रामचन्द्र शुक्ल : रामचन्द्र तिवारी, साहित्य अकादेमी, नई दिल्ली
21. डॉ. नगेन्द्र : निर्मला जैन, साहित्य अकादेमी, नई दिल्ली
22. हिंदी गद्य : विन्यास और विकास : रामस्वरूप चतुर्वेदी

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Jt. Registrar (Acad. & Conf.)
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चतुर्थ सत्र (प्रतिष्ठा)

पत्र : HIN-C-223

हिन्दी भाषा एवं भाषा विज्ञान

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र पंचम सत्र (प्रतिष्ठा) के विद्यार्थियों को भाषा विज्ञान के सिद्धान्त, हिन्दी भाषा और लिपि का ज्ञान कराने के लिये है। विद्यार्थी हिंदी की विविध बोलियों से परिचित हो सकेंगे।

इकाई:1 भाषा की परिभाषा तथा अभिलक्षण; भाषा विज्ञानः अध्ययन की दिशाएँ- वर्णनात्मक, ऐतिहासिक और तुलनात्मक; भाषा विज्ञान का अन्य विज्ञानों से सम्बन्ध। व्याख्यान -12

इकाई: 2 **ध्वनि विज्ञान:**

स्वर स्वनों का वर्गीकरण, व्यंजन स्वनों का वर्गीकरण, मान स्वर, स्वन परिवर्तन की दिशाएँ और कारण। व्याख्यान -12

इकाई: 3 **अर्थ विज्ञान:** अर्थ की अवधारणा, शब्द और अर्थ का सम्बन्ध, अर्थ परिवर्तन के कारण।

रूप विज्ञान: शब्द और पद के भेद, पद परिवर्तन के कारण। व्याख्यान -12

इकाई : 4 हिन्दी भाषा : हिंदी भाषा का इतिहास ; हिन्दी की बोलियों का वर्गीकरण, भाषा और बोली में अंतर ।

देवनागरी लिपि: नामकरण, देवनागरी लिपि की विशेषताएं एवं मानकीकरण के प्रयास। व्याख्यान -12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भाषा विज्ञान एवं हिन्दी भाषा की मुख्य विषयवस्तु यथा भाषा के लक्षण, भाषा विज्ञान के अध्ययन की दिशाएँ, ध्वनि, अर्थ, रूप के विविध पहलू तथा हिन्दी भाषा एवं देवनागरी लिपि के इतिहास की जानकारी प्राप्त कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60

2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

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Jt. Registrar (Acad. & Conf.)
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Rono Hills, Doimukh (A.P.)

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थः

1. भाषा विज्ञान की भूमिका : देवेन्द्रनाथ शर्मा
2. भाषा विज्ञान : डॉ. भोलानाथ तिवारी
3. भाषा विज्ञान एवं भाषा शास्त्र : डॉ. कपिलदेव द्विवेदी
4. हिन्दी भाषा : डॉ. भोलानाथ तिवारी
5. हिन्दी भाषाः उद्भव और विकास : डॉ. उदय नारायण तिवारी
6. शब्दार्थ तत्त्व : डॉ. शोभाकान्त मिश्र
7. आधुनिक भाषा विज्ञान : डॉ. राजमणि शर्मा
8. हिन्दी भाषा का इतिहास : डॉ.धीरेन्द्र वर्मा
9. हिन्दी भाषाः स्वरूप और विकासः : कैलाशचन्द्र भाटिया
10. भाषा और समाज : रामविलास शर्मा

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पंचम सत्र (प्रतिष्ठा)

पत्र – HIN-C- 311

भारतीय काव्यशास्त्र

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र पंचम सत्र में हिन्दी (प्रतिष्ठा) के विद्यार्थियों के लिये है। इसमें विद्यार्थी भारतीय काव्य सिद्धान्तों के सम्बन्ध में सम्यक् ज्ञान प्राप्त करने के साथ-साथ काव्य के महत्वपूर्ण उपादानों से भी परिचित होंगे । इस पत्र के माध्यम से विद्यार्थी कविता के मानकों को ठीक से समझ पायेंगे और काव्य की सही विश्लेषण करने में सक्षम होंगे ।

इकाई:1

भारतीय काव्यशास्त्रः भारतीय काव्यशास्त्र का संक्षिप्त इतिहास; काव्य-लक्षण; काव्य–प्रयोजन; काव्य-हेतु; काव्य के गुण-दोष, शब्द-शक्ति । व्याख्यान-12

इकाई: 2 (क) रस सिद्धांत : रस का स्वरूप और भेद, रस निष्पत्ति तथा साधारणीकरण ।

(ख) ध्वनि सिद्धांत : ध्वनि की परिभाषा तथा उसके भेद । व्याख्यान-12

इकई: 3 (क) अलंकार सिद्धांत : परिभाषा, लक्षण तथा उसके भेद ।

(ख) रीति सिद्धांत : रीति का अर्थ, रीति के भेद । व्याख्यान-12

इकाई: 4 (क) वक्रोक्ति सिद्धांत : वक्रोक्ति की अवधारणा तथा वक्रोक्ति के भेद ।

(ख) औचित्य सिद्धांत : औचित्य की अवधारणा तथा उनके भेद । व्याख्यान-12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भारतीय काव्यशास्त्र की गौरवशाली परंपरा से परिचित हो चुके होंगे। काव्यशास्त्र की प्रमुख अवधारणाओं एवं रस, अलंकार, रीति, ध्वनि, वक्रोक्ति एवं औचित्य जैसे काव्य तत्वों से अवगत हो चुके होंगे।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60

2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. संस्कृत आलोचना : आचार्य बलदेव उपाध्याय
2. भारतीय एवं पाश्चात्य काव्यशास्त्र : डॉ. भगीरथ मिश्र
3. भारतीय एवं पाश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना : डॉ. रामचन्द्र तिवारी
4. पाश्चात्य काव्यशास्त्र : डॉ. देवेन्द्रनाथ शर्मा
5. काव्यशास्त्र विमर्श : डॉ. कृष्णनारायण प्रसाद 'मागध'
6. काव्यांग कौमुदी : आ. विश्वनाथ प्रसाद मिश्र
7. काव्य के तत्त्व : देवेन्द्रनाथ शर्मा
8. भारतीय काव्यशास्त्र : सत्यदेव चौधरी
9. भारतीय काव्यशास्त्र की भूमिका : डॉ. नगेन्द्र
10. रस मीमांसा : आचार्य रामचन्द्र शुक्ल
11. भारतीय काव्यशास्त्र के नए क्षितिज : डॉ. राममूर्ति त्रिपाठी

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Rono Hills, Doimukh (A.P.)

पंचम सत्र (प्रतिष्ठा)

पत्र : HIN-C–312

पाश्चात्य काव्यशास्त्र

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र षष्ठ सत्र में हिन्दी (प्रतिष्ठा) के विद्यार्थियों के लिये है। इसमें विद्यार्थी पश्चिमी साहित्य चिंतन की परंपरा का ज्ञान प्राप्त करने के साथ-साथ पश्चिमी आलोचना दृष्टि को भी ठीक से समझ पायेंगे। विद्यार्थी भारतीय एवं पाश्चात्य आलोचना दृष्टियों का तुलनात्मक विवेचन भी कर सकेंगे।

इकाई:1 .

क. प्लेटो : काव्य सम्बन्धी अवधारणाएं।
ख. अरस्तू : अनुकरण सम्बन्धी अवधारणा, विरेचन एवं त्रासदी के सिद्धांत।
ग. लोंजाइनस : उदात्त सिद्धांत। व्याख्यान-12

इकाई: 2

क. वर्ड्सवर्थ : काव्य भाषा का सिद्धांत।
ख. कॉलरिज : काव्य सम्बन्धी अवधारणा , कल्पना एवं फैंटेसी का सिद्धांत।
ग. क्रोचे : अभिव्यंजना का सिद्धांत । व्याख्यान-12

इकाई: 3

क. टी.एस. इलिएट : परंपरा और वैक्तिक प्रतिभा।
ख. आई. ए. रिचडर्स : मूल्य सिद्धांत तथा संप्रेषण का सिद्धांत।
ग. फ्रायड: मनोवैज्ञानिक कला-चिंतन। व्याख्यान-12

इकाई: 4

प्रमुख वाद और सिद्धांत : स्वच्छन्दतावाद, अस्तित्ववाद, मार्क्सवाद, मनोविश्लेषणवाद तथा आधुनिकतावाद, प्रतीक और बिम्ब। व्याख्यान-12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र पाश्चात्य काव्यशास्त्र की गौरवशाली परंपरा और प्रमुख आचार्यों के साहित्य चिंतन से परिचित हो चुके होंगे और उन्हें पाश्चात्य साहित्य चिंतन के प्रमुख वादों और सिद्धांतों की जानकारी प्राप्त हो चुकी होगी।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. पाश्चात्य काव्यशास्त्र के सिद्धांत : डॉ. शांतिस्वरूप गुप्त
2. पाश्चात्य काव्यशास्त्र : देवेन्द्रनाथ शर्मा
3. पाश्चात्य काव्यशास्त्र : बच्चन सिंह
4. पाश्चात्य काव्यशास्त्र: इतिहास, सिद्धांत और वाद : डॉ. भगीरथ मिश्र
5. पाश्चात्य साहित्य चिंतन : निर्मला जैन
6. पाश्चात्य काव्यशास्त्र : विजय बहादुर सिंह

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षष्ठ सत्र (प्रतिष्ठा)

पत्र: HIN-C- 321

मीडिया के विविध आयाम

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह पत्र षष्ठ सत्र हिन्दी (प्रतिष्ठा) के परीक्षार्थियों के लिए है। इस प्रश्नपत्र में परीक्षार्थियों को मीडिया के विविध रूपों से परिचित होने का अवसर प्राप्त होगा तथा मीडिया के क्षेत्र में रोजगार की संभावनाओं को तलाशने में उन्हें सहायता प्राप्त होगी। इस पत्र में परीक्षार्थियों को मीडिया लेखन के विविध आयाम का अभ्यास कराये जायेंगे ताकि वे सृजनात्मक लेखन में दक्षता प्राप्त कर सकें।

इकाई 1:

मीडिया : उद्भव और विकास, स्वाधीनता पूर्व मीडिया लेखन, स्वातंत्र्योत्तर मीडिया लेखन, मीडिया की उपयोगिता, मीडिया के विविध रूप - प्रिंट मीडिया, इलेक्ट्रॉनिक मीडिया – टेलीविजन, रेडियो और फिल्म।

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इकाई 2:

मीडिया और हिन्दी भाषा: मीडिया में प्रयुक्त हिन्दी शब्दावली और उनका प्रयोग क्षेत्र, हिन्दी मीडिया का वर्तमान स्वरूप, समाचार लेखन की भाषा, रेडियो तथा टेलीविज़न हेतु हिन्दी कार्यक्रम निर्माण, सोशल मीडिया की भाषा। व्याख्यान-12

इकाई 3:

जनमाध्यम लेखन: परिचय एवं अवधारणा, मीडिया लेखन के सृजनात्मक आयाम, समाचार लेखन,फीचर लेखन, स्तंभ लेखन, अग्रलेख लेखन, इलेक्ट्रॉनिक माध्यमों के लिए लेखन- रेडियो, टेलीविज़न एवं फिल्म।

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इकाई 4 :

सूचना एवं संचार-प्रौद्योगिकी (आई सी टी): न्यू मीडिया का आभासी संचार (वर्चुअल वर्ल्ड), डिजिटलाइजेशन एवं हिंदी मीडिया, यूनिकोड की विशेषताएँ,न्यू मीडिया के विविध रूप: उपादेयता एवं महत्व,न्यू मीडिया का सामाजिक एवं सांस्कृतिक प्रभाव। व्याख्यान-12

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उपलब्धियां - इस पत्र द्वारा विद्यार्थी मीडिया के पारम्परिक एवं आधुनिक विभिन्न पक्षों से परिचित हुए। मीडिया की मौजूदा कार्य-संस्कृति में लेखन एवं प्रस्तुति, तकनीकी-प्रौद्योगिक आधारित बहुविध जानकारियों से अवगत हुए। साथ ही मीडिया के प्रिंट एवं इलेक्ट्रॉनिक माध्यमों के लेखन-सम्पादन की व्यावहारिक जानकारी को विद्यार्थी भली-भाँति जान पाए।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. विज्ञापन माध्यम एवं प्रचार : डॉ. विजय कुलश्रेष्ठ
2. जनसंचार माध्यम : विविध आयाम : बृज मोहन गुप्त
3. जनमाध्यम : संप्रेषण और विकास : देवेन्द्र इस्सर
4. हिंदी पत्रकारिता : कल आज और कल : सं. सुरेश गौतम
5. मीडिया की भाषा : डॉ. वसुधा गाडगिल
6. टेलीविजन की दुनिया : प्रभु झिंगरन
7. पत्रसंपादन कला : नन्द किशोर त्रिखा

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षष्ठ सत्र (प्रतिष्ठा)

पत्र : HIN-C-322

प्रयोजनमूलक हिन्दी

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्न पत्र षष्ठ सत्र हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिए है। इस पत्र में विद्यार्थियों को प्रयोजनमूलक हिन्दी, हिन्दी भाषा, हिन्दी पत्रकारिता एवं पत्र-लेखन के संबंध में समझ विकसित करायी जाएगी।

इकाई: 1 प्रयोजनमूलक हिन्दी: परिभाषा और स्वरूप; प्रयोजनमूलक हिन्दी की आवश्यकता एवं विशेषताएँ। राष्ट्रभाषा, राजभाषा का स्वरूप : सम्पर्क भाषा: स्वरूप; सम्पर्क भाषा के रूप में हिन्दी का राष्ट्रीय एवं सामाजिक परिप्रेक्ष्य; स्वाधीनता संग्राम में हिन्दी की भूमिका; पूर्वोत्तर भारत में सम्पर्क भाषा के रूप में हिन्दी के प्रचार और प्रसार की उपयोगिता; प्रचार में आने वाली समस्याएँ, समाधान और सुझाव। व्याख्यान-12

इकाई: 2 **राजभाषा**

राजभाषा: अर्थ एवं स्वरूप; हिन्दी की संवैधानिक स्थिति ; अनुच्छेद 343 से 351; राजभाषा नियम 1976 यथा संशोधित 1987; राजभाषा के रूप में हिन्दी के प्रयोग में आने वाली समस्याएँ और सुझाव, राजभाषा संकल्प, त्रिभाषा सूत्र। व्याख्यान-12

इकाई: 3 **हिन्दी पत्रकारिता एवं संचार माध्यम**

पत्रकारिता- हिन्दी पत्रकारिता के विकास का संक्षिप्त परिचय; साहित्यिक पत्रकारिता; हिन्दी पत्रकारिता की वर्तमान स्थिति।

संचार माध्यम- हिन्दी भाषा और साहित्य के विकास में आकाशवाणी, दूरदर्शन एवं चित्रपट का योगदान; रेडियो लेखन की कला। व्याख्यान-12

इकाई 4 **पत्र लेखन:** सरकारी तथा अर्धसरकारी पत्र, सूचना, ज्ञापन, आदेश, टिप्पणी, अनुस्मारक, प्रतिवेदन, मसौदा लेखन, तथा विज्ञापन लेखन।

अनुवाद एवं पारिभाषिक शब्दावली: परिभाषा; अनुवाद के प्रकार; अनुवाद: समस्याएँ और समाधान। पारिभाषिक शब्दावली: स्वरूप एवं परिभाषा; 100 पारिभाषिक शब्द। व्याख्यान-12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थी राजभाषा सम्बन्धी जरूरी सांविधानिक प्रावधान तथा उनके महत्त्व से परिचित हुए। विद्यार्थियों को इस पत्र द्वारा प्रयोजनमूलक हिंदी के क्षेत्र में कौशल-विकास हेतु हिन्दी भाषा के विविध रूपों तथा उनके व्यापक सम्पर्क-क्षेत्र से परिचित कराया गया। विद्यार्थियों को हिन्दी पत्रकारिता और संचार माध्यम के

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बहुआयामी रूपों के विवेचन-विश्लेषण से हिन्दी की बढ़ती उपादेयता तथा लेखन आधारित बारीकियों की जानकारी मिली। प्रयोजनमूलक हिन्दी के मुख्य परिक्षेत्र पत्र-लेखन, अनुवाद तथा विभिन्न प्रकार की शब्दावलियों के महत्त्व एवं उपयोगिता आदि से विस्तारपूर्वक अवगत होने का अवसर मिला।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15 X4= 60
2. चारों इकाईयों से एक-एक टिप्पणी पूछी जायेगी जिनमें से किन्हीं दो के उत्तर देने होंगे। 5X2= 10
3. इस पत्र में निर्धारित 100 पारिभाषिक शब्दों में से दस पारिभाषिक शब्द परीक्षा में पूछे जायेंगे। 1X10= 10

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. राजभाषा हिन्दी प्रचलन : डॉ. रामेश्वर प्रसाद
2. हिन्दी पत्रकारिता : डॉ. वेदप्रताप वैदिक
3. व्यावहारिक राजभाषा : डॉ. नारायणदत्त पालीवाल
4. अनुवादः सिद्धान्त और प्रयोग : गोपीनाथन, जी
5. हिन्दी शब्द-अर्थ प्रयोग : डॉ. हरदेव बाहरी
6. पूर्वोत्तर में हिन्दी प्रचार-प्रसार : चित्र महन्त
7. प्रयोजनमूलक हिन्दी : डॉ. महन्त
8. प्रयोजनमूलक हिन्दी : डॉ. रवीन्द्रनाथ श्रीवास्तव
9. अरुणाचल प्रदेश में हिन्दीः अध्ययन के नये आयाम :डॉ. श्यामशंकर सिंह

अंग्रेजी के सौ पारिभाषिक शब्द हिंदी अर्थ के साथ :

1. Abandonment - परित्याग
2. Ability - योग्यता
3. Abolition - उन्मूलन, अंत
4. Abridge - संक्षेप करना, न्यून करना
5. Absence - अनुपस्थिति
6. Absolve - विमुक्त करना
7. Absorb - अवशोषण करना, समाहित करना
8. Abstract - सार
9. Absurdity - अर्थहीनता, बेतुकापन

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10. Academic - शैक्षणिक
11. Academy - अकादमी
12. Acceptance - स्वीकार
13. Account - लेखा, खाता
14. Accurate - यथार्थ
15. Accuse - अभियोग लगाना
16. Adjustment - समायोजन
17. Adjuster -समायोजक
18. Administrative - प्रशासकीय
19. Admonition - भर्त्सना
20. Affidavit - शपथनामा
21. Affiliate - सम्बद्ध करना
22. Allotment - आबंटन
23. Ambassador - राजदूत
24. Bench - न्यायपीठ
25. Bribe - घूस,रिश्वत
26. Broadcast - प्रसारण
27. Cabinet - मंत्रिमंडल
28. Capital - पूँजी
29. Catalogue - ग्रंथसूची
30. Caution - सावधान
31. Cell - कोष्ठ /कक्ष
32. Censure Motion - निन्दा प्रस्ताव
33. Circle - इलाका / अंचल
34. Claim - दावा
35. Claimant - दावेदार
36. Clause - खंड
37. Collusion - दुरभिसंधि
38. Commemoration - स्मारक
39. Commencement - प्रारंभ
40. Comment - टीका, टिप्पणी
41. Concern - प्रतिष्ठाण/सरोकार/चिंता/समुद्यम
42. Concession - रियायत
43. Confidential - गोपनीय

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44. Confirmation -पुष्टि करना
45. Contribution - अंशदान
46. Corrigendum - शुद्धिपत्र
47. Controversial - विवादास्पद
48. Corroborate - संपुष्टि करना
49. Credibility - विश्वसनीयता
50. Defamation - मानहानि
51. Defence - रक्षा
52. Defendant - प्रतिवादी
53. Deficiency - कमी
54. Denial - अस्वीकार
55. Department - विभाग
56. Deposit - निक्षेप / जमा
57. Deputy - उप
58. Detective - गुप्तचर /जासूस
59. Dignitary - उच्चपदधारी / उच्चपदस्थ
60. Discrepancy - विसंगति
61. Dismiss - पदच्युत करना
62. Disobey - अवज्ञा करना / आज्ञा न मानना
63. Disposal - निपटान / निवर्तन
64. Disqualify - अनर्ह करना / अनर्ह होना
65. Disregard - अवहेलना
66. Ditto - यथोपरि / जैसे ऊपर
67. Duration - अवधि
68. Draft - प्रारूप /मसौदा
69. Earmark - चिह्न करना/उद्दिष्ट करना
70. Eligible - पात्र
71. Embassy - राजदूतावास
72. Emblem - प्रतीक / चिह्न
73. Enrolment - नामांकन
74. Ensure - आश्वस्त करना
75. Entitle - हकदार होना
76. Extensive - व्यापक / विस्तृत
77. Faculty -संकाय

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78. Financial - वित्तीय
79. Forward - अग्रेषित करना
80. Judgement - निर्णय
81. Legislative - विधान मंडल
82. Leisure - अवकाश
83. Lien - पुनर्ग्रहणाधिकार
84. Literacy - साक्षरता
85. Misconduct - अनाचार / कदाचार
86. Monopoly - एकाधिकार
87. Nominee -नामिती /नामित / मनोनीत व्यक्ति
88. Non-acceptance - अस्वीकृति
89. Oath - शपथ
90. Observance - पालन
91. Prohibited - निषिद्ध
92. Project - परियोजना
93. Promotion - प्रोन्नति
94. Prospectus - विवरण-पत्रिका
95. Provisional - अस्थायी
96. Provision - उपबंध / शर्त, व्यवस्था
97. Recommended - संस्तुत
98. Relaxation - छूट / रियायत/ढील
99. Unavoidable - अनिवार्य /अपरिहार्य
100. Valid - विधिमान्य

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Ability Enhancement Compulsory Course (AECC)

योग्यता वर्धन अनिवार्य पाठ्यक्रम

प्रथम सत्र

(विद्यार्थी निम्नलिखित में से किसी एक पत्र का चयन कर सकते हैं।)

ENG-A-111 : English for Communication (EC)

अथवा

HIN-A-111: हिन्दी शिक्षण

द्वितीय सत्र

पत्र – GEO-A-121: Environnmental Studies (EVS)

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प्रथम सत्र

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

ENG-A-111
English for Communication (English/MIL)

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

Course Learning Outcomes

At the end of the course students will be able to:

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing(150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing

Scheme of Examination:

•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

•The final examination will be held for 80 marks.

•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Special Reference will be sought to RGU –**Notification No.AC-1465/CBCS/2014 Date.25June2021** for all practical purposes.

Course Content

Module – I:Poetry

William Shakespeare – All the World is a stage.
William Wordsworth – I wondered lonely as a Cloud.
Ralph Waldo Emerson – The Mountain and the Squirrel.
Emily Dickinson – Success is Counted Sweetest.
Robert Frost - Stopping by Woods on a Snowy Evening.
Rabindranath Tagore – Where the Mind is without Fear.

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A.K.Meherotra – Songs of the Ganga.

Module – II:Short stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar's Trade Union.
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace
Anton Chekhov – The Lament/ O' Henry – The Last Leaf
Manoj Das – The Submerged Valley.

Module – III:One- Act plays and Short fiction

(A) Norman Mckinnell - The Bishop's Candle Sticks/Anton Chekov – A Marriage Proposal
Eugene lonesco – The Lesson /August Strandberg – Miss Jullie
Fritz Karinthy– Refund
(B)Harper Lee – To kill a Mocking Bird.
Or
R. K. Narayan – Vendor of Sweets.

Module – IV: Fundamentals of Grammar

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals , adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

Module – V:Composition Practice

(A) Comprehension, précis writing, paragraph writing(150 words), reviewing movies and books ,Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing.
(B) Communication Practice –
Introducing yourself, introducing people to others, meeting people, Exchanging greetings, taking leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in Emergency, e-mails writing ,explaining a graph, chart, table etc.

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed in Modules **I,II and III** – reading , re-telling , role-playing , explaining with reference to contemporary social experiences
Practical writing work on Modules **IV and V**

Suggested Reading:

1- For reading the texts available sources of texts and help of the Web source may be taken.
2- Crystal, David(1985) Rediscover Grammar with David Crystal. Longman.
3- Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4- Bakshi, R. N. A course in English Grammar, orient Longman
5- Krishnaswamy, N. Modern English – A Book of Grammar, usage andcomposition. MacMillan India Ltd.

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प्रथम सत्र

पत्र – HIN-A-111

हिंदी शिक्षण

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

यह प्रश्नपत्र प्रथम सत्र में हिन्दी कौशलाधारित पाठ्यक्रम चुनने वाले सभी विद्यार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अंक अलग-अलग निर्धारित हैं।

उद्देश्य:सामाजिक, व्यावसायिक, कार्यालयी तथा शैक्षणिक परिप्रेक्ष्य में विद्यार्थियों के भाषा-कौशल में निखार लाना। विद्यार्थियों में प्रतिस्पर्धात्मक परीक्षाओं एवं साक्षात्कार हेतु आत्मविश्वास उत्पन्न करना। विद्यार्थियों में रचनात्मक कौशल विकसित करना। भाषा-ज्ञान के माध्यम से विद्यार्थियों को रोजगारोन्मुख शिक्षा प्रदान करना।

इकाईः 1 राष्ट्रीय एवं अन्तरराष्ट्रीय परिप्रेक्ष्य में हिन्दी का महत्त्व; मानक हिन्दी और बोलचाल की हिन्दी में अन्तर; स्वागत भाषण, भाषण, विषय प्रवर्तन तथा धन्यवाद ज्ञापन। व्याख्यान – 10

इकाईः 2 **आलेख रचना**

सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना ; आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियाँ।

व्याख्यान – 10

इकाईः 3 **व्यावहारिक लेखन**

कार्यालयी पत्राचार; प्रेस विज्ञप्ति; सूचना ; ज्ञापन; कार्यसूची; कार्यवृत्त; प्रतिवेदन; सम्पादन; संक्षेपण; आत्मविवरण तथा ई-मेल लेखन, फेसबुक, ब्लॉग और ट्वीटर लेखन। व्याख्यान – 10

इकाईः 4 **सृजनात्मक लेखन**

कविता, कहानी, नाटक तथा एकांकी, निबंध, यात्रावृत का स्वरूप विवेचन। व्याख्यान – 10

उपलब्धियां - हिंदी शिक्षण से सम्बन्धित इस पत्र में विद्यार्थी हिन्दी भाषा के व्यावहारिक स्वरूप तथा प्रयोजनमूलक हिन्दी के क्षेत्र लेखन से जुड़ी बहुविध जानकारियों से परिचित हुए। हिन्दी भाषा की बढ़ती लोकप्रियता और बढ़ते अन्तरराष्ट्रीय महत्त्व के सन्दर्भ में हिन्दी भाषा आधारित कौशल विकास से विद्यार्थियों को अवगत कराया गया। विशेषकर आलेख रचना के अतिरिक्त व्यावहारिक एवं सर्जनात्मक लेखन से जुड़ी बारीकियों को जान सके।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15X4= 60
2. प्रत्येक इकाई से 5-5 अंकों की 4 टिप्पणियां पूछी जायेगीं। टिप्पणियों के लिये विकल्प भी रहेंगे। 5X4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. अच्छी हिन्दी : रामचन्द्र वर्मा।
2. व्यावहारिक हिन्दी व्याकरण और रचना : हरदेव बाहरी।
3. हिन्दी भाषा :डॉ. भोलानाथ तिवारी।
4. रेडियो लेखन : मधुकर गंगाधर।
5. टेलीविजनः सिद्धान्त और टैकनिक :मथुरादत्त शर्मा।
6. प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टे।
7. सरकारी कार्यालयों में हिन्दी का प्रयोग : गोपीनाथ श्रीवास्तव, राजकमल, दिल्ली।
8. टेलीविजन लेखन : असगर वजाहत / प्रेमरंजन ; राजकमल, दिल्ली।
9. रेडियो नाटक की कला : डॉ. सिद्धनाथ कुमार, राजकमल, दिल्ली।
10. रेडियो वार्ता-शिल्प : सिद्धनाथ कुमार, राजकमल, दिल्ली

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द्वितीय सत्र

पत्र – GEO-A-121

ENVIRONMENTAL STUDIES

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

Objective:

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

Learning Outcome:

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

Course Content

I **Introduction to Environmental Studies**

i. Development of Environmental Studies
ii. Meaning of environment
iii. Concept of Environment
iv. Scope of Environmental Studies

II **Understanding the Environment**

i. Biosphere
ii. Ecosystem
iii. Habitat
iv. Cultural Landscape

III **Environmental Hazards**

i. Natural Hazards
ii. Flood, Drought, Cyclone & Earthquake, Landslide
iii. Man Made Hazards
iv. Deforestation

IV **Environmental conservation**

i. Awareness about the importance of Environment
ii. Monitoring
iii. Conservation
iv. Sustainable Development

V- **Environmental Hazards in Arunachal Pradesh**

i. Deforestation
ii. Landslides
iii. Flood
iv. Earthquake
v. Cloud burst

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(M) Magazine
(R) Reference (TB) Textbook

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हिंदी कौशल – संवर्धन ऐच्छिक पाठयक्रम (HSEC)

इस पाठ्यक्रम के अंतर्गत 02 (दो) पेपर विकल्प के रूप में रखे गए हैं, जिनमें से विद्यार्थियों को तृतीय सत्र में पत्र – 1 तथा चतुर्थ सत्र में पत्र - 2 पढ़ने होंगे।

तृतीय सत्र

पत्र -1. लेखन कौशल

चतुर्थ सत्र

पत्र -2 . कार्यालयी हिंदी

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खंड - क

तृतीय सत्र

पत्र – HIN-S-214

लेखन कौशल

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : विद्यार्थियों में भावों और विचारों को अभिव्यक्त करने की क्षमता विकसित हो सकेगी। व्याकरण की दृष्टि से वे सही वाक्य लिख सकेंगे। विद्यार्थी लेखन कला सीख सकेंगे।

इकाई- 1 : लेखन कौशल : स्वरूप एवं सिद्धांत, लेखन कौशल का महत्व एवं विशेषताएँ।

व्याख्यान – 10

इकाई- 2: लेखन के विविध रूप : मौखिक-लिखित, गद्य-पद्य, नाटक-एकांकी, समाचार, पत्र लेखन।

व्याख्यान – 10

इकाई- 3: लेखन कौशल: भाषा प्रयोग, शब्द चयन, व्याकरणिक कोटियाँ, रचनात्मक लेखन के लिए आवश्यक गुण।

व्याख्यान – 10

इकाई- 4 : लेखन प्रशिक्षण : विविध साहित्यिक विधाओं की आधारभूत संरचनाओं का व्यावहारिक पक्ष, विभिन्न विधाओं में लेखन का अभ्यास। व्याख्यान – 10

उपलब्धियां - इस पत्र द्वारा विद्यार्थी अपने भावों को विचार में बरतना तथा उसे लेखन के बहुविध रूपों में प्रस्तुत करना जान पाए। इस पत्र द्वारा विद्यार्थियों को हिन्दी लेखन के महत्त्वपूर्ण पक्षों से अवगत कराया गया तथा हिन्दी लेखन सम्बन्धी व्यावहारिक अभ्यास कराए गए। इस पत्र द्वारा विद्यार्थी व्याकरणिक रूप से शुद्ध तथा अच्छी हिन्दी लेखन में कुशलता प्राप्त करने में सफल हुए।

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Rono Hills, Doimukh (A.P.)

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे । 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

सहायक ग्रंथ :

1. रचनात्मक लेखन : सं. रमेश गौतम
1. हिंदी वाक्य विन्यास : सुधा कश्यप
2. संचार भाषा हिंदी : सूर्यप्रसाद दीक्षित
3. लेखन कला और रचना कौशल : परिकल्पना प्रकाशन

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खंड – ख

चतुर्थ सत्र

पत्र – HIN-S-224

कायार्लयी हिंदी

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : छात्र कार्यालयी हिंदी के स्वरूप से परिचित होकर कार्यालय में हिंदी के प्रयोग में सक्षम हो सकेंगे। ज्ञान-विज्ञान के विभिन्न क्षेत्रों में प्रयुक्त होने वाली पारिभाषिक शब्दावली का ज्ञान उनके हिंदी कौशल संवर्द्धन में सहायक होगा।

इकाई – 1: **कार्यालयी हिंदी का स्वरूप, उद्देश्य तथा क्षेत्र**

अभिप्राय और उद्देश्य, कार्यालयी हिंदी का क्षेत्र, सामान्य हिंदी तथा कार्यालयी हिंदी : संबंध तथा अंतर , कार्यालयी हिंदी की स्थिति और संभावनाएं। **व्याख्यान – 10**

इकाई- 2 : **कार्यालयी हिंदी की शब्दावली**

कार्यालयी हिंदी की पारिभाषिक शब्दावली, पदनाम तथा अनुभाग के नाम, मुख्य कार्यालय, क्षेत्रीय कार्यालय और अन्य प्रशासनिक अधिकारियों के लिए प्रयुक्त होने वाले संबोधन, निर्देश, धारा 3/3 आदि।

व्याख्यान – 10

इकाई- 3 : **कार्यालयी पत्राचार के विविध प्रकार**

सामान्य परिचय, कार्यालय से निर्गत पत्र : प्रेस विज्ञप्ति, ज्ञापन, परिपत्र, अनुस्मारक, पृष्ठांकन, आदेश, अधिसूचना, सूचनाएं, निविदा आदि। **व्याख्यान – 10**

इकाई- 4 : **टिप्पण, प्रारूपण, पल्लवन और संक्षेपण**

टिप्पण का स्वरूप: विशेषताएं और भाषा शैली, प्रारूपण के प्रकार, भाषा शैली, प्रारूपण की विधि, पल्लवन: स्वरूप एवं विशेषताएँ, संक्षेपण के प्रकार: विशेषताएं और संक्षेपण की विधि।

व्याख्यान – 10

05/7/2021

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उपलब्धियां - इस पत्र द्वारा विद्यार्थियों को राजभाषा हिन्दी के कार्यालयी लेखन से जुड़े विभिन्न पक्षों एवं पहलुओं को जानने-समझने का मौका मिला तथा वे सरकारी कामकाज के विभिन्न तौर-तरीकों से भली-भाँति अवगत हो सके। कार्यालयी लेखन के अन्तर्गत सरकारी पत्राचार के अलावे कार्यालयों में हिन्दी भाषा के बुनियादी प्रयोग एवं तद्नुकूल भाषा प्रयोग की विविध शब्दावलियों को जानने-समझने में उन्हें मदद मिली। इस पत्र द्वारा विद्यार्थी सरकारी-सांस्थानिक कामकाज के संरचित व प्रयोजनमूलक हिन्दी आधारित तौर-तरीकों को जानकर इस क्षेत्र में पर्याप्त कुशलता एवं दक्षता हासिल करने में सफल हो सके।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

सहायक ग्रंथ-

1. प्रयोजनमूलक भाषा और कार्यालयी हिंदी : कृष्ण कुमार गोस्वामी
2. प्रयोजनमूलक हिंदी की नई भूमिका : कैलाशनाथ पाण्डेय
3. प्रयोजनमूलक हिंदी की नई भूमिका : कैलाशनाथ पाण्डेय
4. प्रयोजनमूलक हिन्दी : विनोद गोदरे
5. अरुणाचल प्रदेश में हिन्दी-अध्ययन के विभिन्न आयाम : डॉ. श्याम शंकर सिंह
6. प्रयोजनमूलक हिन्दी : डॉ. राजनाथ भट्ट
7. प्रयोजनमूलक हिन्दी : रवीन्द्रनाथ श्रीवास्तव
8. प्रालेखन प्रारूप : शिवनारायण चतुर्वेदी

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Discipline Specific Elective (DSE)

इस पाठ्यक्रम के अंतर्गत पंचम एवं षष्ठ सत्र के दोनों खंडों में 02-02 (दो-दो) पेपर विकल्प के रूप में रखे गए हैं, जिनमें से विद्यार्थियों को पंचम सत्र में 02 (दो) पत्रों HIN- D- 313 से एक एवं HIN-D- 314 से एक तथा षष्ठ सत्र में 02 (दो) पत्रों HIN- D- 323 से एक एवं HIN-D- 324 से एक पढ़ने होंगे।

पंचम सत्र –

HIN- D- 313 (क) : लोक साहित्य

अथवा

HIN-D- 313 (ख) : हिंदी संत साहित्य

HIN-D- 314 (क) : प्रवासी साहित्य

अथवा

HIN-D-314 (ख) : छायावाद

षष्ठ सत्र –

HIN-D- 323 (क) : भारतीय साहित्य

अथवा

HIN-D- 323 (ख) : प्रेमचन्द

HIN-D- 324 (क) : राष्ट्रीय चेतना की कविता

अथवा

HIN-D- 324 (ख) : तुलसीदास

05/7/2023

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पंचम सत्र

पत्र – HIN-D- 313 (क)

लोक साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य :

विद्यार्थी वर्तमान वैश्वीकरण के युग में अपने अंचल विशेष के प्रभावी रूप से लेकर वैश्विक संदर्भ से जुड़ सकेंगे। विद्यार्थियों को लोक साहित्य की भाव गंभीरता,सांस्कृतिक रूप और सहज अभिव्यक्ति का परिचय प्राप्त हो सकेगा।

इकाई – 1: लोक साहित्य : परिभाषा और स्वरूप ; लोक साहित्य के लोक तत्व; लोककथा: प्रकार एवं विशेषताएँ; लोकसुभाषित : परिचय एवं विशेषताएँ। व्याख्यान- 12

इकाई- 2 : लोकगाथा एवं लोकगीत : लोकगाथा का स्वरूप, प्रकार और महत्व; लोक गीत का स्वरूप : प्रकार एवं विशेषताएँ ; लोकगाथा एवं लोकगीत में अंतर। व्याख्यान- 12

इकाई- 3 : लोक नाट्य : अवधारणा, स्वरूप और परम्परा ; लोक नाट्य के विविध रूप - रामलीला, रासलीला, नृत्य नाटिका, अंगिका, बिदेसिया, नौटंकी तथा यक्षगान। व्याख्यान- 12

इकाई- 4 : अरुणाचल प्रदेश का लोक साहित्य : अरुणाचली लोक साहित्य का सामान्य परिचय, अरुणाचली लोक साहित्य के विविध रूप तथा उनके उदहारण, अरुणाचली लोक साहित्य का वैशिष्ट्य।

व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र लोक साहित्य के सैद्धांतिक पक्ष से अवगत हो चुके होंगे और लोक साहित्य के विविध प्रकार एवं अरुणाचल प्रदेश के लोक साहित्य से परिचित हो चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

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सहायक ग्रंथ -

1. भारत के लोक नाट्य : शिवकुमार माथुर

2. लोकधर्मी नाट्य परंपरा : श्याम परमार

3. लोक साहित्य की भूमिका : कृष्णदेव उपाध्याय

4. लोक साहित्य की भूमिका : रामनरेश त्रिपाठी

5. लोक संस्कृति : वसन्त निरगुणे

6. लोक साहित्य का अवगमन : त्रिलोचन पाण्डेय

7. लोकगीत की सत्ता : सुरेश गौतम

8. भारतीय लोक साहित्य की रूपरेखा : दुर्गाभागवत

9. लोकजीवन के कलात्मक आयाम : कालूराम परिहार

10.लोक साहित्य सिद्धांत और प्रयोग : श्रीराम शर्मा

11. हिंदी साहित्य का वृहद इतिहास : कृष्णदेव उपाध्याय

12. लोक साहित्य विज्ञान : डॉ सत्येंद्र

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पंचम सत्र

पत्र – HIN-D- 313 (ख)

हिंदी संत काव्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य :

क. विद्यार्थी इस पत्र में कबीर के व्यक्तित्व और कृतित्व के विविध पक्षों से परिचित होंगे।
ख. रैदास के कृतित्व के विविध पक्षों से परिचित हो सकेंगे।
ग. दादू दयाल के काव्य वैशिष्टय की जानकारी प्राप्त करेंगे।
घ. रज्जब की कृतियों की विशेषताओं से अवगत हो सकेंगे।

पाठ्य पुस्तक : संत काव्य – संपादक आचार्य परशुराम चतुर्वेदी, किताब महल, इलाहाबाद

इकाई : 1 कबीर- पद – 1, 2, 10
साखी – 1 से 10 तक

इकाई : 2 रैदास- पद – 2, 5, 6, 14
साखी – 1 से 3 तक

इकाई : 3 मलूकदास – पद – 1, 2, 5
साखी – 1 से 10 तक

इकाई : 4 दयाबाई – साखी – 1 से 12

आलोचना बिंदु – सन्त साहित्य की विशेषताएं, पठित संतो की काव्यगत विशेषताएं, पठित संतों की भक्ति भावना तथा पठित संतों का समाज दर्शन।

उपलब्धियां : इस पत्र का पढ़ने के उपरांत छात्र हिन्दी सन्त काव्य के प्रमुख सन्त कवियों-कबीर, रैदास, दादूदयाल और रज्जब की रचनाओं की विशेषताओं से अवगत हो चुके होंगे। छात्र इनकी प्रासंगिकता से परिचित हो चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48
2. प्रत्येक इकाई से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

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कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. नाथ सम्प्रदाय - आचार्य हजारी प्रसाद द्विवेदी, नैवेद्य निकेतन, वाराणसी।
2. हिन्दी साहित्य में निर्गुण सम्प्रदाय – डॉ. पीताम्बर दत्त बड़थ्वाल।
3. उत्तर भारत की संत परंपरा – परशुराम चतुर्वेदी, किताब महल, प्रयाग।
4. मध्ययुगीन निर्गुण चेतना – डॉ. धर्मपाल मैनी, लोकभारती, इलाहाबाद।
5. संतों के धार्मिक विश्वास - डॉ. धर्मपाल मैनी, नेशनल पब्लिशिंग हाउस, दिल्ली।
6. रैदास वाणी – डॉ. शुकदेव सिंह, राधाकृष्ण प्रकाशन, दिल्ली।
7. कबीर - हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन।
8. दादू पंथ : साहित्य और समाज दर्शन - डॉ. ओकेन लेगो, यश पब्लिकेशन, दिल्ली।
9. दादू दयाल – परशुराम चतुर्वेदी
10. संत साहित्य की समझ - नन्द किशोर पाण्डेय, यश पब्लिकेशन, दिल्ली।
11. सन्त रज्जब - नन्द किशोर पाण्डेय, विश्वविद्यालय प्रकाशन, वाराणसी।
12. रज्जब - नन्द किशोर पाण्डेय, साहित्य अकादेमी, नई दिल्ली।
13. जयदेव - आनन्द कुशवाहा, साहित्य अकादेमी, नई दिल्ली
14. जायसी - परमानन्द श्रीवास्तव, साहित्य अकादेमी, नई दिल्ली
15. तुकाराम - भालचन्द्र नेमाडे, साहित्य अकादेमी, नई दिल्ली

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पंचम सत्र

पत्र – HIN-D- 314 (क)

प्रवासी साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : विद्यार्थियों को समृद्ध करने में विदेश में रहने वाले भारतीय प्रवासी साहित्यकारों की भूमका का ज्ञान प्राप्त होगा। विद्यार्थी प्रवासी साहित्य से भली भाँति परिचित हो सकेंगे।

इकाई – 1 :

प्रवासी हिन्दी साहित्य का इतिहास; प्रवासी साहित्य अवधारणा और प्रकार; प्रवासी हिंदी साहित्यकारों का हिन्दी के विकास में योगदान (उपन्यास,कहानी तथा कविता के विशेष सन्दर्भ में)।

व्याख्यान- 12

इकाई- 2 : कविता :

- माँ जब कुछ कहती मैं चुप रह सुनता : रमा तक्षक, आईसेक्ट पब्लिकेशन
- थेम्स नदी के किनारे : तेजेंद्र शर्मा, जे वी पी पब्लिकेशन
- सहयात्री हैं हम : जय वर्मा, अयन प्रकाशन
- रेत का लिखा : दिव्या माथुर, नटराज प्रकाशन
- जरा रौशनी में जाऊँ : भावना कुँवर, अयन प्रकाशन
- क्या तुमको भी ऐसा लगा : शैलजा सक्सेना, अयन प्रकाशन

आलोचना: कविताओं की काव्यगत विशाश्ताएं, प्रतिपाद्य, रचनाकारों का सामान्य परिचय एवं उनकी काव्य-कला। व्याख्यान- 12

इकाई- 3 : उपन्यास :

- लौटना : सुषम बेदी, पराग प्रकाशन, नई दिल्ली

आलोचना : सुषम बेदी की उपन्यास कला, पठित उपन्यास का सारांश, उपन्यास की समीक्षा, प्रतिपाद्य। व्याख्यान- 12

इकाई- 4 : कहानियां :

- तेजेन्द्र शर्मा : कोख का किराया
- जकिया जुबेरी : सांकल

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- जय वर्मा : गुलमोहर
- सुधा ओम ढींगरा : कौन सी जमीन अपनी
- उषा राजे सक्सेना : ऑन्टोप्रेन्योर
- पूर्णिमा बर्मन : यों ही चलते हुए

आलोचना : पठित कहानियों का सारांश, पठित कहानियों की समीक्षा, कहानीकारों की कहानी कला। व्याख्यान- 12

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र प्रवासी साहित्य से परिचित हो चुके होंगे और प्रवासी हिन्दी कविता, प्रवासी हिन्दी उपन्यास तथा प्रवासी हिन्दी कहानी की प्रमुख रचनाओं का अनुशीलन कर चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14-14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

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सहायक ग्रंथ-

1. प्रवासी भारतीय हिंदी साहित्य : सं. विमलेश कांति वर्मा

2. प्रवासी हिंदी साहित्य : दशा और दिशा, प्रो. प्रदीप श्रीधर

3. प्रवासी हिंदी साहित्य: विविध आयाम : डॉ. रमा

4. हिंदी का प्रवासी साहित्य :डॉ. कमलकिशोर गोयनका

5. प्रवासी लेखन : नई जमीन, नया आसमान : अनिल जोशी

6. प्रवासी भारतीयों में हिंदी की कहानियाँ : डॉ. सुरेंद्र गंभीर

7. प्रवासी श्रम इतिहास : धनंजय सिंह

8. प्रवास में : डॉ. उषाराजे सक्सेना

9. प्रवासी साहित्यकार मूल्यांकन, श्रृंखला-1 : तेजेंद्र शर्मा, सं. डॉ. रमा, महेंद्र प्रजापति

10. प्रवासी साहित्य: भाव और विचार : संध्या गर्ग

11. हिंदी प्रवासी साहित्य (गद्य साहित्य) : डॉ. कमलकिशोर गोयनका

12. प्रवासी की कलम से : बादल सरकार

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पंचम सत्र

पत्र – HIN-D- 314 (ख)

छायावाद

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्नपत्र पंचम सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। चार इकाइयों में विभक्त यह पत्र छायावाद से सम्बन्धित है। इस प्रश्नपत्र में विद्यार्थियों से छायावाद के प्रतिनिधि कवियों- जयशंकर प्रसाद, निराला, सुमित्रानंदन पन्त और महादेवी वर्मा के काव्य का अध्ययन अपेक्षित है।

इकाईः 1 **जयशंकर प्रसादः**

पाठ्यांश- 'कामायनी' का श्रद्धा सर्ग

इकाईः 2 **सूर्यकान्त त्रिपाठी निरालाः**

पाठ्य-पुस्तकः राग-विराग; सम्पा.- रामविलास शर्मा

पाठ्य कविताएँ- सखि, बसन्त आया, तोड़ती पत्थर।

इकाईः 3 **सुमित्रानन्दन पन्तः**

पाठ्य -पुस्तकः पल्लव; प्रकाशक - राजकमल प्रकाशन, दिल्ली।

पाठ्य कविताएँ- प्रथम रश्मि, पर्वत प्रदेश में पावस, पतझर।

इकाई : 4 **महादेवी वर्माः**

पाठ्य-पुस्तकः परिक्रमा; प्रकाशन- साहित्य भवन प्रा. लिमि; रोड इलाहाबाद।

पाठ्य रचनाएँ- विरह का जलजात जीवन; क्या पूजा क्या अर्चन रे ! ; यह मंदिर का दीप।

निर्देशः

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48
2. चारों इकाईयों से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

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कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

उपलब्धियां - इस पत्र का अध्ययन करने के उपरांत छात्र छायावाद के कवियों- जयशंकर प्रसाद, सूर्यकांत त्रिपाठी निराला, सुमित्रानंदन पंत और महादेवी वर्मा की प्रतिनिधि कविताओं का अनुशीलन कर चुके होंगे। छात्र इन कवियों की काव्यगत विशेषताओं से भी परिचित हो चुके होंगे।

संदर्भ ग्रन्थ:

1. हिन्दी साहित्यः बीसवीं सदी- आ. नन्ददुलारे बाजपेयी
2. जयशंकर प्रसाद- नन्दुलारे बाजपेयी
3. कामायनी का पुनर्मूल्यांकन- रामस्वरूप चतुर्वेदी
4. निराला की साहित्य साधनाः भाग – 1,2,3 – डॉ. रामविलास शर्मा
5. निरालाः एक आत्महंता आस्था- दूधनाथ सिंह
6. छायावाद- डॉ. नामवर सिंह
7. महादेवी का काव्य-सौष्ठव- कुमार विमल
8. महादेवी का नया मूल्यांकन- डॉ. गणपतिचन्द्र गुप्त
9. कवि सुमित्रानन्दन पन्त- नन्ददुलारे बाजपेयी
10. पन्त की दार्शनिक चेतना- डॉ. सुरेशचन्द्र गुप्त
11. त्रयी (प्रसाद, निराला, पन्त) – डॉ. जानकी वल्ल्भ शास्त्री

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भारतीय साहित्य

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : प्रत्येक साहित्य की अपनी विशेषताएं होती हैं। इस दृष्टि से भारत की विभिन्न भाषाआ का अध्ययन कर सकेंगे। भारत बहुभाषा भाषी देश है किंतु भारत की विभिन्न संस्कृतियों में एक प्रकार की सूत्रबद्धता है। इस प्रश्नपत्र के अध्ययन से विद्यार्थी उससे परिचित हो सकेंगे।

इकाई- 1 : भारतीय साहित्य की परम्परा; भारतीय साहित्य का स्वरूप; भारतीय साहित्य अध्ययन की समस्याएं; भारतीय साहित्य में मानव मूल्य; भारतीय साहित्य में संस्कृति में एकतामूलक तत्व; भारतीय साहित्य में अभिव्यक्त सामाजिक-सांस्कृतिक मूल्य; भारतीय साहित्य में आज के भारत का बिंब ।

इकाई- 2 : **(क) उपन्यास:**

पाठ्य उपन्यास : कन्या का मूल्य : लुम्मेर दाई, एल.डी पब्लिकेशन, ईटानगर
(मूल असमिया से अनुवाद- मुनीन्द्र मिश्र)
आलोचना: उपन्यास की समीक्षा, चरित्र-चित्रण, सारांश, लेखक का परिचय। व्याख्यान- 12

(ख) कहानी:

- असमिया - जल कुंवरी : लक्ष्मीकांत बेजबरुआ
  (बेजबरुआ की चुनी हुई रचनाएँ – नगेन सैकिया, अनु- नवारुण वर्मा,नेशनल बुक ट्रस्ट)
- मलयालम - खून का रिश्ता : तकषि शिवशंकर पिल्लै
- तेलुगु – अयोनि (तेलुगु की प्रतिनिधि कहानियाँ, साहित्य अकादेमी) : वोल्गा
- बांग्ला - काबुली वाला : रवीन्द्रनाथ टैगोर
- हिन्दी - चुनौती (साक्षी है पीपल, यश पब्लिकेशन) : जोराम यालम नाबाम
- उई मोक (न्यीशी लोक कथा : संकलन एवं हिंदी अनुवाद) : डॉ. जमुना बीनी तादर

आलोचना: पठित कहानियों की समीक्षा, सारांश, लेखकों की कहानी कला। व्याख्यान- 12

इकाई- 3 : नाटक :

हयवदन : गिरीश कर्नाड

आलोचना: गिरीश कर्नाड की नाट्य-कला, हयवदन की समीक्षा, पात्रों का चरित्र-चित्रण।

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इकाई- 4: कविता :

पाठ्य पुस्तक – आधुनिक भारतीय कविता; सम्पा. – अवधेश नारायण मिश्र, नन्दकिशोर पाण्डेय।

पाठ्य कविताएं :

क. असमिया	: कविता -	नीलमणि फूकन
ख. उड़िया	: धान कटाई -	सीताकांत महापात्रा
ग. बांग्ला	: जहाँ चित्त भय शून्य –	रवीन्द्र नाथ ठाकुर
घ. संस्कृत	: रसोई -	राधावल्लभ त्रिपाठी
ङ. संथाली	: बिटिया मुर्मू के लिए तीन कविताएँ- (एक)	निर्मला पुतुल
च. हिन्दी	: मेरी माँ जानती है (काव्य संग्रह : अक्षरों की विनती)-	तारो सिन्दिक

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उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र भारतीय साहित्य के विविध पक्षों का अनुशीलन कर चुके होंगे और भारतीय उपन्यास, भारतीय कहानी, भारतीय नाटक एवं भारतीय कविता की प्रमुख रचनाओं से अवगत हो चुके होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14-14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. आज का भारतीय साहित्य, (अनू.)	: प्रभाकर माचवे
2. भारतीय साहित्य	: रामछबीला त्रिपाठी
3. भारतीय साहित्य	: मूलचंद गौतम
4. भारतीय साहित्य अध्ययन की नई दिशाएँ	: प्रदीप श्रीधर
5. भारतीय साहित्य का समेकित इतिहास	: डॉ. नगेंद्र
6. भारतीय साहित्य की अवधारणा	: राजेंद्र मिश्र
7. भारतीय साहित्य की पहचान	: सं. सियाराम तिवारी
8. भारतीय साहित्य के इतिहास की समस्याएँ	: रामविलास शर्मा
9. भारतीय साहित्य	: सं. नगेंद्र
10.भारतीय साहित्य	: भोला शंकर व्यास

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प्रेमचन्द

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : यह प्रश्नपत्र षष्ठ सत्र में हिन्दी प्रतिष्ठा के परीक्षार्थियों के लिये है। चार इकाइयों में विभक्त यह पत्र प्रेमचन्द के विशष अध्ययन से सम्बन्धित है। इस प्रश्नपत्र में विद्यार्थियों से प्रेमचन्द के उपन्यासों, कहानियों और निबन्धों से सम्बन्धित विशिष्ठ ज्ञान अपेक्षित है।

इकाई: 1 **उपन्यास:**

पाठ्य उपन्यास- 'कर्मभूमि'

हिन्दी उपन्यास और प्रेमचन्द; चरित्र-चित्रण; स्वाधीनता आन्दोलन और कर्मभूमि; कर्मभूमि और किसान समस्या।

इकाई: 2 **उपन्यास:**

पाठ्य उपन्यासः गबन

चरित्र-चित्रण; शिल्प; नारी समस्या का व्यापक चित्रण।

इकाई: 3 **कहानियाँ :**

पाठ्य-पुस्तकः प्रतिनिधि कहानियाँ; प्रकाशक- राजकमल प्रकाशन , दिल्ली।

पाठ्य कहानियाँ- बड़े भाई साहब , नशा, नमक का दरोगा, शतरंज के खिलाड़ी और पंच परमेश्वर।

इकाई: 4 **निबन्ध:**

पाठ्य पुस्तकः प्रेमचन्द के विचार (खण्ड-एक); सरस्वती प्रेस, इलाहावाद।

पाठ्य-निबन्ध- स्वराज्य से किसका अहित होगा; डण्डा; स्वराज्य संग्राम में किसकी विजय हो रही है; दमन की सीमा।

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उपलब्धियां : इस पत्र को पढ़ने के उपरान्त छात्र प्रेमचन्द्र के उपन्यासों-कर्मभूमि और गबन का आलोचनक अध्ययन कर चुके होंगे। छात्रों प्रेमचन्द की प्रतिनिधि कहानियों का अनुशीलन कर चुके होंगे और प्रेमचन्द के विचारों से भी अवगत हुए होंगे।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48
2. प्रत्येक इकाई से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. प्रेमचन्द और उनका युग- डॉ. रामविलास शर्मा
2. प्रेमचन्दः जीवन और कृतित्व – हंसराज रहबर
3. प्रेमचन्द कोश- डॉ. कमलकिशोर गोयनका
4. कमल के सिपाही- अमृतराय
5. प्रेमचन्द- डॉ. गंगाप्रसाद विमल
6. प्रेमचन्द और यथार्थवाद- डॉ. नगेन्द्रप्रताप सिंह
7. हिन्दी की चर्चित कहानियाः पुनर्मूल्यांकन- डॉ. कुसुम वर्ष्णेय

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पत्र – HIN-D- 324 (क)

राष्ट्रीय चेतना की कविता

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : हिंदी साहित्य में एक लंबे समय से राष्ट्रीय चेतना की कविता सृजन होता रहा है। इस पत्र के माध्यम से गौरवपूर्ण साहित्य का अध्ययन संभव होगा।

इकाई – 1:

राष्ट्रीय चेतना : परिभाषा और स्वरूप, राष्ट्रीय चेतना की कविता का तात्विक विवेचन, राष्ट्रीय चेतना की कविता में देश प्रेम के विविध आयाम, हिंदी साहित्य के विविध युगों में राष्ट्रीय चेतना का विकास ।

व्याख्यान- 12

(निर्देश: इकाई 2, 3 तथा इकाई 4 के लिए आलोचना बिंदु: कवियों की काव्य-कला, कविताओं का अनुभूति पक्ष, काव्य-सौष्टव तथा उद्देश्य।)

इकाई – 2: क. भारत वीरता - भारतेंदु हरिश्चंद्र
ख. कर्मवीर – अयोध्या सिंह उपाध्याय 'हरिऔध'
ग. नर हो ना निराश करो मन को – मैथिलीशरण गुप्त व्याख्यान- 12

इकाई- 3 : क. झांसी की रानी – सुभद्रा कुमारी चौहान
ख. वह देश कौन सा है – रामनरेश त्रिपाठी
ग. मधुमय देश – जयशंकर प्रसाद व्याख्यान- 12

इकाई- 4: क. पुष्प की अभिलाषा – माखनलाल चतुर्वेदी
ख. हुंकार - रामधारी सिंह 'दिनकर'
ग. उनको प्रणाम, निर्वासित - नागार्जुन व्याख्यान- 12

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Rono Hills, Doimukh (A.P.)

उपलब्धियां - इस पत्र के अध्ययनोपरांत छात्र हिन्दी राष्ट्रीय चेतना की कविता के विविध पहलुओं से अवगत हो चुके होंगे और राष्ट्रीय चेतना की कविता लिखने वाले प्रतिनिधि कवियों की प्रमुख कविताओं का अनुशीलन कर लिया होगा।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 14-14 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 14x4= 56
2. इकाई 2, 3 तथा इकाई 4 से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8 x3 = 24

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. अतीत के हंस : मैथिलीशरण गुप्त, प्रभाकर श्रोत्रिय
2. जयशंकर प्रसाद : नंद दुलारे वाजपेयी
3. भारतेंदु हरिश्चंद्र : रामविलास शर्मा
4. पंत, प्रसाद और मैथिलीशरण गुप्त: रामधारी सिंह दिनकर
5. हरिऔध और उनका साहित्य : मुकुंददेव शर्मा
6. रामनरेश त्रिपाठी : इंदरराज वैद 'अधीर'
7. राष्ट्रीय नवजागरण और साहित्य : वीरभारत तलवार
8. भारतेंदु हरिश्चन्द्र : मदन गोपाल
9. भारतेंदु हरिश्चन्द्र : ब्रजरत्न दस

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षष्ठ सत्र

पत्र – HIN-D- 324 (ख)

तुलसीदास

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पत्र का उद्देश्य विद्यार्थियों को मध्यकाल के श्रेष्ठ कवि तुलसीदास के साहित्यिक वैशिष्ट्य से परिचित कराना है। इसके अध्ययन से विद्यार्थी तुलसीदास के महत्व और उनके साहित्यिक अवदान को जानने के साथ ही तुलसी-काव्य के उन मूल्यों को भी जान-समझ सकेंगे जिनहोंने भारत की जनता को बहुत गहराई तक प्रभावित किया है।

इकाईः1 रामचरितमानस – गीता प्रेस, गोरखपुर

पाठ्य-अंश : अयोध्याकाण्ड; दोहा संख्या 191 से 205 तक।

आलोचना के बिंदु : राम-काव्य परम्परा और तुलसीदास; 'रामचरितमानस' का काव्य-सौन्दर्य; अयोध्याकाण्ड का सारांश; अयोध्याकाण्ड की विशेषताएं।

व्याख्यान -12

इकाईः2 रामचरितमानस – गीता प्रेस , गोरखपुर

पाठ्य-अंश : उत्तर काण्ड; दोहा संख्या 14 से 30 तक।

आलोचना के बिंदु : तुलसी का समन्वयवाद; तुलसीदास की काव्यगत विशेषताएं; 'रामचरितमानस' का महाकाव्य; उत्तरकाण्ड का प्रतिपाद्य।

व्याख्यान -12

इकाईः3 कवितावली; गीता प्रेस, गोरखपुर

पाठ्यांश - बाल रूप की झाँकी - 3 पद

वनगमन - 3 पद

उत्तर काण्ड - प्रारंभ से 10 पद

व्याख्यान -12

इकाईः4 विनयपत्रिका – गीता प्रेस, गोरखपुर

पाठ्यांश - पद संख्या - 95 से 110 तक

व्याख्यान 12

आलोचना के बिन्दु : तुलसीदास की भक्ति-भावना; तुलसीदास की दार्शनिक चेतना; 'विनयपत्रिका' की काव्य-सौष्ठव; 'विनयपत्रिका' का प्रतिपाद्य।

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उपलब्धियां – 1. इस पत्र के अध्ययन द्वारा विद्यार्थी हिन्दी के सर्वकालीन महान कवि तुलसीदास और उनके साहित्यिक प्रदेय को जान-समझ सकेंगे।

2. तुलसी-साहित्य के प्रभाव और वैशिष्ट्य से अवगत हो सकेंगे।

3. प्रबन्धात्मक काव्य-रचनाओं के अध्ययन की पद्धति और उनकी समीक्षा करने के कौशल से अवगत हो सकेंगे।

अंक विभाजन

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 12-12 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 12x4= 48

2. प्रत्येक इकाई से एक-एक व्याख्यांश पूछी जायेगी, जिनके विकल्प भी होंगे। 8x4 = 32

कार्य-सम्पादन- पद्धति: व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. गोस्वामी तुलसीदास - आचार्य रामचन्द्र शुक्ल, नागरी प्रचारिणी सभा, काशी।
2. मानस दर्शन - डॉ. श्रीकृष्णलाल, आनंद पुस्तक भवन, काशी।
3. तुलसीदास और उनका युग - डॉ. राजपति दीक्षित, ज्ञानमंडल, काशी।
4. रामकथा का विकास - कामिल बुल्के, हिन्दी परिषद्, प्रयाग।
5. लोकवादी तुलसीदास - डॉ. विश्वनाथ त्रिपाठी, राधाकृष्ण प्रकाशन, नई दिल्ली।
6. तुलसी - सं. उदयभानु सिंह, राधाकृष्ण प्रकाशन, दिल्ली।
7. तुलसी-साहित्य का आधुनिक संदर्भ - डॉ. हरीशकुमार शर्मा, साहित्य सहकार प्रकाशन, दिल्ली।
8. रामचरित मानस और आधुनिक जीवन की समस्याएँ – डॉ. भगवानशरण भारद्वाज, लोकवाणी संस्थान, दिल्ली।

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हिंदी सामान्य (Generic) आत्मिक पाठ्यक्रम

Paper Code: HGEC

(यह पाठ्यक्रम हिंदी ऑनर्स के अतिरिक्त अन्य विषयों के ऑनर्स के विद्यार्थियों के लिए निधार्रित है।)

प्रथम सत्र

पत्र : HIN-G-114. सृजनात्मक लेखन

द्वितीय सत्र

पत्र : HIN-G- 124. पटकथा तथा संवाद लेखन

तृतीय सत्र

पत्र : HIN-G- 215. साहित्य और सिनेमा

चतुर्थ सत्र

पत्र : HIN-G-225. सोशल मीडिया और हिन्दी

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प्रथम सत्र : (HGEC)

पत्र –HIN-G-114. सृजनात्मक लेखन

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पाठ्यक्रम के अध्ययन से विद्यार्थियों में प्रकृति और परिवेश को समझने की दृष्टि विकसित हो सकेगी। इस पाठ के द्वारा विद्यार्थियों की प्रतिभा में निखार आएगा और उनकी कल्पनाशक्ति विकसित होगी। कला, साहित्य,विज्ञान एवं तकनीकी के क्षेत्र में मौलिक उपस्थापना करने में सक्षम हो सकेंगे। शिक्षा के क्षेत्र में नवीन आयामों का उद्घाटन कर सकेंगे । चित्रकला, मूर्ति कला, फोटोग्राफी, इन्स्टालेशन, नृत्य-गीत संगीत, कविता, कहानी, नाटक, संस्मरण एवं रिपोर्ताज रचना में समर्थ हो सकेंगे । पत्रकारिता, दूरदर्शन के समाचार और धारावाहिक के साथ ही फिल्म संवाद लेखन की कला में पारंगत हो सकेंगे।

इकाई -1 : सृजनात्मक लेखन: अवधारणा, स्वरूप एवं सिद्धांत

भाव एवं विचार की रचना में रूपांतरण की प्रक्रिया:विविध अभिव्यक्ति-क्षेत्रः साहित्य, पत्रकारिता, विज्ञापन, विविध गद्य अभिव्यक्तियाँ; जनभाषण और लोकप्रिय संस्कृति । व्याख्यान – 12

इकाई - 2 : (क) सृजनात्मक लेखनः भाषा-संदर्भ

अर्थ निर्मित के आधारः शब्दार्थ-मीमांसा, शब्द के प्राक्-प्रयोग , नव्य-प्रयोग, शब्द की व्याकरणिक कोटि; भाषा की भंगिमाए, भाषिक संदर्भः क्षेत्रीय, वर्ग-सापेक्ष, समूह-सापेक्ष ।

(ख) सृजनात्मक लेखनः रचना-कौशल विश्लेषण

रचना-सौष्ठवः शब्द-शक्ति , प्रतीक, बिम्ब, अलंकरण और वक्रताएँ । व्याख्यान – 12

इकाई - 3: विविध विधाओं की आधारभूत संरचनाओं का व्यावहारिक अध्ययन

(क) कविताः संवेदना, काव्यरूप, भाषा-सौष्ठव, छंद, लय, गति और तुक
(ख) कथासाहित्यः वस्तु, पात्र, परिवेश एवं विमर्श
(ग) नाट्यसाहित्यः वस्तु, पात्र, परिवेश वं रंगकर्म
(घ) विविध गद्य-विधाएँ: निबंध, संस्मरण, व्यंग्य आदि
(ङ) बालसाहित्य की आधारभूत संरचना व्याख्यान – 12

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इकाई -4 : सूचना-तंत्र के लिए लेखन

प्रिंट माध्यमः फीचर-लेखन, यात्रा-वृत्तांत, साक्षात्कार, पुस्तक-समीक्षा आदि।

इलेक्ट्रॉनिक माध्यमः रेडियो, दूरदर्शन, फिल्म पटकथा लेखन, टेलीविजन पटकथा लेखन। व्याख्यान – 12

उपलब्धियां - इस पत्र द्वारा विद्यार्थियों के आनुभाविक संवेदन एवं उनकी कल्पनाशक्ति विस्तीर्ण हुई। वे कला-शिल्प के बहुआयामी स्वरूप से परिचित हुए तथा इन क्षेत्रों से जुड़े शाब्दिक प्रत्ययों एवं भाषिक अवयवों को भली-भाँति जानने का मौका मिला। हिन्दी भाषा की शब्द-शक्ति, शब्दार्थ-सम्बन्ध, भाषिक अलंकरण आदि को जानने का अवसर मिला तथा वे साहित्य की विविध विधाओं के व्यावहारिक अध्ययन की प्रवृत्ति स्वयं में विकसित कर सके। साथ ही आज के सूचना-तंत्र को समेकित करती विभिन्न संचार-प्रणाली में भाषा-अनुप्रयोग के बहुविध विधानों को जानने-समझने का सुअवसर मिला।

निर्देशः

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. रचनात्मक लेखन : सं. रमेश गौतम
2. रचनात्मक लेखन : हरीश अरोड़ा, अनिल कुमार सिंह
3. सृजनात्मक लेखन : राजेंद्र मिश्र
4. संचार भाषा हिंदी : सूर्यप्रसाद दीक्षित

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द्वितीय सत्र (HGEC)

पत्र : HIN-G- 124. पटकथा तथा संवाद लेखन

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

उद्देश्य : इस पाठ के अध्ययन से विद्यार्थियों में सृजनात्मक क्षमता का विकास होगा। विद्यार्थियों में रचनात्मक प्रतिभा का स्फुरण होगा और उनकी कल्पनाशक्ति विकसित होगी। कहानी, कविता, उपन्यास के दृश्य रूपान्तरण करने की कला का ज्ञान होगा। संवाद रचना कौशल का विकास होगा। आधुनिक तकनीक के साथ पटकथा के संवादों में सामंजस्य स्थापित करने और समन्वय की कला का विकास होगा। इस पाठ से प्राप्त ज्ञान के आधार पर पटकथा लेखन के क्षेत्र में योगदान देने में समर्थ होंगे। विज्ञापन के क्षेत्र की दृष्टि से भी विद्यार्थी समर्थ हो सकेंगे।

इकाई 1: पटकथा का अर्थ और परिभाषा, पटकथा लेखन में प्रतिभा, कल्पना और अभ्यास/ परिश्रम का महत्व।

व्याख्यान – 12

इकाई 2 : कथा और पटकथा का अन्तर, संवाद का अर्थ और पटकथा से संवाद का संबंध।

व्याख्यान – 12

इकाई 3: पटकथा लेखन का स्वरूप : प्रस्थान बिंदु अर्थात प्रस्तावना, संघर्ष और समाधान। पटकथा लेखन सूत्र अर्थात प्रारंभ, मध्यभाग और अंत। व्याख्यान – 12

इकाई 4: पटकथा और संवाद लेखन : नाट्यशास्त्र के संदर्भित अंश का अध्ययन पटकथा के फिल्मांकन की तकनीक। पटकथा-संवाद और संगीत ध्वनि का अंतर्संबंध । व्याख्यान – 12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थी सिनेमा लेखन में पटकथा एवं संवाद लेखन के बारे में भली-भाँति परिचित हुए। पटकथा लेखन से जुड़े तकनीकी ज्ञान के अतिरिक्ति विद्यार्थी पटकथा लेखन में संवाद-अदायगी के कौशल तथा अभिनय-क्षमता से रू-ब-रू हो सके। पटकथा एवं संवाद-लेखन के रंगमंचीयता से सम्बन्ध के अलावे विद्यार्थियों को किसी पटकथा के आरंभ, मध्य एवं अंत से जुड़ी जरूरी पक्षों एवं पहलुओं को जानने का सुअवसर मिला। इस पत्र द्वारा उन्हें हिन्दी भाषा के साहित्यिक उपादानों तथा उनके पटकथा एवं संवाद-लेखन से अन्तर्सम्बन्धों की भी वास्तविक जानकारी एवं ज्ञान मिल सका है।

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Rono Hills, Doimukh (A.P.)

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. पटकथा लेखन : मनोहर श्याम जोशी,
2. पटकथा कैसे लिखें : राजेंद्र पाण्डेय
3. कथा पटकथा : मन्नू भंडारी
4. पटकथा लेखन : असगर वजाहत
5. पटकथा लेखन : रामशरण जोशी

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Rono Hills, Doimukh (A.P.)

व्याख्यान : 4 प्रति सप्ताह
ट्यूटोरियल : 2 प्रति सप्ताह
क्रेडिट : 4 +2 = 6
पूर्णांक : 100 अंक
अभ्यन्तर : 20 अंक
सत्रांत परीक्षा/बाह्य : 80 अंक

तृतीय सत्र (HGEC)

पत्र : HIN-G-215. साहित्य और सिनेमा

उद्देश्य : इस पाठ में साहित्य और सिनेमा के अंतर्संबंध को समझा जा सकेगा। हिंदी सिनेमा के इतिहास से विद्यार्थी परिचित होंगे। हिंदी सिनेमा के विकास में हिंदी साहित्य के योगदान को रेखांकित किया जाएगा। विद्यार्थी सिनेमा की कला और हिंदी साहित्य में निहित कलात्मक तत्वों की पहचान कर सकेंगे। पटकथा लेखन और फिल्म निर्माण की कला के बारे में जान सकेंगे। विद्यार्थी अपने अर्जित ज्ञान का उपयोग निर्माता, लेखक और अभिनेता बनने में कर सकेंगे।

इकाई – 1 : साहित्य का अर्थ : क्षेत्र विस्तार

साहित्य की विधाएँ : कहानी, उपन्यास और नाटक, निबंध, आत्मकथा, संस्मरण, यात्रा वृतांत, जीवनी आदि , साहित्य के उपकरण : शिल्प और संवेदना। व्याख्यान – 12

इकाई – 2 : हिंदी सिनेमा का इतिहास, हिंदी सिनेमा में प्रमुख पौराणिक, ऐतिहासिक, साहित्यिक कृतियों का उपयोग। व्याख्यान – 12

इकाई - 3 : प्रमुख हिंदी साहित्यकारों की कृतियाँ और उन पर बनी फिल्मों की समीक्षा। व्याख्यान – 12

इकाई - 4 : हिंदी की साहित्यिक कृतियों के उपयोग का सिनेमा पर प्रभाव , साहित्य और सिनेमा में समानता एवं अंतर। व्याख्यान – 12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थी समसामयिक दुनिया में सोशल मीडिया की उपस्थिति तथा उसकी बढ़ती भूमिका से परिचित हुए। सोशल मीडिया के प्रयोग और उसमें सहभागिता को लेकर जिस सजगता एवं सावधानी की जरूरत है, उसकी उन्हें बहुविध जानकारी प्राप्त हुई। सोशल मीडिया की सामाजिक एवं शैक्षिक भूमिका के मद्देनजर इसके वैधानिक उपयोगिता एवं अनुप्रयोग को समझ सके। सूचना-तंत्र एवं तकनीकी-नियमों से सम्बन्धित कानूनों की जानकारी मिलने के अलावे विद्यार्थी इस नए माध्यम की सीमाओं और इसके लाभ-हानि सम्बन्धी विवेचन-विश्लेषण से भी अवगत हुए।

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Rono Hills, Doimukh (A.P.)

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न का विकल्प भी रहेगा। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ-

1. उत्तर आधुनिक मीडिया तकनीक : हर्षदेव
2. जनमाध्यम : पीटर गोल्डिंग
3. जनमाध्यम सैद्धांतिकी : जगदीश्वर चतुर्वेदी
4. सिनेमा और साहित्य : हरीश कुमार
5. 'वसुधा' पत्रिका : फिल्म विशेषांक
6. सिनेमा और संस्कृति : राही मासूम रज़ा

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Rono Hills, Doimukh (A.P.)

चतुर्थ सत्र HGEC

व्याख्यान	: 4 प्रति सप्ताह
ट्यूटोरियल	: 2 प्रति सप्ताह
क्रेडिट	: 4 +2 = 6
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

पत्र : HIN-G-225. सोशल मीडिया और हिंदी

उद्देश्य : विद्यार्थी सोशल मीडिया के विभिन्न माध्यमों से परिचित हो सकेंगे। सोशल मीडिया के उपयोग क्षेत्र से परिचित हो सकेंगे। सोशल मीडिया के व्यावसायिक उपयोग को समझ सकेंगे। विद्यार्थी सांस्कृतिक कर्म की दृष्टि से सोशल मीडिया का उपयोग करना सीख सकेंगे। सोशल मीडिया का शैक्षिक क्षेत्र में उपयोग करना सीख सकेंगे । सोशल मीडिया के दुष्प्रभावों से बचने की दृष्टि विकसित हो सकेगी।

इकाई- 1:

सोशल मीडिया : अवधारणा , सोशल मीडिया का स्वरूप और प्रकार , सोशल मीडिया का विकास , सोशल मीडिया – भाषा, समाज और संस्कृति । व्याख्यान – 12

इकाई- 2:

सोशल मीडिया के प्रकार : ट्विटर, व्हाट्सएप, फेसबुक, इंस्टाग्राम आदि । व्याख्यान – 12

इकाई – 3 :

सोशल मीडिया का प्रभाव : सामाजिक, राजनीतिक, सांस्कृतिक, शैक्षिक आदि। व्याख्यान – 12

इकाई- 4:

हिंदी भाषा का सोशल मीडिया में उपयोग : भाषा के स्तर का अध्ययन, सोशल मीडिया की विशेषताएँ एवं दुष्प्रभाव । व्याख्यान – 12

उपलब्धियां - इस पत्र के माध्यम से विद्यार्थियों को साहित्य की विभिन्न विधाओं के साथ उनकी रचनात्मक प्रस्तुति तथा रंगमंचीय अभिनय आधारित कला-रूपों को गहराई से जानने-समझने में मदद मिली। विशेषकर सिनेमा माध्यम के इतिहास के साथ उनमें हिन्दी साहित्य की उपस्थिति से परिचित हुए। हिन्दी साहित्य पर आधारित फिल्मों के माध्यम से सिनेमा माध्यम की अनुषंगी बारीकियों एवं पटकथा लेखन से जुड़ी व्यावहारिक कुशलता को निकट से जानने-समझने का मौका मिला।

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निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15x4= 60
2. प्रत्येक इकाई से एक-एक टिप्पणी पूछी जायेगी, जिनके विकल्प भी होंगे। 5x4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रंथ :

1. मीडिया समग्र खंड : जगदीश्वर चतुर्वेदी
2. मीडिया के सामाजिक सरोकार : कालूराम परिहार
3. सूचना समाज : अर्माण्ड मैलाड
4. सोशल मीडिया : योगेश पटेल
5. हिंदी का संपूर्ण समाचार पत्र कैसा हो : वेदप्रताप वैदिक
6. मीडिया: भूमण्डलीकरण और समाज : सं. संजय द्विवेदी

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Rajiv Gandhi University

(A Central University)

Choice Based Credit System (CBCS) with Learning Outcomes Based Curriculum Frameworks (LOCF)

Bachelor of Arts (Hons.) Sociology 2021-22

Rajiv Gandhi University

Rono Hills, Doimukh,

Arunachal Pradesh – 791112

05/7/2021

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BA (Honors) Sociology

(CBCS with LOCF)

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Brief Note

Sociology is the most contemporary and versatile, as well as the most open and interdisciplinary of social sciences.It trains students to grasp social structures, understand social processes, map the dynamics of social change, decipher social interactions and make sense of individual and collective experiences in their social, historical and cultural context. The course has been designed in response to a dynamic intellectual climate and shifting social concerns. Emphasis is also on ensuring familiarity with the elementary techniques of social investigation through training in sociological research methods.

A sociology graduate is expected to become an informed, conscious and responsible citizen and also be equipped for a variety of careers including but not limited to: academics, civil services, activism and advocacy.

A brief overview the scheme of courses and syllabus forB.A. (Honours) Sociology under Choice Based Credit System (CBCS) with Learning Outcomes-based Curriculum Framework (LOCF) to be implemented from academic session 2021-22 is presented below.

Learning Outcome Curriculum Framework (LOCF) aims to equip students with knowledge, skills, values, attitudes, leadership readiness/qualities and lifelong learning. The fundamental premise of LOCF is to specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

The Choice Based Credit System consists of four types of courses:

1. **Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core Course.

2. **Discipline Specific Elective (DSE) Course**: The courses offered by the main discipline/subject of study for developing specialization in desired area is referred to as Discipline Specific Elective.

3. **GenericElective (GE) Course**: An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective.

4. **Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). AECC courses are the courses based upon the content that leads to Knowledge enhancement. These are mandatory for all disciplines. The paper on Environmental Science, English Communication/MIL Communication will be offered by the university/college. SEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

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To be graduate with Honours in Sociology, a student has to successfully complete fourteen Core Courses (CC), four Discipline Specific Electives (DSE), two Skill Enhancement Courses (SEC), two Ability Enhancement Compulsory Courses (AECC) and Four Generic Elective courses (GE) spread across six semesters. CCs, DSEs and SECs are the primary responsibility of the department and GEs in Sociology will be offered to students from other departments.

All the courses are designed to impart disciplinary fundamentals of sociology through a careful choice of reading list that draws amply from the rich and diverse tradition of sociological writing –classical as well as contemporary. The teachers and learners may follow these reading to comprehend the topic in detail and develop critical insight into the subject.

Objectives of the Programme

Honours in Sociology graduates who develop their basic skills, are well- placed to apply for a wide range of jobs that are not directly related to the subject matter of sociology itself and will find themselves well-prepared to adapt to changing opportunities. The BA Honours Programme in Sociology is designed to give the learner a strong foundation in the basic ideas, concepts, institutions and processes of society. The study of sociology is a launching pad to exciting careers in research, policy analysis, development work, and other positions requiring a strong social science foundation.

Programme Outcome

By choosing this programme, the learner should be able to:

- get a holistic understanding of society;
- identify similarities and differences between societies and cultures;
- describe the past and look at possible future scenarios
- explain complex phenomena through its underlying structures

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Table 1.1 Schema of Courses for B. A. (H) Sociology under CBCS with LOCF

Semester		Core Course(C) 14 papers 6 credits each	Ability Enhancement Compulsory Course (AECC) 2 Paper 4 credit each		Skill Enhancement Courses (SEC) 2 papers 4 credit each		Discipline Specific Electives(DSE) 4 Papers 6 credit each	Generic /Interdisciplinary 4 papers 6 credit each		Semester Wise Total Credits
I	C1 C2	**SOC-C-111** *Introduction to Sociology I* **SOC-C- 112** *Sociology of India I*	**AECC -1**	**SOC-A-113**				**GE-1**	**SOC-G-114** *Polity & Society in India*	22
II	C3 C4	**SOC-C-121***Introduction to Sociology II* **SOC-C- 122** *Sociology of India II*	**AECC -2**	**SOC-A-123**				**GE-2-**	**SOC-G- 124** *Gender Sensitization*	22
III	C5 C6 C7	**SOC-C- 211** *Political Sociology* **SOC-C- 212** *Sociology of Religion* **SOC-C- 213** *Sociology of Gender*			**SEC-1**	**SOC-S- 214** *Theorising Development*		**GE- 3**	**SOC-G- 215** *Society and Stratification*	28
IV	C8 C9 C10	**SOC-C- 221** *Economic Sociology* **SOC-C-222** - *Sociology of Kinship* **SOC-C-223** *Social*			**SEC-2**	**SOC-S-224** *Ethics, Politics and Skill in Social Research*		**GE -4**	**SOC-G- 225** *Introduction to Social Research*	28

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		Stratification							
V	**C11** **C12**	**SOC-C- 311** *Sociological Thinkers I* **SOC-C- 312** *Sociological Research Methods I*			**DSE-1** **DSE-2**	**SOC-D-313** *Environmental Sociology* **SOC-D-314** *Indian Sociological Traditions*			**24**
VI	**C13** **C14**	**SOC-C- 321** *Sociological Thinkers II* **SOC-C- 322** *Sociological Research Methods II*			**DSE - 3** **DSE-4**	**SOC-D-323** *Sociology of Health and Medicine* **SOC-D-324** *Tribal Society in India*			**24**
Total		**84**	**8**	**8**		**24**		**24**	**148**

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Semester wise Course Details

Semester I

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C1	**SOC-C-111**	*Introduction to Sociology I*	20	80	100	60	6
C2	**SOC-C-112**	*Sociology of India I*	20	80	100	60	6
AECC-1	**SOC-A-113**	***	20	80	100	40	4
GE-1	**SOC-G-114**	*Polity & Society in India*	20	80	100	60	6

Semester II

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C3	**SOC-C-121**	*Introduction to Sociology II*	20	80	100	60	6
C4	**SOC-C- 122**	*Sociology of India II*	20	80	100	60	6
AECC-2	**SOC-A-123**	***	20	80	100	40	4
GE-2	**SOC-G- 124**	*Gender Sensitization*	20	80	100	60	6

Semester III

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C5	**SOC-C- 211**	*Political Sociology*	20	80	100	60	6
C6	**SOC-C- 212**	*Sociology of Religion*	20	80	100	60	6
C7	**SOC-C- 213**	*Sociology of Gender*	20	80	100	60	6
SEC-1	**SOC-S- 214**	*Theorising Development*	20	80	100	40	4
GE-3	**SOC-G- 215**	*Society and Stratification*	20	80	100	60	6

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Semester IV

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C8	**SOC-C- 221**	*Economic Sociology*	20	80	100	60	6
C9	**SOC-C-222 -**	*Sociology of Kinship*	20	80	100	60	6
C10	**SOC-C-223**	*Social Stratification*	20	80	100	60	6
SEC-2	**SOC-S-224**	*Ethics, Politics and Skill in Social Research*	20	80	100	40	4
GE -4	**SOC-G- 225**	*Introduction to Social Research*	20	80	100	60	6

Semester V

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C11	**SOC-C- 311**	*Sociological Thinkers I*	20	80	100	60	6
C12	**SOC-C- 312**	*Sociological Research Methods I*	20	80	100	60	6
DSE-1	**SOC-D-313**	*Environmental Sociology*	20	80	100	60	6
DSE-2	**SOC-D-314**	*Indian Sociological Traditions*	20	80	100	60	6

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Semester VI

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C13	**SOC-C- 321**	*Sociological Thinkers II*	20	80	100	60	6
C14	**SOC-C- 322**	*Sociological Research Methods II*	20	80	100	60	6
DSE -3	**SOC-D-323**	*Sociology of Health and Medicine*	20	80	100	60	6
DSE-4	**SOC-D-324**	*Tribal Society in India*	20	80	100	60	6

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Semester I

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C1	**SOC-C-111**	*Introduction to Sociology I*	20	80	100	60	6
C2	**SOC-C-112**	*Sociology of India I*	20	80	100	60	6
AECC-1	**SOC-A-113**	***	20	80	100	40	4
GE-1	**SOC-G-114**	*Polity & Society in India*	20	80	100	60	6

***The Syllabus for AECC-1(SOC-A-113) will be provided separately.

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SOC-C-111

INTRODUCTION TO SOCIOLOGY I

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course is a broad introduction to the discipline of sociology and seeks to acquaint students to a sociological way of thinking. It also intends to familiarize the students with the history and some of the fundamental concepts and concerns of the discipline. The interdisciplinary nature of the social sciences like social anthropology, history and psychology is discussed and students learn how these relate to each other while maintaining their disciplinary boundaries.

The course also provides a foundation for the other more detailed and specialized courses in sociology.

Learning Outcomes:

1. The students learn to apply the sociological perspective in understanding how society shapes our individuallives.
2. It also provides a foundation for the other more detailed and specialized courses in sociology.

Unit 1 Sociology: Discipline and Perspective

1.1 Thinking Sociologically
1.2 Emergence of Sociology and Social Anthropology

Unit 2 Sociology and Other Social Sciences

Unit 3 Basic Concepts

3.1 Individual and Group

3.2 Associations and Institutions

3.3 Culture and Society

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3.4 Social Change

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Unit 1. Sociology: Discipline and Perspective

1.1 Thinking Sociologically

Johnson, Allan G. 2008, *The Forest and the Trees: Sociology as Life Practice and Promise*, Philadelphia: Temple University Press, Introduction and Chapter 1, 'The Forest, the Trees and One Thing', Pp.1-36

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' &'Rumpelstiltskin'

1.2 Emergence of Sociology and Social Anthropology

Ritzer, George, 1996*, Classical Sociological Theory,* New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46

Unit 2. Sociology and Other Social Sciences

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

Beattie, J., 1966*, Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29.

Burke, Peter, 1980, *Sociology and History*, George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30.

Unit 3. Basic Concepts

3.1. Individual and Group

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

3.2 Associations and Institutions

Horton, Paul B., Chester L. Hunt. 2004, *Sociology*. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229.

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Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

3.3 Society and Culture

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology,* 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.)

Man, Culture and Society. New York: Oxford University Press, Pp. 345-368. *approaches.*

3.4 Social Change

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delhi.

References: Compulsory Readings:

Beattie, J., 1966, *Other Cultures*, London R.K.P., Chapter 2, 'Social Anthropology and Some Other Sciences of Man', Pp. 25-29.

Béteille, André, 1985, *Six Essays in Comparative Sociology*, New Delhi: Oxford University Press, Chapter 1, 'Sociology and Social Anthropology'

Beteille, Andre, 2009, *Sociology: Essays in Approach and Method*, Delhi: Oxford University Press, Chapter 1, 'Sociology and Common Sense', Pp. 13-27

Bottomore, T. B. 1971, *Sociology: A Guide to Problems and Literature*, London: Allen and Unwin. Chapter 4, 'The Social Sciences, History and Philosophy', Pp. 65-80

Burke, Peter, 1980, *Sociology and History,* George Allen and Unwin, Chapter 1, 'Sociologists and Historians', Pp.13-30.

Firth, Raymond, 1956, *Human Types*, Thomas Nelson & Sons, Chapter 3, 'Work and Wealth of Primitive Communities', Pp. 71-97

Garner, James Finn, 1994, *Politically Correct Bedtime Stories: Modern Tales for Our Life and Times*, New Jersey: John Wiley & Sons Inc., Chapters, *Introduction*, 'Little Red Riding Hood' &'Rumpelstiltskin'

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw-Hill, Chapter 4. Pp 83-94; Chapter 5. Pp 104-115; Chapter 8, Pp.185-209.

Horton, Paul B., Chester L. Hunt. 2004, Sociology. New Delhi: Tata McGraw Hill. Chapter 9, Pp. 210-229.

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Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology,* 17 Edition. Chapter 2. Sociological Investigation. Pearson. New Delhi.

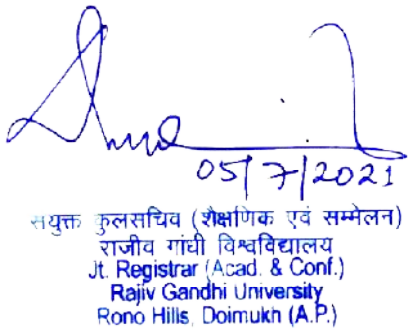
Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 3, Culture, Pp 70-95. Pearson. New Delhi.

Macionis, John, J. (Adapted by Reema Bhatia). 2019. *Sociology*, 17 Edition. Chapter 25. Social Change. Pearson. New Delh.

Redfield, Robert 1956, Chapter 16, 'How Human Society Operates', in Harry L Shapiro (ed.)

Man, Culture and Society. New York: Oxford University Press, Pp. 345-368. *approaches.*

Ritzer, George, 1996, *Classical Sociological Theory*, New York: McGraw Hill, Chapter 1, 'A Historical Sketch of Sociological Theory- The Early Years', Pp. 13-46



SOC-C-112

SOCIOLOGY OF INDIA I

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course aims to provide an outline of the institutions and processes of Indian society through and informed interrogation of images and ideas on the Indian context. The central objective is to encourage students to view the Indian reality through a sociological lens. Also, it seeks to contribute to the development of critical and analytical thinking.

Learning Outcomes:

1. Thecourselaysthefoundationofviewingimagesandideasof India throughasociological lens. It further investigates sociological concepts and institutions in the Indiancontext.
2. The course, supported by an inter-disciplinary approach, facilitates learning and reflecting about the multiple – and contextual – socio-cultural registers of Indiansociety.

Unit 1: Images and Ideas of India

1.1 India: Pre-Colonial and Colonial Images
1.2 Idea of India I: M.K. Gandhi
1.3 Idea of India II: B.R. Ambedkar

Unit 2: Indian Society: Concepts and Institutions

2.1. Caste: Concept and Critique

2.2. Agrarian Classes

2.3. Industry and Labour

2.4. Tribe: Profile and Location

2.5. Village: Structure and Change

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2.6. Kinship: Principle and Pattern

2.7. Religion and Society

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Unit 1: Images and Ideas of India

1.1. India: The Colonial Image

Dube, S.C. 1990, *Indian Society*. Delhi: National Book Trust, Pp. 1-28

Cohn, B.S., 1990, *An Anthropologist among the Historians and Other Essays*. Delhi: Oxford University Press, pp. 136-171.

1.2. Idea of India I: M.K. Gandhi

Gandhi, M.K., 1938, *Hind Swaraj*. Ahmedabad: Navjivan Publishing House.

1.3 Idea of India II: B.R. Ambedkar

Ambedkar, B.R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.

Unit 2: Indian Society: Concepts and Institutions

2.1. Caste: Concept and Critique

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, Pp. 265-272.

Mencher, J., 1991, "The Caste System Upside Down", in D. Gupta (ed.), Social Stratification. Delhi: Oxford University Press, Pp. 93-109.

2.2. Agrarian Classes

Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification.* Delhi: Oxford University Press, Pp. 271-275.

2.3. Industry and Labour

Breman, J., 1999, "The Study of Industrial Labour in Post Colonial India: The Formal Sector",

Contributions to Indian Sociology, 33(1&2), pp.1-41.

2.4. Tribe: Profile and Location

Xaxa, V., 2011, Tribes and Social Exclusion (*Occassional Paper*, No. 2). Calcutta: CSSSC- UNICEF, Pp. 1-18.

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2.5. Village: Structure and Change

Madan, V., 2002, "Introduction"inV. Madan (ed.), *The Village in India*. Delhi: Oxford University Press, Pp.1-26.

2.6. Kinship: Principle and Pattern

Karve,I.,1994,"TheKinshipMapofIndia", inP.Uberoi(ed.), *Family,KinshipandMarriage in India.* Delhi: Oxford University Press,Pp.50-73.

2.7. Religion and Society

Srinivas, M.N. and A.M.Shah.,1968, "Hinduism", in D.L. Sills (ed.), *The International Encyclopaediaof Social Sciences*, Volume 6. New York: Macmillan, Pp.358-366.

Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26, Pp. 242-258.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), *Religion in India*. Delhi: Oxford University Press, Pp. 320- 332.

References : Compulsory Readings:

Ambedkar, B.R., 1971 [1936], *Annihilation of Caste*. Jullender: BheemPatrika.

Breman, J., 1999, "The Study of Industrial Labour in Post-Colonial India: The Formal Sector",

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Dhanagare, D.N., 1991, "The Model of Agrarian Classes in India", in D. Gupta (ed.), *Social Stratification*. Delhi: Oxford University Press.

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Karve,I.,1994,"TheKinshipMapofIndia", inP.Uberoi(ed.), *Family,KinshipandMarriage in India.* Delhi: Oxford UniversityPress.

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Momin, A.R., 1977, "The Indo Islamic Tradition", *Sociological Bulletin*, 26.

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Srinivas, M.N. and A.M.Shah.,1968, "Hinduism", in D.L. Sills (ed.), *The International Encyclopaediaof Social Sciences,* Volume 6. New York:Macmillan.

Srinivas, M.N., 1969, "The Caste System in India", in A. Beteille (ed.), *Social Inequality: Selected Readings.* Harmondsworth: Penguin Books.

Uberoi, J.P.S., 1991, "Five Symbols of Sikh Identity", in T.N. Madan (ed.), *Religion in India.*

Delhi: Oxford University Press.

Xaxa, V., 2011, Tribes and Social Exclusion (*Occassional Paper, No. 2*). Calcutta: CSSSC- UNICEF.

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SOC-G-114

POLITY AND SOCIETY IN INDIA

Generic Electives (GE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course seeks to introduce the students to the study of Indian politics from a sociological Perspective. In the process, it attempts to give the students theories, categories and conceptual tools to understand politics in relation to society in general.

Learning Outcomes:

1. Understand the interplay of society and polity
2. To understand the formation of socio-political identities and its impact on society at large.

Unit 1: On Studying Politics and Society in India

Unit 2: Themes in Politics and Society in India

2.1 Political Economy

2.2 Political Identities

2.3 Political Processes

Unit 3: Protest and Resistance in Indian Politics

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Unit 1. On Studying Politics and Society in India

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39

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Brass, Paul R, 1998, 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years.* Woodrow Wilson Center Press, pp. 23-44

Spencer, Jonathan, 2007, *Anthropology, Politics and the State: Democracy and Politics in South Asia.* Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

Unit 2. Themes in Politics and Society in India:

2.1 Political Economy

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

2.2 Political Identities: Nation, Caste, Religion and Ethnicity

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

2.3 Political Institutions and Democratic Processes

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

Unit 3. Protest and Resistance in Indian Politics

Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

References: Compulsory Readings:

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Brass, Paul R, 1998, 'India: Democratic Progress and Problems' in Slig S. Harrison et al (ed.) *India and Pakistan: The First Fifty Years.* Woodrow Wilson Center Press, pp. 23-44

Chatterjee, Partha, 1997, *State and Politics in India*. Delhi: Oxford University Press, Introduction: A Political History of Independent India. pp. 1- 39

Kaviraj, Sudipta. 1991, 'On State, Society and Discourse in India', in James Manor (ed.) *Rethinking Third World Politics*, London: Longman. pp. 72-99

Manor, James. 1988, 'Parties and the Party System', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 62-98

Michelutti, Lucia. 2007, 'The Vernacularization of Democracy: Political Participation and Popular Politics in North India', *The Journal of the Royal Anthropological Institute*, vol.13 (3), pp. 639-656

Rudolph, Lloyd I, and Susanne Hoeber Rudolph, 1987, *In Pursuit Of Lakshmi*. Chicago: University of Chicago Press. Introduction, Chapter 1 & 7. pp. 1-59, 211-219

Sathyamurthy, T.V. 1997, 'Indian Nationalism: State of the Debate', in *Economic and Political Weekly*, vol.32 (14), p.715-721

Shah, Ghanshyam. 2001, 'Grassroots Mobilizations in Indian Politics', in A. Kohli (ed.), *India's Democracy*, Princeton: Princeton University Press, pp. 262-304

Spencer, Jonathan, 2007, *Anthropology, Politics and the State: Democracy and Politics in South Asia.* Cambridge: Cambridge University Press, Chapter 2. Locating the Political. pp. 19-47

Vanaik, A. 2000, 'The Social Character of the Indian State', in Z. Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.89-107

Weiner, Myron. 2001, 'The Struggle for Equality: Caste in Indian Politics', in A. Kohli (ed.), *The Success of India's Democracy*, Cambridge: Cambridge University Press, pp.193-225

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Semester II

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C3	**SOC-C-121**	*Introduction to Sociology II*	20	80	100	60	6
C4	**SOC-C-122**	*Sociology of India II*	20	80	100	60	6
AECC-2	**SOC-A-123**	***	20	80	100	40	4
GE-2	**SOC-G-124**	*Gender Sensitization*	20	80	100	60	6

***The Syllabus for AECC-2 (SOC-A-123) will be provided separately.

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SOC-C-121

INTRODUCTION TO SOCIOLOGY II

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course introduces the students to the classical sociological thinkers, whose work has shaped the discipline of sociology. The focus is on studying from the original texts to give the students an idea of how over a period of time thinkers have conceptualized various aspects of society. The objective is also on understanding how the development of theory is not in vacuum but is an outcome of the changing times. The students will be able to understand since theories are a reflection of changes taking place in society, thus, each subsequent set of theoretical approaches will either support, critique identify logical flaws and gaps in the preceding arguments.

The students learn critical thinking skills. They learn how to read, interpret and critique original works of various thinkers.

Learning Outcomes:

1. The students are introduced to the relationship between theory andperspectives.
2. This paper also provides a foundation for sociological theories that are a part of papers in the subsequentsemesters.

Unit 1. Perspectives in Sociology-I

1.1 Evolutionary perspective

1.2 Functionalism

Unit 2. Perspectives in Sociology-II

2.1 Interpretive Sociology

2.2 Symbolic Interactionism

Unit 3. Perspectives in Sociology-III

3.1 Conflict perspective

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3.2 Feminist Perspective

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Unit 1 Perspectives in Sociology-I

1.1 Evolutionary perspective

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

1.2 Functionalism

Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Unit 2. Perspectives in Sociology-II

2.1 Interpretive Sociology

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

2.2 Symbolic Interactionism

Magill, Frank N., 1996, *International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Giddens, Anthony, 2010, *Sociology,* 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280.

Unit 3. Perspectives in Sociology-III

3.1 Conflict perspective

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

3.2 Feminist Perspective

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26.

References: Compulsory Readings:

Deliege, Robert, Translated by Nora Scott. 2004, *Levi Strauss Today: An Introduction to Structural Anthropology*. New York: Oxford Burke. Pp 1-40.

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Durkheim, Emile. 1982, *The Rules of Sociological Method*, New York: Free Press. Chapter 1, What is a Social Fact? Pp. 50 – 59.

Giddens, Anthony, 2010, *Sociology,* 6th edition, Polity, Chapter 7, 'Social Interaction in Everyday Life', Pp. 247-280.

Jackson, S. and S. Scott (eds.), 2002, *Gender: A Sociological Reader*, London: Routledge, Introduction, Pp. 1-26.

Magill, Frank N., 1996*, International Encyclopaedia of Sociology*, Volume 1, Routledge, Pp. 690-693.

Marx, Karl and Fredrick Engels. 2008. *The Manifesto of the Communist Party*. London: Pluto Press. Pp. 31- 66

Radcliffe Brown, A. R., 1976, *Structure and Function in Primitive Society*, New York: Free Press Chapter 9 & 10, Pp. 178-204.

Spencer, H. 2015, *Principles of Sociology*. Arkose Press.

Weber, Max, 1978, *Economy and Society: An outline of Interpretive Sociology*, Vol. 1, University of California Press, Basic Concepts, Pages 4-26

Willis, Evan, 1996*, The Sociological Quest: An Introduction to the Study of Social Life.* New Jersey: Rutgers University Press. Ch. 7. Theory and Method, Ch. 8. Sociology as a Vocation. PP- 107-138.

Additional Resources:

Blumer, Herbert. 2002 '*Symbolic Interactionism'* from Craig Calhoun (ed.) Contemporary Sociological Theory. Oxford: Blackwell. Pp. 66 - 77

Giddens, Anthony. 2009. *Sociology*, 6 Edition. Polity Press. Cambridge. UK.

Smith, Dorothy E. 1987, *The Everyday World as Problematic*. Boston: North West University Press. Chapter 2. A Sociology for Women. Pp.49-69

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SOC-C-122

SOCIOLOGY OF INDIA- II

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course adds to the sociological interpretation of Indian history and society. It examines how multiple social processes, forces and ideologies shaped the terrain of the nation. The India-specific themes of the course are treated by drawing from sociological concepts and theories. The course connects the practical and conceptual in terms of both substance and relevance. It seeks to broaden the viewpoints and encourages students to reflect deeply on the multicultural reality, which is the defining feature of India.

Learning Outcomes:

1. The course adds to the sociological interpretation of Indian history and society. The India-specific themes of the course – discourse/knowledge-making, mobilization, transformation, ideology, identity and politics, for example – are treated, moreover,by drawingfromsociologicalconceptsandtheories.Thecourseconnectsthepracticaland conceptual in terms of both substance andrelevance.
2. By focusing on the nuanced character of historical and social ideas and processes, the course sharpens the faculties of critical and analytical thinking anddoing.

Unit 1: India as an Object of Knowledge

1.1. The Nationalist Discourse
1.2. The Subaltern Critique
1.3. Indological and Ethnographic Perspectives

Unit 2: Resistance, Mobilization, Change

2.1. Mobility and Change

2.2. Dalit Movement

2.3. Women's Movement

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2.4. Peasant Movement

2.5. Ethnic Movement

Unit 3: State and Society: Contesting Ideologies

3.1. Communalism
3.2. Secularism
3.3. Nationalism, Citizenship and Identity

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Unit 1: India as an Object of Knowledge

1.1. The Nationalist Discourse

Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black, Pp.85-126.

Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.

1.2. The Subaltern Critique

Guha, R., 1982, *Subaltern Studies*, Volume I. Delhi: Oxford University Press, Pp.1-8.

1.3 Indological and Ethnographic Perspectives

Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1, Pp. 7-22.

Unit 2: Resistance, Mobilization, Change

2.1 Mobility and Change

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, 15(4), Pp. 481-496.

2.2 Dalit Movement

Shah, G., 2001, *Dalit Identity and Politics*. New Delhi: Sage Publications, Pp. 17-43.

2.3. Women's Movement

Menon, N., (ed.)., 1999, Gender and Politics in India. Delhi: *Oxford University Press*, Pp. 342- 369.

2.4. Peasant Movements

Pouchepadass,J.,1980,"PeasantClassesinTwentiethCenturyAgrarianMovementsinIndia", in E. Hobsbawm (ed.), *Peasants in History*. Delhi: Oxford University Press, Pp.136-155.

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2.5. Ethnic Movements

Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp. 191-208.

Unit 3: Crises of Civilization, State and Society

3.1. Communalism

Dumont, L., 1997, *Religion, Politics and History in India*. Paris: Mouton, Pp. 89-110.

3.2. Secularism

Kumar, R., 1986, "The Varieties of Secular Experience", *in Essays in the Social History of Modern India*. Calcutta: Oxford University Press, Pp. 31-46.

Madan, T.N., 1997, *Modern Myths, Locked Minds*. Delhi: Oxford University Press, Pp. 233- 265.

3.3.Nationalism, Citizenship and Identity

Oommen,T.K.,1997,*CitizenshipandNationalidentity:FromColonialismtoGlobalism*.New Delhi: SagePublications.

References: Compulsory Readings:

Baruah, S., 2010, "The Assam Movement" in T.K. Oommen (ed.), *Social Movements I: Issues of Identity*. Delhi: Oxford University Press, Pp. 191-208.

Datta, A., 2016, "Dealing with Dislocation: Migration, Place and Home among Displaced Kashmiri Pandits in Jammu and Kashmir", *Contributions to Indian Sociology*, 50 (1).

Deshpande, S., 2003*, Contemporary India: A Sociological View*. New Delhi: Penguin Books.

Dumont, L. and D. Pocock, 1957, "For a Sociology of India", *Contributions to Indian Sociology*, 1.

Dumont, L., 1997*, Religion, Politics and History in India.* Paris: Mouton. Guha, R., 1982, *Subaltern Studies, Volume I*. Delhi: Oxford University Press.

Kaviraj, S., 2010, *The Imaginary Institution of India*. Ranikhet: Permanent Black.

Kumar, R., 1986, "The Varieties of Secular Experience", in *Essays in the Social History of Modern India*. Calcutta: Oxford University Press.

Madan, T.N., 1997, *Modern Myths, Locked Minds*. Delhi: Oxford University Press. Menon, N., (ed.)., 1999, *Gender and Politics in India*. Delhi: Oxford University Press.

Oommen,T.K.,1997,*CitizenshipandNationalidentity:FromColonialismtoGlobalism*.New Delhi: SagePublications.

Pouchepadass,J.,1980,"PeasantClassesinTwentiethCenturyAgrarianMovementsinIndia", in E.

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Hobsbawm (ed.), *Peasants in History*. Delhi: Oxford UniversityPress.

Shah, G., 2001, *Dalit Identity and Politics*. New Delhi: Sage Publications.

Srinivas, M.N., 1956, "A Note on Sanskritization and Westernization", *The Far Eastern Quarterly*, 15(4).

Srinivas, M.N., 2002, "Nation-Building in Independent India", in M.N. Srinivas, *Collected Works*. New Delhi: Oxford University Press. Pp. 388-413.

Audio-Visual Materials:

Select Films/Documentaries (any three):

GhareBaire (The Home and the World) [1985; Dir: Satyajit Ray]

KomalGandhar [1961; Dir: RitwikGhatak]

Ankur [1974; Dir: ShyamBenegal]

Father, Son, and Holy War [1994; Dir: Anand Patwardhan]

Bombay [1995; Dir: ManiRatnam]

Mirch Masala [1987; Dir: Ketan Mehta]

Jashn e Azadi: How we Celebrate Freedom [2007; Dir: Sanjay Kak]

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SOC-G-124

GENDER SENSITIZATION

Generic Electives (GE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course will sensitise students to issues related to gender and equality among all sexes. It will provide them with the tools and skills to develop and integrate a gendered perspective in work and life. In particular, students will be acquainted with laws that have an immediate bearing on gender relations.

Learning Outcomes:

1. Understanding of Socio-Cultural construction of differences regarding men and women
2. Discussing rights and exploitations of Women

Unit 1. Sex, Gender and Sexuality

1.1 Introduction to debates on the social construction of sex and gender
1.2 Cultural construction of masculinity and femininity
1.3 Understanding sexual preference as a right

Unit 2. Gender, Family, Community and the State

Unit 3. Gender Rights and the Law

3.1 Right to property
3.2 Personal laws
3.3 Violence against women

3.3.1 Sexual harassment
3.3.2 Rape
3.3.3 Domestic violence

Unit 4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

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Unit 1. Sex, Gender and Sexuality

Geetha, V. 2002, *Gender.* Calcutta: Stree

Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

Murty, Laxmi and Rajshri Dasgupta. 2012, *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan

Films: Being Male Being Koti Dir: Mahuya Bandyopadhyay

Many People Many Desires Dir: T. Jayashree;

Boys Don't Cry Dir: Kimberley Peirce

Unit 2. Gender, Family, Community and the State

Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly* February 19: 709 -722

Films: IzzatnagrikiAsabhyaBetiyan Dir: Nakul Singh Sawhney

Unit 3. Gender Rights and the Law

For all the laws relating to women please refer to the following resource:

http://ncw.nic.in/frmLLawsRelatedtoWomen.aspx

Films: Gulabi Gang Dir: Nishtha Jain;

North Country Dir: Niki Caro;

The Accused Dir: Jonathan Kaplan

Unit 4. Understanding Intersections of Gender, Caste, Class, Region, Religion and Disability

Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)

References: Compulsory Readings:

Bhasin, Kamala. *Patriarchy*. New Delhi: Kali for Women

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Geetha, V. 2002, *Gender.* Calcutta: Stree

Ghai, Anita. 2003, (Dis)Embodied Form : Issues of Disabled Women. New Delhi. Har-Anand Publications. (Selected chapters)

Menon, Nivedita. 2012, *Seeing like a Feminist*. New Delhi: Zubaan/Penguin Books

Murty, Laxmi and Rajshri Dasgupta. 2012, *'Our Pictures, Our Words - A Visual Journey Through The Women's Movement'*. New Delhi: Zubaan

Shah, Chayanika et al. 2005, Marriage, Family and Community: A Feminist Dialogue. *Economic and Political Weekly* February 19: 709 -722

Tharu, S. and Niranjana, T. 1999, "Problems for contemporary theory of gender" in Nivedita Menon, *Gender and Politics in India*. New Delhi: Oxford University Press.

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Semester III

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C5	**SOC-C-211**	*Political Sociology*	20	80	100	60	6
C6	**SOC-C-212**	*Sociology of Religion*	20	80	100	60	6
C7	**SOC-C-213**	*Sociology of Gender*	20	80	100	60	6
SEC-1	**SOC-S- 214**	*Theorising Development*	20	80	100	40	4
GE-3	**SOC-G-215**	*Society and Stratification*	20	80	100	60	6

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SOC-C-211

POLITICAL SOCIOLOGY

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course is an introduction to the theoretical debates in the sub-field and equips students to learn both classical and contemporary arguments about age old questions of power, authority and resistance and their manifestations in political institutions and political systems. It deals with theoretical and analytical aspects of examining the interface between politics and society and seeks to provide an understanding of political processes in India.

Learning Outcomes:

1. An ability to comprehend the embeddedness of political and the social in eachother.
2. Familiarity with different theoretical and conceptual issues in political sociology and a capacity to use them to grasp political phenomena in a cross-cultural and comparative perspective

Unit 1. Understanding Political Sociology

1.1 Political Sociology: Nature and scope

1.2 Interrelation between polity and society

Unit 2. Basic concepts

2.1 Power and Authority

2.2 State, Democracy and Citizenship
2.3 Government and Governance

2.4 Elites, Ruling classes and Masses

Unit 3. Politics and Society in India

3.1 State and Society in India

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3.2 Ethnic Movements and resistance

3.3 Caste and politics

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Unit 1. Understanding Political sociology

1.1 Political Sociology: Nature and Scope

Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', *American Anthropologist*, New Series, Vol.92, No. 3, pp. 586-596

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19

1.1 Interrelation between Polity and Society

Mitchell, W.C, 1958, The Polity and Society: A Structural Functional Analysis, *Midwest Journal of Political Science*, Vol. 2, No.4 Pp.403-420

Unit 2. Basic concepts

2.1 Power and Authority

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Lukes, Steven. 2005. *Power: A Radical View*, 2nd edition, Hampshire: Palgrave, pp.14-49

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp.326-348

Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

2.2 State, Democracy and Citizenship

Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics',

The American Political Science Review, Vol. 85, No.1, pp. 77-96.

Macpherson, C. B. 1966. *The Real World of Democracy*, Oxford: Clarendon Press, pp. 1-45

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Marshall, T.H. 1950. *Citizenship and Social Class and Other Essays*, Cambridge: Cambridge University Press, pp.10-27

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History,* Ithaca: Cornell University Press, pp.55-72

2.3 Government and Governance

Rhodes, R. A. 2012, Wave of Governance in David Levi Faur edited *The Oxford Handbook of Governance,* Oxford Handbooks online

Walter, W. 2004, Some Critical Notes on "Governance", *Study in Political Economy Vol. 87 PP 27-46*

2.4 Elites, Ruling classes and Masses

Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3

Unit 3. Politics and Society in India

3.1 State and Society in India

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

3.2 Ethnic Movements and resistance

Baruah, Sanjib. 'Politics of Subnationalism: Society versus State in Assam', From Partha Chatterjee (ed.) *State and Politics in India*, Delhi:OUP. pp. 496 – 520

3.3 Caste and politics

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 - 230

Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

References: Compulsory Readings:

Bailey, F. G. 1968. 'Para-political Systems', in M.J. Schwartz (ed). Local Level Politics: Social and Cultural Perspectives, London: University of London Press, pp.281-94

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Bottomore, Tom. 1964. *Elites and Society*, Harmondsworth: Penguin Books, Chs 1, 2 & 3

Corbridge, Stuart and John Harriss. 2003. 'Transfer of Power? Subaltern Politics, Sites of Empowerment and the Reshaping of India's Democracy', in Reinventing India: Liberalization, Hindu Nationalism and Popular Democracy. Delhi: OUP. Pp. 200 - 230

Foucault, Michel. 2002. 'The Subject and Power', in *Power: Essential Works of Foucault*, Vol. 3, ed. James D. Faubion, London: Penguin Books, pp.326-348

Gupta, Akhil & K. Sivaramakrishnan (eds). 2011. *The State in India after Liberalization: Interdisciplinary Perspectives*, London & New York: Routledge, Introduction, pp. 1-27

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Mitchell, Timothy. 1991. 'The limits of the State: Beyond Statist approaches and their critics',

The American Political Science Review, Vol. 85, No.1, pp. 77-96.

Mitchell, W.C, 1958, The Polity and Society: A Structural Functional Analysis, *Midwest Journal of Political Science*, Vol. 2, No.4 Pp.403-420

Nash, Kate. 2010. Changing definitions of politics and power, in *Contemporary Political Sociology*, 2nd edition, UK: Wiley-Blackwell, pp. 1-42]

Rhodes, R. A. 2012, Wave of Governance in David Levi Faur edited *The Oxford Handbook of Governance,* Oxford Handbooks online

Spencer, Jonathan. 1997. 'Post-colonialism and the Political Imagination', *The Journal of the Royal Anthropological Institute*, Vol. 3, No. 1, pp. 1-19

Tarlo, Emma. 2003. Unsettling Memories: Narratives of the Emergency in Delhi, Los Angeles: University of California Press, pp. 62-93

Walter, W. 2004, Some Critical Notes on "Governance", *Study in Political Economy Vol. 87 PP 27-46*

Weber, Max. 1978. *Economy and Society: An Outline of Interpretive Sociology*, Berkeley: University of California Press, pp. 212-254; 262-266

Wolf, Eric. 1990. 'Facing Power- Old Insights, New Questions', *American Anthropologist*, New Series, Vol.92, No. 3, pp. 586-596

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Young, Iris Marion (2014). Five faces of oppression, *Philosophical Forum*. 19. 270-290.

Tilly, Charles. 1999. 'Where Do Rights Come From?', in Theda Skocpol (ed). *Democracy, Revolution and History,* Ithaca: Cornell University Press, pp.55-72

AudioVisual Resources:

1. Documentaries: Why Democracy (http://whydemocracy.net/)

2. TV Series: Yes, Minister, Yes, Prime Minister, (http://www.imdb.com/title/tt0080306/)

3. Films and TV Series from India:
Tamas , Neem ka Pedh, KissaKursi ka, GaramHawa, JaaneBhi Do Yaaron, New Delhi Times, Gulaal, Soldiers in Sarong.

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SOC-C-212

SOCIOLOGY OF RELIGION

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course introduces students to the distinctiveness of the sociological approach to the study of religion. Students are introduced to the basic theoretical and methodological perspectives on the study of religion and also exposed to ethnographic texts on various aspects of religious phenomenon.

Learning Outcomes:

1. Students will be acquainted with representative texts that symbolize the development of knowledge in the field of Sociology of Religion. They will be able to identify different theories, approaches and concepts that make up the study of religion, distinguish between them and also use terms specific to the field in specific context.

2. Students will be able to make a link between texts and paraphrase their arguments and use these to communicate their ideas in research papers, projects and presentations.

Unit 1: Theorising Religion and Society

1.1 Religion and Sociology
1.2 Formulating a Theory of Religion

Emile Durkheim

Max Weber

Bronislaw Malinowski

Unit 2: Elements of religion

2.1 Ritual

2.2 Myth

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2.3 Prayer: Pilgrimages and festivals

2.4 Religion, Sect and Cults

2.5 Craft: Religious Specialists

Unit 3: Rationality

Unit 4: Religion and the State

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Unit 1: Theorising Religion and Society

1.1 Religion and Sociology

Beteille, Andre. 2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp184-200.

1.2 Formulating a Theory of Religion:

Emile Durkheim

Durkheim, Emile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen

E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 418-448.

Max Weber

Weber, Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

Bronislaw Malinowski

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50.

Unit 2: Elements of Religion

2.1 Sacred, Myth, Ritual: Social significance of Religion

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.

Emile Durkheim. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book three, pp. 303-412.

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Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 119-124.

2.2 Body : Life cycle rituals

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

2.3 Prayer: Pilgrimages and Festivals

Colmen S. 2017, Pilgrimage in Segal, R. A. (edited). *The Blackwell companion to the study of religion*. Oxford: Blackwell.

2.4 Religion, Sect and Cults

Nelson, G. K. (1968). The Concept of Cult. *The Sociological Review*, *16*(3), 351–362. https://doi.org/10.1111/j.1467-954X.1968.tb01302.x

2.5 Craft: Religious Specialists

IGNOU, Sociology of Religion (BSOC-106) Unit 9 http://egyankosh.ac.in/handle/123456789/71534

Unit 3: Rationality

Tambiah, Stanley Jeyaraja. 1990. Magic*, Science, Religion and the Scope of Rationality.* Cambridge: Cambridge University Press, pp. 1-41.

Smith, Jonathan Z. 1998. *"Religion, Religions, Religious."* Critical terms for religious studies pp. 269-284

Unit 4: Religion and the State

Marx, Karl. 2008/9 [1843]. "On the Jewish Question" in *Deutsch-FranzösischeJahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. Org

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

REFERENCES :COMPULSORY READINGS

Beteille, Andre.2002. "Religion as a Subject for Sociology", in *Sociology Essays on Approach and Method*. New Delhi: Oxford University Press. pp184-2

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Colmen S. 2017, Pilgrimage in Segal, R. A. (edited). *The Blackwell companion to the study of religion*. Oxford: Blackwell.

Durkheim, mile. 1995. *The Elementary Forms of Religious Life*. Translated by Karen E. Fields. New York: The Free Press. Book one and Conclusion, pp. 21-44, 303-412, 418- 448.

Evans-Pritchard. E. E. 1963 (1940). "Time and Space." In *The Nuer*. Oxford: Clarendon Press, pp. 94-98, 100-108.

Hertz, Robert. 1973 (1909). "The Pre-eminence of the Right Hand." In *Right and Left: Essays on Dual Symbolic Classification*, edited by R. Needham. Chicago: University of Chicago Press, pp. 3-10, 13-14, 16-17, 19-21.

IGNOU, Sociology of Religion (BSOC-106) Unit 9 http://egyankosh.ac.in/handle/123456789/71534

Malinowski, Bronislaw. 1948. *Magic, Science and Religion and Other Essays*. Selected, and with an introduction by Robert Redfield. Boston: The Free Press, pp. 37-50, pp. 119-124.

Marx, Karl. 2008/9 [1843] . "On the Jewish Question" in *Deutsch-FranzösischeJahrbücher*. Proofed and Corrected: by Andy Blunden, Matthew Grant and Matthew Carmody. www. marxists. Org

Nelson, G. K. (1968). The Concept of Cult. *The Sociological Review*, *16*(3), 351–362. https://doi.org/10.1111/j.1467-954X.1968.tb01302.x

Smith, Donald, E. 1963. *India as a Secular State* Princeton University Press, Princeton. Pp.1-40.

Smith, Jonathan Z. 1998. "Religion, Religions, Religious." Critical terms for religious studies pp. 269-284.

Srinivas, M. N. 1952. *Religion and Society among the Coorgs of South India*. Clarendon: Oxford, pp100-122.

Tambiah, Stanley Jeyaraja. 1990. *Magic, Science, Religion and the Scope of Rationality*. Cambridge: Cambridge University Press, pp. 1-41.

Weber. Max. 2001. *The Protestant Ethic and the Spirit of Capitalism*. Translated by Stephen Kalberg. England: Roxbury Publishing Press, pp. 103-126.

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SOC-C-213

SOCIOLOGY OF GENDER

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course introduces gender as a critical sociological lens of enquiry in relation to various social fields. It also interrogates the basic concepts of sex and gender by problematising common-sensical notions of gender. The course also examines the intersectionality between gender and other forms of stratification and identities.

Learning Outcomes:

1. An understanding **of** concepts such as sex and gender by problematising common-sensical notions ofgender.
2. Places gender in juxtaposition with other forms of stratification and identity such as caste, class, family andwork.

Unit 1. Gendering Sociology

Unit 2. Gender as a Social Construct

2.1. Gender, Sex, Sexuality
2.2. Production of Masculinity and Femininity

Unit 3. Gender: Differences and Inequalities

3.1. Class, Caste

3.2. Family, Work

Unit 4. Gender, Power and Resistance

4.1. Power and Subordination

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4.2. Resistance and Movements

Unit 1. Gendering Sociology:

S. Jackson and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, pp. 1-26.

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex" in S. Jackson and

S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41)

Strathern, Marilyn. 1987. "An Awkward Relationship: The Case of Feminism and Anthropology." *Signs* 12(2):276-292.

Menon, Nivedita .2012. *Seeing like a Feminist.* India: Penguin. Introduction.

Unit 2. Gender as a Social Construct

2.1 Gender, Sex, Sexuality

Black Brian. 2007. "Brahmins and Women: Subjectivity and Gender Construction in the Upanishads" in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

Dube, Leela.1988. "On the Construction of Gender: Hindu Girls in Patrilineal India."

Economic and Political Weekly. 23(18). WS11-WS19.

Ortner, Sherry. 1974. "Is male to female as nature is to culture?" M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67- 87).

Rubin, Gayle. 1984. "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" in Carole Vance, ed*., Pleasure and Anger.* London: Routledge (pp 143-179).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3.

2.2 Production of Masculinity and Femininity

Halberstam, Judith. 1998. "An Introduction to Female Masculinity: Masculinity without Men" in *Female Masculinity*. London: Duke University Press (Also Delhi: Zubaan 2012 Reprint) (pp 1-43).

Cornwall, Andrea and Nancy Lindisfarne (ed.). 1994 *Dislocating Masculinity: Comparative Ethnographies. Routledge.* Chapter 1.

Uberoi, Patricia "Feminine Identity and National Ethos in Indian Calendar Art" In *Economic and Political Weekly* Vol. 25, No. 17 (Apr. 28, 1990), (pp. WS41-WS48).

Unit 3. Differences and Inequalities

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3.1 Class, Caste

Walby, Sylvia. 2002. “Gender, Class and Stratification: Towards a new approach” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge (pp 93-96).

Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Rege, S. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position.” Economic and Political Weekly, Vol. 33, No. 44 (Oct.31-Nov. 6, 1998) (pp39-48)

3.2 Family, Work

Whitehead, A. 1981, “„I’m Hungry Mum“: The Politics of Domestic Budgeting” in K. Young et al. (eds.) *Of Marriage and the Market: Women’s Subordination Internationally and its Lessons.* London: Routledge and Kegan Paul (pp. 93-116).

Palriwala, Rajni. 1999. “Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa.* Delhi: Sage Publications[pp.190-220]

Unit 4. Gender, Power and Resistance

4.1. Power and Subordination

Candace West and Don H. Zimmerman. 2002. “Doing Gender” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 42-47].

Susie, Tharu and Tejaswini Niranjana. 1999. “Problems for a Contemporary theory of Gender“ in Nivedita Menon (ed.) *Gender and Politics in India*, New Delhi: Oxford University Press [pp 494-525].

Abu-Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.” *American Anthropologist* 104 (3) [pp 783-790].

4.2. Resistance and Movements

Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Hill-Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

References: Compulsory Readings:

Abu-Lughod, Lila. 2002. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others.” *American Anthropologist* 104 (3) [pp 783-790].

Black Brian. 2007. “Brahmins and Women: Subjectivity and Gender Construction in the Upanishads” in *The Character of Self in Ancient India*. State University of New York Press. Albany. Chapter 4.

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Dube, Leela.1988. “On the Construction of Gender: Hindu Girls in Patrilineal India.”

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Hill-Collins, Patricia. 2002. “Learning from the outsider within” in S. Jackson and S. Scott (eds.) *Gender: A Sociological Reader*. London: Routledge [pp 69-78].

Jackson S. and S. Scott (eds.) 2002 *Gender: A Sociological Reader*, London: Routledge. Introduction, (pp. 1-26).

Kandiyoti, Deniz. 1991 “Bargaining with Patriarchy” in Judith Lorber and Susan A. Farrell (eds.) *The Social Construction of Gender*, New Delhi: Sage Publications [pp.104-118].

Leela Dube 1996 “Caste and Women” in M.N. Srinivas (ed.) *Caste: Its twentieth century avatar*, New Delhi: Penguin (pp 1-27).

Liz Stanley. 2002. „Should Sex Really be Gender or Gender Really be Sex“ in S. Jackson and

S. Scott (eds.) *Gender: A Sociological Reader*, London: Routledge (pp. 31-41).

Menon, Nivedita .2012. *Seeing like a Feminist.* India: Penguin. Introduction. Ortner, Sherry. 1974. “Is male to female as nature is to culture?” M.Z. Rosaldo and L. Lamphere (eds.) *Women, Culture and Society*. Stanford: Stanford University Press (pp. 67- 87).

Narrain, Arvind and Vinay Chandra. (eds). 2015. *Nothing to Fix: Medicalization of Sexual Orientation and Gender Identity*. New Delhi Sage Publications. Chapter 3. 1 Walby, Sylvia. 2002. “Gender, Class and Stratification: Towards a new approach” in S. Jackson and S. Scott (eds.) *Gender: A Sociological reader*. London: Routledge (pp 93-96).

Palriwala, Rajni. 1999. “Negotiating Patriliny: Intra-household Consumption and Authority in Rajasthan (India)", in Rajni Palriwala and Carla Risseeuw (eds.), *Shifting Circles of Support: Contextualising kinship and gender relations in South Asia and Sub-Saharan Africa.* Delhi: Sage Publications[pp.190-220].

Rege, S. 1998. “Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position.” Economic and Political Weekly,Vol. 33, No. 44 (Oct.31- Nov. 6, 1998)(pp39-48).

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Whitehead, A. 1981, "I'm Hungry Mum": The Politics of Domestic Budgeting" in K. Young et al. (eds.) *Of Marriage and the Market: Women's Subordination Internationally and its Lessons.* London: Routledge and Kegan Paul (pp. 93-116).

Audio Visual Material:

'Bol', Shoaib Mansoor
'Fire', Deepa Mehta
'The Danish Girl', Tom Hooper
'Born into Brothels', Zana Briski, Ross Kauffman
'Period. End of Sentence', RaykaZehtabchi
'Mathrubhoomi', Manish Jha

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SOC-S-214

THEORISING DEVELOPMENT

Skill Enhancement Course (SEC)

Credit: 04
Total Credit Hours: 40 (3 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course aims to familiarise students with the arguments of development theory in the decades of 80s onwards and equip them with some of the methodology in development practices adopted since then.

Learning Outcomes:

1. Understand different ideas of, and approaches to,development.
2. Explain the dynamics between developmental institutions, actors, policies, theories, approaches, and ideas and the implementation, consequences, and experiences of development.

Unit 1: Defining Development

1.1. Development

1.2. Underdevelopment

1.3. Progress

1.4. Changing conception of development

1.4.1. Sustainable development

1.4.2. Human development

Unit 2: Theories of development

2.1. Modernization (W. W Rostow)

2.2. Dependency (A. G Frank, Wallerstein)

2.3. Re-emergence of Neo-classical perspective(Growth as development and it's criticism)

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Unit 3: Indian experiences of development

3.1. From Planning Commission to Niti Aayog

3.2. Planned development

3.2. India's experiment with LPG

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Unit 1: Defining Development

McMichael, Philip. 2000, *Development And Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40

Sen, Amartya. 1989, ''Development as Capabilities Expansion.'' *Journal of Development Planning* 19: 41 – 58.

Unit 2: Theories of development

2.1. Modernization (W. W Rostow)

Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.

2.2. Dependency (A. G Frank, Wallerstein)

Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China, 4*(3), 341-350. Retrieved April 20, 2021, from http://www.jstor.org/stable/188950

Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

2.3. Re-emergence of Neo-classical perspective (Growth as development and its criticism)

Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper

Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29

Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Unit 3: Indian experiences of development

Desai, A.R 1971, *Essay on Modernization*, Vol. II, Thacker: Bombay

Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,

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D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi

Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.

References: Compulsory Readings:

Desai, A.R 1971, *Essay on Modernization*, Vol. II, Thacker: Bombay

Desai, A.R 1984, *State and society in India, Paths of Development*, Bombay: Popular,

D'souza, V. 1990, *Development Planning and structural Inequalities*, Sage: New Delhi

Emmerij, Louis. 2005, *Turning Points in Development Thinking and Practice*. Conference Paper

Frank, A. 1978, Development of Underdevelopment or Underdevelopment of Development in China. *Modern China, 4*(3), 341-350. Retrieved April 20, 2021, from http://www.jstor.org/stable/188950

Joshi, P.G, 1975, *Land Reforms in India*, Bombay: Essay House.

McMichael, Philip. 2000, *Development And Social Change*. Thousand Oaks, Calif: Pine Forge Press, pp. 1-40

Meilink, Henk. 2003, *Structural Adjustment Programmes on the African Continent: The theoretical foundations of IMF/World Bank reform policies*. ASC Working paper No. 53. pp 1-29

Sen, Amartya. 1989, ''Development as Capabilities Expansion.'' *Journal of Development Planning* 19: 41 – 58.

Rostow, W. 1991, *The Stages of Economic Growth: A Non-Communist Manifesto* (3rd ed.). Cambridge: Cambridge University Press. Chapter 1.

Sparr, Pamela. (ed.) 1994, *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books. pp 1-30

Wallerstein, I. 2004, *World-Systems Analysis: An Introduction*. Durham; London: Duke University Press.

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SOC-G-215

SOCIETY AND STRATIFICATION

Generic Electives (GE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies.

Learning Outcomes:

1. To introduce the concept and approaches on stratification.

2. To describe various forms of stratification and their intersectionality.

Unit 1. Social Stratification: Concepts and Approaches

Unit 2. Forms of Social Stratification

2.1 Race and Ethnicity
2.2 Caste and Class
2.3 Gendering Inequality
2.4 Poverty and Social Exclusion

Unit3. Social Mobility

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Unit 1. Social Stratification: Concepts and Approaches

Béteille, A. 1983. 'Introduction in Andre Béteille (ed.): Equality and Inequality: Theory and Practice; Delhi: Oxford University Press. pp.1- 27.

Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

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Unit 2. Forms of Social Stratification

William, Jutius Wilson 1978, The Declining Significance of Race: Blacks and Changing American Institution. University of Chicago Press, pp. 1 – 23 & 183-188.

Joe,R. Feagin 'The Continuing Significance of Race' American Sociological Review, 56, (Feb-91) pp 101-116.

McClintock, Anne, and George Robertson. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) The Visual Culture Reader: Second Edition. 2002. Routledge Taylor & Francis Group, 304-316

Barth, F. (ed), Ethnic Groups and Boundaries, Little Brown and Co. Boston, 1969, pp-10-16.

Immanuel, Maurice Wallerstein, The Construction of Peoplehood, Racism, Nationalism, Ethnicity,1991, London Press, pp-71-85.

Béteille, A. Caste, Class and Power Chapter: 1, Oxford University Press, 1971.

Sharma, Ursula. 1999. Caste. Open University Press, pp.1-94.

Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar, New Delhi: Penguin.

Maria Charles and David B. Grusky. Occupational Ghettos: The Worldwide Separation of Women and Men, Stanford University Press, 2004 pp 389-402.

Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), Persisting Inequality: Women World Development, Oxford: Clarendon Press, pp. 121-164.

Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', Pathways Magazine, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.

Newman, K. S and Victor Tan Chen.2007. The Missing Class: Portraits of the Near Poor in America, Boston: Beacon Press Book, pp 1-10.

Unit3. Social Mobility

Breigher,R.L.(ed)1990, *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.

Grusky, D.V. 1994, *Social Stratification Perspective.* Boulder: Westview Press, Part I V, pp 245-264.

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Macleod, Jay. 1987, *'Leveled Aspirations: Social Reproduction Takes its Toll', in Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood.* USA: Westview Press, pp. 112-136.

Bettie, Julie. 2003, *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94.

References: Compulsory Readings:

Barth, F. (ed), Ethnic Groups and Boundaries, Little Brown and Co. Boston, 1969, pp-10-16.

Béteille, A. 1983. 'Introduction in Andre Béteille (ed.): Equality and Inequality: Theory and Practice; Delhi: Oxford University Press. pp.1- 27.

Béteille, A. Caste, Class and Power Chapter: 1, Oxford University Press, 1971.

Bettie, Julie. 2003, *Women without Class: Girls, Race, and Identity*. California: University of California Press, pp 57-94.

Breigher,R.L.(ed)1990, *Social Mobility and Social Structure*. New York; Cambridge University Press, Ch. 5, pp.103-30.

Debe, Leela. 1996 "Caste and Women" in M.N. Srinivas (ed.) Caste: Its Twentieth Century Avatar, New Delhi: Penguin.

Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

Grusky, D.V. 1994, *Social Stratification Perspective.* Boulder: Westview Press, Part I V, pp 245-264.

Immanuel, Maurice Wallerstein, The Construction of Peoplehood, Racism, Nationalism, Ethnicity,1991, London Press, pp-71-85.

Joe,R. Feagin 'The Continuing Significance of Race' American Sociological Review, 56, (Feb-91) pp 101-116.

Maria Charles and David B. Grusky. Occupational Ghettos: The Worldwide Separation of Women and Men, Stanford University Press, 2004 pp 389-402.

Macleod, Jay. 1987, *'Leveled Aspirations: Social Reproduction Takes its Toll', in Ain't No Makin It: Aspirations and Attainment in a Low Income Neighbourhood.* USA: Westview Press, pp. 112-136.

McClintock, Anne, and George Robertson. 'Soft-soaping Empire: Commodity Racism and Imperial Advertising' In Nicholas Mirzoeff (ed) The Visual Culture Reader, Second Edition. 2002. Routledge Taylor & Francis Group, 304-316

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Newman, K. S and Victor Tan Chen.2007. The Missing Class: Portraits of the Near Poor in America, Boston: Beacon Press Book, pp 1-10.

Papanek, Hanna. 1990. "To Each Less Than She Needs, From Each More Than She Can Do: Allocations, Entitlements and Value" in Irene Tinker (ed.), Persisting Inequality: Women World Development, Oxford: Clarendon Press, pp. 121-164.

Timothy Smeeding, 'Poorer by Comparison; Poverty, Work and Public Policy in Comparative Perspective', Pathways Magazine, Stanford Center for the Study of Poverty and Inequality, Winter 2008, pp1-25.

Sharma, Ursula. 1999. Caste. Open University Press, pp.1-94.

William, Jutius Wilson 1978, The Declining Significance of Race: Blacks and Changing American Institution. University of Chicago Press, pp. 1 – 23 & 183-188.

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Semester IV

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C8	**SOC-C-221**	*Economic Sociology*	20	80	100	60	6
C9	**SOC-C-222 -**	*Sociology of Kinship*	20	80	100	60	6
C10	**SOC-C-223**	*Social Stratification*	20	80	100	60	6
SEC-2	**SOC-S-224**	*Ethics, Politics and Skill in Social Research*	20	80	100	40	4
GE -4	**SOC-G-225**	*Introduction to Social Research*	20	80	100	60	6

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SOC-C-221

ECONOMIC SOCIOLOGY

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course offers an introduction to the key concepts and theoretical foundations of Economic Sociology as a specialized branch of Sociology. Students will be introduced to socio-cultural bases of various dimensions of economy such as production, distribution, exchange, consumption and markets while emphasizing the impact of norms, social structure, and institutions on economy. It also highlights the significance of sociological analysis for the study of economic processes and institutions in local and global contexts by drawing insights from both theoretically and empirically grounded studies.

Learning Outcomes:

1. Develops familiarity with different theoretical and conceptual aspects of economic sociology as a specialized branch ofknowledge.
2. Develops background knowledge about the diverse ways in which economy is interlinked with other aspects of society andculture.

Unit 1. Perspectives in Economic Sociology

1.1 Formalism and Substantivism

1.2 New Economic Sociology

Unit 2. Forms of Exchange

2.1 Reciprocity and Gift

2.2 Exchange and Money

Unit 3. Systems of Production, Circulation and Consumption

3.1 Hunting and Gathering
3.2 Domestic Mode of Production

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3.3 Peasant
3.4 Capitalism
3.5 Socialism

Unit 4. Some Contemporary Issues in Economic Sociology

4.1 Development

4.2 Globalisation

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Unit 1. Perspectives in Economic Sociology (Weeks 1-4)

1.1 Formalism and Substantivism

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colarado, West View Press. pp. 27-50

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

1.2. New Economic Sociology (Weeks 3-6)

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness,

American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Swedberg,R.,MajorTraditionsofEconomicSociology‖,in*AnnualSociologicalReview*,Vol.17, 1991, pp251-276.

Unit 2. Forms of Exchange

2.1. Reciprocity and Gift

Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 -46.

Carrier, James G. Gifts and Commodities, London, Routledge, 1995. Ch. 1. Gifts and Commodities, People and Things. Pp. 19-39.

2.2. Exchange and Money

Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa. Evanston*, Illinois, North western University. pp. 1-26.

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Zelizer, Viviana A. 1989. The Social Meaning of Money: ‡pecial Monies' in *American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377.

Unit 3. Systems of Production, Circulation and Consumption (Weeks 8-11) 3.1. Hunting and Gathering Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1.

3.2 Domestic Mode of Production

Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 2, 3.

3.3 Peasant

George Dalton, H. Russell Bernhard, Beverly Chiṽas, Beverly Chiňas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

3.4 Capitalism

Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

3.5 Socialism

Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

Unit 4. Some Contemporary Issues in Economic Sociology

4.1 Development

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

4.2 Globalisation

Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

References: Compulsory Readings:

Bohannan, P. and G. Dalton (eds.). 1962. *Markets in Africa*. Evanston, Illinois, North western University. pp. 1-26.

Carrier, James G. *Gifts and Commodities*, London, Routledge, 1995. Ch. 1. Gifts and

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Commodities, People and Things. Pp. 19-39.

George Dalton, H. Russell Bernhard, Beverly Chiv̆as, Beverly Chiňas, S. H. Franklin, David Kaplan and Eric R. Wolf (1972) Peasantries in Anthropology and History [and Comments and Replies], *Current Anthropology*. 13, No. 3/4 (Jun. - Oct., 1972), pp. 385-415

Granovetter, M., Economic Action and Social Structure: The Problem of Embeddedness‖,

American Journal of Sociology, Vol.91, No.3 (Nov), 1985, pp. 481 - 507.

Hann, Chris. and Keith Hart. *Economic Anthropology*. Cambridge, UK: Polity Press, 2011. Pp. 100-119

Howes, D. (ed), *Cross-Cultural Consumption: Global Markets and Local Realities*, Routledge, London, 1996, pp. 1-16.

Mauss, M., *The Gift: Forms and Functions of Exchange in Archaic Societies*, London: Cohen and West, 1924, Introduction, Chapters.1 & 2, The Exchange of Gifts and the Obligation to Reciprocate (Polynesia) & The Extension of this System: Liberality, Honour, Money. Pp. 1 -46.

Polanyi, K. 1958. "Economy as an Instituted Process" in M. Granovetter and R. Swedberg (eds.) 1992 *The Sociology of Economic Life* Boulder Colarado, West View Press. pp. 27-50

Sahlins, M. *Stone Age Economics*. London, Tavistock, 1974. Ch. 1, 2 and 3

Swedberg,R., Major *Traditions of Economic Sociology*, in Annual Sociological Review, Vol.17, 1991, pp 251-276.

Tonkiss, Fran. *Contemporary Economic Sociology*. London: Routledge, 2006. Chapter 1, Capitalism and Globalization. Pp. 3-28.

Verdery, Katherine. *What Was Socialism, And What Comes Next?* Princeton, N.J.: Princeton University Press, 1996. Chapter 1. pp. 19 – 38.

Wallerstein, Immanuel Maurice. *Historical Capitalism*. London: Verso, 1983. 1. Commodification of Everything: Production of Capital. Pp. 13 – 43.

Wilk, Richard R. *Economies and Cultures*. Boulder, Colo.: Westview Press, 1996. Ch. 1, Economic Anthropology: An Undisciplined Discipline‖, pp. 1-18.

Zelizer, Viviana A. 1989. The Social Meaning of Money: ‗pecial Monies' in*American Journal of Sociology*, Vol.95. (Sept.) pp. 342-377

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SOC-C-222

SOCIOLOGY OF KINSHIP

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course seeks to impart a comprehensive study of the concepts relevant for understanding kinship, marriage and family. It will enhance understanding of family, marriage and kinship both in historical and evolutionary perspective.

Learning Outcomes:

1. Develop an analytical perspectives on concepts relevant for understandingkinship
2. Comprehend the coexistence of multiple perspectives in the study of family, marriage andkinship

Unit 1. Introduction:

1.1 Key Terms: Descent, Consanguinity, Filiations, Incest Taboo, Affinity, Family, Residence

1.2 Approaches

1.2.1 Descent

1.2.2 Alliance

1.2.3 Cultural

Unit 2. Family, Household and Marriage

Unit 3. Re-casting Kinship

3.1 Relatedness
3.2 Kinship and Gender

3.3 Re-imagining Families
3.4 New Reproductive Technologies

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3.5. Surrogacy

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Unit 1. Key terms and approaches

Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP.1-39

Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.),

Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 64-78

Fortes, M., 1970, *Time and Social Structure and Other Essays,* University of London: The Athlone Press, Chapter 3, Pp. 67-95

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp. 130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship,* London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

Dumont, L., 1968, 'Marriage Alliance', in D. Shills (ed.), *International Encyclopedia of the Social Sciences*, U.S.A.: Macmillan and Free Press, Pp. 19- 23

Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.*) Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', The Indian Economy and Social History Review, vol. 1(3), pp1-36

* Vatuk Sylvia**,** *Household Form and Formation: Variability and Social Change among South Indian Muslims* In Great, John N. & David J. Mearns (1989). Society from the Inside Out: Anthropological Perspectives on the South Asian Household. New Delhi: Sage. (Pp.107-137).

*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups,* Cambridge: Cambridge University Press, Pp. 15-52

[Readings marked * are repeated in Unit 2]

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Unit 2. Family, Household and Marriage

Vatuk, Sylvia**,** Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp.15-52

Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp. 105-113

Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland,* 89: 23-34

Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

Unit 3. Re-casting Kinship

3.1 Relatedness

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

3.2 Kinship and Gender

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs ', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp30-72

3.3 Re-imagining Families

Weston, Kath, 1991, *Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

3.4 New Reproductive Technologies

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

3.5 Surrogacy

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed)

Kinship and Family: An Anthropological Reader. Oxford: Blackwell Publishing Ltd, (pp. 342-361).

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References: Compulsory Readings:

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*Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp. 15-52

Carsten, Janet, 1995, 'The Substance of Kinship and the Heat of the Hearth: Feeding, Personhood, and Relatedness among Malays in Pulau Langkawi' *American Ethnologist*, 22 (2): 223-24.1

Das, V., 1994, 'Masks and Faces: An Essay on Punjabi Kinship', in Patricia Uberoi (ed.), *Family, Kinship and Marriage in India*, Delhi: Oxford University Press, Pp.198-222

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Evans-Pritchard, E.E., 2004 (1940), 'The Nuer of Southern Sudan', in R. Parkin and L. Stone (eds.),

Kinship and Family: An Anthropological Reader, U.S.A.: Blackwell, Pp. 64-78

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Freeman, J. D., 1958, 'The Family Systems of the Iban of Borneo', in J. Goody (ed.), *The Developmental Cycle in Domestic Groups*, Cambridge: Cambridge University Press, Pp.15-52

Gold, Ann Grodzins, 1994, 'Sexuality, Fertility, and Erotic Imagination in Rajasthani Women's Songs ', in *Listen to the Heron's Words: Re-imagining Gender and Kinship in North India* by Gloria Goodwin Raheja and Ann Grodzins Gold, Delhi: OUP, Pp 30-72

Gough, Kathleen E., 1959, 'The Nayars and the Definition of Marriage', in *The Journal of the Royal Anthropological Institute of Great Britain and Ireland*, 89: 23-34

Kahn, Susan Martha, 2004, 'Eggs and Wombs: The Origins of Jewishness', in R. Parkin and L. Stone (eds.), *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 362-77

Leach, E.R., 1961, 'Polyandry, Inheritance and the Definition of Marriage with Particular Reference to Sinhalese Customary Law', in E. R. Leach (ed.), *Rethinking Anthropology*, London: The Athlone Press, Pp.105-113

Leach, Edmund, 1962, 'On Certain Unconsidered Aspects of Double Descent Systems', *Man*, Vol. 62, Pp.130-134

Lévi-Strauss, Claude, 1969, *The Elementary Structures of Kinship*, London: Eyre and Spottiswoode, Chapters 1 & 2, Pp. 3-25

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Radcliffe-Brown, A. R. and D. Forde (eds.), 1950, *African Systems of Kinship and Marriage*, London: Oxford University Press, Introduction, PP. 1-39

Ragone Helena (2004). Surrogate Motherhood and American Kinship in R. Parkin and L. Stone(ed)

Kinship and Family: An Anthropological Reader. Oxford: Blackwell Publishing Ltd, (pp. 342-361). Schneider, D., 2004, 'What is Kinship All About?' in R. Parkin and L. Stone (eds.) *Kinship and Family: An Anthropological Reader*, U.S.A.: Blackwell, Pp. 257-274

* Shah A.M., 1964, 'Basic Terms and Concepts in the study of family in India', The Indian Economy and Social History Review, vol. 1(3), pp1-36

Uberoi, Patricia, 1995, 'When is a Marriage not a Marriage? Sex, Sacrament and Contract in Hindu Marriage', *Contributions to Indian Sociology*, n.s. 29, 1&2: 319-45

Vatuk, Sylvia**,** Household Form and Formation: Variability and Social Change among South Indian Muslims In Great, John N. & David J. Mearns (1989). *Society from the Inside Out: Anthropological Perspectives on the South Asian Household*. New Delhi: Sage. (Pp. 107-137).

Weston, Kath, 1991*, Families We Choose: Lesbians, Gays, Kinship*, New York: Columbia University Press, Pp. 103-136

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SOC-C-222

SOCIAL STRATIFICATION

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course introduces the student to various ideas of Social inequality and their sociological study. The different forms and institutional manifestations of social stratification are explored here both theoretically and through case studies. An understanding of stratification and theories would sensitize students to its various sociological aspects, providing ample scope for applied learning and application.

Learning outcomes:

1. Understanding of stratification and theories would sensitize students to itsvarious sociological aspects, providing ample scope for applied learning andapplication.
2. Examining forms of stratification, understanding the relevance of caste, race andethnic identities in contemporaryworld.

Unit 1. Introducing Stratification

1.1 Basic concepts: Difference, Inequality, Hierarchy, Equality vs Equity

1.2 Forms of stratification

Unit 2. Theories of Stratification

2.1. Marxian Theory

2.2. Weberian Theory

2.3. Functionalist Theory

2.4. Interactional and Attribution

Unit 3. Identities and Inequalities

3.1. Caste, Class , Race and Ethnicity

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3.2. Feminism and Gendered Stratification

Unit 4. Social Mobility: Forms and Patterns

4.1 Concept and Forms of mobility

4.2 Factors and Forces of Mobility

4.3 Cultural and Social Reproduction

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Unit 1. Introducing Stratification

1.1 Basic concepts: Difference, Inequality, Hierarchy, Equality vs Equity

Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

1.2 Forms of stratification

Beteille, Andre *Inequality among Men*. London: Blackwell, 1977. Chapter 1. The Two Sources of Inequality. Pp.1-22

Tawney, R. H. *Equality*. London: Unwin Books, 1964. Chapter 1. The Religion of Inequality, Pp.33-56

Unit 2. Theories of Stratification

2.1.Marxian Theory

McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2.Chapter 6. Class, pp. 182-194

Bendix Reinhard 'Inequality and Social Structure: Comparison of Marx and Weber' *American Sociological Review*, Vol. 39, No. 2 (Apr., 1974), pp. 149-161

2.2. Weberian Theory

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

2.3. Functionalist Theory

Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

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Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'. *American Sociological Review* 18.4 (1953):387-394

Davis Kingsley and Wilbert E Moore 'Some Principles of Stratification: Critical Analysis: Reply'. *American Sociological Review* Vol. 18, No. 4 (Aug., 1953),pp. 394-397

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations'

American Sociological Review, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'**.** *American Sociological Review* 28.5 (1963), pp. 805-808

2.4 Interactional and Attributional

Hiller, P. (1973). Social Reality and Social Stratification. *The Sociological Review*, *21*(1), 77–99. https://doi.org/10.1111/j.1467-954X.1973.tb00480.x

Marriot, M. 1959, 'Interactional and Attributional Theory of caste Ranking', *Man in India* Vol.39 pp92-107

Sharma, K. L. (1984). Caste and Class in India : Some Conceptual Problems. *Sociological Bulletin*, *33*(1–2), 1–28. https://doi.org/10.1177/0038022919840101

Unit 3. Identities and Inequalities

3.1. Caste, Class , Race and Ethnicity

Bailey F G 'Closed Socia Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh, 1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 &4 , pp. 14-24 and57-69

Pitt-Rivers,Julian 'Race Colour and Class in Central america and the andes'*Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

3.2. Feminism and Gendered Stratification

Mitchell, Juliet. *Woman's Estate*. Harmondsworth: Penguin, 1971. Chapter 5, Position of Women 1. Pp. 99-122

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'.*American Journal of Sociology* 78.4, 1973. Pp. 936-944

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Collins, Patrica Hill. 'Toward a New Vision: Race Class and Gender as Categories of analysis and Connection' *Race, Sex & Class*, Vol. 1, No. 1 (Fall 1993), pp. 25-45

Unit 4. Social Mobility: Forms and Patterns

Bottero, Wendy. Stratification. London: Routledge, 2005. Chapters 12 & 14 pp.205-223 & 246-258

Goldthorpe , J. H. The Constant Flux; A Study of Class Mobility in Industrial Societies, .Oxford; Clarendon press.

References: Compulsory Readings:

Acker, Joan. 'Women and Social Stratification: A Case of Intellectual Sexism'.*American Journal of Sociology* 78.4, 1973. Pp. 936-944

Bailey F G 'Closed Socia Stratification in India', *European Journal of Sociology* Vol. 4, No. 1 (1963) pp. 107-124

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Davis, Kingsley, and Wilbert E. Moore. 'Some Principles of Stratification'. *American Sociological Review* 10.2 (1945): pp. 242-249

Goldthorpe , J. H. *The Constant Flux; A Study of Class Mobility in Industrial Societies*, .Oxford; Clarendon press.

Gupta, D. 1991. 'Hierarchy and Difference' in Dipankar Gupta (ed.): Social Stratification Delhi: Oxford University Press , pp 1-21.

Hiller, P. (1973). Social Reality and Social Stratification. *The Sociological Review*, *21*(1), 77–99. https://doi.org/10.1111/j.1467-954X.1973.tb00480.x

Jain, Ravindra K. 'Hierarchy, Hegemony and Dominance: Politics of Ethnicity in Uttar Pradesh,

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1995' *Economic and Political Weekly*, Vol. 31, No. 4 (Jan. 27, 1996), pp. 215-223

McLellan, David. *The Thought of Karl Marx*. London: Papermac, 1995. Part 2.Chapter 6. Class, pp. 182-194

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Omi, Michael, and Howard Winant. *Racial Formation in the United States*. New York: Routledge & Kegan Paul, 1986. Chapters 1 &4 , pp. 14-24 and57-69

Pitt-Rivers,Julian 'Race Colour and Class in Central america and the andes'*Daedalus*, Vol. 96, No. 2, Color and Race (Spring, 1967), pp. 542-559

Sharma, K. L. (1984). Caste and Class in India : Some Conceptual Problems. *Sociological Bulletin*, *33*(1–2), 1–28. https://doi.org/10.1177/0038022919840101

Stinchcombe, Arthur L 'Some Empirical Consequences of the Davis-Moore Theory of Stratification'**.** *American Sociological Review* 28.5 (1963), pp. 805-808

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Tumin, Melvin M. 'Some Principles of Stratification: A Critical Analysis'.*AmericanSociological Review* 18.4 (1953):387-394

Weber, Max, Hans Heinrich Gerth, and C. Wright Mills. *From Max Weber*. New York: Oxford University Press, 1946. Chapter VII, Class, Status, Party. Pp. 180– 195

Wrong, Dennis H. 'The Functional Theory of Stratification: Some Neglected Considerations' *American Sociological Review*, Vol. 24, No. 6 (Dec., 1959), pp. 772-782

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SOC-S-224

ETHICS, POLITICS AND SKILL IN SOCIAL RESEARCH

Skill Enhancement Course (SEC)

Credit: 04
Total Credit Hours: 40 (3 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course aims to explore issues of ethics and politics in relation to social research and appraises the student with a wide range of questions and debates. The course also seeks to equip students and strengthen their basic computational skills and other technicalities involved in research writing.

Learning Outcomes:

1. **The students will be able to understand the fair practice of writings, ethics and politics in doing research.**
2. **Students will also get exposure to basic skills in handling computers for collection, analysis and presentation of data.**

Unit 1: Plagiarism

1.1. Meaning

1.2. Types

1.3. Legal and ethical issues

1.4. Copyright

1.5. Intellectual Property Rights

Unit 2: Ethics and Politics in Social Research

2.1. Ethics in doing field research

2.2. Politics and manipulation in data presentation

Unit 3: Basic Computing Skills

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3.1. M.S Word/ Goggle Docs

3.2. M.S Excel/Google Sheet

3.3. M.S Powerpoint/ Google Slides

3.4. Google Forms

3.5. Learning APA style for citation and referencing

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Unit 1: Plagiarism

Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.

Unit 2: Ethics and Politics in Social Research

2.1. Ethics in doing field research

Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.

Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.

2.2. Politics and Manipulation in Data Presentation

Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.

Unit 3: Basic Computational Skills

American Psychological Association. (2019). *Publication Manual of American Psychological Association (7th edition)* Washington: APA

(* This unit will be practice based and teacher will be expected to introduce students to the rigours)

References: Compulsory Readings:

American Psychological Association. (2019). *Publication Manual of American Psychological Association (7th edition)* Washington: APA

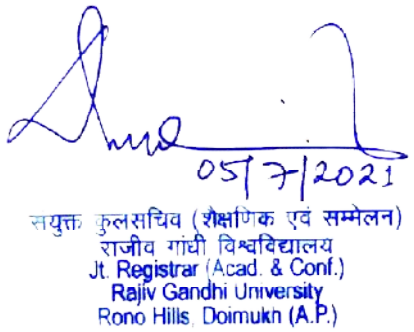
Bellah, R. N. 1983, "The Ethical Aims of Sociological Inquiry." In N. Haan, R. N. Bellah, P. Rabinow, and E. M. Sullivan, eds., *Social Science as Moral Inquiry*. New York: Columbia University Press.

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Bryman, A. 2016, *Social research methods* (Fifth edition.). Oxford University Press.

Howard, R. M. 2016, Plagiarism in Higher Education: An Academic Literacies Issue? – Introduction. In T. Bretag (Ed.), *Handbook of Academic Integrity* (pp. 499-501). Singapore: Springer Singapore.

Shils, E. 1980, *The Calling of Sociology: Essays on the Pursuit of Learning*. Chicago: University of Chicago Press.



SOC-G-225

INTRODUCTION TO SOCIAL RESEARCH

Generic Electives (GE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

This course aims to enhance the skills of students to understand and use techniques employed by social scientists to investigate social phenomena. With emphasis on formulating research design, methods of data collection, and data analysis, it will provide students with some elementary knowledge on how to conduct both, quantitative and qualitative research.

Learning Outcomes:

1. To provide introductory understanding of doing research in social sciences.
2. To give elementary exposure to the techniques and tools of collection and analysis of data

Unit 1. Introduction to Research

1.1 Social Research: Meaning, Scope & Significance
1.2 Major Steps in Social research
1.3 Research Design
1.4 Sampling & Survey

Unit 2. Data Collection

2.1 Types of data collection

2.1.1 Primary Sources

2.1.2 Secondary Sources

2.2 Techniques of data collection

2.2.1 Questionnaire

2.2.2 Schedule

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2.2.3 Observation

Unit 3. Data Analysis

3.1 Content Analysis

3.2 Measures of central tendency

3.2 Measures of dispersion

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Unit 1. Introduction to Research

Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Unit 2. Data Collection

Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment,* California: Wadsworth

Morgan, David L. 1996, "Focus Groups", *Annual Review of Sociology* 22, pp. 29-52

Unit 3. Data Analysis

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5th ed. California: Sage Publications. Chapter 8 & 9

References: Compulsory Readings:

Amir B. Marvasti, 2004, *Qualitative Research in Sociology*, London: Sage, Chapter 2, 3, 4, 5, 6 & 7, pp. 14-144

Bryman, A. 2008, *Social Research Methods*, Oxford: Oxford University Press, Chapter 2, 3, 4 & 5, pp. 29-136

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 5th ed. California: Sage Publications. Chapter 8 & 9

Lofland J. and Lofland L. 1984, *Analysing Social Settings: A Guide to Qualitative Observation and Experiment,* California: Wadsworth

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Semester V

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C11	**SOC-C-311**	*Sociological Thinkers I*	20	80	100	60	6
C12	**SOC-C-312**	*Sociological Research Methods I*	20	80	100	60	6
DSE-1	**SOC-D-313**	*Environmental Sociology*	20	80	100	60	6
DSE-2	**SOC-D-314**	*Indian Sociological Traditions*	20	80	100	60	6

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SOC-C-311

SOCIOLOGICAL THINKERS I

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The objective of this course is to acquaint students to the grand foundational themes of sociology. This is expected to enable them to apply theory to their own everyday life experiences. It requires that students develop their sociological imagination and the capacity to read each situation sociologically and then to think about it theoretically.

Learning Outcomes:

1. Understanding the grand foundational themes ofsociology.

2. Application of theories and concepts from classical sociological theories to develop intellectual openness andcuriosity.

Unit 1. Karl Marx

1.1. Dialectics and Historical Materialism.

1.2. Capitalist Mode of Production

Unit 2. Max Weber

2.1. Social Action and Ideal Types

2.2. Religion and Economy

Unit 3. Emile Durkheim

3.1. Social Fact
3.2. Nature of Solidarity

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Unit 1. Karl Marx

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Marx, K. and F. Engels. 1969. *Selected Works* Vol. 1. Moscow: Progress Publishers. pp. 13- 15 (Theses on Feuerbach), pp. 16-80 (*A Critique of the German Ideology*), pp.98-137

(*Manifesto of the Communist Party*) , pp. 142-173 (*Wage Labour and Capital*), pp. 502- 506 (Abstract of Preface from *A Contribution to the Critique of Political Economy*).

Unit 2. Max Weber

Weber, Max. 1947. *The Theory of Social and Economic Organization*. New York: The Free Press, pp. 87-123

Weber, Max. 2002. *The Protestant Ethic and the Spirit of Capitalism* (translated by Stephen Kalberg). London: Blackwell Publishers, pp. 3-54, 103-126, Chapters I, II, III, IV & V

Weber , Max. *'Science as a Vocation'* in David Owen and Tracy Strong eds. Max Weber : The Vocation Lectures. 2004. Indianapolis/ Cambridge, Hachette Publishing Company. pp. 1-31.

Unit 3. Emile Durkheim

Durkheim, E. 1958. *The Rules of Sociological Method*. New York: The Free Press. pp. 48- 107, 119-144

Durkheim, E. 1951. *Suicide: A Study in Sociology*. New York: The Free Press, pp. 41-56, 145- 151.

Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.

References:Compulsory readings:

Marx, K. and F. Engels. 1969. *Selected Works Vol. 1*. Moscow: Progress Publishers. pp.13-

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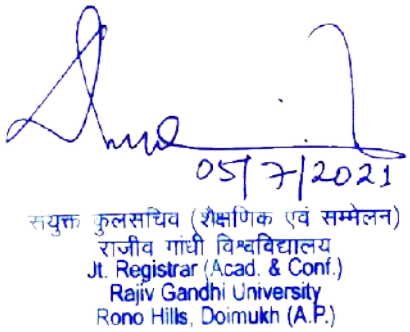
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Durkheim, E. 1964. The Division of Labour in Society, New York, The Free Press. Ch 2 & 3 pp. 70-133.



SOC-C-312

SOCIOLOGICAL RESEARCH METHODS-I

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course is a general introduction to the theory and methodologies of sociological research. It will provide the student with elementary knowledge of the complexities and philosophical underpinnings of research.

Learning Outcomes:

1. Students are introduced to sociological research both from a theoretical and methodological perspective. They understand the importance of research in social science.

2. Students develop the ability to evaluate the methodological validity of the claims made bytheory.

Unit 1. The Logic of Social Research

1.1 What is Sociological Research?

1.2 Objectivity in the Social Sciences

1.3 Reflexivity

Unit 2. Methodological Perspectives

2.1 The Comparative Method

2.2 Feminist Method

Unit 3. Modes of Enquiry

3.1Theory and Research

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3.2Analyzing Data: Quantitative and Qualitative

3.3 Ethical Issues in Data Collection and Analysis

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Unit 1. The Logic of Social Research

1.1 What is Sociological Research?

Mills, C. W. 1959, *The Sociological Imagination,* London: OUP Chapter 1 Pp. 3-24 Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology,* Delhi:HindustanPublishingCorporation,Pp.xv-xxiv

1.2 Objectivity in the Social Sciences

Durkheim, E. 1958, *The Rules of Sociological Method,* New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46, 125-140

Weber, Max. 1949, *The Methodology of the Social Sciences,* New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

1.3 Reflexivity

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology,* New York: Basic Books, Chapter 13 Pp. 481-511

Unit 2 Methodological Perspectives (Weeks 8-11)

2.1 Comparative Method

Radcliffe-Brown, A.R. 1958, *Methods in Social Anthropology,* Delhi: Asia PublishingCorporation,Chapter5Pp.91-108

Beteille, A. 2002, *Sociology: Essays on Approach and Method,* New Delhi: OUP, Chapter 4 Pp. 72-94

2.2 Feminist Method

Hammersley, Martyn, "On Feminist Methodology" in *Sociology*, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications,Ltd.

3. Modes of Enquiry

3.1 Theory and Research

Merton, R.K. 1972, *Social Theory & Social Structure,* Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

3.2 Analyzing Data: Quantitative and Qualitative

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Bryman, Alan. 2004, *Quantity and Quality in Social Research,* New York: Routledge, Chapter 2 & 3 Pp. 11-70

3.3 Ethical Issues in Data Collection and Analysis

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

REFERENCES: COMPULSORY READINGS

Beteille, A. 2002, *Sociology: Essays on Approach and Method,* New Delhi: OUP, Chapter 4 Pp. 72-94

Bryman, Alan. 2004, *Quantity and Quality in Social Research,* New York: Routledge, Chapter 2 & 3 Pp. 11-70

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California, pp. 87-93.

Durkheim, E. 1958, *The Rules of Sociological Method,* New York: The Free Press, Chapter 1, 2 & 6 Pp. 1-46,125-140

Gluckman, M. 1978, 'Introduction', in A. L. Epstein (ed.), *The Craft of Social Anthropology,*

Delhi:HindustanPublishingCorporation,Pp.xv-xxiv

Gouldner, Alvin. 1970, *The Coming Crisis of Western Sociology,* New York: Basic Books, Chapter 13 Pp. 481-511

Hammersley, Martyn, "On Feminist Methodology" in Sociology, Vol. 26, No.2 (May 1992), pp. 187-206, Sage Publications, Ltd.

Merton, R.K. 1972, *Social Theory & Social Structure,* Delhi: Arvind Publishing House, Chapters 4 & 5 Pp. 139-171

Mills, C. W. 1959, *The Sociological Imagination,* London: OUP Chapter 1 Pp. 3-24

Radcliffe-Brown, A.R.1958, *Methodsin Social Anthropology,* Delhi: Asia PublishingCorporation,Chapter5Pp.91-108

Weber, Max. 1949, *The Methodology of the Social Sciences,* New York: The Free Press, Foreword and Chapter 2 Pp. 49-112

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SOC-D-313

ENVIRONMENTAL SOCIOLOGY

Discipline Specific Electives (DSE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course is designed to allow students to reflect on the 'environment' as an object of sociological inquiry. It seeks to highlight the understanding of dynamic between natural and social worlds from a sociological perspective. The course would orient them to the core debates of environmental sociology, different approaches within the sub-discipline and how these approaches may be used to understand environmental issues and movements in India.

Learning Outcomes:

1. An understanding of dynamic between natural and social worlds from a sociological perspective.
2. A grasp of fundamental principles and core theoretical debates of thediscipline.

Unit 1: Envisioning Environmental Sociology

1.1. Environmental Sociology
1.2. Realist-Constructionist debate
1.3 Indian Environmentalism: Cultural Responses

Unit 2: Theoretical Approaches in Environmental Sociology

2. 1 Ecological Modernization
2.2 Risk
2.3 Ecofeminism and Feminist environmentalism
2.4 Social Ecology

Unit 3: Environmental Movements in India

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3.1 Forest based movement – Chipko
3.2 Water based movement – Narmada
3.3 Land based movements – Anti-mining and Seed

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Unit 1. Envisioning Environmental Sociology

1.1 What is Environmental Sociology?

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Chapter 1. pp. 1-5

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

1.2 Realist-Constructionist Debate

Leahy, T. (2007). Sociology and the Environment. *Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin*, Ch. 21 pp. 431-442.

Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics.

Environmental Values, 61-81.

1.3 Indian Environmentalism: Cultural Responses

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp 13-34.

Unit 2: Theoretical Approaches in Environmental Sociology

2.1 Ecological Modernization

Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, *2*(2), 92-115.

2.2 Risk

Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, *35*(3),329-345

2.3 Ecofeminism and Feminist Environmentalism

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3. pp.38-54.

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Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

2.4 Social Ecology

Unit 3: Environmental Movements in India

3.1 Forest based movement – Chipko

Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social movements and the state* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

3.2 Water based movement – Narmada

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' inRamchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp(22-26).

Khagram, S., Riker, J. V., &Sikkink, K. (2002).Restructuring the global politics of development: The case of India's Narmada Valley Dams. *Restructuring world politics: transnational social movements, networks, and norms* (Vol. 14). U of Minnesota Press. (pp.206-30).

3.3 Land based movements – Anti-mining and Seed

Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, *38*(4), 576-608.

Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal of agrarian change*, *8*(2‐3), 315-344.

References: Compulsory Readings:

Agarwal, Bina, 2007. The Gender and Environment Debate: Lessons from India. In Mahesh Rangarajan. (ed.) 2007. *Environmental Issues in India: A Reader*. New Delhi: Pearson, Longman, Ch 19.(pp. 316-324, 342-352).

Beck, U. (2006). Living in the world risk society: A Hobhouse Memorial Public Lecture given on Wednesday 15 February 2006 at the London School of Economics. *Economy and Society*, *35*(3),329-345.

Bell, MM. (2008). *An Invitation to Environmental Sociology*. Thousand Oaks, CA: Sage 3rd ed. Chapter 1. pp. 1-5

Evanoff, R. J. (2005). Reconciling realism and constructivism in environmental ethics.

Environmental Values, 61-81.

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Gould, K. A., Pellow, D. N., &Schnaiberg, A. (2004). Interrogating the Treadmill of Production: Everything You Wanted to Know about the Treadmill but Were Afraid to Ask. *Organization & Environment*, *17*(3), 296-316.

Guha, R. Chipko : Social history of an environmental movement. In Ghanshyam Shah ed.(2002). *Social movements and the state* (Vol. 4). Sage Publications Pvt. Ltd., Ch. 16 pp.423-454.

Hannigan, J. A. (1995). *Environmental Sociology*. Routledge, London and New York, 2nd ed. Chapters. 1 & 2 pp. 10-15, 16 - 35.

Key, C. (1998). Toward an indigenous Indian environmentalism. *Purifying the earthly body of God: Religion and ecology in Hindu India*, pp13-34.

Khagram, S., Riker, J. V., &Sikkink, K. (2002).Restructuring the global politics of development: The case of India's Narmada Valley Dams. *Restructuring world politics: transnational social movements, networks, and norms* (Vol. 14). U of Minnesota Press. pp.206-30.

Leahy, T. (2007). Sociology and the Environment. *Public Sociology: An Introduction to Australian Society. Eds. Germov, John and Marilyn, Poole. NSW: Allen & Unwin*, Ch. 21 pp. 431-442.

Mol, A. P. (2002). Ecological modernization and the global economy. *Global Environmental Politics*, *2*(2), 92-115.

Mukerjee, Radhakamal. 1932 (reproduced in 1994). 'An Ecological Approach to Sociology' inRamchandra Guha (ed) *Social Ecology*. Delhi: OUP. Guha, R. (1994). *Social ecology*. Oxford University Press. pp(22-26).

Padel, F., & Das, S. (2008). Orissa's highland clearances: The reality gap in R & R. *Social Change*, *38*(4), 576-608.

Qaim, M., & Zilberman, D. (2003). Yield effects of genetically modified crops in developing countries. *Science*, *299*(5608), 900-902.

Scoones, I. (2008). Mobilizing against GM crops in India, South Africa and Brazil. *Journal ofagrarian change*, *8*(2‐3), 315-344.

Shiva, V. (1988). Women in nature. In *Staying alive: Women, ecology and development*. Zed Books. Ch 3.pp.38-54.

Audio Visual Material

"An Inconvenient Truth" Al Gore.

On The Fence: Chipko Movement Revisited" By Neelima and Pramod Mathur.

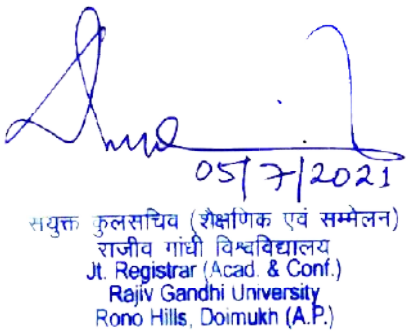
"Drowned out" (2002) By Franny Armstrong.

"The Call of Mother Earth- A Documentary on Niyamgiri" By Saroj Mohapatra

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"Seed: The Untold story" by Jon Betz and Taggart Seigel.



SOC-D-314

INDIAN SOCIOLOGICAL TRADITIONS

Discipline Specific Electives (DSE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course is designed to help students understand the history of ideas related to the analysis of Indian society. It will acquaint the students to the continuities and contradictions in Indian society

Learning Outcomes:

1. Ensure that students have conceptual clarity and can articulate the main debatesand arguments with regard to sociology inIndia.
2. Acquaint the students to the continuities and contradictions in Indiansociety

Unit 1 G S Ghurye

1.1 Caste and Race

Unit 2 D P Mukerji

2.1 Tradition and Modernity

2.2 Middle Class

Unit 3 VerrierElwin

3.1. Tribes in India

Unit 4 M.N. Srinivas

4.1. Social Change

Unit 5 IrawatiKarve

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5.1. Gender and Kinship

Unit 6 Leela Dube

6.1 Caste and Gender

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Unit 1 G. S. Ghurye

Upadhya, Carol 2010, The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460

Unit 2. D. P. Mukerji

2.1 Tradition and Modernity

Madan, T.N. 2010, Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Mukerji D.P. (1958 second edition 2002), *Diversities: Essays in Economics, Sociology and Other Social Problems*, Delhi: Manak Publications Pp. 177-225, 261-276

2.2 Middle Class

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

Unit 3. VerrierElwin

Guha, Ramchandra 2010, „Between Anthropology and Literature: The Ethnographies of Verrier Elwin" in Patricia Uberoi, Satish Despande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Elwin, Verrier 1955, *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16,

Munshi, Indra 2004, Verrier Elwin and Tribal Development" in T.B. Subba and Sujit Som (eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: Orient Longman

Das.Veena,. 2006. *Oxford Handbook of Indian sociology*, OUP: New Delhi, pp 1-18

Unit 4. M. N. Srinivas

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Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 1, 2, 3&5

Unit 5. IrawatiKarve

Sundar, Nandini 2010, "In the Cause of Anthropology: The Life and Work of IrawatiKarve" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, Permanent Black NewDelhi

Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

Unit 6. Leela Dube

Dube, Leela 1967, *Caste, Class and Power: Eastern Anthropologist*, Lucknow 20(2) 215-225

Dube, Leela 2001, *Anthropological Explorations in Gender: Intersecting Fields*, New Delhi: Sage Chp 3,5 & 6

References: Compulsory Readings:

Chakraborty, D 2010, D P Mukerji and the Middle Class in India, *Sociological Bulletin* 59(2), May-August 235-255

Das.Veena,. 2006. Oxford Handbook of Indian sociology, OUP: New Delhi, Pp 1-18

Dube, Leela 1967, Caste, Class and Power, *Eastern Anthropologist*, Lucknow 20(2) 215-225

Dube, Leela 2001, *Anthropological Explorations in Gender: Intersecting Fields*, New Delhi: Sage Chp 3,5 & 6

Elwin, Verrier 1955. *The Religion of an Indian Tribe*, Bombay: OUP Chp 11, 15, 16, Ghurye, G.S. 1969, *Caste and Race in India*, Delhi: Popular Prakashan Pp 114-140,404-460

Guha, Ramchandra 2010, 'Between Anthropology and Literature: The Ethnographies of Verrier Elwin" in Patricia Uberoi, Satish Despande and Nandini Sundar (eds) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

Karve, Irawati 1965, *Kinship Organization in India*, Bombay and New York: Asia Publishing House

Madan, T.N. 2010, "Search for Synthesis: The Sociology of D.P Mukerji" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

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Munshi,Indra2004,"VerrierElwinandTribalDevelopment"inT.B.SubbaandSujit Som(eds) *Between Ethnography and Fiction: Verrier Elwin and the Tribal Question in India*, New Delhi: OrientLongman

Srinivas, M. N.1992, *On Living in a Revolution and Other Essays*, Delhi: OUP. Chap 1, 2, 3&5

Srinivas, M.N. 1971, *Social Change in Modern India*, University of California Press Berkeley Chp 4-5

Srinivas, M.N. 1996, Indian Anthropologists and the study of Indian Society, *Economic and Political Weekly*, 31(11) 656-657

Sundar, Nandini 2010 "In the Cause of Anthropology: The Life and Work of IrawatiKarve" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, Permanent Black NewDelhi

Upadhya, Carol 2010, „The Idea of an Indian Society: G.S. Ghurye and the Making of Indian Sociology" in Patricia Uberoi, Satish Despande and Nandini Sundar (ed) *Anthropology in the East: Founders of Indian Sociology and Anthropology*, New Delhi: Permanent Black

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Semester VI

Paper	Paper Code	Paper Title	Marks			Teaching Hours	Credit
			Internal Marks	End Semester Exam.	Total Marks		
C13	**SOC-C-321**	*Sociological Thinkers II*	20	80	100	60	6
C14	**SOC-C-322**	*Sociological Research Methods II*	20	80	100	60	6
DSE -3	**SOC-D-323**	*Sociology of Health and Medicine*	20	80	100	60	6
DSE-4	**SOC-D-324**	*Tribal Society in India*	20	80	100	60	6

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SOC-C-321

SOCIOLOGICAL THINKERS –II

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course introduces students to the characteristics and dynamics of the social world, and how post-classical sociologists attempt to understand the social world. It seeks to enable them to apply theory to their own everyday life experiences.

Learning outcomes:

1. Appreciating the relevance andlimitsof the contemporary theories or theoretical approaches to make sense of socialreality.
2. Understanding the basic methodological approaches of the thinkers, through some original texts and their role in building sociologicalknowledge.

Unit 1. G. H. Mead and Erving Goffman
Interactional Self

Unit 2. Peter L. Berger and Thomas Luckmann
Social Construction of Reality

Unit 3. Max Horkheimar, T.W. Adorno

Critical Social Theory

Unit 4. Pierre Bourdieu
A Theory of Practice

Unit 1. G. H. Mead and Erving Goffman

Mead, G.H. 1934 (Fourteenth Impression 1967) *Mind Self and Society*. Chicago: University.

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of Chicago Press. Part III, pp135-226

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

Unit 2 Peter L. Berger and Thomas Luckmann

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

Unit 3 Max Horkheimar, T.W. Adorno

Horkheimar**.** M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept ofEnlightenment

Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

Unit 4. Pierre Bourdieu

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95

References: Compulsory Readings:

Parsons, T.1951. (New edition firstpublished 1991) *The Social System*. London: Routledge. Ch. 1 & 2. Pp.1-44.

Mead, G.H. 1934 (Fourteenth Impression 1967)*Mind Self and Society*. Chicago: University of Chicago Press. Part III, pp 135-226

Goffman, E. 1956. *The Presentation of Self in Everyday Life*. Edinburgh: University of Edinburgh (Monograph No. 2), pp. 1-9, 132-151, 152-162

Berger, P. L. and T. Luckmann. 1991. *The Social Construction of Reality*. London: Penguin Books, pp. 31-62

Horkheimar**.** M and Adorno. T.W. *The Dialectic of Enlightenment*. 2002. Stanford University Press. Stanford: California. pp 1-34. Chapter 1, The Concept of Enlightenment

Marcuse, H. 1964. *One Dimensional Man: Studies in the Ideology of Advanced Industrial Society*. Boston: Boston Press, pp. 7-92

Bourdieu, P. 1977. *Outline of a Theory of Practice*. Cambridge: Cambridge University Press, pp. 72-95.

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SOC-C-322

SOCIOLOGICAL RESEARCH METHODS II

Core Paper

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The courseseekstoprovide an introductory, yetcomprehensiveengagementwithsocialresearch. Through theoreticalandpracticalknowledgestudentsareacquaintedwiththe different stagesoftheresearchprocess. The thrustofthecourseis on empiricalreasoning, understandingandanalysisofsocialreality

Learning Outcomes:

1. Students are introduced to the concept of conducting research, which is inclusive of formulating research designs, methods and analysis of data. Some knowledge of elementary statistics is also provided to the students to acquaint them with quantification ofdata.
2. The thrust of the course is on empirical reasoning, understanding and analysis of social reality, which is integral to the concepts of quantitative research. Students learn to differentiate between qualitative and quantitative aspects of research in terms of collection and subsequent analysis ofdata.

Unit 1. Ding Social Research

1.1 The Process of Social Research

1.2 Hypothesis
1.3 Field (Issues and Context)

Unit 2. Methods of Data Collection:

2.1 Quantitative and Qualitative Methods

2.2 Survey Methods: Sampling

2.3 Questionnaire and Interview

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2.4 Observation: Participant and non-participant

Unit 3. Statistical Methods

3.1 Overview of Statistics in Sociology
3.2 Graphical and Diagrammatic Presentation of Data

(Bar diagram, Pie-diagram, Histogram, Frequency Polygon,Smoothed frequency curve and Ogives).

3.3 Measures of Central Tendency
(Simple Arithmetic Mean, Median and Mode).

3.4 Measures of Dispersion
(Standard Deviation, Variance and Covariance).

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Unit 1 Doing Social Research

1.1 The Process of Social Research

Bailey, K. (1994). *The Research Process in Methods of Social Research.* Simon and Schuster, 4th Ed. The Free Press, New York NY 10020.Pp.3-19.

1.2 Hypothesis

Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

1.3 Field (Issues and Contexts)

Gupta, Akhil and James Ferguson. 1997. *Anthropological Locations*. Berkeley: University of California Press. Pp.1-46

Srinivas, M.N. et al 2002(reprint*), The Fieldworker and the Field: Problems and Challenges in Sociological Investigation*, New Delhi: OUP, Introduction Pp. 1- 14.

Unit 2. Methods of Data Collection

2.1 Quantitative and Qualitative Methods

Bryman, A. (2016). *Quantity And Quality In Social Research*. Taylor & Francis.

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2.2 Survey Methods of Data Collection

Bailey, K. (1994). Survey Sampling In*Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch-5. Pp. 81- 104.

Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire *in Methods of Social Research.* Simon and Schuster, 4th ed.The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

2.3 Questionnaire and Interview

Gubrium, J. F. & J. M. Holstein, (eds) 2002, *Handbook of Interview Research: Context and Method*, Sage

2.4 Observation: Participant and non-Participant

Bailey, K. (1994). Observation in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020.Ch 10.Pp.241-273.

Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press. Appendix.

Unit 3. Statistical Methods

3.1 Overview of Statistics in Sociology

Raftery A E. 'Statistics in Sociology, 1950-2000' *„Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

3.2 Graphical and Diagrammatic presentation of data

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp.101-108, 115- 118, 131-137.

3.3 Measures of Central Tendency

Gupta, S. P. (2007*). Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 155- 168, 173-180,187-197.

3.4 Measures of Dispersion

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons. Pp. 263-277.

References: Compulsory Readings:

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Bailey, K. (1994). Observation in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY10020.Ch 10.Pp.241-273.

Bailey, K. (1994). Survey Sampling In*Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch-5. Pp. 81- 104.

Bailey, K. (1994). Questionnaire Construction and the Mailed Questionnaire *in Methods of Social Research.* Simon and Schuster, 4th ed.The Free Press, New York NY 10020. Chs-6 and 7. Pp. 105-172.

Bailey, K. (1994). Interview Studies in *Methods of Social Research*. Simon and Schuster, 4th ed. The Free Press, New York NY 10020.Ch8. Pp.173-213.

Bailey, K. (1994). *The Research Process in Methods of Social Research.* Simon and Schuster, 4th Ed. The Free Press, New York NY 10020.Pp.3-19.

Bryman, A. (2016). *Quantity And Quality In Social Research*. Taylor & Francis.

Creswell, J W. (2009). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*, 3rd ed. Sage Publications, California. Ch 8,9,10. Pp. 145-226.

Goode, W. E. and P. K. Hatt. 1952. *Methods in Social Research*. New York: McGraw Hill. Chapters 5 and 6. Pp. 41-73.

Gubrium, J. F. & J. M. Holstein, (eds) 2002, *Handbook of Interview Research: Context and Method*, Sage

Gupta, S. P. (2007). *Elementary Statistical Methods*. Sultan Chand & Sons.

Raftery A E. 'Statistics in Sociology, 1950-2000' *„Journal of the American Statistical Association*, Vol. 95, No. 450, (June 2000), pp. 654-661.

Whyte, W. F. 1955. Street Corner Society. Chicago: University of Chicago Press. Appendix.

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SOC-D-323

SOCIOLOGY OF HEALTH AND MEDICINE

Discipline Specific Electives (DSE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course introduces students to the sociology of health, illness and medical practice by highlighting the significance of socio-cultural dimensions in the construction of illness and medical knowledge. Individual and group experiences and negotiations of health and illness are explored through case studies and health policies. Theoretical perspectives examine the dynamics of local, regional and global knowledge that shape these constructions.

Learning Outcomes:

1. To be able to use the key concepts developed in sociology and anthropology to understand biomedical practices of health andillness
2. To critique biomedicine and have an understanding of medicine as aplurality
3. To analyse the everyday experiences of health and illness as produced through social, economic, political and culturalforces

Unit 1. Origins and Development of Health and Medicine

1.1. Conceptualizing Disease, Sickness and Illness

1.2. Social and Cultural Dimensions of Illness and Medicine

Unit 2. Theoretical Orientations on Health & Illness

2.1. Political Economy of Health

2.2. Systems Approach
2.3. Health as a Power Discourse

2.4. Feminist Approach

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Unit 3. Negotiating Health and Illness

3.1. Health Behaviours

3.2. Health Systems and Health Policies

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Unit 1. Origins and Development of Health and Medicine

1.1. Conceptualising Disease, Sickness and Illness

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge.* London, Sage, Chapters 1 and 2 Pages (1-17, 24-43).

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

1.2. Social and Cultural Dimensions of Illness and Medicine

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

Unit 2. Theoretical Orientations in Health and Illness

2.1. Political Economy of Health

Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.

2.2. Systems Approach

Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 *The Social System.* Glencoe, IL: FreePress.

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 3 Pages (44-54).

2.3. Health as a Power Discourse

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166-182 in *Power/Knowledge: Selected Interviews and Other Writings* 1972/1977. Edited by Colin Gordon. New York: Pantheon

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Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapters 1 Pages (17-24).

2.4. Feminist Approach

Turner, Bryan, S. (1995) *Medical Power and Social Knowledge*. London, Sage, Chapter 5 Pages (86-108).

Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

Unit 3. Negotiating Health and Illness

3.1. Health Behaviours

Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254)

Nichter, Mark and Mimi Nichter (1996) *Popular Perceptions of Medicine: A South Indian Case Study. In Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharasthra, *Economic and Political Weekly*, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

3.2. Health Systems and Health Policies

. Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)

Minocha, Aneeta(1980) Medical Pluralism and Health Services. *Social Science and Medicine*. 14B:217-23.

Bhardwaj, Ruby (2010) 'Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy' in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.

Farmer Paul 2001 *Infections and Inequalities: The modern palgues.* University of California. Berkeley. Chapter 10 pages (262-282)

Baru, Rama 2003 Privatisation of Health Services: A South Asian Perspective

Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? Indian

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Journal of Public Health Volume 57 Issue 4 October-December 2013 pp 225-229

References: Compulsory Readings

Baer, Hans A., Singer, Merrill and Susser, Ida (1994) *Medical Anthropology and the World System*, Westport: Praeger. Chapter 10 Pages (307-328)

Baru, Rama 2003 Privatisation of Health Services: A South AsianPerspective

Economic and Political Weekly Vol 38. No. 42 (Oct-18-24) 2003 pp 4433-4437

Bhardwaj, Ruby (2010) 'Medical Pluralism in India: The Interface of Contemporary and Alternative Therapies with Allopathy' in Arima Mishra (ed.) Health, Illness and Medicine: Ethnographic Redings. Delhi: Orient Black Swan.

Davar, Bhargavi and Madhu Lohokhare 2009. Recovering from Psychological Traumas: The Place of Dargahs in Maharasthra, *Economic and Political Weekly*, Vol 18. No. 24. (Apr 18-24) 2009 pp 60-67

Farmer Paul 2001 *Infections and Inequalities: The modern palgues*. University of California. Berkeley. Chapter 10 pages (262-282)

Fruend, Peter E.S., McGuire, Meredith B. and Podthurst, Linda S. (2003) *Health, Illness and the Social Body*, New Jersey: Prentice Hall. Chapter 9 (Pages 195-223)

Inhorn, Marcia (2000). Defining Women's health: Lessons from a Dozen Ethnographies, *Medical Anthropology Quarterly*, Vol. 20(3): 345-378.

Kleinman, Arthur (1988) *The Illness Narratives: Suffering, Healing and the Human Condition*. New York : Basic Books Inc. Publishers. Chapter 1. (Pages 3-30).

Leslie, Charles (1976) *Asian Medical Systems: A Comparative Study*, London: University of California Press, Introduction. (Pages 1-12)

Michel Foucault. 1980. "The Politics of Health in the Eighteenth Century," pp. 166-182 in *Power/Knowledge: Selected Interviews and Other Writings* 1972/1977. Edited by Colin Gordon. New York: Pantheon

Minocha, Aneeta(1980) *Medical Pluralism and Health Services. Social Science and Medicine*. 14B:217-23.

Morgan, Lynn. Morgan (1987) Dependency Theory and the Political Economy of Health: An Anthropological Critique. *Medical Anthropology Quarterly*, New Series, Vol.1, No.2 (June, 1987) pp. 131-154.

Nichter, Mark and Mimi Nichter (1996) Popular Perceptions of Medicine: A South Indian Case Study. *In Anthropology and International Health*. Amsterdam : OPA. Chapter7 (Pages 203-237)

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Parsons, Talcott. 1951. "Social Structure and Dynamic Process: The Case of Modern Medical Practice." Pp. 428-478 The *Social System*. Glencoe, IL: FreePress.

Patel, Tulsi (2012) Global Standards in Childbirth Practices. In (eds.) V. Sujatha and Leena Abraham *Medical Pluralism in Contemporary India*. New Delhi: Orient BlackSwan. (Pages 232-254)

Qadeer, Imrana 2013 Universal Health Care in India: Panacea for whom? Indian Journal

Turner, Bryan, S. (1995) Medical Power and Social Knowledge. London, Sage, Chapters 1, 2, 3, 5 (PP. 1-17, 24-43, 44-54, 86-108).

Films for Screening and Discussion

Euthanasia-Aurelia's Story. BBC Documentary Ancient Enemy.

Documentary on Leprosy

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SOC-D-324

TRIBAL SOCIETY IN INDIA

Discipline Specific Electives (DSE)

Credit: 06
Total Credit Hours: 60 (5 Lectures + 1 Tutorial)/Week
Internal Assessment: 20 Marks
End Semester Examination: 80 marks
Total Marks: 100 Marks

Objectives:

The course has been designed in accordance with the contemporary development among tribals that it covers the major aspects of tribal life in India with a special emphasis on tribals in the north eastern region of India.

Learning Outcomes:

1. This course seeks to explore the various aspects of tribes in India and their social and cultural life.
2. Tribal heritage and changing livelihood strategies are also a thrust area for enquiry in the course.

Unit I: Social Anthropology of Indian Tribes

1.1. Concept of Tribe in India

1.2. Idea of Indigenous Communities

1.3. Characteristics and Geographical Distribution of Tribes

1.4. Social Anthropology and Tribes of India

1.5. Tribal Organisation

Unit II: Social and Cultural Changes among the Tribes

2.1. Tribe-Caste Continuum in India

2.2. Tribal Monographs on Social Change

2.3. Globalisation among Indian Tribes Block

Unit III: Contemporary Challenges

3.1. Tribal Displacement and Rehabilitation

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3.2. Development of Forest Policy and Tribes

3.3. Tribal Movements

3.4. Issues of tribes in Northeast India

Unit IV: Problems, Development Programme and Constitutional Safeguards

4.1. Problems of Tribes

4.2. Problems of Tribal Women

4.3. Constitutional provision and Safeguards

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References: Compulsory Readings:

Beteille, A. 1986. 'The Concept of Tribe with Special Reference to India', *European Journal of Sociology*. 27: 297-318.

Elwin, Varrier. 1964. *The Aboriginals*. London: Oxford University Press.

Elwin, Varrier. 2009. *A Philosophy of NEFA*. Isha Books

Fried M.H. 1975. *The Notion of Tribe*. California: Cummings Publications

Ghurye, G.S. 1963. *The Scheduled Tribes*. Bombay: Popular Prakashan.

Fuer-Hamiendrof, Christoph Von. 1982 *Tribes in India, their struggles for survival* Delhi: Oxford University Press.

Majumdar, D.N. and Madan. 1990, *An Introduction to social Anthropology*. New Delhi: National Publishing House.

Rycroft, Daniel J and Sangeetha Dasgupta. 2011. *The Politics of Belonging in India. Becoming Adivasi*. London: Routledge

Srivastav, Vinay Kumar. 2008. Concept of Tribe in the Draft National Policy. *Economic and Political Weekly* XLII (50) 29-30 (December 13-19, 2008)

Srivastav, Vinay Kumar &Sukant K Chaudhary. 2009. Anthropological studies of Indian Tribes. In Yogesh Atal. *Sociology and Social Anthropology in India*. Delhi: Pearson.

Srivastav, Vinay Kumar ed. 2013. *Tribes of India. Concepts, Institution and Practices*. New Delhi: Serial Publication.

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Sunder, Nandini..*The Scheduled Tribe and Their India: Politics, Identities, Policies and Work*. New Delhi: Oxford University Press.

Virginius Xaxa. 1999, Transformation of Tribes in India: Terms of Discourse. *Economic and Political Weekly, 34*(24), 1519-1524. Retrieved April 19, 2021, from http://www.jstor.org/stable/4408077

Xaxa, V. 2003, Tribes in India in *Oxford Indian Companion to Sociology and Social Anthropology*, Venna Das edited New Delhi: OUP Vol 1 pp373-408

Xaxa V. 2008, *State, Society and Tribes issue in post-colonial India*, New Delhi: Pearson Education

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Syllabus for BA (Hons.) Economics
Under Choice Based Credit System (CBCS)

2021

Department of Economics
Rajiv Gandhi University
Rono Hills, Doimukh-79112
Arunachal Pradesh

05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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BA (Hons.) Economics

Objectives: The syllabus mains at imparting both the theoretical and applied economics to the students. The basic objectives are specified as below.

1. *The students are expected to acquire sufficient knowledge of the basic tool used in the formulation of economic theory and policy making.*

2. *The application of economics demands adequate knowledge of mathematics and statistics because theories are based on cause-effect analysis, which demands the knowledge of calculus.*
3. *The empirical estimation of economic relationship requires the knowledge of economic tools, so econometrics is given space in the syllabus.*

4. *Overall the syllabus has the content which are expected to be adequate for the learners to understand the actual economic problem and formulation of appropriate policies to deal with those issues.*

Outcome: The syllabus will deepen the students understanding of the economic issues and their feasible solutions.

1. *National economy is a complex whole of the state level economies. The students will learn about the local as well as national level problems and their possible solutions.*

2. *The syllabus provides adequate treatment of both the micro and macro level working of the economy.*
3. *The syllabus contains analytical tools which will equip the learners to analyze their own areal problem in the context of the national and global problem and identify their solutions.*
4. *In the globalized world the students will learn about the usefulness of the opening of the domestic economy to international competition so as to enhance their efficiency level and their innovativeness.*

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22/04/2021

विभाग अध्यक्ष/Head of the Department
अर्थशास्त्र विभाग
Department of Economics
सामाजिक विज्ञान संस्थान/School of Social Sciences
राजीव गांधी विश्वविद्यालय/Rajiv Gandhi University
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Itanagar-791 112, Arunachal Pradesh, India

Course Structure for B.A. (Hons.) Economics

There are a total of fourteen core courses that are offered in the BA (hons.) Economics Program and the students are required to take up these courses across the six semesters. All the core courses are compulsory. In addition to the core courses in Economics, a student of B.A. (Hons.) Economics will choose four Discipline Specific Elective (DSE) Courses. The Discipline Specific Elective (DSE) Courses are offered in the fifth and sixth semesters and two such courses have to be selected by the student from a set of courses specified for each of these semesters (one course from each of the sub group in Group I and Group II in the attached table).

The students are also required to take two Ability Enhancement Compulsory Course (AECC) and two Skill Enhancement Course (SEC) during the program. Further, the students can take up one more Additional Credit Course, if they desire so.

The Generic Elective (GE) papers are offered for the students of other departments.

Contact Hours: Each course has 5 lectures and 1 tutorial (per group) per week.

Note on Course Readings: The nature of several of the courses is such that only selected readings can be specified in advance. Reading lists should be updated and topic-wise readings should be specified at regular intervals.

Marks Distribution: Total marks are equally distributed among all the modules in each paper.

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अर्थशास्त्र विभाग
Department of Economics
सामाजिक विज्ञान संस्थान/School of Social Sciences
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Itanagar-791 112, Arunachal Pradesh, India

Course Structure for BA (Hons.) Economics

SEMESTER I	SEMESTER II
ECO-C-111: Microeconomics-I **ECO-C-112**: Macroeconomics-I **Ability Enhancement Compulsory Course (AECC-1): (Any one)** **(i) ENG-A-113:** Communicative English **(ii) HIN-A-113:** Hindi Shikshan **ECO-G-114:** Economic Theory	**ECO-C-121**: Microeconomics-II **ECO-C-122**: Macroeconomics-II **Ability Enhancement Compulsory Course (AECC-2):** **EVS-A-123:** Environmental Studies **ECO-G-124:** Issues in Economic Development
SEMESTER III	**SEMESTER IV**
ECO-C-211: Mathematical Methods for Economics-I **ECO-C-212:**Development Economics **ECO-C-213:**Indian Economy **Skill Enhancement Course (SEC)-1: Any one from the following:** **(i) ECO-S-214a:** Tourism Economics **(ii) ECO-S-214b:** Entrepreneurship Development **ECO-G-215:** Public Finance	**ECO-C-221:** Mathematical Methods for Economics-II **ECO-C-222**: International Economics **ECO-C-223**: Public Economics **Skill Enhancement Course (SEC)-2: Any one from the following:** **(i) ECO-S-224a:**Introduction to Data Analysis **(ii) ECO-S-224b:** Computer Applications **ECO-G-225:** Issues of Indian Economy
SEMESTER V	**SEMESTER VI**
ECO-C-311: Statistical Methods **ECO-C-312**: Monetary and Financial Economics **Discipline Specific Elective (DSE)-1:*(any one from the list of Group-IA)*** **Discipline Specific Elective (DSE)-2: *(any one from the list of Group-IB)***	**ECO-C-321:** Advance Study of Indian Economy **ECO-C-322:** History of Economic Thought **Discipline Specific Elective (DSE)-3*(any one from the list of Group-IIA)*** **Discipline Specific Elective (DSE)-4*(any one from the list of Group-IIB)***
Group-I (A) **ECO-D-313A:** Indian Agriculture **ECO-D-313B:** Industrial Economics **Group-I (B)** **ECO-D-314A:** Introductory Econometrics **ECO-D-314B:**Demography	**Group-II (A)** **ECO-D-323A:** Environmental Economics **ECO-D-323B:** Economic History of India **Group-II (B)** **ECO-D-324A:** Infrastructure Economics **ECO-D-324B:** Project Report Writing
Additional Credit Paper: Ecotourism	

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Economics Core Course 1
ECO-C-111: Microeconomics-I

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart knowledge of the basic concepts and theories of microeconomics to the learners.*

Outcome:

(1) The learners will learn about the problems of choice, concept of opportunity cost and the economic problems of developing countries.
(2) The learners will also know about the concept of utility, demand and supply analysis.
(3) They will acquire knowledge about the theories of production, concepts of cost and revenue.
(4) The learners will have a better understanding of the various forms of market in an economy.

Module I: Economics and Its Subject Matter

Unlimited wants, resource scarcity, choice, opportunity cost; economic problems of a developing country: low income, unutilized resources, low level of technology and of human and physical capital, poverty and inequality in the distribution of Income

Module II: Demand and Supply Analysis

Concept of Utility, marginal and total utility, law of diminishing marginal utility, utility maximization; Demand curve and its shifts; Elasticity of demand; Supply curve and its shifts; Elasticity of supply.

Module III: Theory of Production

Production function, Total, average and marginal product of inputs; returns to a factor and returns to scale, short-run total, average and marginal cost curves; total, average and marginal revenue; profit maximizing output and cost minimization.

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Module IV: Cost and Revenue

Cost Function: Short and Long run, least cost input combination, expansion path, relationship between short run average and marginal cost; Total, average and marginal revenue; Relationship between AR and MR and elasticity, price determination.

Module V: Market Structure

Perfect competition: its features and limitations; imperfect competition: price determination under monopoly and monopolistic competitions; features of duopoly and oligopoly.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Koutsoyiannis, A., *Modern Micro Economics*, ELBS with Macmillan, Hong Kong.
2. Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
3. Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.
4. Salvatore, D. *Microeconomics Theory and Applications*, Oxford University press,
5. Pindyck, R. S. Rubuinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education
6. Sen, Anidhya, *Micro-economic Theory*, Oxford University Press, Delhi.
7. Ahuja H.L. *Principles of Micro Economics,* S. Chand Limited, Delhi
8. Shapiro, Edward, *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987
9. The CORE Team (2017): The Economy: Economics for a Changing World, Oxford, UK (https://www.core-econ.org/the-economy/)

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Economics Core Course 2
ECO-C-112: Macroeconomics-I

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective*: This course has been designed to impart knowledge with regard to the various concepts of national income and the theories of macroeconomics to the learners.*

Outcome*:*

1. *The learners will acquire the knowledge about the different concepts of national income and its estimation.*
2. *They will have a clear idea about the working of the Keynesian economics and its difference with the classical economics.*
3. *The learners will be apprised as to how the monetary and the real sectors of the economy reach the equilibrium simultaneously.*
4. *They will also be able to analyse the theories of investment.*

Module I: Determination of National Income

Different concepts of National Income: GDP, GNP, NDP, NNP, per capita income; Personal income; disposable personal Income; Measurement of National Income, and its problems; national income and welfare.

Module II: Classical Economic Theory

Classical macro concept and its implications, Say's law of market; classical production function, determination of wage rate: nominal and real; price level, Keynesian critique of classical concept of aggregate macroeconomic variable.

Module III: Keynesian Theory of Income and Employment

Theory of Effective Demand; Determination of Income and output; Underemployment Equilibrium; consumption and saving functions and their characteristics; Investment Multiplier and its derivation; evaluation of Keynesian theory.

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Module IV: Keynesian and Classical Synthesis

Interaction of the Real and Monetary sectors of the economy; the money market equilibrium and derivation of LM curve; Commodity Market Equilibrium and derivation of IS curve; Equilibrium Level of Income and Interest rate, shifts in IS and LM curves; slope of IS and LM curves and relative effectiveness of monetary and fiscal policies.

Module V: Investment

Autonomous and induced Investment, Keynesian theory of investment: marginal efficiency of capital and rate of interest, Acceleration principle; interaction between multiplier and accelerator.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Ackley, G. *Macro Economics: Theory and Policy*, Macmillan, 1978.
2. Dornbush, R and S. Fischer- *Macro Economics*, Mc Graw Hill, New York
3. Gupta, S. B. *Monetary Economics*, S. Chand & Co. Ltd. Delhi, 1990.
4. Rana and Verma, *Macro-Economic Analysis*, Vushal Publications, 2000.
5. Dwivedi, D. N. *Macroeconomics*, Tata McGraw Hill Pvt. Ltd., (Latest edition).
6. Mankiw, N. Gregory, *Macro Economics* (Fourth Edition), Worth Publishers.
7. Ellor D'Souza, macroeconomics, Pearson Education,
8. Allen, R. G. D. *Macro Economics Theory*, St. Martin Press, 1967.
9. Shapiro, Edward *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987
10. Branson, William H. *Macro-Economic Theory and Policy*, New Delhi Universal BoomStall
11. Sarkel, Jaydev, *Macro Economic Theory*, Book Syndicate, Kolkata.
12. Mankiw, N. Gregory *Macroeconomics,* Worth Publications, Macmillan, New York, 2020 (10th edition).

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Economics Core Course 3
ECO-C-121: Microeconomics-II

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective*: This course has been designed to impart the knowledge with regard to the concepts and theories of advance microeconomics to the learners.*

Outcome*:*

1. *The learners will learn about the consumer's behavior in terms of cardinal and ordinal utility, budget line and consumer's equilibrium.*
2. *The learners will also learn about the firm's equilibrium and Cobb-Douglas production function.*
3. *They will acquire knowledge with regard to the theories of cost and pricing.*
4. *The learners will have a better understanding of the various forms of market and price determination.*

Module I: Consumer Behaviour

Cardinal and ordinal utility; budget line, indifference curves and its characteristics; marginal rate of substitution (MRS), utility maximisation; derivation of demand, income and price effects, Income effect, decomposition of price effect into income and substitution effects, normal and inferior goods.

Module II: Production Economics

Isoquants and its properties, Equilibrium of a firm, Marginal Rate of Technical Substitution (MRTS); Elasticity of factor substitution, Ridge Lines, Returns to Scale; Cobb Douglas Production function and its properties.

Module III: Cost and Pricing

Cost function, cost minimizing input choices, properties of cost function, economies of Scale, learning Curve, Hall and Hitch-Full Cost Pricing, Bain's Limit Pricing model, Sylos Labini's Limit Pricing, Baumol's theory, Marris' model; Behavioural model: Williamson, Cyert and March.

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Module IV: Imperfect Competition

Price determination under monopoly and monopolistic competition, price discriminating Monopolist, Degree of monopoly; Oligopoly: Cartel and Price leadership, Kinked demand curve model.

Module V: Theories of Distribution

Marginal Productivity Theory and its limitations, Euler's Theorem; Bargaining theory of wages, Loanable fund theory of Interest, Innovation theory of profit, Ricardian theory of rent.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Koutsoyiannis, A., *Modern Micro Economics*, ELBS with Macmillan, Hong Kong.
2. Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
3. Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning Custom Publishing; 8th edition (15 November 2016)
4. Salvatore, D. *Microeconomics Theory and Applications*, Oxford University Press,
5. Pindyck, R. S. Rubuinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education
6. Ahuja, H.L. *Advanced Economic Theory*, S. Chand Limited, Delhi, 2006,

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Economics Core Course 4
ECO-C-122: Macroeconomics-II

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective*: This course has been designed to impart to the students the knowledge with regard to the basic concepts of money and the principles of banking. It also deals with the role of fiscal and monetary policies and the various theories of international trade.*

Outcome*:*

1. *The learner will have a clear knowledge about the demand for and supply of money.*
2. *They will understand about the functioning of commercial banks and central banking.*
3. *It will help the learners to understand the different economic policies instrumental for economic growth and stabilisation.*
4. *The learners will learn about the different concepts of inflation and unemployment, and its relationship with economic growth.*

Module I: Demand and Supply of Money

Barter economy and money economy, functions of money; money and price level: quantity theory (Cambridge and Fisherian versions); evaluation of quantity theory of money; Classical demand for money and Keynesian liquidity theory; money supply and its components: currency and bank deposits.

Module II: Banking

Principles of Commercial banking, Central Banking; RBI and its functions; functions of NABARD.

Module III: Inflation

Inflation and its causes, demand pull and cost push; inflationary gap; effects of inflation on production and distribution, instruments to control inflation.

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Module IV: Unemployment and Inflation

Meaning of unemployment, types of unemployment; Voluntary and involuntary unemployment, Trade-off between unemployment and inflation, Philips curve and its limitations; stagflation; Natural rate of unemployment and long run Phillips curve.

Module V: **Economic Policy**

Monetary Policy: Meaning and scope of monetary policy, Instruments of monetary policy, limitations and effectiveness of monetary policy.
Fiscal policies: Meaning and scope of fiscal policy, fiscal instruments and target variables, fiscal policies and macroeconomic goals, limitations of fiscal policies.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Ackley, G. *Macro Economics: Theory and Policy*, Macmillan, 1978.
2. Dornbush, R and S. Fischer- *Macro Economics*, Mc Graw Hill, New York.
3. Gupta, S. B. *Monetary Economics*, S. Chand & Co. Ltd. Delhi, 1990.
4. Rana and Verma, *Macro-Economic Analysis*, Vishal Publishing Co.; Eleventh edition (1 January 2014).
5. Dwivedi, D. N. *Macroeconomics*, Tata McGraw Hill Pvt. Ltd., (Latest edition).
6. Mankiw, N. Gregory, *Macroeconomics* (Fourth Edition), Worth Publishers.
7. Ellor D'Souza, macroeconomics, Pearson Education,
8. Allen, R. G. D. *Macro Economic Theory*, St. Martin Press, 1967.
9. Shapiro, Edward *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987.
10. Branson, William H. *Macro-Economic Theory and Policy*, New Delhi Universal Boom Stall.
11. Sarkel, Jaydev, *Macro Economic Theory*, Book Syndicate, Kolkata.
12. R R Paul, *Money Banking and International Trade*, Kalyani Publishers, 2015.

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Economics Core Course 5
ECO-C-211: Mathematical Methods for Economics-I

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *To impart the knowledge of mathematical tools in economics to the learners and to equip them with quantitative techniques, as the use of mathematical methods in economics is increasing over the years.*

Outcome:

1. *The learners will learn about the concepts of sets, Venn diagram and the different forms of functions.*
2. *They will also learn about factorisation, quadratic equations, permutation and combination and binomial theorem.*
3. *The learners will gain knowledge of coordinate geometry and its application in economics.*
4. *They will also acquire knowledge of elementary trigonometry and about the limit of a function.*

Module I: **Sets and Functions**

Elements of a set, null and universal sets, cardinally of sets, union and intersection of sets, Venn diagram, De Morgan's law, Cartesian products of sets; relation and functions; different forms of function- constant, identity, linear, non-linear; homogenous and non-homogenous functions.

Module II: Algebra

Natural numbers, integers, rational, irrational, real and complex numbers; graphical presentation of numbers, factorization, first degree and quadratic equations; permutation and combination, Binomial Theorem.

Module III: Coordinate Geometry

Coordinates of a point in two-dimensional space, length of a line between two points, coordinates of the mid-point of a line joining two points; slope and intercept, equation of a straight line, applications of linear equations in economics.

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Module IV: Elementary Trigonometry

Measurement of angles: sexagesimal, centesimal and circular measures; proof that radius is a constant angle; trigonometric ratio for angles: sin, cos, tan, cot, sec and cosec; relations between trigonometric ratios of an acute angle, prove of $\sin^2\theta + \cos^2\theta = 1$, $\sec^2\theta = 1+\tan^2\theta$, $\text{cosec}^2\theta = 1+\cot^2\theta$.

Module V: Limit and Continuity of Function

Limit - definition, derivative and geometric interpretation; Right hand side and left hand side limits; continuity of a function.

Module VI: Assignment and Practice

The students should be given an assignment/practice on any topic from the above modules.

RECOMMENDED READINGS:

1. Allen, R.G.D., *Mathematical Analysis for Economics*, Macmillan, 1976.
2. Allen, R.G.D., *Mathematical Analysis for Economics*, A.I.T. B. S Publishers & Distributors, Delhi - 51
3. Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw Hill, Kogakusha, New Delhi, 1974.
4. Mehta and Madnani, *Mathematics for Economists*, S.Chand and Sons, New Delhi, Reprint 1997.
5. Loncy, S.L., Plane Trigonometry, part I, Delhi: S. Chand and Company, 1954.

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Economics Core Course 6
ECO-C-212 Development Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart to the learners the knowledge of various concepts of development and theories of underdevelopment and economic development.*

Outcome:

1. *The learners will gain knowledge about the concept of economic development, human development index and poverty.*
2. *The learners will also learn about the theories of underdevelopment and understand the causes of underdevelopment in developing countries.*
3. *The learners will study the various theories of development and gain knowledge about the ways to promote economic development in developing countries.*
4. *The learner will learn about the factors propelling growth and the need for technical change in economic development. They will also learn about the various techniques of economic planning.*

Module I: Basic Concepts

Economic growth and economic development, problems in measurement of economic development, human development and construction of human development index (HDI), poverty and its measurement: head count ratio, income gap and Sen's index; determinants and obstacles to economic development.

Module II: Theories of Underdevelopment

Nurkse's theory of Vicious circles of poverty and its critique, Nelson's low level equilibrium trap, Leibenstein critical minimum effort theory, Myrdal's theory of cumulative causation.

Module III: Theories of Economic Development

Balanced vs. unbalanced growth, Rosenstein-Rodan's big push theory, Hirschman's strategy of unbalanced growth, Lewis model, Schumpeterian model, theory of demographic transition, human capital formation and its limitations.

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Module IV: Harrod Domar Model and Technical Change

Harrod and Domar models, Harrod's razor-edge growth path, similarities and differences between Harrod and Domar; Technical change: neutral and non-neutral; embodied and disembodied technical change.

Module V: Economic Planning

Economic planning, its types - perspective planning and indicative planning, need for planning in developing countries, technique of planning - Mahalanobis two-sector model; shadow price of labour in developing countries; Cost-benefit analysis of projects.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Higgins, B., *Economic Development*, W.W. Norton, New York.
2. Meier, G., *Leading Issues in Economic Development*, Oxford University Press, New Delhi (Second edition).
3. Thirlwall, A.P., *Growth and Development*, Macmillan, London.
4. Ray, D., *Development Economics*, Oxford University Press, New Delhi.
5. Todaro, M.P., *Economic Development*, Longman, London.
6. Mishra, S.K. and V.K. Puri, *Economic Development and Planning*, Himalayan Publishing House, Mumbai.
7. Sarkel, J., *Growth Economics*, Book Syndicate Private Limited, Kolkata.
8. Ghatak, S., *Development Economics*, Macmillan, New York.
9. Cypher, J. M., & Dietz, J. L. (2008). *The process of economic development*, Routledge, London

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Economics Core Course 7
ECO-C-213: Indian Economy

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart to the learners the knowledge about the basic features, growth, performance and challenges being faced by the Indian Economy.*

Outcome:

1. *The learners will understand about the basic features of the Indian economy.*
2. *The learners will also learn about the concept of poverty and its measurement, the concept of unemployment as well as the planning process of India*
3. *They will have a better understanding about the status and the role of Indian agriculture and Industry in the economic development of the nation*
4. *The learners will also acquire knowledge about the economy of Arunachal Pradesh.*

Module I: Structure of Indian Economy

Basic Features of Indian economy: Trend and Composition of National Income and Per Capita Income, Occupational Distribution, Basic Demographic features: size-growth and composition, Major Issues of development.

Module II: Poverty and Unemployment and Planning Process

Poverty – Concept – trends – causes – consequences; Unemployment – types –trends causes and consequences – Poverty Alleviation and Employment generation Programmes in India, India Five year Plans: 12th Five Year plan.

Module III: Indian Agriculture

Nature and importance – Trends in agricultural production and Productivity –Factors determining productivity – Land Reforms – Green Revolution – Rural Credit – Micro Finance – Marketing and Pricing policy – Crop Insurance –Agricultural infrastructure and Food Security.

Module IV: Economy of Arunachal Pradesh

Basic features of Arunachal Economy, Trends in Population Growth, population Density, Sex Ratio, Trends, features and growth of Literacy rate in Arunachal Pradesh

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Module V: Employment, Agriculture, Industry and Urbanisation in Arunachal Pradesh

Workforce Structure, Trends in Work Participation Rate of Arunachal Pradesh, Status of Agriculture, Jhum cultivation in the State; its impacts, diversification of agriculture in Arunachal Pradesh, Status of Industry in Arunachal Pradesh; small scale and cottage industry, level of Urbanisation in Arunachal Pradesh.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Mishra, S.K. & V.K. Puri, *Indian Economy,* Himalayan Publishing House, Mumbai (latest edition)
2. Dutta, R. and K.P.M. Sundaram – *Indian Economy*, S. Chand, New Delhi (latest edition).
3. Uma Kapila (2015), *Indian Economy: Performance and Policy*, Academic Foundation, New Delhi.
4. Mitra, A. (1997) *Internal Migration and Economic Development in Hills*, Omson, New Delhi.
5. Roy, N.C. and P.K. Kuri (2001) *Land Reforms in Arunachal Pradesh*, Classical Publishing House, New Delhi.
6. Mishra, K. Deepak and Vandana Upadhyay (2017) (Ed.), *Rethinking Economic Development in North East India: The Emerging Dynamics*, Rutledge, London/New Delhi.
7. Upadhyay, Vandana (2012), 'The Employment-Unemployment Situation in Arunachal Pradesh: Implications for Policy', *Indian Journal of Regional Science*, Volume 45, No. 1, PP. 24-32.
8. Nayak, S. K, Nochi, L. and Lama, M., *Hill Economies and Sustainable Development in India: Emerging Realities,* Concept Publishing House, New Delhi.
9. Government of India (2016), *Basic Statistics of North Easter Region (2015*), North East Council Secretariat Shillong, Meghalaya.
6. Government of Arunachal Pradesh (2006), *Arunachal Pradesh Human Development Report 2005*, Itanagar.
7. Planning Commission (2009), *Arunachal Pradesh Development Report 2008*, Government of India, Academic Foundation, New Delhi.

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Economics Core Course 8
ECO-C-221: Mathematical Methods for Economics-II

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

***Objective*:** *This course has been designed to impart the students about the knowledge of application of mathematical tools in economics.*

Outcome:

1. *The learners will learn about the concepts of vector, matrix and its properties.*
2. *They will also learn about the basic rules of differentiation along with total and partial differentiation.*
3. *The learners will gain knowledge with regard to the application of differential calculus in economics.*
4. *They will also acquire knowledge about the basic rules of integral calculus and its application.*

Module I: Vector and Matrix

Scalar and vector, length of a vector, multiplication of a vector by a scalar, scalar product of two vectors; matrix- types; matrix operation - addition, subtraction and multiplication; transpose of a matrix; determinants and its properties; minor and cofactor; rank of a matrix; adjoin of a matrix.

Module II: Differential Calculus

Basic rules of differentiation; differentiation of exponential, logarithmic and trigonometric functions; partial and total differentiation; optimization in case of single explanatory variable.

Module III: Application of Differential Calculus

Elasticity of demand and supply function, derivation of marginal function, interrelationships among total, marginal and average functions, minimization of cost and maximization of revenue and profit.

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Module IV: Integral Calculus

Definition, indefinite integral, basic rules of integration, integration by substitution and by parts; definite integral- geometric interpretation, properties and calculation.

Module V: Application of Integral Calculus.

Application of indefinite integration - Derivation of the total function from marginal function (total revenue, total cost, saving function, consumption function); Application of definite integration - derivation of consumer's surplus and producer's surplus.

Module VI: Assignment and Practice

The students should be given an assignment/practice on any topic from the above modules.

RECOMMENDED READINGS:

1. Allen, R.G.D., *Mathematical Analysis for Economics*, Macmillan, 1976.
2. Allen, R.G.D., *Mathematical Analysis for Economics*, A.I.T. B. S Publishers & Distributors, Delhi - 51
3. Chiang, A.C., *Fundamental Methods of Mathematical Economics*, McGraw Hill, Kogakusha, New Delhi, 1974.
4. Mehta and Madnani, *Mathematics for Economists*, S. Chand and Sons, New Delhi, Reprint 1997.

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Economics Core Course 9
ECO-C-222: International Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective*: This course has been designed to impart knowledge of basic concepts and theories of international economics to the learners.*

Outcome*:*

1. *The learners will gain knowledge about the causes of international trade and the concepts of terms of trade.*
2. *The learners will also learn about the methods of trade restrictions and the role of economic integration in trade promotion.*
3. *They will gain knowledge about the working of foreign exchange market and foreign exchange rate determination.*
4. *The learners will also acquire knowledge about the balance of payments and methods to correct BoP disequilibrium as well as about the role of IMF.*

Module I: Factor Endowment Theory and Terms of Trade

Absolute and comparative cost advantage theories, Heckscher-Ohlin Theory and Leontief's Paradox; Terms of trade, different concepts of terms of trade; gains from trade.

Module II: Theory of Commercial Policy

Arguments for and against Protection, methods of Trade Restrictions, Tariff and Non-Tariff trade barriers; dumping, export subsidy and Countervailing duties; Economic Integration: EU, ASEAN, SAPTA; evolution of WTO.

Module III: Foreign Exchange Market

Exchange rate determination: fixed and flexible exchange rate, gold standard (Mint Parity), Purchasing Power Parity, Floating exchange rate, Components of Indian foreign exchange reserve.

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Module IV: Balance of Payments

Balance of trade and balance of payments, different accounts of balance of payments (BOP), Deficit and Surplus in current and capital account of BOP; measures to remove deficit in current account.

Module V: International Monetary and Financial System

Gold Standard, Bretton Woods agreements, IMF, Policy coordination with floating exchange rates, Optimum currency area theory, Single currency and economic integration (Economic and Monetary Union), problems in international banking, international capital markets, Problems of international finance for developing countries.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Salvatore, Dominick, *International Economics,* Weily India New Delhi.
2. Kindleberger, C.P. *International Economics,* Homewood, 1963
3. Sodersten, Bo and Geoffrey Reed, *International Economics,* Macmillan, 1999
4. Cherunilam, Francis, *International Economics*, Tata Mc Graw Hill
5. Mannur, H.G. *International Economics,* Vikas Publishing House Pvt. Ltd, Delhi
6. Ray, P.K. and K.B. Kundu, *International Economics*, Kolkata: Naba Bharat Publishers.

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Economics Core Course 10
ECO-C-223: Public Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart knowledge to the learners about the concept of public goods and theories of public expenditure, taxation, public budget as well as the role of fiscal policy.*

Outcome:

1. *The learners will gain knowledge about the concept of public goods and merit goods and problems related to the provisioning of public goods.*
2. *The learners will also learn about the theories and importance of public expenditure and its effects.*
3. *The learners will know about the sources of public revenue and gain skills to analyse the public budget.*
4. *The learners will also understand about the fiscal policy and its role in maintaining economic stability.*

Module I: Public finance

Meaning and Scope of Public Finance; public and private Finance; principles of maximum social advantage; public goods, private goods; merit goods; free-ridership and problems of provisioning of public goods

Module II: Public Expenditure

Meaning and Importance; reasons of growth of Public Expenditure: Wagner's Hypothesis; Canons of Public Expenditure; Effects of Public Expenditure on production and distribution of income.

Module III: Public Revenue

Sources of Public revenue: Taxes and non-Tax, Classification of Taxes, Canons of Taxation; Principles of Taxation: Ability to pay and benefit approaches of taxation; Impact and Incidence of Tax; effects of Taxation on production.

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Module IV: Budget and Public Debt

Budget: Revenue, capital and their components; Revenue Deficit; Fiscal Deficit, Primary Deficit; Meaning and Sources of Public debt, Effects of public debt, Redemption of debt.

Module V: Fiscal Policy

Fiscal policy and its instruments, compensatory fiscal policy, balanced budget multiplier, Effectiveness of fiscal policy, Deficit financing: advantages and disadvantages.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Musgrave, R.A., *The Theory of Public Finance*, McGraw Hill, Kogakhusa, Tokyo, 1959.
2. Musgrave, R.A and P.B. Musgrave, *Public Finance in Theory and Practice*, McGraw-Hill Book Company.
3. Buchanan, J.M., *The Public Finances*, Richard D Irwin, Homewood, 1970.
4. Dalton, H., *Principles of Public Finance*, Allied Publishers, New Delhi.
5. Atkinson, A.B. and J.E. Stiglitz, *Lectures on Public Economics*, Tata McGraw Hill, New York.
6. Choudhry, R.K., *Public Finance and Fiscal Policy*, Kalyani Publishers, New Delhi.
7. Jha, R., *Modern Public Economics*, Routledge, London.
8. Mishra, B., *Economics of Public Finance*, Macmillan India Limited, New Delhi.
9. Gupta, J.R., *Public Economics in India*, Atlantic Publications, 2007.

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Economics Core Course11
ECO-C-311: Statistical Methods

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart knowledge with regard to the sources of data, sampling technique and basic statistical tools and methods of data analysis for the students.*

Outcome:

1. *The learners will understand about the various sources and types of data and the methods of data collection.*
2. *They will also learn about the concept of sampling and sampling techniques.*
3. *The learners will be able to carry out data analysis using frequency table and graphs.*
4. *The learners will also learn about the different types of mean and other measures of central tendency and dispersion as well as the construction of index number.*

Module I: Sources of Data and Sampling

Sources of data - primary and secondary, methods of data collection; Population and sample, Sampling methods – simple random sampling, stratified sampling and systematic sampling

Module II: Frequency Distribution and Probability

Tabulation of data and frequency distribution, Graphical representation of data- Bar diagram, Pie diagram, Histogram, frequency curve, Cumulative frequencies, Ogive; Concept of probability, A priori probability and empirical probability.

Module III: Measures of Central Tendency and Dispersion

Measures of central tendency: Arithmetic, Geometric and Harmonic means, Median and Mode; Dispersion-Range, Mean deviation, Quartile deviation and Standard deviation, coefficient of variation.

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Module IV: Correlation and Regression

Statistical relationship between two variables, coefficient of correlation and its properties; Spearman's rank correlation (non-tied case), regression-estimation of regression in case of single explanatory variable using method of least squares.

Module V: Index Number

Index numbers- purposes, steps and problems in its construction; Laspeyres', Paasche's and Fisher's index.

Module VI: Assignment and Practice

The students should be given an assignment/practice on any topic from the above modules.

RECOMMENDED READINGS:

1. Gupta, S. C., *Fundamentals of Applied Statistics*, S. Chand and Sons, New Delhi, 1993.
2. Goon, A M., M.K. Gupta and B.S. Dasgupta, *Fundamentals of Statistics*, Vol. I and Vol. II, The World Press Limited, Calcutta, 1996.
3. Gupta, S.P., *Statistics*, S. Chand, New Delhi, 1997.

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Economics Core Course 12
ECO-C-312: Monetary and Financial Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart to the learners the knowledge about the concept of money supply, theories of demand for money, capital and money market and security analysis.*

Outcome:

1. *The learners will understand about the demand for and supply of money.*
2. *They will also know about the different monetary and financial institutions working in the economy.*
3. *The learners will acquire knowledge about the policies adopted by the monetary authority to stabilize the economy.*
4. *The learners will learn about the risk and return associated with the investment in securities and as to how they are measured.*

Module I: Money Supply

Narrow and broad concepts of money: M1, M2, M3, M4; endogenous concept of money supply and its historical background; (the banking school in England, real bills doctrine and law of reflux); exogenous concept of money supply: its historical background; (the currency school in England and its doctrine); Reserve money (high-powered money): sources of change in reserve money; bank deposits; relation between reserve money and money supply.

Module II: Money Demand

Determinants of money demand, classical money demand function, Relation between money demand and demand for different financial assets especially bonds and shares, Friedman's restatement of quantity theory of money.

Module III: Money Market

Money Market: Commercial banks: its principles and functions; credit and deposit creation; control of commercial banking; the central bank and its functions; RBI's policy on control of commercial banking and money market.

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Module IV: Capital Market and Financial Institutions in India

Primary and secondary capital markets: SEBI and Stock market; Insurance market: IRDA and LIC; Rural and Agricultural Finance: NABARD and its refinancing role; RRB and State co-operative banks.

Module V: An Introduction to Security Analysis

Return: Concept and types of return; Risk: meaning and types of risk; systematic and unsystematic risk; measurement of risk and return: the mean-variance approach.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Blaug, Mark, *Economic Theory in Retrospect*, New Delhi, Vikas Publishing House, 1982.
2. Gupta, S B., *Monetary Planning in India*, Oxford University Press (latest edition)
3. Gupta, S.B., *Monetary Economics, Institutions and Policy*, S. Chand & Co. New Delhi, 1995.
4. Ackley, G. *Macro Economics, Theory and Policy*, Mac Millian 1978.
5. Mueller, M G (ed.) *Readings in Macroeconomics*, Surjeet Publications, Delhi 1978.

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ECO-D-313A: Indian Agriculture

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to acquaint the learners about the state of the rural economy of India and impart knowledge with regard to the various issues and challenges of Indian agriculture.*

Outcome:

1. *The learners will learn about the status of Indian agriculture and its importance to the national economy.*
2. *The learners will also gain knowledge about the new technology in Indian agriculture and the land reform measures.*
3. *The learners will have a better understanding of the issues related to agricultural finance and the role of various agencies involved. They will also learn about the importance of SHGs and microfinance.*
4. *The learners will also learn about the issues related to agricultural marketing in India and the role of government and various agencies in agricultural marketing.*

Module I: Rural Economy of India

Place of agriculture in Indian economy, Agriculture and Allied Activities: Its growth, problems and State policies, Cattle wealth of India and diary; Rural Industrialization: Food processing industries and Agro-based industries, development of rural infrastructure.

Module II: Development of Agriculture

Land use and cropping pattern, irrigation in India; command area development and flood control; trends and growth in agricultural productivity; Green Revolution and its impacts.

Module III: Land Reforms

Land tenure system, Land reforms programme during 1950s and 1960s; land reforms during 1970s and thereafter. Critical evaluation of land reforms.

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Module IV: Agricultural Finance

Sources credit for farmers, Rural credit policies, Cooperative Credit Society, Commercial Banks in rural credit, Regional Rural Banks, NABARD, Self Help Groups (SHGs) and Microfinance.

Module V: Agricultural Marketing

Problems of agricultural marketing, Channels of distribution of commodities, regulated markets, Cooperative marketing, role of government in agricultural marketing, Commission for Agricultural Costs and Prices (CACP), Agriculture Produce Market Committee (APMC), Minimum support price (MSP) and Highlights of Farm Act 2021.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Soni, R.N. (2000): *Leading Issues in Agricultural Economics*, Arihant Press, Jalandhar.
2. Dutta, R. and K.P.M. Sundaram – *Indian Economy*, S. Chand, New Delhi (latest edition)
3. Mishra, S.K. & V.K. Puri *Indian Economy,* Himalayan Publishing House, Mumbai (latest edition)
4. Kapila, Uma (ed) *Indian Economy Since Independence*, Academic Foundations, Delhi (latest edition).
5. Parikh, K. (ed) *India Development Report* (Various years) Oxford University Press, New Delhi
6. Government of India, *Economic Surveys* Various years, New Delhi

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इटानगर-791112, अरुणाचल प्रदेश, भारत
Itanagar- 791 112, Arunachal Pradesh, India

ECO-D-313B: Industrial Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart to the learners the basic knowledge and fundamentals of the industrial economics as industrial development is considered to be essential for the economic progress of any economy.*

Outcome:

1. *The learners will gain not only about the need and scope of industrial economics but will have a basic understanding about the market structure, conduct motives and location analysis.*
2. *The learners will acquire the basic knowledge of market concentration, its extent and measurement, along with the determinants and measurement of innovation, its diffusion and of profitability.*
3. *The learners will be acquainted with the nature of investment decision and will be equipped with tools for project evaluation as well as about the pricing procedures in private and public enterprises.*
4. *The learners will also know about the need for various finances, types of industrial finances along with the basic skill of financial accounting and of ratios used, there in evaluating industrial and financial managements.*

Module I: Introduction to Industrial Economics

Introduction to industrial economics; need, significance, scope and the conceptual frame - Market structure and market conduct –Organisational forms and Firms alternative motives – Industrial efficiency; measurement, determinants and decision making – Location analysis; approach, operational approach determinants and determinants

Module II: Market Concentration, Innovation and Profitability

Measurement of market concentration and monopoly – extent of market concentration and performance of a firm –measurement of innovation – diffusion of technology – profitability; measurement and determinants

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Module III: Investment and Pricing

Nature of investment decisions – project time profile – project evaluation – project ranking – risk and uncertainties in project appraisal – social cost benefit analysis – replacement decision – inventory and market investment – pricing decision; general conditions – pricing procedures – pricing in public enterprises

Module IV: Finance, Accounting and Ratio Analysis

Finance; need, types, sources – internal and external funding – accounting – ratios; classification descriptions, comparison and interrelationship – limitation of ratio analysis – break even analysis and its application to financial management.

Module V: Growth of Firm

The need for growth, conceptual framework for accounting growth of firm, social control over industry, the need, ways and means, legal framework of industrial relation in India.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Barthwal, R.R., *Industrial Economics: An Introductory Text Book*, New Age International (P) Ltd., India, 1996.
2. Ferguson, Paul R. and Glenys J. Ferguson., *Industrial Economics - Issues and Perspectives*, Macmillan, London, 1994.
3. Martin, Stephen., *Advanced Industrial Economics*, Wiley-Blackwel, 2001.
4. P.J. Devine, N. Lee, R.M. Jones and W.J. Tyson., *An Introduction to Industrial Economics*, Routledge Library Editions: Industrial Economics, 1975.
5. Seth, Ranjana., *Industrial Economics*, Ane's Student Edition, Ane Books Pvt. Ltd., New Delhi, 2010.
6. Shepher, William G., *The Economics of industrial Organisation*, Prentice - Hall, Inc., Englewood Cliffs, New Jersey, 1985.
7. Singh, Manoj Kumar., *Industrial Economics and Principles of Management*, New Age International (P) Ltd., 2011.
8. Singh, S.P., *Industrial Economics and Management*, AITBS Publishers India, 2008.

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ECO-D-314A: Introductory Econometrics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

***Objective**: This course has been designed to equip the students with basic methods of Econometrics and Statistics, as Econometrics has become a powerful tool for the understanding of applied economic relationships.*

***Outcome**:*

1. *This paper will introduce students to econometric modeling.*
2. *Students will understand about the different statistical distribution and hypothesis testing.*
3. *Students will be able to estimate the linear econometric models and interpret results.*
4. *Students will know about the basic OLS assumptions and about the problems that arise, if these are violated.*

Module I: Introduction

Scope and Definition of Econometrics; specification and estimation of an econometric model; properties of a good estimator for large and small samples.

Module II: Probability Distribution and Statistical inference

Binomial, Poisson and Normal distributions; Testing of hypothesis: Type I and Type II errors; Z-test, t-test and Chi-square test

Module III: Estimation Theory

Ordinary Least Squares Method: Assumptions, Gauss Markov theorem, estimation in case of two variables; Testing of hypothesis; confidence interval, Coefficient of determination, F-test

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Module IV: General Linear Regression Model

Introduction to matrix algebra, assumptions and estimation, Properties of estimator; Problems in OLS estimation: Heteroscedasticity, Autocorrelation and multicollinearity (concepts only).

Module V: Dummy Variable

Nature of qualitative factors, use of Dummy Variables for capturing the effect of qualitative factors, interpretation of coefficients of dummy variables; dummy variable trap.

Module VI: Assignment and Practice

The students should be given an assignment/practice on any topic from the above modules.

RECOMMENDED READINGS:

1. Koutsoyiannis, A. (1977): *Theory of Econometrics*, The Macmillan Press LTD, Hampshire
2. Gujrati, D. (1995): *Basic Econometrics*, McGraw Hill, New York
3. Johnston, J. (1985): *Econometric Methods*, McGraw Hill, New York

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ECO-D-314B: Demography

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective**:** *This course has been designed to impart to the learners the knowledge with regard to the concepts and theories of demography as well as about population projection techniques and population policy.*

Outcome:

1. *The learners will be able to understand the various theories of population.*
2. *They will gain knowledge about the sources of data relating to population and its characteristics.*
3. *The learners will also understand about the concepts of fertility, mortality and life table.*
4. *They will also acquire knowledge about the techniques of population projection and the new population policy of India.*

Module I: Introduction

Population study and demography: its relations with other disciplines; Theories of Population: Malthusian theory, Optimum theory of population and demographic transition theory.

Module II: Demographic Data in India

Sources of demographic data: Census, NSSO, National Family Health Survey, Vital registration system; methods of data collection, types of data: primary and secondary.

Module III: Fertility

Crude birth rate, age specific birth rate, standardized birth rate; total fertility rate, cumulative fertility rate, gross reproduction rate and net reproduction rate; Fertility rate in India.

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Module IV: Mortality

Crude death rates, age specific death rate, standardized death rate, infant mortality rate, maternal mortality rate; Mortality rates in India; life table: meaning of its columns and its uses.

Module IV: Population Projection and Policy

Techniques of population projection, concept of stationary, stable and quasi-stationary population; New population policy of India.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Shryock, H., *The Methods and Materials of Demography*, Academic Press, 1976
2. Bogue, D J., *Principles of Demography,* New York: Wiley, 1969
3. Barcley, G W., *Techniques of Population Analysis,* New York: Wiley, 1958
4. Goon, Gupta & Dasgupta, *Fundamental Statistics(vol-II)*, World Press, 2016
5. Gupta, S. C. & V. K. Kapoor, *Fundamental of Applied Statistics,* Sultan Chand & Sons, 2014.
6. Srinivasan, K., *Basic Demographic Techniques and Applications*, Sage Publications, New Delhi, 1992.
7. Bhende and Kanitkar, *Principles of Population Studies*, Himalaya Publishing House, Delhi, 2003.
8. Government of India, *Census of India*, Various Reports, New Delhi.

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Economics Core Course 13
ECO-C-321: Advance Study of Indian Economy

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart the learners about the issues and challenges being faced by the Indian Economy as well as the performance of the different sectors of the Indian economy.*

Outcome:

1. *The learners will learn about the composition of national income, population growth, poverty and unemployment.*
2. *They will have a better understanding about the status of Indian agriculture and Industry and their roles in economic development.*
3. *The learners will also learn about the capital market reforms, FDI and FII in India. Further, they will understand the FRBM Act and its implication on the Indian Economy.*
4. *The Learners will acquire knowledge about the external sector of the economy and the recent issues related to the Indian Economy.*

Module I: National Income and employment

Trends in National Income and Per capita income; Population growth, Age and sex composition of population; Occupational structure; Work Participation rate; Trends and magnitude; Inclusive growth and its rationale

Module II: Indian Agriculture and Industry

Food security-Public Distribution System- Farmer's suicide- Diversification of Agriculture-Contract Farming- Subsidy to farmers-Agriculture and WTO, Industrial growth and development after 1991, PSU and their performance- Small scale industry- Industrial sickness- Disinvestment

Module III: Social Sector

Poverty Inequality and Unemployment, Human Development Estimates, Evaluation of Government's Poverty and Unemployment Alleviation Programs, India's Human Development Report in global perspective, Health and Education Policy.

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Module IV: Economic Reform and Liberalisation

Reforms in capital market; Inflow of FDI and FII and its implication for the domestic economy- Financial sector reform-Fiscal reform, FRBM act and its implication, Globalization: Positive and negative impacts on Indian economy.

Module V: India's External Sector and Recent Issues

Direction and composition of foreign trade- Foreign trade policy- Balance of payment; Global economic crisis of 2008, Demonetization, GST and Indian economy.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Misra, S. K. & Puri, V. K. *Indian Economy*, Himalaya Publishing House, Delhi
2. Dutt, R. & Sundaram, K. P. M. *Indian Economy***,** S. Chand & Co**.** Delhi
3. Kapila, U.*India Economy since Independence*, Academic Foundation, New Delhi.
4. Banik Nilanjan (2015), *The Indian economy-A Macro-Economic Perspective*, Sage India.
5. Dutt, Amlan, *An Introduction to India's Economic Development Since the Nineteenth Century*, Popular Prakashan, Mumbai.
6. Government of India, *Economic Survey of India* (various years), Ministry of Finance, New Delhi.
7. Government of India, *Handbook of Statistics of Indian Economy*, Reserve Bank of India.

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Economics Core Course 14
ECO-C-322: History of Economic Thought

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart the knowledge with regard to the economic thoughts and evolution of various concepts and theories of economics.*

Outcome:

1. *The learners will gain knowledge with regard to the ideas of mercantilism, physiocracy and Smith's division of labour.*
2. *They will also learn about the ideas and economic thoughts related to the theory of value, rent, theory of population and Say's law of market.*
3. *The learners will know about the concepts and principles of socialism and Marxian theory of surplus value and about the crisis in capitalism.*
4. *They will also acquire knowledge about the Arthasastra, the drain theory, the Gandhian model and the rational expectations.*

Module I: Mercantilism, Physiocracy and Adam Smith

Basic Principles of Mercantilism, balance of trade under mercantilism, evaluation of Mercantilism; Physiocracy: Quesnay's tableau economique, concept of natural order, product net, Taxation and Trade; Smith's labour theory of value, division of labour and economic growth.

Module II: Ricardo, Malthus and J.B. Say

Ricardian theory of value and rent, implication of Ricardian theory of rent; Malthusian Theory of Population and its evaluation – Debate of Ricardo & Malthus on Glut; Say's Law of Market and its limitation.

Module III: Socialism and Karl Marx

Robert Owen and Proudon, their evaluation; Karl Marx: labour theory of value, surplus value, its origin, rate of surplus value, falling rate of profit, concentration of capital and crisis in capitalism and its collapse; Neo-Marxist Theories: Dependency Theory, Unequal Exchange, World Systems Theory.

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Module IV: Indian Economic Thought

Kautilay's Economics - Arthasastra; Modern Indian economic thought: Naoroji's Drain Theory; Ranade, Gokhle, Gandhi; relevance of Gandhian economic model in the present day world; evaluation of Gandhian Model.

Module V: Contesting Economic Thoughts

Rational expectations, adaptive expectation, real business cycles and efficient markets, financial instability hypothesis (Hyman Minsky); institutional economics and feminist economics.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Guide, C. & C. Rist, *A History of Economic Doctrine*, Cosmo Publications, 2020
2. Blaug, M. Economic Theory in Retrospect, Vikas Publishing House, Delhi.
3. Roll, Eric: *A History of Economic Thought,* Faber and Faber, London and Rupa, Delhi
4. Paul, R.R. *History of Economic Thought*, Kalyani Publications.
5. Honey, Lewis H. (1979) *History of Economic Thought*, Surjeet Publications, Delhi
6. Hajela, T.N. *History of Economic Thought,* Shiva Lal Agarwala, 1972
7. Bhatia, H. L. *History of Economic Thought,* Vikas Publishing House, Delhi, 2009.
8. Vohra, Munish, History *of Economic Thought*, Anmol Publications, Delhi, 2000.
9. Screpanti, Ernesto, and Stefano Zamagni. *An outline of the history of economic thought*. OUP Oxford, 2005.
10. Howard Michael Charles, and John Edward King *A history of Marxian economics, volume II,* Princeton University Press, 2014
11. Samuels, Warren J. "The present state of institutional economics." *Cambridge Journal of Economics* 19, no. 4 (1995): 569-590.
12. Peet, Richard and Hartwick, Elaine (2005) *Theories of Development*, Rawat Publications, Jaipur.

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Itanagar-791 112, Arunachal Pradesh, India

ECO-D-323A: Environmental Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart knowledge about the importance of environment to the economy, the causes of environmental degradation, the methods of environmental valuations and the methods of environmental regulations.*

Outcome:

1. *The learners will gain knowledge about the values of environmental goods and its importance to the economy.*
2. *The learners will learn about the various types of resources and the methods for their optimal harvest and conservation.*
3. *They will acquire knowledge about the various methods of environmental regulations and conservation.*
4. *The learner will also understand about the concept of sustainable development.*

Module I: Introduction

Nature and scope of Environmental Economics, Components of Environment, Linkages between Environment and economy, Characteristics of Environmental goods, causes of environmental degradation.

Module II: Natural Resources

Types of Resources: Renewable vs. non-renewable resources, Conservation of resources and its importance, Optimal harvest of renewable resources.

Module III: Environment and Market Failure

Concept of market failure, causes for market failure in environmental goods, Open access and Tragedy of Commons, common property resource (CPR) and its Characteristics, Joint Forest management.

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ModuleIV: Environmental Regulations

Need for environmental regulations, Command and control measures, Economic and market based Instruments: Pigouvian taxes and subsidies; collective action; Environmental regulations in India: Wildlife Protection Act 1972 and Environmental Conservation Act 1986.

Module V: Sustainable Development

Concept of sustainable development, measures of sustainable development, rules to sustainability, Green accounting.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Hanley N, J.F. Shogern and Ben White, *Environmental Economics in Theory and Practice*, Macmillan, 1997.
2. Kolstad, C.D., *Environmental Economics*, Oxford University Press, New Delhi, 1999.
3. Sankar,U. (Ed.), *Environmental Economics*, Oxford University Press, New Delhi, 2001.
4. Bhattacharya, R.N. (Ed), *Environmental Economics – An Indian Perspective*, Oxford University Press, New Delhi, 2001.

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ECO-D-323B: Economic History of India

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart the knowledge about the colonial history of Indian economy and the status of Indian agriculture and industry during the colonial period.*

Outcome:

1. *The learners will gain knowledge about nature and status of the colonial economy of India.*
2. *The learners will also learn about the land tenure system and the performance of Indian agriculture and industry during the colonial period.*
3. *The learners will have a better understanding about the evolution of railways and other transport and communication infrastructure as well as education and health during the colonial period.*
4. *The learners will also learn about the imperial priorities, drain of wealth and the government policies during the colonial period.*

Module I: Introduction

Overview of colonial economy, National Income: its growth and composition; population growth and composition, occupational structure.

Module II: Agriculture

Colonial agrarian relation; agrarian structure and land relations; land tenure system; agricultural markets and institutions; Credit markets; Commerce and technology; trends in performance and productivity; famines.

Module III: Industry

De-industrialisation debate, evolution of entrepreneurial and industrial structure; nature of industrialization in the interwar period; constraints to industrial breakthrough; labour relations.

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Head of the Department

Module V: Infrastructure

Transport: Railways-evolution, significance and imperial objectives; road transport; inland water transport; air transport; Post and Telegraph; education and health during colonial period.

ModuleV: Economy and State in the Imperial Context

The imperial priorities and the Indian Economy; drain of wealth; international trade, capital flows and the colonial economy: changes and continuities; government and fiscal policy.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Lakshmi Subramanian, *History of India 1707-1857*, Orient Blackswan, 2010.
2. Sumit Guha, 1991, Mortality decline in early 20th Century India, *Economic and Social History Review*, pp. 371-74 and 385-87.
3. Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd Edition, 2011.
4. J. Krishnamurty, Occupational Structure, in Dharma Kumar (Editor), *Economic History of India*, Vol. II, 2005.
5. Basudev Chatterjee, *Trade, tariffs and Empire*, Oxford University Press 1992.
6. K.N. Chaudhuri, CEHI, Chapter 10. *Foreign Trade and balance of Payments*, pp. 826-865, 869-877
7. Jean Dreze, Famine Prevention in India, in Dreze and Sen (eds.) *Political Economy of Hunger*, WIDER Studies in Development Economics, 1990.

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ECO-D-324A: Infrastructure Economics

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objectives: *This course has been designed to impart the knowledge about the importance of infrastructure in economic growth and the issues involved in financing of infrastructure development.*

Outcome:

1. *It will help the learners to know about the role of infrastructure in economic development.*
2. *The learners will understand the different types of infrastructure and its significance.*
3. *The learners will gain knowledge about the issues related to financing of infrastructure.*
4. *The learners will also learn about the various schemes and policies for infrastructure development in India.*

Module I: Introduction

Nature and scope of infrastructure economics, infrastructure and its characteristics, types of infrastructure, significance of infrastructure, linkages between infrastructure and economic development, problems of infrastructure development in developing countries.

Module II: Economic and Social Infrastructure

Physical Infrastructure: Transport, Information & Communication, energy; Social Infrastructure: Education and Health, Sources and problems of financing infrastructure.

Module III: Transport and Communication

Transport: Modes, problems and importance of transport system; pricing principles; Preset status and issues in transport infrastructure in India; Communication: Postal services and telecommunication.

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संयुक्त कुलसचिव (शैक्षणिक एवं समन्वय)
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Module IV: Financial Infrastructure

Role of Banks in economic development – Progress of Banking System since nationalisation, Credit-Deposit Ratio, Insurance: meaning, type and purpose, need for insurance.

Module V: Rural and Urban Infrastructure Development Schemes in India

Prime Minister Gram Sadak Yojana (PMGSY), Provision of Urban Amenities in Rural Areas (PURA); PMGSY; Deendayal Upadhyaya Gram Jyoti Yojana (DDUGJY); Reviving Water Harvesting Systems and Watershed; Swachh Bharat Mission (Rural and Urban); Smart City: Key Components, Performance and Challenges.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Indian Council of Social Sciences Research (ICSSR), *Economics of Infrastructure*, Vol.VI, New Delhi, 1976.
2. National Council of Applied Economic Research (NCAER), *India Infrastructure Report: Policy Implications for Growth and Welfare*, NCAER, New Delhi, 1996.
3. Norton, H. S., *Modern Transport Economics*, C E Merrill, London, 1971.
4. Garfield, P. J. and W. Lovjoy, *Public Utility Economics*, Prentice Hall, Englewood Cliffs, 1964.
5. Crew, M. A. and P. R. Kleindorfer, *Public Utility Economics*, Macmillan, London, 1979.
6. Goel, M.M., *Economics of Human Resource Management in India*, VK Global Publications, New Delhi, 2011.
7. Vaizey, J., *Economics of Education*, Faber and Faber, London, 1962.
8. Panchamukhi, P.R., Economics of Health: A Trend Report, in ICSSR, *A Survey of Research in Economics, Vol. VI, Infrastructure*, Allied, Delhi, 1980.
9. Raghuram, G., R. Jain, S. Morris, P. Pangotra and S. Sinha (Eds.) *Infrastructure Development and Financing: Public Private Partnership*, Macmillan India Ltd, New Delhi, 1999.
10. Tilak, J.B.G., *Education for Development in Asia*, Sage Publications, New Delhi, 1994.

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ECO-D-324B: Project Report Writing

Minimum number of lecture hours: 45 hours
Total Credit: 06 (2 theory + 4 tutorial/practice)
Presentation: 20 marks
Dissertation: 80 marks

Objective: *This course has been designed to impart knowledge and acquaint the student as to what project report writing is all about.*

Outcome:

1. *The learners will gain knowledge about data analysis and logical reasoning, interpretation and explanation.*
2. *It will also help the learners to analyse the data and write a project report.*

All the students doing BA (Hons.) in Economics must write a project report on a topic determined in consultation with the Department/Guide. The topic may be related to any economic issues, preferably those which are relevant to the national economy/or the economy of the North Eastern region or that of Arunachal Pradesh. Students should be encouraged to submit the data files along with the report. The report writer must take care to base his analysis on the economic issues in such a way that his/her view can be supported by data/facts. The secondary data can be used to prove any hypothesis or support any a' priori reasoning. The dissertation should be logically sound and empirically verified or when it demands large quantum information for verification which is beyond the reach of the scholar, his/her argument must be logically sound and shall be based on plausible premises.

RECOMMENDED READINGS:

1. Bryman, A., 2016. *Social research methods*. Oxford University Press. Oxford (4th Edition).
2. Murray, N. and Hughes, G., 2008. *Writing up your university assignments and research projects: A practical handbook*. McGraw-Hill Education (UK).
3. W Lawrence, N., 2014. Social Research Methods: Qualitative and Quantitative Approaches. Pearson (7th Edition).
4. *Journals*: Economic and Political Weekly; Journal of Economic Literature.

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Skill Enhancement Course (SEC)-1

ECO-S-214a: Tourism Economics

Minimum number of lecture hours: 40 hours
Total Credit: 04
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective**:** *The present course has been designed to impart basic skills and knowledge of tourism economics to the students, as tourism is fast emerging as one of the major economic sector in the country.*

Outcome:

1. *The learners will gain knowledge about the concept, types and forms of tourism and also know about the growth of tourism both in India and the North East India.*
2. *The learners will understand the demand and supply of tourism, tourist products and their features as well as tourism capacity analysis.*
3. *The learners will acquire the skills related to tourism marketing, promotion strategies and also about SWOT analysis.*
4. *The learners will gain skills to measure the economic, environmental and social impacts of tourism.*

Module I: Introduction

Definitions of tourism, Types and forms of tourism: adventure tourism, medical tourism, cultural tourism, Ethnic tourism, religious tourism, rural tourism; moral v/s mass tourism, concept of sustainable tourism and ecotourism, trend and growth in tourist arrivals in India and North-East India.

Module II: Tourism Demand and Supply

Tourism demand and its types, factors affecting demand for tourism, indicators of effective demand for tourism: travel propensity, gross travel propensity, net travel propensity, travel frequency, country potential generation index (CPGI).
Tourism supply, tourist products: attraction, accessibility, destination amenities, ancillary services; features of tourist products, Butler's model of tourism and tourism carrying capacity.

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Module III: Tourism Marketing and Promotion

Concept of marketing, tourism marketing strategy, vertical and horizontal integration and tourism promotion, promotional events advertising, publicity and selling, Role of media in tourism promotion, Strength Weakness Opportunities and Threats (SWOT) analysis.

Module IV: Impact of Tourism and Tourism Policy

Positive and negative effects of tourism, economic benefits of tourism and its determinants, tourism multipliers, satellite tourism accounts, impacts of tourism on environment, social impacts of tourism, tourism policy in India.

RECOMMENDED READINGS:

1. Kamra, Krishna K., *Economics of Tourism*- Pricing, Impacts and Forecasting, Kanishka Publishers, Distributors, New Delhi, 2004.
2. Ryan, Chris, *Recreational Tourism-Demand and Impacts*, Viva Books Pvt. Ltd., New Delhi, 2006.
3. Tisdell, C. A. (ed.), *Handbook of Tourism Economics*, World Scientific Publications, Singapore, 2013.
4. Mitra, Amitava and Kunal Chattopadhyay., *Environment and Nature-Based Tourism – An Endeavour at Sustainability*, Kanishka Publishers, New Delhi, 2003.
5. Lama, M., *Ecotourism in North East India*, Anshah Publishing House, New Delhi, 2014.
6. Sharma, Shaloo, *Indian Tourism Today-Policies and Programmes*, ABD Publishers, Jaipur, 2019.
7. Kumar, Surinder, *Economic Impact of Travel and Tourism*, Sonali Publications, New Delhi, 2017.
8. Chawla, Romila, *Tourism Marketing and Communications*, Arise Publishers and Distributors, New Delhi, 2006.
9. Girish, Revathy, *Ecotourism of India*, Dominant Publishers and Distributors, New Delhi, 2016.

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ECO-S-214b: Entrepreneurship Development

Minimum number of lecture hours: 40 hours
Total Credit: 04
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart to the learners the knowledge related to the importance of entrepreneurship. Further, it aims to enhance their understanding with regard to entrepreneurial skills and competencies which are necessary for the creation of new ventures.*

Outcome*:*

1. *The learners will learn about the concepts of entrepreneur and entrepreneurship.*
2. *They will also gain knowledge about the procedure for establishing of a new enterprise.*
3. *The learners would also learn about the various licensing and partnership acts and about the tax laws.*
4. *The learners will acquire a better understanding about the different institutional support and services available in India for the entrepreneurs.*

Module I: Entrepreneur and Entrepreneurship

Entrepreneur: Definition, characteristics of entrepreneur, entrepreneur and manager, functions of entrepreneurs and types of entrepreneurs; Entrepreneurship: concept, role of entrepreneurship in economic development, factors affecting entrepreneurial growth, entrepreneurial motivation, entrepreneurial competencies and entrepreneurial mobility.

Module II: Establishing an Enterprise

Project identification and selection; project formulation; project appraisal: concept and method of project appraisal; financing enterprise; ownership structure: types of ownership and selection of an appropriate form of ownership.

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Module III: Registration and Licensing

Objectives of licensing; Industrial Licensing Act, 1951: objectives, scopes and provisions of the act; Factories Act, 1948; Partnership Act, 1932; companies Act, 1956. Income tax, and goods and service tax (GST).

Module IV: Institutional Support to entrepreneurs

Institutional Finance to entrepreneurs: Industrial Finance Corporation of India, Unit trust of India, industrial development banks of India, Small Industries Development Bank of India and MUDRA bank.
Institutional support to industries: National Small Industries Corporation Limited, Small Industries Development Corporation, Small Scale Industries Board, State Small Industries Development Corporations, Small Industries Service Institutes, District industrial centers and industrial estate; Made in India and Startup India.

RECOMMENDED READINGS:

1. Janakiram, B. and M. Rizwana (2011): *Entrepreneurship Development: Text &cases*, Excel Books publication.
2. Janakiram, B., P.V. Raveendra and V.K. Srirama (2010): Role and Challenges of Entrepreneurship Development, Excel Books publication.
3. Khanka, S. S. (2008): *Entrepreneurial Development*, S. Chand.
4. Kumar, S. A., S. C. Poornima, Mini K. Abraham, K. Jayashree (2003): *Entrepreneurship Development*, New Age International Publishers.
5. Lakhanpal, Ajay (1990): *Entrepreneurial Development: An Institutional Approach*, Commonwealth Publishers.
6. Ramachandran, K. (2010): *Entrepreneurship Development: Indian Cases on Change Agents*, Tata McGraw Hill.
7. Tiwari, Sanjay and Anshuja Tiwari (2007): *Entrepreneurship Development in India*, Sarup and Sons, New Delhi.

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Skill Enhancement Course (SEC)-2

ECO-S-224a: Introduction to Data Analysis

Minimum number of lecture hours: 40 hours
Total Credit: 04
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective**:** *The course introduces the learners to collection, presentation and analysis of data. It also discusses how data can be summarized and analysed for drawing statistical inferences.*

Outcome:

1. *The learners will be introduced to important data sources that are available and will be trained in the use of the statistical software.*
2. *The learners would also learn about the types of sampling design and also be able to identify the different sources of data for their research.*
3. *The learners would be able to analyse and do some simple analysis after collection of data and would be in a position to interpret the results.*
4. *The learners would learn how to do the testing of Hypothesis by using suitable statistical techniques.*

Module I: Sources and Collection of Data

Data source – Primary and Secondary, Methods of collection of Primary data, Various types of Secondary data for empirical verification, Sources of Secondary data, Precautions in the use of Secondary data

Module II: Sample Design

Sample Design – Population Census verses sample survey, Principal steps in sample survey, Types of sampling – Simple random, Systematic and Stratified sampling, Implication of Sample Design, Steps and Characteristics of Good Sample Design, Criteria of selecting a sampling procedure; sampling problems: heterogeneity of the universe, Stratification of the universe.

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Module III: Processing and Analysis of Data using Statistical software

Analysis of Data using Excel and SPSS; Creation of Graphs, Tables, Bar and Pie Diagram, Arithmetic Mean, Median and Mode, Standard Deviation, Measures of Dispersion, Simple Regression analysis

Module IV: Hypothesis Testing

Meaning of Null Hypothesis, Basic Concept concerning the testing of hypothesis, Procedure of Hypothesis Testing, Types of Errors in Hypothesis Testing; two tailed and one-tailed.

RECOMMENDED READINGS:

1. Outhwaite, William & Stephen P Turner (ed.). *The Sage Handbook of Social Science Methodology*, London: Sage, 2007.
2. Guthrie, Gerard, Basic *Research Methods: An Entry to Social Science Research*, London: Sage, 2010
3. Ghosh, B N. *Scientific Methods and Social Science Research*, New Delhi, 1987.
4. Johnston, J. *Econometric Methods*, New Delhi: McGraw – Hill (latest edition).
5. Kumar Ranjit, *Research Methodology: A Step-by-Step Guide for Beginners*, Delhi: Pearson, 2007 (2nd edition).
6. Krishnaswamy, O.R. *Methodology of Research in Social Sciences*, Himalaya Publishing House, 1993.
7. Wilkinson and Bhandarkar, *Methodology and Techniques of Social Research*, Himalaya Publishing House.
8. Kothari R.C., *Research Methodology, Methods and Techniques*, New Age International Publishers, IInd revised edition, reprint 2008.

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ECO-S-224b: Introduction to Computer Application

Minimum number of lecture hours: 40 hours
Total Credit: 04
Internal Assessment: 20 marks
End Semester Exam: 80 marks

***Objective*:** *This course has been designed to impart to the learners the basic knowledge of computer application and use of computer in data preparation, data entry, data analysis and use of internet.*

***Outcome*:**

1. *The learners will learn about the components of computer application, namely creation of file, folder, saving of files, installation of software and printing of documents.*
2. *The learner will acquire knowledge about the features of MS Office and creation of documents.*
3. *The learners will also learn about the internet, google account, google drive, google, form, google classroom and google meet.*
4. *They will acquire skills in application of MS Office, data analysis and presentation.*

Module I: Basics of Computer Application

Components of a computer; hardware and software; file and folder; saving, copying and pasting of file; recycle bin; steps in installation of software; steps in printing.

Module II: MS Office

MS Word-creating a new document, size and style of front, inserting table and diagram, page margin and layout, saving a file in different formats; Excel-data entry, graphs, diagrams, calculating mean, median, mode and standard deviation; PPT-creating a new ppt, inserting table, graph, diagram, date, time, header, footer and page number, designing, inserting hyperlink, audio and video clips.

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Module III: Internet and Google Account

Internet; E-mail; Opening a Google account; Google drive; Google form; Google document; Google classroom; Google meet.

Module IV: Computer Application (Practical)

Preparation of bio-data in MS word; data entry in excel and calculation of descriptive statistics; preparation of PPT and its presentation; Software installation; Creation of Google classroom; Meeting using Google meet.

RECOMMENDED READINGS:

1. Goel, Anita. *Computer Fundamentals Publisher*. Pearson. 2010
2. Rajaraman, V. and Niharika Adabala. *Fundamentals of Computers*. PHI. 2014
3. Johnson, Steve. *Microsoft Office 2010 on Demand*. Pearson. 2011

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Generic Elective (GE) Course-1
ECO-G-114: Economic Theory

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective*: This course has been designed to impart the knowledge with regard to the concepts of microeconomics. It will deal with the economic problems, production possibility curve, opportunity cost, demand and supply analysis, production, cost and revenue as well as market structure.*

Outcome*:*

1. *The learners will gain knowledge about the different concepts of microeconomics.*
2. *The learners will also learn about the concept of utility, elasticity of demand and supply.*
3. *They will also understand about the production function analysis and about firm's equilibrium.*
4. *The learners will learn about the cost and revenue of a firm and the various forms of market.*

Module I: Introduction

Definitions of economics, nature and scope of economics, micro and macroeconomics, fundamentals economic problems, production possibility curve and opportunity cost, economic problems of a developing country: low savings, low level of technology, scarcity of human and physical capital, poverty and inequality.

Module II: Demand and Supply

Concept of Utility, marginal and total utility, law of diminishing marginal utility, utility maximization; demand and its determinants, law of demand, elasticity of demand: price, income and cross; law of supply and elasticity of supply.

Module III: Production Analysis

Production function, isoquants and its characteristics, equilibrium of a firm, total, average and marginal product of inputs, returns to a factor and returns to scale.
Cost Function: Short and Long-run, relationship between short-run average and marginal cost; Total, average and marginal revenue; relationship between AR and MR.

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Module IV: Market Structure

Perfect competition: its features and limitations, equilibrium of a firm; imperfect competition: Features of monopoly and monopolistic competitions; discriminating monopoly; features of duopoly and oligopoly.

Module V: National Income

Nature, scope and limitations of macroeconomics; Concepts of national income: GDP, GNP, NNP, personal income, disposable income and per capita income; Estimation of national income: Final product method, value added method, Income method and expenditure method; problems of estimating national income in developing countries; national income and welfare.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Koutsoyiannis, A., *Modern Micro Economics*, ELBS with Macmillan, Hong Kong.
2. Domnick Salvatore., *Principles of Micro Economics*, Oxford, New Delhi.
3. Gregory Mankiw, N., *Principles of Macro Economics*, CENGAGE Learning, Australia.
4. Salvatore, D. *Microeconomics Theory and Applications*, Oxford University press,
5. Pindyck, R. S. Rubuinfeld, D.L. & Mehta, P.L. *Microeconomics*, Pearson Education
6. Sen, Anidhya, *Micro-economic Theory*, Oxford University Press, Delhi.
7. Ahuja H.L. *Principles of Micro economics,* S. Chand Limited, Delhi
8. Shapiro, Edward, *Macro Economics Analysis*, Galgotia Publication, New Delhi, 1987.

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Generic Elective (GE) Course-2
ECO-G-124: Issues in Economic Development

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

***Objective**: This course has been designed to impart knowledge to the learners about the various issues related to economic development, human development, poverty and inequality. It also deals with the issues related to environment, climate change and sustainable development. Further, it aims to impart some basic knowledge about international trade.*

***Outcome**:*

1. *The learners will have knowledge about the concepts of economic and human development.*
2. *The learners will learn about the issues related to poverty and the linkages between inequality and economic growth.*
3. *They will acquire a better understanding about linkages between environment, climate change and sustainable development.*
4. *The learner will also have a clear idea about the basic concepts of international trade.*

Module 1: Economic Development

Economic Growth and Economic Development: Concept and Measurement; Human Development Approach: HDI; Development as Freedom; Structural Features of a Developing Economy: Demographic Characteristics, Occupational Structure, Institutional Features, International Trade.

Module 2: Poverty

Poverty: Definition and Measurement Issues, Poverty: Empirical Issues- Global Trends and India; Multi-dimensional Poverty; Key Drivers of Poverty; Poverty Reduction Policies.

Module 3: Inequality and Development

Inequality and Economic Growth: Inverted-U Hypothesis; Inequality, Income Distribution and Growth: Empirical Evidence- Picketty; Inequality and Redistributive Policies.

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Module 4: Environment, Climate Change and Sustainable Development

Economic Role of the Environment; Market Failure; Sustainable Development: Concept and Measurement; Climate Change: Key Processes and Implications for Development, Mitigation and Adaptation Strategies; Sustainable Development Goals (SDGs): Overview.

Module 5: International Trade and Development

Gains from Trade; Import Substitution Policy, Export Promotion, Trade Liberalization, Globalisation and Development

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Ray, Debraj. *Development Economics*. Oxford University Press, Delhi. 2011.
2. Peet, Richard, and Elaine Hartwick. *Theories of development: Contentions, arguments, alternatives*. Rawat Publications, Jaipur, 2015.
3. Hanley N, J.F. Shogern and Ben White, *Environmental Economics in Theory and Practice,* Macmillan, 1997.
4. Cypher, J. M., & Dietz, J. L. (2008). *The process of economic development*. Routledge.
5. Meier, Gerald M., *Leading Issues in Economic Development*. Oxford University Press New York, 2000.

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संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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22/04/2021

विभाग अध्यक्ष/Head of the Department
अर्थशास्त्र विभाग
Department of Economics
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इटानगर-791112, अरुणाचल प्रदेश, भारत
Itanagar- 791 112, Arunachal Pradesh, India

Generic Elective (GE) Course-3
ECO-G-215: Public Finance

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart knowledge with regard to the various concepts and theories of public finance to the learners.*

Outcome:

1. *The learners will gain knowledge about public goods and merit goods and government intervention.*
2. *The learners will learn about the importance of public expenditure, its effects and about the various theories of public expenditure.*
3. *The learners will also understand about the sources of public revenue and public budget.*
4. *The learners will acquire knowledge about the role of fiscal policy in maintaining economic stability.*

Module I: Introduction

Meaning and Scope of Public Finance; public and private finance; principles of maximum social advantage; public goods and its characteristics, private goods, merit goods; market failure and government intervention.

Module II: Public Expenditure

Meaning and Importance; classification of public expenditure, Wagner's law of increasing State activities; Canons of Public Expenditure; Effects of Public Expenditure on production and distribution of income.

Module III: Public Revenue

Sources of Public revenue: tax and non-tax; goods and services tax (GST); Canons of Taxation; Principles of Taxation: ability to pay and benefit approaches of taxation; proportional, progressive and regressive tax; impact and incidence of Tax; effects of Taxation on production.

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Module IV: Budget and Public Debt

Budget: Revenue and capital budget; incremental and zero-based budget; revenue deficit; fiscal deficit and primary deficit; Public debt: meaning, Sources and effects of public debt, methods of redemption of debt.

Module V: Inflation and Economic Policies

Inflation: meaning, types and causes of inflation; effects of inflation; measures to control inflation: Fiscal policy and its instruments, compensatory fiscal policy, monetary policy and its instruments.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Musgrave, R.A and P.B. Musgrave, *Public Finance in Theory and Practice*, McGraw-Hill Book Company.
2. Buchanan, J.M., *The Public Finances*, Richard D Irwin, Homewood, 1970.
3. Dalton, H., *Principles of Public Finance*, Allied Publishers, New Delhi, 1997.
4. Atkinson, A.B. and J.E. Stiglitz, *Lectures on Public Economics*, Tata McGraw Hill, New York.
5. Choudhry, R.K., *Public Finance and Fiscal Policy*, Kalyani Publishers, New Delhi.
6. Jha, R., *Modern Public Economics*, Routledge, London, 2009.
7. Mishra, B., *Economics of Public Finance*, Macmillan India Limited, New Delhi.
8. Gupta, J.R., *Public Economics in India*, Atlantic Publications, 2007.
9. Rana and Verma, *Macroeconomic Analysis*, Vishal Publication, 2014
10. Dwivedi, D. N., *Macroeconomics*, Tata Mc Graw Hill Pvt. Ltd., (Latest edition)

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Itanagar-791 112, Arunachal Pradesh, India

Generic Elective (GE) Course-4
ECO-G-225: Issues of Indian Economy

Minimum number of lecture hours: 45 hours
Total Credit: 06 (5 theory + 1 tutorial/practice)
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *This course has been designed to impart knowledge about the basic features and issues related to the various sectors of the Indian Economy and also acquaint the learners about the policies and programs for economic and social development.*

Outcome:

1. *The learners will understand about the basic features and problems of Indian economy.*
2. *The learners will also learn about the status of Indian Agriculture and the problems associated with this sector.*
3. *They will acquire knowledge about the status of Indian Industry and its role in the economic development.*
4. *The learners will have a better understanding, of the rationale for introducing economic reforms in India.*

Module I: Basic features of Indian Economy

Nature of Indian Economy, demographic features and age and sex composition of population, Problems of Poverty, Unemployment and Inflation.

Module II: Indian Agriculture

Issues in Agriculture sector in India, land reforms, Green Revolution and agriculture policies of India, Food Security-Public Distribution System, and Diversification of Agriculture- Contract Farming.

Module III: Industry

Industrial Development in India, Industrial Policy of India, Large Scale, small scale and cottage industries, Performance of Public sector enterprises in India, service sector in India.

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Module IV: Economic Reforms

Rationale for Economic Reforms, Macroeconomic Reforms, Impact of Reforms, Fiscal Adjustment and Stabilisation, Impact of reforms in Indian Economy

Module V: WTO and Indian Economy

The Uruguay Round of Negotiations, Globalisation and its impact on Indian Economy, Impact of WTO on Indian Economy, WTO, Subsidies and Agriculture.

Module VI: Report Writing and Presentation

The students should write a report on the topic assigned to them by the Department and make a presentation.

RECOMMENDED READINGS:

1. Misra, S. K. & Puri, V. K. *Indian Economy*, Himalaya Publishing House, Delhi.
2. Dutt, R. & Sundaram, K. P. M. *Indian Economy***,** S. Chand & Co**.** Delhi.
3. Kapila, U.*India Economy since Independence*, Academic Foundation, New Delhi.
4. Banik Nilanjan, *The Indian economy-A Macro-Economic Perspective*, Sage India, 2015.
5. Government of India, *Economic Survey of India* (various years), Ministry of Finance, New Delhi
6. Government of India, *Handbook of Statistics of Indian Economy*, Reserve Bank of India.
7. Sachs, J. D., Varshney, A, & Bajpai, N., *India in the Era of Economic Reforms*, Oxford University Press, New Delhi, 1999.
8. Uma Kapila, *Indian Economy: Performance and Policy*, Academic Foundation, New Delhi, 2015.
9. Drèze, Jean, and Amartya Sen. *An uncertain glory: India and its contradictions*. Princeton University Press, 2013.

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प्रभारी अध्यक्ष/Head of the Department
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Department of Economics
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Additional Credit Paper

Ecotourism

Minimum number of lecture hours: 40 hours
Total Credit: 04
Internal Assessment: 20 marks
End Semester Exam: 80 marks

Objective: *The present course has been introduced to impart some basic knowledge of ecotourism and its significance for the economy and the environment to the learners, as ecotourism is fast emerging as a major segment of tourism industry.*

Outcomes:

1. *The learners will gain knowledge about the concept of ecotourism and its importance for sustainable development and for enhancing the livelihoods of local communities.*
2. *It will also equip them with the knowledge about the role of ecotourism in conservation of biodiversity and environment.*
3. *They will know about the ecotourism potentials of India and North East India, challenges of ecotourism in North East India and tourism policy of India.*

Module I: Introduction

Definitions of ecotourism, Scope of ecotourism, ecotourism and nature-based tourism, ecotourism products, benefits of ecotourism, challenges in developing ecotourism.

Module III: Ecotourism and Economy

Ecotourism and sustainable development, ecotourism and local participation, employment generation, poverty alleviation, reduction in equality, foreign exchange earnings, revenue generation, infrastructure development, ecotourism and education.

Module II: Ecotourism and Biodiversity

Biodiversity and its significance, ecotourism and biodiversity conservation, participation of local communities in ecotourism and conservation, negative impacts of ecotourism on environment, measures to minimise negative impacts of ecotourism.

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Module IV: Ecotourism in India and North East India

Ecotourism potentials of India and North East India, Need for ecotourism development in North East India, Challenges of ecotourism in North East India, Measures to promote ecotourism in North East India; Tourism policy of India.

Recommended Books

Buckley, R., *Ecotourism: Principles and Practices*, Cambridge University Press, Cambridge, UK, 2009.

Bhatt, Harish and B.S. Badan, *Ecotourism*, Crescent Publishing Corporation, New Delhi, 2006.

Rai, Suresh C., *Ecotourism and Biodiversity Conservation*, Nova Science Publishers Inc., New Work., 2012.

Mitra, A. et al. (2003): *Environment and Nature-Based Tourism – An Endeavour at Sustainability*, Kanishka Publishers, New Delhi.

Lama, M., *Ecotourism in North East India*, Anshah Publishing House, New Delhi, 2014.

Ryan, Chris, *Recreational Tourism-Demand and Impacts*, Viva Books Pvt. Ltd., New Delhi, 2006.

Sharma, Shaloo, *Indian Tourism Today-Policies and Programmes*, ABD Publishers, Jaipur, 2019.

Girish, Revathy, *Ecotourism of India*, Dominant Publishers and Distributors, New Delhi, 2016.

Singh, Sarvjeet, *Ecotourism Development Management*, A. K. Publications, New Delhi, 2009.

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RAJIV GANDHI UNIVERSITY

SYLLABUS FOR BACHELOR OF ARTS IN EDUATION PROGRAMME
(CHOICE BASED CREDIT SYSTEM)



RAJIV GANDHI UNIVERSITY
RONO HILLS: DOIMUKH
ITANAGAR
ARUNACHAL PRADESH

05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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B.A (Education) Honours

(Under CBCS)

PREAMBLE

The closing decade of the last millennium witnessed quite a few significant developments in the study of education, including teacher education. The Reports of the Curriculum Development Center in Education set up by University Grants Commission appeared in 1989 and 1990. "The Programme of Action, 1992" based on modified National Policy on Education–1986, attempted to give a concrete shape and practical thrust to the recommendations of the CABE Committee on Policy (July 1991) and the Janardhana Reddy Committee (January, 1992). The National Council of Educational Research and Training (NCERT) released in January 2000 a 'Discussion Document' on "National Curriculum Framework". The debate initiated by this Discussion Document led to a variety of reactions as well as suggestions that resulted in the final document, "National Curriculum Framework for School Education" in November, 2000. The NCERT Framework – 2000 views curriculum as a device to achieve national goals through the medium of educational experiences. While it tried to grapple with various curricular issues, it took stock of instructional time and the Open Learning System that was meant to take education to the learners' doorsteps. Needless to say that translating the recommendations of the NCERT's National Curriculum Framework and attainment of the societal and educational vision that informs it throughout would be impossible without due support from the education system.Our formal education system has been essentially a reactive rather than a proactive one. Instead of visualizing the future and providing for it, Indian education has been content to be a follower of changes in various sectors in India as well as elsewhere. Newer technologies like internet, telematics, World Wide Web, e-mail and now e - commerce are impacting education. Private initiative in higher education is readily willing to embrace what the formal system has so far been skeptical about. The challenges and problems of harnessing India's pluralism for national development also await our attention. 'Unity in diversity' is yet to become a living faith in our society. Our rich social collage should not only strengthen 'Unity in diversity' but also allow a thousand flowers to bloom through socio-emotional unity underlying our social psyche.

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B.A (Education) Honours

(Under CBCS)

Programme Objectives:

After completion of the programme, the learner will be able to:

1. Understand the basic elements of Education and development of education in North East India.
2. Familiarize with the foundations of Education and elements of educational psychology with a view to modify the behavior in desired manner.
3. Enhance the abilities in communicative English/Hindi or Environmental Science
4. Analyze various component of teaching earning process and problems of Indian education.
5. Enhance skills in language education and teaching at elementary level.
6. Acquaint with various approaches and trends of educational technology and understand the development of curriculum as well as tools and techniques of educational measurement and evaluation.
7. Develop strategies for assessment and computational skills in elementary statistics.
8. Analyze challenges and issues in higher education
9. Know the concept, services and techniques of Guidance and Counseling
10. Analyze gender issues and promote gender equality in the domain of education.
11. Develop eco-friendly attitude and strengthen environmental values.
12. Develop desired behavior holistically in all domains of education.

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B.A (Education) Honours

(Under CBCS)

Programme Outcomes:

After completion of the programme, the learner will be able to:

1. Explain the basic elements of Education and development of education in North East India.
2. Elucidate the foundations of Education and elements of educational psychology with a view to modify the behavior in desired manner.
3. Enhance the abilities in communicative English/Hindi or Environmental Science
4. Analyze various component of teaching earning process and problems of Indian education.
5. Enhance skills in language education and teaching at elementary level.
6. Analyze various approaches and trends of educational technology and explain the development of curriculum as well as tools and techniques of educational measurement and evaluation.
7. Develop strategies for assessment and computational skills in elementary statistics.
8. Analyze challenges and issues in higher education
9. Discuss the concept, services and techniques of Guidance and Counseling
10. Analyze gender issues and promote gender equality in the domain of education.
11. Develop eco-friendly attitude and strengthen environmental values.
12. Develop desired behavior holistically in all domains of education.

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PROGRAMME STRUCTURE

B.A (Education) Honours

(Under CBCS)

Semester	Core Course(CC) 14 Papers	Ability Enhancement Compulsory Course(AECC) 2 papers	Skill Enhancement Course(SEC) 2 papers	Elective: Discipline Specific Elective(DSE) 4 Papers	Elective: Generic Elective(GE) 4 Papers	Semester wise Total credits
I	EDU-C-111 (6 Credit) EDU-C-112 (6 Credit)	ENG-A-111 or HIN-A-111 (4 Credit)			EDU G-113 (6 Credit) EDU G-114 (6 Credit)	**22 Credit**
II	EDU-C-121 (6 Credit) EDU-C-122 (6 Credit)	EVS-A-121 (4 Credit)			EDU G-123 (6 Credit) EDU G-124 (6 Credit)	**22 Credit**
III	EDU-C-211 (6 Credit) EDU-C-212 (6 Credit) EDU-C-213 (6 Credit)		EDU-S-214 (4Credit)		EDU G-215 (6 Credit) EDU G-216 (6 Credit)	**28 Credit**
IV	EDU-C- 221 (6 Credit) EDU-C- 222 (6 Credit) EDU-C-223 (6 Credit)		EDU-S-224 (4 Credit)		EDU G-225 (6 Credit) EDU G-226 (6 Credit)	**28 Credit**
V	EDU-C-311 (6 Credit) EDU-C-312 (6 Credit)			EDU-D-313 (6 Credit) EDU-D-314 (6 Credit) EDU-D-315 (6 Credit) EDU-D-316 (6 Credit)		**24 Credit**
VI	EDU-C- 321 (6 Credit) EDU-C- 322 (6 Credit)			EDU-D-323 (6 Credit) EDU-D-324 (6 Credit) EDU-D-325 (6 Credit) EDU-D-326 (6 Credit)		**24 Credit**

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BA(Education Honours) Semester-I

Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-111	Elements of Education	6	5:1:0	20	80	100
EDU-C-112	Development of Education in North East India	6	5:1:0	20	80	100
ENG-A-111/ HIN-A-111	Communicative English/Hindi Shikshan	4	3:1:0	20	80	100
EDU-G-113	Students Opt from other Discipline *Elements of Education* (*For* Other students)	6	5:1:0	20	80	100
EDU-G-114	Students Opt from other Discipline Development of Education in North East India (*For* Other students)	6	5:1:0	20	80	100

BA(Education Honours) Semester-II

Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-121	Foundations of Education	6	5:1:0	20	80	100
EDU-C-122	Educational Psychology	6	5:1:0	20	80	100
EVS-A-121	Environmental Studies	4	3:1:0	20	80	100
EDU-G-123	Students Opt from other Discipline *Foundations of Education* (*For* Other Students)	6	5:1:0	20	80	100
EDU-G-124	Students Opt from other Discipline Educational Psychology (*For* Other Students)	6	5:1:0	20	80	100

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BA(Education Honours) Semester-III						
Course Code	**Course Title**	**Credits**	**L:T:P**	**Internal Marks**	**External Examinations (Theory / Practical)**	**Total**
EDU-C-211	Teaching Learning Process	6	5:1:0	20	80	100
EDU-C-212	Indian Education and its Problem	6	5:1:0	20	80	100
EDU-C-213	Language Education	6	5:1:0	20	80	100
EDU-S-214	Teaching at Elementary Level	4	2:0:2	10	40	50
EDU-G-215	Students Opt from other Discipline *Teaching Learning Process* *(For* Other Students)	6	5:1:0	20	80	100
EDU-G-216	Students Opt from other Discipline Indian Education and its Problem *(For* Other Students)	6	5:1:0	20	80	100
BA(Education Honours) Semester-IV						
Course Code	**Course Title**	**Credits**	**L:T:P**	**Internal Marks**	**External Examinations (Theory / Practical)**	**Total**
EDU-C-221	Educational Technology	6	5:1:0	20	80	100
EDU-C-222	Curriculum Development	6	5:1:0	20	80	100
EDU-C-223	Educational Measurement and Evaluation	6	5:1:0	20	80	100
EDU-S-224	Human Rights	4	2:0:2	10	40	50
EDU-G-225	Students Opt from other Discipline *Educational Technology* *(For* Other Students)	6	5:1:0	20	80	100
EDU-G-226	Students Opt from other Discipline Curriculum Development *(For* Other Students)	6	5:1:0	20	80	100

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BA (Education Honours) Semester-V						
Course Code	**Course Title**	**Credits**	**L:T:P**	**Internal Marks**	**External Examinations (Theory / Practical)**	**Total**
EDU-C-311	Assessment for Learning	6	5:1:0	20	80	100
EDU-C-312	Elementary Statistics in Education	6	5:1:0	20	80	100
EDU-D-313/ EDU/D-314	**(Opt any one from the given paper)** Environmental Education Vocational education	6	5:1:0	20	80	100
EDU-D-315/ EDU-D-316	**(Opt any one from the given paper)** Gender Education Population education	6	5:1:0	20	80	100
BA(Education Honours) Semester-VI						
Course Code	**Course Title**	**Credits**	**L:T:P**	**Internal Marks**	**External Examinations (Theory / Practical)**	**Total**
EDU-C-321	Higher Education	6	5:1:0	20	80	100
EDU-C-322	Guidance and Counseling	6	5:1:0	20	80	100
EDU-D-323/ EDU-D-324	**(Opt any one from the given paper)** Adult and Continuing Education/ Educational Administration and Supervision	6	5:1:0	20	80	100
EDU-D-325/ EDU-D-326	**(Opt any one from the given paper)** Inclusive education Teacher Education	6	5:1:0	20	80	100

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EDUCATION
B.A. Semester – I (Core Course)
Paper Code: EDU-C-111
Title of the Paper: Elements of Education
(Under CBCS)

Learning Objectives:
1. To acquaint the students with the concept and aims of education.
2. To familiarize the students with the educational management.
3. To know the elements of educational psychology.
4. To understand the concept of educational technology and curriculum.
5. To understand the concept of environmental education and sustainable development.

Course Contents

Unit-I: Concept and Aims of education.
- Meaning, Nature and Functions of Education.
- Scope and Aims of Education
- Types of Education: Formal, Non-Formal and Informal Education

Unit-II: Educational Management
- Meaning, Nature and Scope of Management.
- Educational Management-Its Meaning, Objectives and Principles.
- Salient features of educational Institution.

Unit-III: Educational Psychology
- Meaning, Nature and Scope of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Stages of Human Development- Infancy, Childhood, Adolescence and adulthood.

Unit-IV: Concept of Educational Technology.
- Meaning, nature and scope of Educational Technology.
- Approaches of Educational Technology: Hardware, Software and System Approach.
- Limitations of Educational Technology with reference to India.

Unit-V: Conceptual Framework of Curriculum.
- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Bases of Curriculum: Philosophical, Sociological and Psychological.

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Unit-VI: Environmental Education and Sustainable Development

- Concept and Types of Environment
- Meaning, Nature and Aims of Environmental Education
- Concept of Sustainable Development
- Relationship between Sustainable Development and Environmental Education
- Environmental Conservation: Public Awareness and Environmental Ethics

Expected Learning Outcomes:

The learners will be able to:
1. Explain the concept and aims of education.
2. Define the educational management.
3. Illustrate the elements of educational psychology.
4. List out the essential elements of educational technology and curriculum.
5. State the concept of environmental education and sustainable development

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any given topic from the syllabus.
2. Conduct awareness programme on any emerging environmental related issues and submit a report.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – I (Core Course)
Paper Code: EDU-C-112
Title of the Paper: Development of Education in North East India

(Under CBCS)

Learning Objectives:

1. To acquaint students with educational development in India before and after independence.
2. To familiarize the students about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
3. To know the status of elementary education in North-East India.
4. To know the status of secondary education in North-East India.
5. To understand the status of higher education in North-East India.
6. To analyse the current trends of Indian education.

Course Content:

Unit – I: Educational Development in India and North East India

- Educational Development in India before and after independence
- Educational development in North East India before and after Independence
- Educational development in Arunachal Pradesh.

Unit – II: Diversity of North-East India and Demand for Education

- Nature of diversity (regional, language, religion, caste and tribes)
- Demand of Education and diverse nature of society.
- Constitutional provisions for education: constitutional values related to discrimination, rights, duties, special provisions for marginalized groups and concurrent listed program.

Unit – III: Elementary Education in North-East India

- Universalisation of Elementary Education (UEE) and SSA.
- Educational Commissions, Policies and reports with a focus on elementary education (Secondary Education Commission, Kothari Commission and NPE – 2020.

Unit – IV: Secondary Education in North-East India

- Vocationalisation of Education at secondary stage: concept, need & problems.
- RMSA and policies on secondary education
- Problems of secondary education in North-East India.

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- Problems of education among girls and marginalized groups.
- Problems of women teachers at different levels.

Unit-V: Higher Education in North – East India

- Historical Development of Higher Education in North East India
- RUSA and Policies on Higher Education
- Equity, Excellence and Expansion in Higher Education in North East India
- Problems of Higher Education in North East India

Unit – VI: Current Trends of Education in North East India

- Basic features of Samagra Shiksa Abhiyan, RMSA, RUSA (Status of Implementation in North East India)
- RTE Act 2009, National Adult Education Programme (NAEP), National Literacy Mission (NLM), Beti Bacho Beti Padhao (BBBP)

Expected Learning Outcomes:

The learners will be able to:

1. Explain the educational development in India before and after independence.
2. Explore about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
3. Elucidate the status of elementary education in North-East India.
4. Summarise the status of secondary education in North-East India.
5. Reflect on the status of higher education in North-East India.
6. Analyse the current trends of Indian education.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write assignment on any one topic given by the teacher from the syllabus
2. Visit one government schools from the locality and write a report on the problems faced by teachers and students.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying

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15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

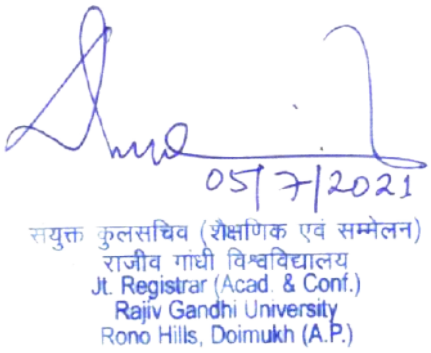
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EDUCATION
B.A. Semester – I (Generic Elective Course)
Paper Code: EDU-G-113
Title of the Paper: Elements of Education
(Under CBCS)

Learning Objectives:
1. To acquaint the students with the concept and aims of education.
2. To familiarize the students with the educational management.
3. To know the elements of educational psychology.
4. To understand the concept of educational technology and curriculum.
5. To understand the concept of environmental education and sustainable development.

Course Contents

Unit-I: Concept and Aims of education.
- Meaning, Nature and Functions of Education.
- Scope and Aims of Education
- Types of Education: Formal, Non-Formal and Informal Education

Unit-II: Educational Management
- Meaning, Nature and Scope of Management.
- Educational Management-Its Meaning, Objectives and Principles.
- Salient features of educational Institution.

Unit-III: Educational Psychology
- Meaning, Nature and Scope of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Stages of Human Development- Infancy, Childhood, Adolescence and adulthood.

Unit-IV: Concept of Educational Technology.
- Meaning, nature and scope of Educational Technology.
- Approaches of Educational Technology: Hardware, Software and System Approach.
- Limitations of Educational Technology with reference to India.

Unit-V: Conceptual Framework of Curriculum.
- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Bases of Curriculum: Philosophical, Sociological and Psychological.

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Unit-VI: Environmental Education and Sustainable Development

- Concept and Types of Environment
- Meaning, Nature and Aims of Environmental Education
- Concept of Sustainable Development
- Relationship between Sustainable Development and Environmental Education
- Environmental Conservation: Public Awareness and Environmental Ethics

Expected Learning Outcomes:

The learners will be able to:
1. Explain the concept and aims of education.
2. Define the educational management.
3. Illustrate the elements of educational psychology.
4. List out the essential elements of educational technology and curriculum.
5. State the concept of environmental education and sustainable development

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any given topic from the syllabus.
2. Conduct awareness programme on any emerging environmental related issues and submit a report.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – I (Generic Elective Course)
Paper Code: EDU-G-114
Title of the Paper: Development of Education in North East India

(Under CBCS)

Learning Objectives:

7. To acquaint students with educational development in India before and after independence.
8. To familiarize the students about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
9. To know the status of elementary education in North-East India.
10. To know the status of secondary education in North-East India.
11. To understand the status of higher education in North-East India.
12. To analyse the current trends of Indian education.

Course Content:

Unit – I: Educational Development in India and North East India

- Educational Development in India before and after independence
- Educational development in North East India before and after Independence
- Educational development in Arunachal Pradesh.

Unit – II: Diversity of North-East India and Demand for Education

- Nature of diversity (regional, language, religion, caste and tribes)
- Demand of Education and diverse nature of society.
- Constitutional provisions for education: constitutional values related to discrimination, rights, duties, special provisions for marginalized groups and concurrent listed program.

Unit – III: Elementary Education in North-East India

- Universalisation of Elementary Education (UEE) and SSA.
- Educational Commissions, Policies and reports with a focus on elementary education (Secondary Education Commission, Kothari Commission and NPE – 2020.

Unit – IV: Secondary Education in North-East India

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- Vocationalisation of Education at secondary stage: concept, need & problems.
- RMSA and policies on secondary education
- Problems of secondary education in North-East India.
- Problems of education among girls and marginalized groups.
- Problems of women teachers at different levels.

Unit-V: Higher Education in North – East India

- Historical Development of Higher Education in North East India
- RUSA and Policies on Higher Education
- Equity, Excellence and Expansion in Higher Education in North East India
- Problems of Higher Education in North East India

Unit – VI: Current Trends of Education in North East India

- Basic features of Samagra Shiksa Abhiyan, RMSA, RUSA (Status of Implementation in North East India)
- RTE Act 2009, National Adult Education Programme (NAEP), National Literacy Mission (NLM), Beti Bacho Beti Padhao (BBBP)

Expected Learning Outcomes:

The learners will be able to:

7. Explain the educational development in India before and after independence.
8. Explore about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
9. Elucidate the status of elementary education in North-East India.
10. Summarise the status of secondary education in North-East India.
11. Reflect on the status of higher education in North-East India.
12. Analyse the current trends of Indian education.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write assignment on any one topic given by the teacher from the syllabus
2. Visit one government schools from the locality and write a report on the problems faced by teachers and students.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination.

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Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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EDUCATION
B.A. Semester – II (Core Course)
Paper Code: EDU-C-121
Title of the Paper: Foundations of Education
(Under CBCS)

Learning Objectives*:*

1. To make students understand the philosophical foundations of education.
2. To make the students know about the philosophical thoughts of western and Indian thinkers.
3. To acquaint the students with the concept of education, social change and modernization.
4. To make the students analyze the contemporary sociological issues in education and the relation between education and society.
5. To acquaint the students with the concept of learning.

Course content

Unit –I: **Philosophical Foundations of Education**

- Meaning and nature of Philosophy
- Concept, nature and scope of Educational Philosophy,
- Relationship between Education and Philosophy.
- Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, and their impact on educational thoughts and practice.

Unit –II: **Philosophical thoughts of Western and Indian Thinkers**

- M. K. Gandhi
- Vivekananda
- John Dewey
- J.J. Rousseau

  With special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

Unit –III: **Education**, **Social Change and Modernization**

- Concept of Social change.
- Factors responsible for Social and Cultural change.
- Education as an instrument of Social change.
- Modernization : concept, characteristics and role of Education

Unit –IV: **Education and Society**

- Social stratification and Education.
- Social mobility and Education.
- Socialization: Concept and Process
- Agents of Socialization.

Unit -V: **Contemporary Sociological Issues and Education**

- Value Education

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- Education for National Integration
- Equalisation of Educational Opportunity
- Women empowerment and Education

Unit VI: Concept of Learning.

- Meaning and Laws of Learning.
- Factors affecting Learning
- Concept and types of Transfer of learning.
- Meaning and Role of Motivation in Learning

Expected Learning Outcomes:

The learners will be able to:

1. Define the concept of philosophy and Educational Philosophy.
2. Explain the relationship between Philosophy and Education
3. Compare and Contrast the educational implications of Western and Indian Schools of Philosophy
4. Analyse the contributions of Western and Indian Philosophers to modern theory and practice of Education.
5. Define the meaning and identify the factors responsible for social and cultural Change.
6. Describe the role of Education in Modernization and Culture
7. Assimilate the diverse Sociological issues and their remedies.
8. State the meaning and laws of Learning.
9. Examine critically educational implications of Motivation and Transfer of Learning.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks.

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Jt. Registrar (Acad. & Conf.)
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Rono Hills, Doimukh (A.P.)

Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

5. 10-20% of the course to be based on online teaching.
6. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Anand.C.L. et.al. (1983), The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
2. Aggarwal.J.C (2000), Land Marks in the History of Modern Indian Education, Vikas Publishimg House, New Delhi
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6. Hurlock. E.B (1980) , Developmental Psychology, Mc Graw Hills Co., New York.
7. Mangal S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi
8. Nayak.B.K. (2014), Education in the Emerging Indian Society, Axis Publications, New Delhi
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11. Taneja. V.R (2000), Educational Thought and Practice, Sterling Publishers, New Delhi
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EDUCATION
B.A. Semester – II (Core Course)
Paper Code: EDU-C-122
Title of the Paper: Educational Psychology

Learning Objectives:

1. To understand the concept, nature, scope and methods of educational psychology
2. To analyze various theories and types of learning and determinants of personality.
3. To understand the developmental processes.
4. To know the concept and theories of intelligence.
5. To follow appropriate steps for maintaining good mental health.
6. To reflect on individual differences.

Course Contents:

Unit– I: Concept of Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Methods of studying Human Behavior: Introspection, Observation and Case Study (Meaning, Types, Steps, advantages and disadvantages)

Unit – II: Learning and Personality

- Meaning and Types of Learning
- Theories of Learning: Trial and Error, Classical conditioning, Operant conditioning and Insightful learning.
- Meaning, Characteristics and Determinants of Personality

Unit III: Developmental Processes

- Piaget's cognitive development
- Kohlberg's stages of moral development
- Erikson's theory of Psychosocial development
- Freud's psychosexual development

Unit – IV: Intelligence

- Concept of Intelligence
- Theories of Intelligence- Two Factor Theory, Multi Factors Theory and Guildford's Structure of Intelligence (New Structure)
- Measurement of Intelligence
- Types of Intelligence Test
- Uses of Intelligence Tests

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Unit – V: Mental Health

- Concept and Significance of Mental Health
- Wholesome and Abnormal Personality
- Concept and Process of Adjustment
- Causes of Maladjustment
- Adjustment Mechanism

Unit – VI: Individual Difference

- Meaning, Types, and Determinant of Individual Differences
- Individual differences: Aptitude and Creativity.
- Characteristics of Gifted and Slow learner, Physically, Mentally and Socially Challenged Children.

Learning Outcomes:

The learners will be able to:

1. Explain the concept, nature, scope and methods of educational psychology
2. Analyze various theories and types of learning and determinants.
3. Identify the various developmental processes among learners.
4. Define the meaning of Intelligence and analyze theories of intelligence.
5. Follow appropriate steps for maintaining good mental health.
6. Reflect on individual differences with respect to creativity and aptitude.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three

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hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References

1. Bhatia, H.R. (1968). Elements of Education Psychology, Calcutta.
2. Bhatnagar, S. (1976). Educational Psycholgy, Meerut Dayal Book Depot.
3. Chaube, S.P. (1903). Educational Psychology, Aggarwal Pvt. Ltd. Agra.
4. Chaube, S.S. (1999). Advanced Educational Psychology, Vikas Publication, New Delhi.
5. Crow & Crow. (1964). Education Psychology, Eurasia Publishing House, New Delhi.
6. Dahs, B.N. (1988). Educational Psychology, Deep & Deep Publishers, New Delhi, 1988.
7. Dutta, N.K. (1989). Psychological Foundation of Education, Doaba House, New Delhi.
8. Jayaswal, S.R. (1987). Foundations of Educational Psychology, Sterling Pub. House, New Delhi.
9. Kundu, C.L. & Tutoo, R.N. (1988). Educational Psychology, Sterling Publishers, New Delhi.
10. Mathur, S.S. (1981). Educational Psychology, Vinod Pustak Mandi, Agra.
11. Mangal, S.K. (1980). Educational Psychology, Sterling Publishers.
12. Sharma, R.N. (1966). Educational Psychology, Meerut.
13. Skinner, C.E. (1964). Educational Psychology, Prentice Hall of India.
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EDUCATION
B.A. Semester – II (Generic Elective Course)
Paper Code: EDU-G-123
Title of the Paper: Foundations of Education
(Under CBCS)

Learning Objectives:

1. To make students understand the philosophical foundations of education.
2. To make the students know about the philosophical thoughts of western and Indian thinkers.
3. To acquaint the students with the concept of education, social change and modernization.
4. To make the students analyze the contemporary sociological issues in education and the relation between education and society.
5. To acquaint the students with the concept of learning.

Course content

Unit –I: **Philosophical Foundations of Education**

- Meaning and nature of Philosophy
- Concept, nature and scope of Educational Philosophy,
- Relationship between Education and Philosophy.
- Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, and their impact on educational thoughts and practice.

Unit –II: **Philosophical thoughts of Western and Indian Thinkers**

- M. K. Gandhi
- Vivekananda
- John Dewey
- J.J. Rousseau

With special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

Unit –III: **Education, Social Change and Modernization**

- Concept of Social change.
- Factors responsible for Social and Cultural change.
- Education as an instrument of Social change.
- Modernization : concept, characteristics and role of Education

Unit –IV: **Education and Society**

- Social stratification and Education.
- Social mobility and Education.
- Socialization: Concept and Process
- Agents of Socialization.

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Unit -V: **Contemporary Sociological Issues and Education**

- Value Education
- Education for National Integration
- Equalisation of Educational Opportunity
- Women empowerment and Education

Unit VI: Concept of Learning.

- Meaning and Laws of Learning.
- Factors affecting Learning
- Concept and types of Transfer of learning.
- Meaning and Role of Motivation in Learning

Expected Learning Outcomes:

The learners will be able to:

1. Define the concept of philosophy and Educational Philosophy.
2. Explain the relationship between Philosophy and Education
3. Compare and Contrast the educational implications of Western and Indian Schools of Philosophy
4. Analyse the contributions of Western and Indian Philosophers to modern theory and practice of Education.
5. Define the meaning and identify the factors responsible for social and cultural Change.
6. Describe the role of Education in Modernization and Culture
7. Assimilate the diverse Sociological issues and their remedies.
8. State the meaning and laws of Learning.
9. Examine critically educational implications of Motivation and Transfer of Learning.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to

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attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

7. 10-20% of the course to be based on online teaching.
8. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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2. Aggarwal.J.C (2000), Land Marks in the History of Modern Indian Education, Vikas Publishimg House, New Delhi
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EDUCATION
B.A. Semester – II (Generic Elective Course)
Paper Code: EDU-G-124
Title of the Paper: Educational Psychology
(Under CBCS)

Learning Objectives:

7. To understand the concept, nature, scope and methods of educational psychology
8. To analyze various theories and types of learning and determinants of personality.
9. To understand the developmental processes.
10. To know the concept and theories of intelligence.
11. To follow appropriate steps for maintaining good mental health.
12. To reflect on individual differences.

Course Contents:

Unit– I: Concept of Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Methods of studying Human Behavior: Introspection, Observation and Case Study (Meaning, Types, Steps, advantages and disadvantages)

Unit – II: Learning and Personality

- Meaning and Types of Learning
- Theories of Learning: Trial and Error, Classical conditioning, Operant conditioning and Insightful learning.
- Meaning, Characteristics and Determinants of Personality

Unit III: Developmental Processes

- Piaget's cognitive development
- Kohlberg's stages of moral development
- Erikson's theory of Psychosocial development
- Freud's psychosexual development

Unit – IV: Intelligence

- Concept of Intelligence
- Theories of Intelligence- Two Factor Theory, Multi Factors Theory and Guildford's Structure of Intelligence (New Structure)
- Measurement of Intelligence
- Types of Intelligence Test
- Uses of Intelligence Tests

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Unit – V: Mental Health

- Concept and Significance of Mental Health
- Wholesome and Abnormal Personality
- Concept and Process of Adjustment
- Causes of Maladjustment
- Adjustment Mechanism

Unit – VI: Individual Difference

- Meaning, Types, and Determinant of Individual Differences
- Individual differences: Aptitude and Creativity.
- Characteristics of Gifted and Slow learner, Physically, Mentally and Socially Challenged Children.

Learning Outcomes:

The learners will be able to:

7. Explain the concept, nature, scope and methods of educational psychology
8. Analyze various theories and types of learning and determinants.
9. Identify the various developmental processes among learners.
10. Define the meaning of Intelligence and analyze theories of intelligence.
11. Follow appropriate steps for maintaining good mental health.
12. Reflect on individual differences with respect to creativity and aptitude.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

9. 10-20% of the course to be based on online teaching.
10. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – III (Core Course)
Paper Code: EDU-C-211
Title of the Paper: Teaching Learning Process

Objectives:

13. To understand the concept, functions and scope of teaching learning process.
14. To analyze maxims, levels, phases, variables and operations of teaching.
15. To apply suitable method in teaching learning process.
16. To follow relevant approach of teaching.
17. To use proper teaching aid during teaching learning process.
18. To understand the principles of classroom management.

Course Content

Unit– I: Introduction to Teaching-Learning Process

- Concept of Teaching-Learning Process
- Functions of Teaching-Learning Process
- Scope of teaching learning process
- Teaching Learning as a Three Way Communication Process

Unit– II: Teaching-Learning Process

- Maxims of teaching
- Levels of teaching –learning
- Phases of teaching
- Variables of teaching
- Operations of teaching

Unit –III: Methods of Teaching

- Concept and Features of Method of Teaching
- Inductive and Deductive method
- Analytic and Synthetic method
- Project Method
- Play Way Method
- Demonstration

Unit – IV: Approaches of Teaching

- Concept and Features of Approach of Teaching
- Difference between method and approach
- Bloom's Mastery Learning Approach
- Revised Blooms' Taxonomy

Unit – V: Teaching Aids

- Meaning and Significance of Teaching Aids
- Characteristics of good Teaching Aids

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- Types of Teaching Aids
- Improvised Teaching Aids

Unit – VI: Classroom Management

- Concept of Classroom Management
- Principles of Classroom Management
- Factors affecting Classroom Management: Teachers, Students and Others
- Effectiveness and Productivity of Teacher in Classroom Management

Learning Outcomes:

The learner will be able to**:**

1. To define and explain the functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To select and follow relevant approach of teaching.
5. To use proper teaching aid during teaching learning process.
6. To understand the principles of classroom management.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of teaching aids

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bloom, B.S. (1971, ed.): Handbook of formative and summative Evaluation, McGraw Hill.
2. Chauhan, S.S.A. (1978): Text book of Programmed Instruction, New Delhi, Sterling.
3. Chauhan, S.S. (1978): Innovations in Teaching Learning Process, New Delhi, Vikas Pub.
4. Decoo (1980, ed.): Educational Technology, New Delhi, Holt, Ri Chart.
5. Kochar, S.K. (1986): Methods and Techniques of Teaching, New Delhi, Sterling.
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EDUCATION
B.A. Semester – III (Core Course)
Paper Code: EDU-C-212
Title of the Paper: Indian Education and Its Problems
(Under CBCS)

Learning Objectives:

- To make students understand the education in ancient and medieval India.
- To analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- To understand the relation between education and national development.
- To analyse the problems of Indian Education.

Course Content:

Unit-I: Education in Ancient and Medieval India:

- Ancient Education System: Vedic System of Education,
- Buddhist System of Education.
- Medieval Education System: Islamic System of Education.

Unit-II: Committees and Commissions' Before Independence: (Objectives, Recommendations and implications)

- Macaulay's Minute Report(1835)
- The Wood's Despatch (1854)
- Hunter Commission (1882)
- Saddler Commission (1917)

Unit-III : Committees and Commissions after Independence(Objectives, Recommendations and Implications)

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- Programme of Action (1992)
- NCFSE(2005)

Unit-IV : Recent Trends in School Education:

- Basic features of SSA, RMSA, Samagra Shiksha Abhiyan
- Right to Education Act-2009

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- Features and Structures of National Education Policy (2020) on ECCE and School Education.

Unit-V: Education and National Development:

- Provisions of Education in Indian Constitution.
- Role of Education in National Development
- Educational Development in Arunachal Pradesh.
- Functions and responsibilities of SCERTs & DIETs.

Unit-VI: Problems of Indian Education:

- Problems Education at Foundation Stage
- Problems of Education at Preparatory Stage
- Problems of Secondary Education
- Problems of Higher Education

Expected Learning Outcomes:

The learners will be able to**:**

- Distinguish the status of education between ancient and medieval India.
- Analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- Explain the relation between education and national development.
- Discuss the problems of Indian Education.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of trend analysis report on Indian education

Evaluation Scheme:

Internal Assessment : 20 marks
External Examination : 80 marks
Duration : 03 hours
Pass Marks : 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three

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Note:

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EDUCATION
B.A. Semester – III (Core Course)
Paper Code: EDU-C-213
Title of the Paper: Language Education

Learning Objectives:

1. To know the concept and features of language.
2. To understand the functions of language.
3. To analyze the role of language teacher and theories on language development.
4. To analyze language development with social interaction, culture and brain.
5. To develop language learning skills with regard to listening, speaking, reading and writing along with study skills, reference skills and presentation skills.
6. To know the concept and types of language based learning disabilities

Course content

Unit- I: Introduction to Language

- Concept and features of Language
- Functions of language
- Place of language in curriculum
- Role of language teacher

Unit- II: Theories on Language Development

- Chomsky's theory on language development
- Piaget's theory on language development
- Vygotsky's theory on language development

Unit- III: Language Acquisition and Learning

- Language Diversity and multilingualism
- Language and Society
- Language and Culture
- Language and Brain

Unit- IV: Language Learning Skills (LSRW)

- Listening skill- Process, types and Strategies
- Speaking Skill- Process and activities
- Reading skill- Process, types, methods and Strategies
- Writing skill- Process, types and Strategies

Unit- V : Language learning: Supplementary Skills

- Study skills and Reference skills
- Presentation skills and Social skills
- Language learning through Constructivist Approach
- Language learning through ICT

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Unit- VI Language Based Learning Disabilities

- Concept and Characteristics Language Based Learning Disabilities
- Types: Broca's Aphasia, Wernike's Aphasia, Conduction Aphasia and Global Aphasia
- Intervention for Language Based Learning Difficulties

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept and features of language.
2. Illustrate the functions of language.
3. Analyze the role of language teacher and theories on language development.
4. Correlate language with social interaction, culture and brain.
5. Develop language learning skills with regard to listening, speaking, reading and writing.
6. Enhance study skills, reference skills and presentation skills.
7. Define and list out the various language based learning disabilities

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on given topic
2. Practices for language learning skills

Evaluation Scheme:

Internal Assessment : 20 marks
External Examination : 80 marks
Duration : 03 hours
Pass Marks : 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.

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References:

1. Agnihotri, R. K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn & P. Piuddemann (Eds.). Multilingual Education for South Africa (pp 3-7), Heinemann Education Books.
2. Bond, L. G. et al. (1980). Reading Difficulties – Their Diagnosis and Correction, New York: Appleton-Century Crafts.
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EDUCATION
B.A. Semester – III (Skill Enhancement Course)
Paper Code: EDU-S-214
Title of the Paper: Teaching at Elementary Level

(Under CBCS)

Learning Objectives:

1. To make the students know about concept of teaching and teaching skills.
2. To acquaint the students with the various methods of teaching, teaching aids and techniques for managing the classroom.
3. To allow the students participate in any one activity from unit 3 (Practicum).
4. To allow the students participate in any other one activity from unit 4 (Practicum).

Part-I Theory (2 Credit)

Unit	Title/Content	Lectures
1	**Concept of Teaching and Teaching Skills** - Concept and Functionsof Teaching-Learning Process - Levels and Phases of Teaching-Learning -Teaching Skills and its Importance -Micro Teaching	1Hour/week
2	**Methods of Teaching, Teaching Aids &Classroom Management** - Concept of Lesson Plan and preparation Method of Teaching: Inductive and Deductive, Play Way Method, Demonstration - Meaning and Significance of Teaching Aids - Types of Teaching Aids, Improvised Teaching Aids - Concept, Principles and Factors affectingClassroom Management	1Hour/week

Part-II Practicum (2 Credit): Do any two activities from each group

3	1. Analysis of Teaching Behavior of School Teachers in a Subject (10 periods) using Ned A. Flanders Techniques 2. Prepare an Improvised Teaching aid for delivering content and present it in the class. 3. Presentation of Micro Teaching skills in the college by dividing students in different groups after identifying four teaching skills.	2 hours/week
4	1. Prepare 5 Model Lesson Plans on any school subjects and deliver the any one Lesson Plan in schools. (The concerned college authority should arrange the school for teaching). 2. Perform 5 classroom observations, write a report. 3. Visit virtually and write a report on DIET/NCTE/SCERT/RIE in Teacher Education	2 hours/week

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Learning Outcomes:

The learner will be able to:

1. Explain functions, levels and phases of teaching - learning process.
2. Apply appropriate methods, suitable teaching aids and necessary techniques in teaching- learning process and for managing the classroom effectively.
3. Enhance skills in analyzing teaching behavior using FIACS, in preparing teaching aids and in presenting Micro-Teaching skills.
4. Enhance skills in preparing Model Lesson Plans, in performing classroom observation and writing reports, and in visiting virtually as well as writing reports on DIET/NCTE/NCERT/SCERT in Teacher Education.

Mode of Transaction: Lecture cum Discussion, Activity and Practicum

Evaluation Scheme:

Internal Assessment (Students attendance and participation in activities related to the concerned paper)	: 10 marks (For two Activities)
Activity and report writing (External)	: 30 marks (For Two activities) (15x2=30)
Viva Voce (External)	: 10 Marks(For Two activities)
Pass Marks	: 45%

References:

1. Bloom, B.S. (1971, ed.) : Handbook of formative and summative Evaluation, McGraw Hill.
2. Chauhan, S.S.A. (1978) : Text book of Programmed Instruction, New Delhi, Sterling.
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11. Pandey, K.P. : A First Course in Instructional Technology, AmitashPrakashan, Delhi-24.

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EDUCATION
B.A. Semester – III (Generic Elective)
Paper Code: EDU-G-215
Title of the Paper: Teaching Learning Process

Objectives:

1. To understand the concept, functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To follow relevant approach of teaching.
5. To use proper teaching aid during teaching learning process.
6. To understand the principles of classroom management.

Course Content

Unit– I: Introduction to Teaching-Learning Process

- Concept of Teaching-Learning Process
- Functions of Teaching-Learning Process
- Scope of teaching learning process
- Teaching Learning as a Three Way Communication Process

Unit– II: Teaching-Learning Process

- Maxims of teaching
- Levels of teaching –learning
- Phases of teaching
- Variables of teaching
- Operations of teaching

Unit –III: Methods of Teaching

- Concept and Features of Method of Teaching
- Inductive and Deductive method
- Analytic and Synthetic method
- Project Method
- Play Way Method
- Demonstration

Unit – IV: Approaches of Teaching

- Concept and Features of Approach of Teaching
- Difference between method and approach
- Bloom's Mastery Learning Approach
- Revised Blooms' Taxonomy

Unit – V: Teaching Aids

- Meaning and Significance of Teaching Aids
- Characteristics of good Teaching Aids

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- Types of Teaching Aids
- Improvised Teaching Aids

Unit – VI: Classroom Management

- Concept of Classroom Management
- Principles of Classroom Management
- Factors affecting Classroom Management: Teachers, Students and Others
- Effectiveness and Productivity of Teacher in Classroom Management

Learning Outcomes:

The learner will be able to**:**

1. To define and explain the functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To select and follow relevant approach of teaching.
5. To use proper teaching aid during teaching learning process.
6. To understand the principles of classroom management.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of teaching aids

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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EDUCATION
B.A. Semester – III (Generic Elective)
Paper Code: EDU-G-216
Title of the Paper: Indian Education and Its Problems
(Under CBCS)

Learning Objectives:

- To make students understand the education in ancient and medieval India.
- To analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- To understand the relation between education and national development.
- To analyse the problems of Indian Education.

Course Content:

Unit-I: Education in Ancient and Medieval India:

- Ancient Education System: Vedic System of Education,
- Buddhist System of Education.
- Medieval Education System: Islamic System of Education.

Unit-II: Committees and Commissions' Before Independence: (Objectives, Recommendations and implications)

- Macaulay's Minute Report(1835)
- The Wood's Despatch (1854)
- Hunter Commission (1882)
- Saddler Commission (1917)

Unit-III : Committees and Commissions after Independence(Objectives, Recommendations and Implications)

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- Programme of Action (1992)
- NCFSE(2005)

Unit-IV : Recent Trends in School Education:

- Basic features of SSA, RMSA, Samagra Shiksha Abhiyan
- Right to Education Act-2009

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- Features and Structures of National Education Policy (2020) on ECCE and School Education.

Unit-V: Education and National Development:

- Provisions of Education in Indian Constitution.
- Role of Education in National Development
- Educational Development in Arunachal Pradesh.
- Functions and responsibilities of SCERTs & DIETs.

Unit-VI: Problems of Indian Education:

- Problems Education at Foundation Stage
- Problems of Education at Preparatory Stage
- Problems of Secondary Education
- Problems of Higher Education

Expected Learning Outcomes:

The learners will be able to**:**

- Distinguish the status of education between ancient and medieval India.
- Analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- Explain the relation between education and national development.
- Discuss the problems of Indian Education.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of trend analysis report on Indian education

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three

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hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

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4. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – IV (Core Course)
Paper Code: EDU-C-221
Title of the Paper: Educational Technology
(Under CBCS)

Learning Objectives:

1. To enable the students understand the concept of educational technology.
2. To make the students to understand the classroom communication and instructional technology.
3. To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).
4. To familiarize the students with various teaching models.
5. To enable the students know about priorities of research in Educational Technology.
6. To enable the students apply new innovations in Educational Technology.

Course Content

Unit-I : Introduction to Educational Technology

- Meaning, Nature and Scope of Educational Technology.
- Objectives of Educational Technology
- Approaches of Educational Technology- Hardware, Software and System Approach

Unit-II : Classroom Communication and Instructional Technology.

- Classroom Communication: Concept, Process, Types and Barriers of Communication.
- Class-room Interaction: FIACS (Flander's Interaction Category System)
- Programmed Learning: Concept and Principles.
- Steps in the development of a Programme Instructional Material.

Unit-III : Modification of Teaching Behaviour

- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Principles and Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST)- Meaning and Procedure.

Unit-IV : Teaching Models.

- Concept and Importance of models of teaching
- Assumptions, Sources and Elements of Models of teaching.
- Bruner's Concept of Attainment model and its importance
- Glasser Models of Teaching

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Unit-V : Research in Educational Technology.

- Concept and need of research.
- Process of Research
- Priorities of research in educational technology
- Relevance and feasibility of researches in educational technology.

Unit-VI: Innovations in Educational Technology

- Team teaching, Computer Assisted Instruction: Their Meaning and features
- Personalized System of Instruction
- ICT and Education
- Distance and Open Education

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept, nature, scope, objectives and approaches of Educational Technology.
2. Elucidate concept, process, types and barriers of communication.
3. Analyze the classroom interaction process using FIACS and steps for developing instructional materials under programmed learning.
4. State the meaning, principles and steps of Micro-Teaching and list out various teaching skills.
5. Describe the procedure Simulated and Social Skill Training (SSST).
6. Categorize models of teaching.
7. Reflect on feasibility of researches and innovative practices in the field of Educational Technology.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Prepare a report on school visit having smart class room.
2. Preparation of instructional materials by selecting a unit from school curriculum content.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks.

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Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

11. 10-20% of the course to be based on online teaching.
12. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – IV (Core Course)
Paper Code: EDU-C-222
Title of the Paper: Curriculum Development
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the basic concepts, principles and foundations of Curriculum.
2. To familiarize the students with the process of curriculum development.
3. To enable the students understand the curriculum framework and policies.
4. To enable the students know the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. To acquaint students with the curriculum planning and its implementation.
6. To acquaint the students understand Curriculum Evaluation.

Course content

Unit –I : Introduction to Curriculum

- Meaning, Nature and Scope of Curriculum.
- Principles of Curriculum Construction.
- Bases of Curriculum: Philosophical, Psychological and Sociological.

Unit – II : Curriculum Development and Its Process.

- Concept of curriculum Development.
- Process of Curriculum Development
- Assessment of Educational needs
- Formulation of objectives.
- Selection of content and learning experiences.
- Organisation of content and learning experiences.
- Evaluation.

Unit –III : Curriculum Framework and Policies.

- Features of National Curriculum Framework (2005).
- National Curriculum Framework for Teacher Education (2009)
- Core Curriculum

Unit – IV : Holistic Education and Curriculum

- Meaning, Strategies of Curriculum Transaction with special reference to Constructivist Approach.
- Role of ICT in Curriculum Transaction.

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- Cognitive Educational Objectives and their classification.

Unit V : Curriculum Planning and Implementation

- Meaning and Nature of Curriculum Planning
- Curriculum Planning at different Levels: National, State and Local.
- Types of Curriculum: Subject Centred, Learner Centred and Experience Centred.
- Role of NCERT, SCERT, in Curriculum Implementation.

Unit - VI : Curriculum Evaluation

- Meaning and Nature of Curriculum Evaluation.
- Tools and Techniques of Curriculum Evaluation.
- Textbook Analysis in Curriculum.
- Current Schemes of Curriculum Evaluation at School Level: CBCS

Expected Learning Outcomes:

The learners will be able to:

1. Explain the basic concepts, principles and foundations of Curriculum.
2. Analyze the process of curriculum development.
3. Elucidate the curriculum framework and policies.
4. Describe the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. Explain the concept of curriculum planning and its implementation.
6. Define Curriculum Evaluation.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on a given topic
2. Practices for language proficiency

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to

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attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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EDUCATION
B.A. Semester – IV (Core Course)
Paper Code: EDU-C-223
Title of the Paper: Educational Measurement and Evaluation

Learning Objectives

1. To enable the learners understand the concept of measurement, evaluation and assessment.
2. To acquaint the learners about tools and techniques of evaluation and assessment.
3. To familiarize the students with instructional objectives in educational evaluation and assessment.
4. To enable the students understand characteristics of good test.
5. To enable the students know the process of construction and standardization of achievement test.
6. To enable the students analyze the new trends of evaluation and assessment.

Contents:

Unit– I: Concept of Measurement, Evaluation and Assessment

- Meaning of Measurement , Evaluation and Assessment
- Types of Measurement and Assessment
- Concept and nature of Educational Measurement and Evaluation
- Difference between Educational Measurement and Evaluation
- Functions of Measurement and Evaluation in Teaching Learning Process
- Scales of Measurement and their Uses

Unit – II: Tools and Techniques of Evaluation and Assessment

- Types of Evaluation: Placement, Formative, Diagnostic and Summative Evaluation,
- Maximum performance VS Typical Performances
- Techniques: Testing Technique –Tests(Personality Test and Intelligence Test)
- Non-Testing Technique: Observation, Interview and Questionnaire

Unit – III: Instructional Objectives in Educational Evaluation and Assessment

- Concept and Nature of Instructional Objectives
- General objectives and Specific Objectives
- Formulation of Instructional Objectives in Behavioral Terms
- Outcome Based Learning

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Unit-IV: Characteristics of a Good Test

-Validity: Concept, types and factors

- Reliability: Concept, nature, methods and factors affecting Reliability co-efficient

-Objectivity: Meaning and determinants for Objectivity

- Usability/Practicability: Objectives and Conditions

Unit-V: Achievement Test Construction and Standardization

- Achievement Test: Meaning and Types
- Difference between Teacher- made Test and Standardized Test
- Steps of Construction of an Achievement Test
- Preparation of Blue-Print

Unit-VI: New Trends of Evaluation & Assessment

-Grading System

-Credit System

-Semester System

- Continuous External and Internal Evaluation

- Portfolios and Rubrics

Learning Outcomes:

The learner will be able to

1. Define measurement, evaluation and assessment
2. List out various forms of measurement and assessment.
3. Differentiate among measurement assessment and evaluation.
4. Explain various functions of measurement and evaluation
5. Use Suitable Scales of Measurement at the time of data analysis.
6. Construct and develop tools like Questionnaire, Achievement Test Observation Schedule and Interview Schedule

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Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1) Preparation of an Achievement Test on any subject of School Curriculum
2) Construct and develop of a questionnaire on any topic.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – IV (Skill Enhancement Course)
Paper Code: EDU-S-224
Title of the Paper: Human Rights

(Under CBCS)

Learning Objectives:

1. To make students understand the concept of human rights.
2. To familiarize students with the rights of the children.
3. To allow the students participate in any one activity from unit 3 (Practicum)
4. To allow the students participate in any other one activity from unit 4 (Practicum).

Course contents

Unit– I: Introduction to Human Rights

- Concept and Significance of Human Rights
- Evolution of Human Rights
- Rights and Duties

Unit – II: Human Rights in Indian Context

- The Indian Constitution and Human Rights
- Discharge of Human Rights in India
- Agencies of Human Rights in India
- Human Rights Violation by State Agencies

Unit- III Practicum

Any one activity of the following

1. Visiting Police station and district court and enquire about various cases related with human rights violation
2. Visiting Women rights commission office and recording hearing of any one case
3. Performing a street play to aware people about human rights
4. Performing 4 hours traffic guiding duty with state department personals

Unit- IV Practicum

Any one activity from the following

1. Preparing a report on cases related with domestic violence in your colony/ community
2. Organising community awareness programme on Polygamy / Polyandry
3. Organising Community awareness programme on Drugs abuse/ Beti Bachao Beti Padhao Abhiyan

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4. Pick up 5 human rights Violation pictures and prepare a Collage / Newspaper cutting and write a brief summary about human rights

Learning Outcomes: After completion of the course, students are expected to:

1. Understand the Human rights and duties.
2. Analyze the human rights in Indian Context.
3. Enhance skills in performing street play to aware people about human rights, in performing 4 hours traffic guiding duty with state department personnel, in enquiring about various cases related to human rights violation by visiting police station and district court and in recording of particular case by visiting Women Rights Commission office.
4. Enhance skills in organizing community programme in polygamy / polyandry / Drug Abuse / Beti Padhao and Beti Bachao Abhiyan, in preparing Collage related to five human rights cartoons and in preparing report on cases related to domestic violence in respective colony or community.

Mode of Transaction: Lecture cum Discussion, Activity and Practicum

Evaluation Scheme:

Internal Assessment (Students attendance and participation in activities related to the concerned paper) : 10 marks (For two Activities)
Activity reporting and presentation (External) : 30 marks(For Two activities) (15x2=30)
Viva Voce (External) : 10 Marks(For Two activities)
Pass Marks : 45%

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EDUCATION
B.A. Semester – IV (Generic Elective)
Paper Code: EDU-G-225
Title of the Paper: Educational Technology
(Under CBCS)

Learning Objectives:

1. To enable the students understand the concept of educational technology.
2. To make the students to understand the classroom communication and instructional technology.
3. To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).
4. To familiarize the students with various teaching models.
5. To enable the students know about priorities of research in Educational Technology.
6. To enable the students apply new innovations in Educational Technology.

Course Content

Unit-I : Introduction to Educational Technology

- Meaning, Nature and Scope of Educational Technology.
- Objectives of Educational Technology
- Approaches of Educational Technology- Hardware, Software and System Approach

Unit-II : Classroom Communication and Instructional Technology.

- Classroom Communication: Concept, Process, Types and Barriers of Communication.
- Class-room Interaction: FIACS (Flander's Interaction Category System)
- Programmed Learning: Concept and Principles.
- Steps in the development of a Programme Instructional Material.

Unit-III : Modification of Teaching Behaviour

- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Principles and Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST)- Meaning and Procedure.

Unit-IV : Teaching Models.

- Concept and Importance of models of teaching
- Assumptions, Sources and Elements of Models of teaching.
- Bruner's Concept of Attainment model and its importance
- Glasser Models of Teaching

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Unit-V : Research in Educational Technology.

- Concept and need of research.
- Process of Research
- Priorities of research in educational technology
- Relevance and feasibility of researches in educational technology.

Unit-VI: Innovations in Educational Technology

- Team teaching, Computer Assisted Instruction: Their Meaning and features
- Personalized System of Instruction
- ICT and Education
- Distance and Open Education

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept, nature, scope, objectives and approaches of Educational Technology.
2. Elucidate concept, process, types and barriers of communication.
3. Analyze the classroom interaction process using FIACS and steps for developing instructional materials under programmed learning.
4. State the meaning, principles and steps of Micro-Teaching and list out various teaching skills.
5. Describe the procedure Simulated and Social Skill Training (SSST).
6. Categorize models of teaching.
7. Reflect on feasibility of researches and innovative practices in the field of Educational Technology.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Prepare a report on school visit having smart class room.
2. Preparation of instructional materials by selecting a unit from school curriculum content.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C

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will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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EDUCATION
B.A. Semester – IV (Generic Elective)
Paper Code: EDU-G-226
Title of the Paper: Curriculum Development
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the basic concepts, principles and foundations of Curriculum.
2. To familiarize the students with the process of curriculum development.
3. To enable the students understand the curriculum framework and policies.
4. To enable the students know the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. To acquaint students with the curriculum planning and its implementation.
6. To acquaint the students understand Curriculum Evaluation.

Course content

Unit –I : Introduction to Curriculum

- Meaning, Nature and Scope of Curriculum.
- Principles of Curriculum Construction.
- Bases of Curriculum: Philosophical, Psychological and Sociological.

Unit – II : Curriculum Development and Its Process.

- Concept of curriculum Development.
- Process of Curriculum Development
- Assessment of Educational needs
- Formulation of objectives.
- Selection of content and learning experiences.
- Organisation of content and learning experiences.
- Evaluation.

Unit –III : Curriculum Framework and Policies.

- Features of National Curriculum Framework (2005).
- National Curriculum Framework for Teacher Education (2009)
- Core Curriculum

Unit – IV : Holistic Education and Curriculum

- Meaning, Strategies of Curriculum Transaction with special reference to Constructivist Approach.
- Role of ICT in Curriculum Transaction.

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- Cognitive Educational Objectives and their classification.

Unit V : Curriculum Planning and Implementation

- Meaning and Nature of Curriculum Planning
- Curriculum Planning at different Levels: National, State and Local.
- Types of Curriculum: Subject Centred, Learner Centred and Experience Centred.
- Role of NCERT, SCERT, in Curriculum Implementation.

Unit - VI : Curriculum Evaluation

- Meaning and Nature of Curriculum Evaluation.
- Tools and Techniques of Curriculum Evaluation.
- Textbook Analysis in Curriculum.
- Current Schemes of Curriculum Evaluation at School Level: CBCS

Expected Learning Outcomes:

The learners will be able to:

1. Explain the basic concepts, principles and foundations of Curriculum.
2. Analyze the process of curriculum development.
3. Elucidate the curriculum framework and policies.
4. Describe the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. Explain the concept of curriculum planning and its implementation.
6. Define Curriculum Evaluation.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on a given topic
2. Practices for language proficiency

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04

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questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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1. Hunkins.F.P and Ornstein.A.C (2005), Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston
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EDUCATION
B.A. Semester – V (Core Course)
Paper Code: EDU-C-311
Title of the Paper: Assessment for Learning
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the basics of assessment.
2. To enable the students understand assessment for learning in classroom situation.
3. To enable the students understand assessment of learning in classroom situation.
4. To enable the students understand assessment as learning in classroom situation.
5. To acquaint the students with examination reforms related to assessment.
6. To enable the students analyze the emerging practices in assessment.

Course Content

Unit -I **Basics of Assessment**

- Interrelation among Assessment, Evaluation and Measurement
- Purposes and Principles of Assessment
- Scope of Educational Assessment
- Types of Assessment: Formative and Summative

Unit – II **Assessment for Learning in Classroom**

- Meaning and nature of Assessment for learning
- Approaches of Assessment in Constructivist Paradigm
- Concept mapping, Portfolios, Rubrics, Reflective Journals
- Assessment Process: Self Assessment, Peer Assessment and Collaborative Assessment.
- Role of the teacher in Assessment For Learning

Unit –III **Assessment of Learning in classroom**

- Meaning and Nature of Assessment of Learning
- Role of the teacher in Assessment of Learning
- Tools of Assessment of Learning: Observation, Focussed Group Discussion, Interview, Checklist, Rating Scales
- Performance Based Assessment

Unit – IV **Assessment as Learning in Classroom**

- Meaning and Nature of Assessment as Learning
- Role of the teacher in Assessment as Learning
- Team Teaching, Collaborative Learning, Cooperative learning
- Sociometric technique

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Unit - V **Examination Reforms and Assessment (Features, advantages and Limitations)**

- Open Book Examination
- Flipped Classroom
- Blended Learning
- MOOCs

Unit VI **Emerging Practices in Assessment**

- Online Examination and Assessment
- Online Tools of Assessment
- NEP (2020) and 360 degree Assessment

Expected Learning Outcomes:

The learners will be able to:

1. Define the concept of measurement, evaluation and assessment.
2. Establish the relationship between evaluation and assessment.
3. Differentiate between formative and summative assessment.
4. Explain different approaches of assessment for learning
5. Describe the role of the teacher in assessment for learning.
6. Elucidate the various tools of assessment of learning.
7. Define the concept of assessment as learning.
8. Examine critically the examination reforms in assessment.
9. Distinguish between synchronous and asynchronous mode of E learning
10. State the reforms envisaged in NEP 2020 with regard to assessment.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Conduct Focus Group Discussion
2. Preparing a list of OERs

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B &C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to

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attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment, 15 marks will be given based on 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – V (Core Course)
Paper Code: EDU-C-312
Title of the Paper: Elementary Statistics in Education
(Under CBCS)

Learning Objectives:

1. To enable students know about organization and presentation of data
2. To enable the students understand functions of measures of Central Tendency.
3. To enable the students understand functions of measures of dispersion.
4. To acquaint students with transformed course and concept of normal probability curve.
5. To familiarize students about correlation.

Course Content

Unit –I : Data Organization and Presentation

- Statistics : Meaning , Importance and use in Education
- Data: Group and Ungroup
- Tabulation of Scores (Different form of Class Intervals)
- Histogram, Polygon, Pie charts and Ogive

Unit –II : Measures of Central Tendency

- The Mean (Arithmetic Mean) : Calculation of mean using grouped and ungrouped data, Merits and Demerits of Mean
- The Median: Calculation of median using grouped and ungrouped data, Merits and Demerits of Median
- The Mode: Empirical Mode and True Mode, Merits and Demerits of Mode

Unit –III : Measures of Dispersion

- Range: Meaning, illustration with example, uses and limitations
- Quartile deviation: Definitions, Computation of Quartile
- Average Deviation: Meaning,Computation, merits and demerits
- Standard Deviation: Meaning, computation (Grouped and Ungrouped data), use, merits and demerits

Unit –IV : Transformed Scores

- Raw Scores and Derived scores: Standard Score, T Score and Stanine Scores

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- Percentiles
- Percentile ranks
- Deciles

Unit –V : Normal Probability Curve

- Concept of NPC
- Features of NPC
- Measuring divergence from Normality

Unit –VI : Correlation

- Concept and its Application
- Types of Correlation
- Ranges of Correlation
- Coefficient of correlation by Rank Difference Method

Expected Learning Outcomes:

The Learners are expected to:

1. Arrange data systematically.
2. Manipulate data using Measures of Central Tendency.
3. Manipulate data using Measures of Variability.
4. Transform raw scores into derived scores such as Standard Scores, T-scores, Stanine Scores, Percentiles and Deciles.
5. Explain features and divergence of Normal Probability Curve.
6. Calculate coefficient of correlation using Rank difference method and Product Moment Method.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Collect data related with any activity and prepare a pie chart/ histogram
2. Write a report on grouped and ungrouped data with example (event) from your class activity

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There

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shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
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EDUCATION
B.A. Semester – V (Discipline Specific Elective Course)
Paper Code: EDU-D-313
Title of the Paper: Environmental Education
(Under CBCS)

Learning Objectives:

1. To make the students aware and sensitive towards environment and its allied problems.
2. To develop understanding of environmental processes and human interferences.
3. To develop values of sustainable development.
4. To enable the learners to acquire the skills for identifying and solving environmental problems.

Course Content

Unit– I: Environment and Education

- Concept of Environment: Meaning, Components and Importance
- Types of Environment: Physical, Biological and Cultural
- Meaning, Nature and Objectives of Environmental Education
- Scope of Environmental Education
-

Unit-II: Hazard and Disaster

- Concept of Hazard and Disaster
- Natural Disasters: types, causes and impact on environment
- Man Made Disasters: types, causes and impact on environment

Unit – III: Environmental Pollution

- Environmental Pollution: Causes, Effects and Control Measures of Air, Water, Soil, Noise Pollution
- Pollution Case Studies in India and Abroad
- Role of Community in Prevention of Pollution

Unit – IV: Curriculum and Methods in Environment Education

- Environmental Curriculum: Meaning and Importance

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- Components of Curriculum: Environmental Education
- Methods in Environment Education: Echo Clubs, Exhibition, Observation/Survey, Field Trips Multidisciplinary Approach to Environmental Education

Unit – V: Environment and Sustainable Development

- Concept of Sustainable Development
- Environmental Conservation: Public Awareness and Environmental Ethics
- Relationship between Sustainable Development and Environment

Unit – VI: Research and Evaluation in Environmental Education

- Concept of Research
- Need of Research in Environmental Education
- Evaluation in Environmental Education: tools and techniques

Expected Learning Outcomes:

The learners will be able to:

1. Explain the various components of the environment.
2. Explain the concept of hazard and disaster and their types.
3. Elucidate the relationship between sustainable development and environment.
4. Organize environmental awareness programme.
5. Conduct research on environmental components.

Mode ofTransaction

- Lecture cum discussion
- Discussion
- Seminar and discussion
- Case Study and Comparative Study

Practicum/ Assignment (Any one):

1. Celebrate environmental day and write a report on it
2. List various agencies that are responsible for environmental pollution in your area

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

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Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – V (Discipline Specific Elective Course)
Group A
Paper Code: EDU-D-314
Title of the Paper: Vocational Education
(Under CBCS)

Learning Objectives:

1. To acquaint students about Vocational Education and Training (VET) systems in India.
2. To enable the students know about various Committees and Commissions on VET.
3. To familiarize the students about policies schemes in India about Vocational Education in India.
4. To enable the students know planning and management of Vocational Education and Training.
5. To analyze innovative models and challenges in Vocational Education and Training.

Course Contents

Unit- I: Vocational Education and Training in India: An Overview

- Introduction to Vocational Education and Training
- Committees and Commissions on Work Based Education
- Place of VET in the Current Education System in India
- Socio-economic context of VET
- Policy Framework of VET in India

Unit – II: Committees and Commissions on VET & Their recommendations

- Secondary Education Commission 1952-53
- Kothari Commission (1964-66)
- Patel Review Committee (1977)
- Malcolm Adseshiah Committee (1978)
- NPE – 1986

Unit – III: Vocational Education: Policies, Schemes & Programs in India

- National Policies governing VET: National Policy on Skill Development and Entrepreneurship 2015
- NEP-2020 and Vocational Education in Schools
- Vocationalisation of Education in Schools: Concept, Need & Scope

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- Continuing Vocational Education; Skill India (KaushalVikashYojana): Objectives & Scope
- Vocational Courses offered by government of India for its Education Programs

Unit – IV: Planning and Management of Vocational Education and Training

- National Skills Qualification Framework of India
- Role of International Agencies in VET
- Director of General Training (MOSDE, GoI): Functions & Schemes for Vocational Education & Training.
- Role of ITIs for Vocational Education & Training.
- Role of Stakeholders in Vocational Guidance Services

Unit – V: Innovative Models in Vocational Education and Training (VET)

- Introduction to innovation :Meaning, Distinguishing features and types of innovation
- Models of VET: Institution based model, Industry based model & Integrated model
- Lok Vidya
- Gandhian Model of Vocational Education
- Innovations in Teaching-Learning in VET: Role of Vocational Teachers in Innovations

Unit – VI: Challenges in Vocational Education

- Social Stigma: Traditional & Modern System of VET
- Skill Mapping, Skills Mismatch, Skills Shortage
- Linkages with industry: lack of industries, involvement of industries & role of industry associations
- Training of teachers/trainers: Issues in training of teachers/trainer – lack of qualified teachers/trainers, lack of institutions for training, lack of involvement of industry in training, lack of employability skills

Expected Learning Outcomes:

The learners will be able to:

1. Describe the VET systems in India.
2. Analyze the recommendations of the various committees and commissions on VET.
3. Explain different schemes and programs of VET in India.
4. Reflect on the national framework, policies and role of different agencies, stakeholders in VET.
5. Indentify and elaborate the major challenges in VET.

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Mode of Transaction:

- Lecture-Cum-Discussion
- Seminars, workshops, group activities and assignments
- Self study and library work

Practicum/ Assignment (Any one):

1. A Brief report on skill developmentprogrammes run in your districtby the state govt.
2. A report on visit to a VET Institute

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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1. TarunRashtriya (2008). Vocational Education, APH Publishing. New Delhi.
2. Thimmaiah, S. et.al.(1998). Vocational Education- Problems and prospects. Himalaya Publishing House, Bombay.
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EDUCATION
B.A. Semester – V (Discipline Specific Course)

(Group – A)

Paper Code: EDU-D-315
Title of the Paper: Gender and Education
(Under CBCS)

Learning Objectives:

1. To enable the students understand the concept of Gender, Sex, Masculinity, Femininity, Patriarchy and Matriarchy.
2. To enable the students know the characteristics, kinds and factors of Gender Stereotyping.
3. To enable the students understand concepts of gender disparity, gender equality, gender equity, gender gap and gender bias.
4. To acquaint the students with the concept of women empowerment in relation to political, educational, economical and cultural perspectives.
5. To enable the students analyze legal and constitutional provisions and special initiatives for women in India.
6. To enable the students analyze role of school, family, government and NGOs in gender sensitization.

Course contents

Unit – I: Introduction to Gender

- Sex and Gender: Meaning and Concept
- Difference between Sex and Gender
- Masculinity & Femininity
- Patriarchy & Matriarchy
- Sex typing, Sex Role, Gender Role

Unit – II: Gender Stereotyping

- Characteristics & Kinds of Gender Stereotyping
- Family and Division of Labour
- Factors of Gender Stereotypes: Family, Peer Group, School & Society

Unit – III: Gender Disparity in Education

- Concept of Gender Equity, Gender Equality, Gender Bias, Gender Gap, Gender Disparity
- Gender Bias in Curriculum Materials
- Gender Bias in Teaching
- Gender and Hidden Curriculum

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- Role of Teacher in developing Gender Sensitivity in Education

Unit – IV: Women Empowerment

- Concept of Women Empowerment
- Political Empowerment and its challenges
- Educational Empowerment and its challenges
- Economic Empowerment and its challenges
- Cultural empowerment and its challenges

Unit- V: Legal and Constitutional Provisions & Special Initiatives for Women in India

- Legal Provisions
- Constitutional Provisions
- Special Initiatives for Women: NCW, Reservation for Women in Local Self Government, The National Plan of Action for the Girl Child 1991-2000, National Policy for Empowerment of Women- 2001
- NEP – 2020 and Gender Equity
- Women and Sustainable Development Goals (SDGs 4 & 5)

Unit – VI: Gender Sensitization

- Gender Sensitization: Concept and Need
- Role of Family in Gender Sensitization
- Role of School in Gender Sensitization
- Role of Government & NGOs in Gender Sensitization
- Obstacles of Gender Sensitization

Expected Learning Outcomes:

The learners will be able to

1. Differentiate between Gender and Sex, Masculinity and Femininity, Patriarchy and Matriarchy.
2. Analyse gendered experiences in their daily lives.
3. Identify gender inequality in education.
4. Apply and assert the various legal and constitutional provisions for women empowerment.
5. Demonstrate gender sensitivity through their behaviour and decisions.

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Mode of Transaction:

- Lecture-Cum-Discussion
- Seminars, workshops, group activities and assignments
- Self study and library work

Practicum/ Assignment (Any one):

1. Prepare a Gender Biasness report on Family, Peer Group, School & Society
2. Organise a street play to sensitize people towards gender issues

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. 73rd and 74th Amendment. Planning Commission, GOI publication
2. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State.* New Delhi: Sage. Pp. 211-235
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EDUCATION
B.A. Semester – V (Discipline Specific Course)
Group -A
Paper Code: EDU-D-316
Title of the Paper: Population Education
(Under CBCS)

Learning Objectives:

1. To acquaint students know the concept of Indian population dynamics.
2. To enable students know about the population education policies and programmes in India.
3. To enable students understand the developmental perspective in connection with population. To know the public health and Hygiene.
4. To enable the students know the public health and hygiene.
5. To enable the students know family life education and recreation skills.
6. To familiarize the students with approaches of teaching population education.

Course Content

UNIT -I: Introduction to Indian Population Dynamics.

- Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.
- Population Dynamics of India: Pre-Independence & Post-Independence.

UNIT -II: Population Education Policies and programmes.

- Population policies and programmes in India.
- Role of Government for population planning and control.
- Various implementing agencies of population education programmes in India

UNIT -III: Population & Development Perspective.

- Impact of population growth on Educational, Social and Economic Developments.
- Population migration and its impact on society.
- Population and quality of life.

UNIT -IV: Public Health and Hygiene.

-Concepts & Definition of Health (WHO), Concept of Good Health, Goals of Health Education.

-National Health Mission: Objectives and Programmes in India.

- Role & Responsibilities of World Health Organization for maintaining the Public Health in India.

- Concepts and importance of Balance Diet and Exercise

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UNIT-V: Family life Education& Recreational Skills.

- Nature and need of family life education, Concepts& Types of Families in Society
- Sex Education: Meaning and Importance.
- Methods of Family Planning

UNIT-VI: Approaches of Teaching Population Education

- Value clarification, inquiry approach and modular approach of teaching population education.
- Informal methods of Population Education: Drama, Street Play, Painting, Slogan, exhibition and Literary Activities.

Expected Learning outcomes:

The learners are expected to:

1. Elucidate the concept of Indian population dynamics.
2. Explain about the population education policies and programmes in India.
3. Analyze the developmental perspective in connection with population. To know the public health and Hygiene.
4. Explain about public health and hygiene.
5. Follow the family life education and recreation skills.
6. Analyze approaches of teaching population education.

Mode of Transaction:

- Lecture cum Discussion method.
- Observational Studies.
- Survey method.
- Drama method.

Practicum:

Preparation of a report on any one of the below mentioned topic and its Presentation through seminar.

1. To make population survey near local areas or villages.
2. To study the problems relating to population education.
3. To study the government schemes relating to population awareness.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to

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attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Council for social development. *Aspects of population policy in India*, N. Delhi.
2. Govt. of India, Population Census Reports. N. Delhi.
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Education
B.A. Semester – VI (Core Course)
Paper Code: EDU-C-321
Title of the Paper: Higher Education

(Under CBCS)

Learning objectives:

The objectives of this course is to –

1. Familiarize students with the developmental perspectives of Higher Education in India and abroad
2. Enable students to critically discuss the issues related to Higher Education
3. Acquaint students with the Regulatory mechanisms of Higher Education in India
4. Familiarize students with the Curriculum, E-resources and pedagogy in Higher education
5. Make students aware regarding quality parameters and reforms in Higher Education
6. Enable students analyze the problems of Higher Education in India and look forward for the solutions

Course content

Unit- I: Developmental perspectives of Higher education

- Higher education: Concept, definition, importance and scope
- Development of Higher Education in Pre and post independent India at College and University level
- Recommendations of Calcutta University Commission (1917), Radhakrishnan Commission (1948), Kothari Commission (1968), New Education Policy (1986), and National Education Policy (2020)

Unit- II: Issues related to Higher Education

- Privatization of Higher education in India
- Quality Perspectives of higher education: Equity, Access and Excellence
- Autonomy in higher education: Administrative, Academic and Financial.

Unit- III: Regulatory mechanisms of Higher Education in India

- UGC, MOE and their functions
- Role of State Governments in HE

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- New regulatory bodies as per NEP 2020: Higher Education Commission of India, Higher Education Regulatory Authority.

Unit- IV: E-resources in Higher education

- INFLIBNET, NDL, Open access educational resources, ess, Shodhganga,
- Online and face-to-face interaction and learning: Issues and challenges
- Seminar / webinar fieldwork, outreach programmes

Unit- V: Quality parameters and reforms in higher education

- NAAC: Role and parameters for quality mandate
- NIRF Ranking: Role and parameters for quality mandate in HE
- Internationalization of HE

Unit- VI: Problems of Higher Education in India

- Problems of HE in NE India
- Employability issues vs. availability
- Digital Learning : Opportunities and Challenges

Expected Learning outcomes:

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

1. Summarize and narrate the developmental perspectives of Higher Education in India and abroad
2. Critically discuss the issues related to Higher Education for making an inclusive society
3. Analyze the Regulatory mechanisms of Higher Education in India
4. Use and apply the E-resources and pedagogy for Higher education in their daily and future learning
5. Make students aware regarding quality parameters and reforms in higher education
6. Analyze the problems of Higher Education in India and look forward for the solutions

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

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There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Agrawal, S. P. (1992). Women's Education in India: Historical Review, Present Status and Perspective Plan with Statistical Indicators (Concepts in communication, Informatics, and Librarianship). Concept Publishing Co.
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EDUCATION
B.A. Semester – VI (Core Course)
Paper Code: EDU-C-322
Title of the Paper: Guidance and Counselling
(Under CBCS)

Learning Objectives:

1. To familiarize the students about the concepts, nature and principles of Guidance and Counseling.
2. To enable the students to understand the guidance services, tools and techniques of Guidance and Counseling
3. To familiarize the students with the occupational information and agencies of guidance services.

Course Content:

Unit – I : Introduction to Guidance

- Guidance: Meaning, Principles and Scope of Guidance,
- Guidance Movement in India.
- Types of Guidance Educational Guidance, Vocational Guidance, Personal Guidance and Group guidance.

Unit- II: Counselling

-Meaning, Nature and Principles of Counselling
- Elements of Counselling
- Types of counseling : Directive, Non directive and Eclectic counselling.

Unit-III: Organization of Guidance Services

- Orientation Service, Individual–Inventory Service, Pupil-information Service Counselling service, Placement and follow–up Service.
- Guidance Service on Schools Planning Resources, Role of Headmaster, Teachers, Counselor, Career Master and Parents.

Unit-IV: Tools and Techniques in Guidance

- Meaning and types of Psychological Test.
- Testing Techniques: Intelligence, Interest and Aptitudes.
- Non Testing Techniques: Cumulative Record Card, Interview, observation,

Unit-V: Occupational Information

- Need and sources of Occupational Information
- Factors affecting occupational choice and career Choice
- Selection of a Job, Job Analysis, Job Satisfaction.

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Unit-VI: Agencies of Guidance Services

- Agencies of Guidance Services at centre level, state level and district level and NGO's
- Evaluation of guidance programme in a school and its importance.
- Recent trend in Guidance and Counseling in India.

Expected learning Outcomes:

The learners will be able to:

1. Explain the concepts, nature and principles of Guidance and Counseling.
2. Describe the guidance services, tools and techniques of Guidance and Counseling
3. Analyze the occupational information and agencies of guidance services.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-323
Title of the Paper: Adult and Continuing Education
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the Concepts of Adult, Non-formal and Continuing education.
2. To acquaint the students with different components and agencies of adult and continuing education.
3. To enable the students analyze the approaches and methods of adult and Non Formal Education.
4. To look into recent development and innovation in Adult and Continuing Education.
5. To enable students analyze recommendations of committees and commissions of Adult Education.
6. To enable the students analyze problems of Adult Education programme.

Course content

Unit -I **Adult and Continuing Education**

- Meaning, Importance and Scope of Adult Education
- Social Education, Non formal Education, Continuing Education and Life Long Education

Unit -II **Components and Agencies of Adult and Continuing Education**

- Components of Adult Education: 3Rs, Functional Literacy, General Education. Health and Vocational Education
- Role of Government and NGOs, Educational Institutions, Community Centre , Library and Panchayati Raj Institutions in Promotion of Adult and Continuing Education

Unit -III **Approaches in Adult and Non-formal Education**

- Expository method, Demonstration, Question Answer, Discussion,
- Media System in Adult and Non-formal Education: Uses of Local Resources.
- Uses of Mass Media (Print / Electronic/ Social) in Adult and Continuing Education.

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Unit -IV **Recent Development and Innovations**

- National Adult Education Programme (NAEP), NLM, JSN TLC, PLC: their Features, Significances, Strategies and the present status in India.
- Use of Modern Technology for the promotion of literacy in India

Unit -V **Recommendations of Committees and Commissions on Adult Education**

- Kothari Commission (1964-66)
- NPE (1986) and its Programme of Action
- World Conference of Education For All (1990)
- NEP 2020 and Continuing Education

Unit –VI **Problems and Evaluation of Adult Education Programme**

- Problems of Adult Education in India
- Problems of Adult Education in India
- Evaluation of Adult Education Programme
- Process and Product Evaluation in Adult Education

Learning Outcomes: After Completion of this Course, the learners will be able to:

1. Explain the Concepts of Adult, Non-formal and Continuing education.
2. Analyze the different components and agencies of adult and continuing education.
3. Analyze the approaches and methods of adult and Non Formal Education.
4. Elucidate recent development and innovation in Adult and Continuing Education.
5. List out the recommendations of committees and commissions of Adult Education.
6. Analyze problems of Adult Education programme.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks.

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Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-324
Title of the Paper: Educational Administration and Supervision
(Under CBCS)

Objectives:

1. To enable students understand the concept of educational administration and supervision in India.
2. To familiarize the students understand the administrative structure and educational administration in India.
3. To acquaint the students with concept of Education planning and Institutional Planning.
4. To enable the students understand educational cost.
5. To enable the students understand the concept and characteristics of Educational Supervision and Leadership.

Course Contents

Unit I: Introduction to Educational Administration and Planning

- Meaning, Nature and Scope of Administration
- Meaning, Nature and Scope of Educational Administration
- Principles of Educational Administration

Unit II: Administrative Structure and Educational Administration inIndia

- Educational Ladder and its importance
- Educational administrative structure as per Kothari Commnission, NPE 1986, and NEP 2020.
- Educational administration at different levels : Central , State Level (special reference to Arunachal Pradesh).

Unit III: Educational Planning

- Meaning, nature and scope of educational planning
- Assumptions of Educational Planning
- Approaches of educational planning : Manpower , Rate of return & Social-demand approach
- Niti Ayog and Educational Planning

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Unit IV: Institutional Planning

- Meaning , nature and procedure of institutional planning
- Types of institutional planning
- School Time Table : its types and importance
- Total quality management (TQM)

Unit V: Educational Cost

- Meaning and Types of Educational Cost: Direct Cost, Opportunity Cost and Unit Cost
- Analysis of Educational Expenditure
- Sources of Income
- Expenditure pattern at different Levels of Education

Unit VI: Educational Supervision and Leadership

- Educational supervision : concept , nature and scope
- Leadership : meaning , characteristics and its importance in education
- Styles of leadership
- Discipline in educational institutions: concept and its importance.

Expected Learning Outcomes:

1. Explain the concept, nature and scope of educational administration.
2. Describe about different levels of educational administration.
3. Analyse and interpret factors affecting educational planning and approaches of educational planning.
4. Apply practical ideas relating to the preparation of institutional planning and time table.
5. Explain the concepts of educational cost, supervision and leadership.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

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There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-325
Title of the Paper: Inclusive Education
(Under CBCS)

Objectives:

1. To enable the students know the concept of Special Education and Inclusive Education.
2. To familiarize the students with the concept of disabilities.
3. To enable the students understand the causes and characteristics of physical disabilities.
4. To enable the students understand the causes and characteristics of neurological impairment.
5. To enable the students analyze the impact of social context on special education.
6. To familiarize the students with legal provisions for children with special needs.

Course Content:

UNIT-I Introduction to Special Education and Inclusive Education

- Concept, Nature and Scope of Special Education
- Disability and Exclusion, Integrated and Inclusive Education.
- Development of Special Education- National & International Perspective,

UNIT-II : Introduction to Disabilities

- Concept of Disabilities: Impairment, Disability and Handicap
- Classification of Disabilities (ICIDH Model of WHO)
- Prevalence of various disabilities in India

UNIT-III : Physical Disability

- Visual Impairment: Causes and Characteristics
- Hearing Impairment: Causes and Characteristics
- Orthopaedic/Locomotor Disability: Causes and Characteristics

UNIT-IV : Neurological Impairment

- Intellectual disability: Causes and Characteristics
- Learning disability: Causes and Characteristics
- Multiple disability: Causes and Characteristics

UNIT-V : Social Context for Special Education

- Role of a teacher in Special and Inclusive Education School.
- Role of Various Agencies in the Education of Special Children.
- Working with Parents, Family and Community for their rehabilitation in the Society.

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- RCI Act (1992, 1995, 2016)

UNIT-VI Legal Provisions for Children with Special Needs

- Mental Health Act (1987)
- RCI Act (1992)
- PWD Act (1995 and 2006)
- RPD Act 2016.

Learning Outcome:

After the delivery of the content, Students will be able to:

1. Explain the concept of Special Education and Inclusive Education.
2. Explain the concept of disabilities.
3. Analyze the causes and characteristics of physical disabilities.
4. Analyze the causes and characteristics of neurological impairment.
5. Analyze the impact of social context on special education.
6. List out the legal provisions for children with special needs.

Practicum: Preparation of a report on any one of the below mentioned topic and its Presentation through seminar.

1. Study the problems of Visual Impairment & Hearing Impairment Children in your locality.
2. Characteristics of Deviant Children prevalent in the society and suggest curative measure for them.
3. Preparation of case study on Special Children or Special School.

Mode of Transaction: Lecture, Lecture cum Discussion.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

There shall be three sections i.e. A, B &C for external theory examination. Section A will be of 20 marks .There shall be 06 questions, one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 06 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 06 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

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EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-326

Title of the Paper: Teacher Education

(Under CBCS)

Objectives:

1. To enable the students know the concept, importance, objectives and bases of Teacher Education.
2. To familiarize the students with the stricture of Teacher Education in India.
3. To enable the students understand pre-service and in-service Teacher Education Programme.
4. To enable the students know the student teaching programme in Teacher Education.
5. To enable the students acquaint with professional ethics in Teacher Education.
6. To enable the students analyze the latest trend in Teacher Education in India.

Course Contents

Unit– I: Understanding Teacher Education

- Teacher Education: Meaning and Importance
- Objectives of Teacher Education
- Historical Development of Teacher Education with special reference to Post Independence Period in India
- Philosophical, Sociological and Psychological bases of Teacher Education

Unit – II: Structure of Teacher Education in India

- Teacher Education Structure at Pre-Primary Level: Objectives, Institutional Set-Up
- Structure of Teacher Education at Elementary and Secondary Level : Objectives, Types of Institution and Organization

Unit – III: Pre-Service and In-Service Teacher Education Programme

- Pre-Service Teacher Education at Elementary and Secondary level: Functions and Problems
- In-Service Teacher Education Programme at Elementary and Secondary Level: Concept, Importance and Types of Programmes
- Curriculum of Teacher Education at Elementary and Secondary Level: Theory and Practicum

Unit – IV: Student Teaching Programmes

- Practice Teaching: Concept and Importance
- Microteaching: Meaning, Steps and Importance
- Simulated Teaching: Concept, Organization and Limitations
- Internship Programme: Importance and procedure

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Unit – V: Teacher Education and Professional Ethics

- Teaching as Profession: Determinants and Ethics
- Professional Hazards in Teaching and its Combating Measures
- Continuous Professional Development (CPD) for Teacher Education: Importance and Organisation

Unit-VI: Trends in Teacher Education in India

-NEP 2020 on Integrated Teacher Education Programme (ITEP)
-Teachers Role in 21st Century: Social Dynamics and Teaching Responsibilities
- Professional Standard Setting Body
- Teacher Education and Multidisciplinary approach and Regulatory Body
- Challenges in Implementation of Teacher Education Programme.

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept, importance, objectives and bases of Teacher Education.
2. Explain the stricture of Teacher Education at elementary and secondary level in India.
3. Differentiate between pre-service and in-service Teacher Education Programme.
4. Enhance skills related to Micro-Teaching, Simulated Teaching and Internship in the light of student teaching programme.
5. Justify teaching as a profession and follow the professional ethics in Teacher Education.
6. Analyze the latest trend in Teacher Education in India.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B &C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

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Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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STRUCTURE OF LOCF-CBCS

UNDERGRADUATE COURSES

OF STUDY IN ENGLISH

w.e.f 2021-22

DEPARTMENT OF ENGLISH
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH

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LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK(LOCF)-CBCS SYLLABUS

BA (Honours) in English

Preamble

The BUGS constituted by the Rajiv Gandhi University, Doimukh, Arunachal Pradesh for Learning Outcomes-based Curriculum Framework (LOCF) –CBCS Syllabus for BA (Honours) in English have followed the UGC LOCF 2019 document while preparing the LOCF–CBCS Syllabus with the following global remarks taken into account:

i. The learning outcomes would help learners understand the objectives of studying BA (Honours) in English. Students by doing this programme will be better able to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.

ii. It is significant to mention here that the BA (Hons.) English syllabus under CBCS and the LOCF recommendations has gone to adopt the syllabus considering the wider use value of the texts selected and suggested to help achieve various objectives of the BA (Hons.) English programme and arrive at the Programme Outcomes. The global, national and regional contexts of analysis and appreciation and the practical consideration to grant the students exposure and expertise for national level competitive tests and recruitment examinations have been kept in view while conforming to the choices and selections for a vibrant critical intellectual life for the students.

iii. Accordingly, the texts mentioned in the LOCF document and the organization of divisions / themes / genres / periods / authors / areas, etc. with the contexts identified in the course(s) have been taken as such realizing how important the exercise by the UGC committee has been in terms of insight and future utility.

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iv. The organization of the courses/papers has been worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/programme.

v. Learning outcomes worked out with implied due justification in view of contexts, texts selected in the course and requirements of the stakeholders have been related to the objectives applicable from local and national perspectives.

vi. The overarching concern of the UGC LOCF committee in English to have definite and justifiable course outcomes and their realization by the end of the course/ programme has been duly appreciated by the BUGS-RGU.

vii. It is expected that the faculty concerned will make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Programme learning outcomes can be achieved.

viii. Benefitting the students of B. A. (Honours) English in all the ways possible is the sole intent of the programme. It has content and related intellectual exercise to help produce persons better equipped to critically make sense of the world and to face life with courage and optimism in all circumstances and to contribute in substantial ways to improve the shared human destiny with determination and dignity.

Programme Objectives for Bachelor's Degree Programme in English Literature (Honours)
(Adapted from The objectives of the LOCF in English)

The Honours programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Honours courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Programme, particularly the English Honours programme.

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The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English as an Honours subject; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature (Honours) can therefore be outlined through the following points:

Prospects of the Curriculum: Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in English;

Core Values: Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);

Bridge to the World: Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are

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aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;

Assimilation of Ability, Balance, harmony and Inclusiveness: Identifying and defining such aspects or attributes of English Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;

Frame for National Standards: Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;

Pliability: Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;

Pedagogy: Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;

Development: Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills

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3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills

7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

Graduate Attributes

Disciplinary Knowledge:

a) ability to identify, speak and write about different literary genres, forms, periods and movements

b) ability to understand and engage with various literary and critical concepts and categories

c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations

d) ability to understand appreciate, analyze, and use different theoretical frameworks

e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively

f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning

g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

h) ability to see and respect difference and to transcend binaries

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Communication Skills:

a) ability to speak and write clearly in standard, academic English

b) ability to listen to and read carefully various viewpoints and engage with them.

c) ability to use critical concepts and categories with clarity

Critical Thinking:

a) ability to read and analyze extant scholarship

b) ability to substantiate critical readings of literary texts in order to persuade others

c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

a) ability to transfer literary critical skills to read other cultural texts

b) ability to read any unfamiliar literary texts

Analytical Reasoning:

a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments

b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers

b) ability to plan and write a research paper

Teamwork and Time Management:

a) ability to participate constructively in class discussions

b) ability to contribute to group work

c) ability to meet a deadline

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Scientific Reasoning:

a) ability to analyze texts, evaluating ideas and literary strategies

b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

a) ability to work independently in terms of reading literary and critical texts

b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

a) ability to use digital sources, and read them critically

b) ability to use digital resources for presentations

Multicultural Competence:

a) ability to engage with and understand literature from various nations and reasons and languages

b) ability to respect and transcend differences

Moral and Ethical Values:

a) ability to interrogate one's own ethical values, and to be aware of ethical issues

b) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

a) ability to retain and build on critical reading skills

b) ability to transfer such skills to other domains of one's life and work

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Qualification descriptors for a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

- demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

- demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

- demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation

- Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds

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- Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet

- Recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

- Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

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Programme Learning Outcomes (BA Hons. English)

At the end of the programme students will be able to:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity

- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.

- display an ability to read and understand various literary genres and stylistic variations and write critically

- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture

- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.

- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.

- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

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- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme

- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India

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COURSE STRUCTURE: UNDERGRADUATE COURSE OF STUDY IN ENGLISH

CORE COURSES (C)	
	ENG-C-111: INDIAN CLASSICAL LITERATURE
	ENG-C-112: EUROPEAN CLASSICAL LITERATURE
	ENG-C-121: INDIAN WRITING IN ENGLISH
	ENG-C-122: BRITISH POETRY AND DRAMA:14TH TO 17TH CENTURIES
	ENG-C-211: AMERICAN LITERATURE
	ENG-C-212: POPULAR LITERATURE
	ENG-C-213: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES
	ENG-C-221:BRITISH LITERATURE: 18TH CENTURY
	ENG-C-222:BRITISH ROMANTIC LITERATURE
	ENG-C-223:BRITISH LITERATURE: 19TH CENTURY
	ENG-C-311: WOMEN'S WRITING
	ENG-C-312: BRITISH LITERATURE: THE EARLY 20TH CENTURY
	ENG-C-321:MODERN EUROPEAN DRAMA
	ENG-C-322:POSTCOLONIAL LITERATURES
ABILITY ENHANCEMENT COMPULSORY COURSE (A)	
	ENG-A-111: ENGLISH FOR COMMUNICATION (English/MIL) (Common for B.A./B.Sc./B.Com. OR **HIN-A- 111:** HINDI SIKSHAN
	ENG-A-121: ENVIRONMENTAL STUDIES (GEO AECC1-ENVIRONMENTAL STUDIES)

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GENERIC ELECTIVE COURSES (To be Opted by Students with other Honours Subject)	
	ENG-G-114: ACADEMIC WRITING AND COMPOSITION
	ENG-G-124: MEDIA AND COMMUNICATION SKILLS
	ENG-G-215: LANGUAGE AND LINGUISTICS
	ENG-G-225: LANGUAGE, LITERATURE AND CULTURE
DISCIPLINE SPECIFIC ELECTIVE COURSES (D)	
	ENG-D-313Aa: MODERN INDIAN WRITING IN ENGLISH TRANSLATION OR **ENG-D-313Ab:** LITERATURE OF THE INDIAN DIASPORA
	ENG-D-314Aa: LITERARY CRITICISM OR **ENG-D-314Ab:** WORLD LITERATURES
	ENG-D-323Aa: PARTITION LITERATURE OR **ENG-D-323Ab**: RESEARCH METHODOLOGY
	ENG-D-324Aa: TRAVEL WRITING OR **ENG-D-324Ab**: AUTOBIOGRAPHY
SKILL ENHANCEMENT COURSES (S)	
	ENG-S-214a: ENGLISH LANGUAGE TEACHING OR **ENG-S-214b:** SOFT SKILLS
	ENG-S-224a: TRANSLATION STUDIES OR **ENG-S-224b:** CREATIVE WRITING

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STRUCTURE OF UNDERGRADUATE COURSE OF STUDY IN ENGLISH

(SEMESTER-WISE DISTRIBUTION)

(w.e.f. 2021-22)

Semester – I

ENG-C-111: **INDIAN CLASSICAL LITERATURE**

ENG-C-112: **EUROPEAN CLASSICAL LITERATURE**

ENG-A-111: **ENGLISH FOR COMMUNICATION (English/MIL) (Common for B.A./B.Sc./B.Com. OR**

HIN-A- 111 HINDI SIKSHAN

ENG-G-114: **ACADEMIC WRITING AND COMPOSITION**

Semester - II

ENG-C-121: **INDIAN WRITING IN ENGLISH**

ENG-C-122: **BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES**

ENG-**A-121: ENVIRONMENTAL STUDIES (Common for B.A./B.Sc./B.Com.)**

GEO AECC1- ENVIRONMENTAL STUDIES

ENG-G-124: **MEDIA AND COMMUNICATION SKILLS**

Semester - III

ENG-C-211: **AMERICAN LITERATURE**

ENG-C-212: **POPULAR LITERATURE**

ENG-C-213: **BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES**

ENG-S-214a: **ENGLISH LANGUAGE TEACHING**

ENG-S-214b**: SOFT SKILLS**

ENG-G-215: **LANGUAGE AND LINGUISTICS**

Semester – IV

ENG-C-221: **BRITISH LITERATURE: 18TH CENTURY**

05/7/2021

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Rono Hills, Doimukh (A.P.)

ENG-C-222: **BRITISH ROMANTIC LITERATURE**

ENG-C-223: **BRITISH LITERATURE: 19TH CENTURY**

ENG-S-224a: **TRANSLATION STUDIES**

ENG-**S-224b: CREATIVE WRITING**

ENG-G-225: **LANGUAGE, LITERATURE AND CULTURE**

Semester – V

ENG-C-311: **WOMEN'S WRITING**

ENG-C-312: **BRITISH LITERATURE: THE EARLY 20TH CENTURY**

ENG-D-313Aa: **MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

ENG-D-313Ab: **LITERATURE OF THE INDIAN DIASPORA**

ENG-D-314Aa: **LITERARY CRITICISM**

ENG-D-314**A**b: **WORLD LITERATURES**

Semester – VI

ENG-C-321: **MODERN EUROPEAN DRAMA**

ENG-C-322: **POSTCOLONIAL LITERATURES**

ENG-D-323Aa: **PARTITION LITERATURE**

ENG-D-323Ab: **RESEARCH METHODOLOGY**

ENG-D-324**A**a: **TRAVEL WRITING**

ENG-D-324**A**b: **AUTOBIOGRAPHY**

NOTE: The UGC 2019 LOCF Guidelines has been the basis for designing the CBCS Syllabus for UG (Undergraduate) in respect of Course Structure, content, assessment , class (Lecture, Tutorial, Practical-LTP), Computation of Workload, Marks Allocation to Courses and Duration of End Semester Examination, Examination for the Courses, Question Pattern and Results and Grade points calculation. Further, **RGU GUIDELINES AND ORDINANCES** are to be followed for all relevant purposes as a mandatory factor for compliance. RGU –**Notification No.AC-1465/CBCS/2014 Date.25June2021 (attached)** may be referred to for all purposes.

DIGITAL PLATFORM:

Internet resources /websites have to be visited for all practical purposes of coming upon the prescribed Text/Suggested Reading

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राजीव गाँधी विश्वविद्यालय
RAJIV GANDHI UNIVERSITY
(भारत के संसद के अधिनियम द्वारा वर्ष 2007 में स्थापित)
(A CENTRAL UNIVERSITY ESTABLISHED IN 2007 AN ACT OF PARLIAMENT OF INDIA)

रोनो हिल्स, दोइमुख (ईटानगर)
Rono Hills, Doimukh (Itanagar)
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No. AC-1465/CBCS/2014 Dated 25th June,2021

NOTIFICATION

On the implementation of CBCS in Under Graduate Course from the Academic Session 2021-2022, a guideline in the name and style of the "RGU Regulation for the Under Graduate Academic Programmes in the Choice Based Credit System (CBCS) 2021, is hereby notified with immediate effect subject to ratification in the next meeting of the Academic Council and Executive Council .

This supersedes the earlier notification of even No. dtd.31st May,2021.

This is issued with the approval of the Vice Chancellor.

25/6/2021
(Dr. David Pertin)
Joint Registrar (Acad/Conf)

No. AC-1465/CBCS/2014/241 Dated 25 June ,2021

Copy to;

1. P.S to Vice Chancellor for information
2. P.A to Pro Vice Chancellor for information
3. SPA to Registrar for information
4. SPA to Controller of Examination for information
5. SPA to Finance Officer for information
6. All Deans for information
7. All Heads/Directors/Coordinators for information and necessary action
8. Commissioner, Education, Govt of Arunachal Pradesh for information
9. Director, Higher and Technical Education, Govt. of Arunachal Pradesh for information
10. All the Principals of the Affiliated Colleges under RGU for information and necessary action
11. Joint Director (CC) for information with a request to upload the same in the University website.
12. CPIO, RGU, for information.
13. Office copy
14. Guard file

25/6/2021
Joint Registrar (Acad/Conf)

05/7/2021
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RAJIV GANDHI UNIVERSITY

REGULATIONS FOR CHOICE BASED CREDIT SYSTEM FOR UNDER-GRADUATE COURSES, 2021

{As per Learning Outcomes based Curriculum Framework (LOCF)}

1. **Short Title**

   These regulations shall be called Rajiv Gandhi University Regulations for Choice Based Credit System (CBCS)for Under-Graduate Curriculum, 2021 for the Bachelor Degrees in Arts (Humanities and Social Sciences), Science, Technology, and Commerce offered by the University and its affiliated colleges.

2. **Admission to the Course**

   Eligibility conditions for admission in various courses shall be governed by the relevant ordinance(s) of the university and an admission notice shall be issued every year by the University and its affiliated colleges before the onset of a new academic session.

3. **Duration of the Course**

   3.1 The degree program leading to the award of Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) and Bachelor of Commerce (B.Com.) shall be of three years duration and include six continuous semesters under LOCF-CBCS. A few professional courses like Bachelor in Computer Application, Bachelor of Law, Bachelor of Fine arts etc. course shall be of 4-year duration and include eight continuous semesters. The syllabi of the B.PEd., B.Ed., L.L.B. and B.Sc. (Ag.) will be in accordance to the guidelines of their respective Statutory Regulatory bodies.

4. **Course Structure**

   4.1 The syllabi drafted for each program shall be as per the UGC guidelines for LOCF-CBCS based approach, wherever available, with an aim to equip the students with knowledge, skill, values and attitude.

   4.2 The minimum and the maximum credit requirement of credits for the Undergraduate Course shall be 148 and 160 respectively.

   4.3 The programs shall include

   4.3.1 **Core Courses**: A course which shall compulsorily be studied by a candidate as a core requirement is referred as a Core course (CC).There shall be 14 papers under Core course of 6 credits each.

   4.3.2 **Elective Courses**: Generally, a course which shall be chosen from a pool of courses and which shall be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course which shall include:

   (A) Discipline Specific Elective Courses: Elective courses offered under the main discipline/subject of study are referred to as Discipline Specific Elective Course (DSE).

   (i) There shall be at least 2 baskets of DSE grouped as A, B, each containing a minimum of04 (four) papers of 6 credits each (which may also include Project work/ Dissertation under group B).

   (ii) The students will choose 2 papers each in 5th and 6th Semester from any one group which may include a Project work/ dissertation. The total number of students pursuing Project work/ Dissertation may be limited to 1/3rdof the total admitted students in the core discipline decided on the basis of their performance (Sincerity, academic performance and laboratory proficiency).

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(iii) Project work/Dissertation is to be offered as a special course involving application of knowledge in solving/ analyzing/ exploring a real-life situation/ difficult problem. Students opting for such course shall work either independently or in a small group with an advisory support from a teacher/faculty member and submit a report at the end of the given semester in a standard format as decided by the College/University.

(iv) The topic of the Project work/Dissertation which may be either field based or lab based, and requires supplement study/support study for gaining special/advanced knowledge in the core subject shall appropriately be chosen by the student(s) on advice of the teacher/faculty with due approval from the concerned Teacher in-charge in the College/Head of the Department in the University and a record of the same should be maintained. Due consideration to the choice of the students should be given keeping in view the facilities and expertise available in the College/University department.

(B) **Generic Elective Courses**: An elective course of interdisciplinary nature chosen from an allied discipline/subject with an intention to provide exposure beyond the discipline of choice is referred as Generic Elective Course (GEC). A core course of a particular discipline/subject may be offered as GE to the students of allied discipline/subject and vice versa. A maximum of two additional courses on Computer application may be offered by the College/University provided trained faculty and necessary infrastructural facilities are available.

(i) College/University shall offer those GEC for which proper infrastructure and resources are available.

(ii) Students shall choose 4 GEC, one in each semester from 1st to 4th semester, either exclusively from one particular discipline or 2 courses each from two subsidiary disciplines as enlisted below but in both the cases excluding his/her own discipline.

(iii) Subsidiary disciplines/subjects for Science and Technology disciplines

Core Course	Subsidiary discipline/subjects
Botany	Chemistry, Zoology, Geology
Zoology	Chemistry, Botany, Geology
Chemistry	Physics, Mathematics, Computer Science
Physics	Chemistry, Mathematics, Computer Science
Mathematics	Physics, Chemistry, Computer Science
Geology	Physics, Chemistry, Mathematics
Computer Science	Physics, Mathematics

Note: From the Subsidiary subjects listed above against each Core discipline, the minimum two and maximum four courses may be selected as Generic Elective but from Computer Science more than two courses is not permitted.

(iv) Subsidiary disciplines/subjects for Arts (Social Sciences and Humanities) disciplines

Core Course	Subsidiary disciplines/subjects
Hindi	Any subjects from the list of subjects for Arts, (Social Sciences and Humanities) disciplines including papers from Science and
English	
History	

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Political Science	Technology, and Commerce discipline, except their own. However, the allotment of such subject will be based on the availability of the infrastructure.
Economics	
Sociology	
Education	
Geography	
Anthropology	
Mass Communication	
Social Work	
Psychology	
Music and fine arts	
Physical education	

(v) Subsidiary disciplines/subjects for Commerce discipline

Core Course	Subsidiary disciplines/subjects
Commerce	Any papers from the list of Subsidiary subjects for Arts (Social Sciences and Humanities), Science and Technology discipline, except their own. However, the allotment of such subject will be based on the availability of the infrastructure.

(vi) Further, the GEC 'Odd' and 'Even' semesters may be clubbed together wherever feasible so as to offer a wider choice to the students while selecting a particular course either to be pursued by him/her in 1st or 3rdsemester and similarly for 2nd and 4th semester. In such situation, the College/University may conduct joint classes of that GEC as per their convenience during 'Odd' and 'Even' semesters.

(C) **Ability Enhancement Courses**: Ability Enhancement Courses shall be of two types and both mandatory for all disciplines.

(a) **Ability Enhancement Compulsory Courses (AECC)** shall be the courses based upon the contents that led to Knowledge enhancement and shall include courses on English, Hindi, MIL Communication, and Environmental Studies. There shall be separate courses for Environmental Studies for Arts, Science and Commerce disciplines.

(i) Students have to select one AECC course from English / Hindi, each of 4 credits, and Environmental Studies as a compulsory course.

(b) **Skill Enhancement Courses (SEC)**: The courses containing theoretical and/or lab/hands-on/ training/ field work components and designed to impart value-based and/or skill-based knowledge/life-skills to the students so as to increase their employability are referred as AEC. The students shall choose SEC from a pool of such prescribed courses, but only one course in a given semester, to fulfill a minimum requirement of 8 credits.

(i) Both in Science and Technology disciplines, SEC courses shall be of 2 credits each and be offered in 1stto 4thsemesters, whereas in all other disciplines, the SEC shall be of 4 credits each and be offered in 3rdand 4thsemesters. The colleges will offer these SEC depending on the availability of infrastructure and resources and may also fix the intake capacity in each SEC course.

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(ii) The students of Science and Technology disciplines shall select at least 2 SEC of total 4 credit from his/her concerned discipline. For remaining 4 credits, he/she may select course(s) from either his/her own discipline or other under-graduate discipline of Science and Technology in the College/University. Further, in Science and Technology disciplines, SEC courses of 'Odd' and 'Even' semesters may be clubbed together wherever feasible so as to offer a wider choice to the students while selecting a particular course either to be pursued by him/her in 1st or 3rd semester and similarly for 2nd and 4th semester. In such situation, the College/University may conduct joint classes of that SEC as per their convenience during 'Odd' and 'Even' semesters.

(iii) The students of Arts and Commerce disciplines shall select 2 SEC, one each in III and IV Semesters from either his/her own discipline or other allied/cognate disciplines in order to fulfill the mandatory requirement of minimum 8credits.

4.3.3 **Practical/Tutorial**: Practical/tutorials may be included as components in various Core Courses, DSE, GE, SEC and AEC as decided by respective Board of Studies.

4.3.4 **Choice of elective courses**: The university department/centre/college shall offer any number of choices of elective courses (DSE, GE, SEC and AEC) for different disciplines as per availability of facility and infrastructure. They shall decide accordingly the intake capacity for various elective courses.

4.3.5 **Course structure for Science and Technology disciplines**

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1	SEC 1	24
II	CC 3, CC 4		GEC 2	AECC 2	SEC 2	24
III	CC 5, CC 6, CC 7		GEC 3		SEC 3	26
IV	CC 8, CC 9, CC 10		GEC 4		SEC 4	26
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
Total Minimum Credits	**84**	**24**	**24**	**8**	**8**	**148**

4.3.6 **Course structure for Arts discipline**

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		22
II	CC 3, CC 4		GEC 2	AECC 2		22
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	28
IV	CC 8, CC 9, CC 10		GEC 4		SEC 2	28
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
Total Minimum Credits	**84**	**24**	**24**	**8**	**8**	**148**

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4.3.7 **Course structure for Commerce discipline**

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		28
II	CC 3, CC 4		GEC 2	AECC 2		28
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	22
IV	CC 8, CC 9, CC10		GEC 4		SEC 2	22
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
Total Minimum Credits	**84**	**24**	**24**	**8**	**8**	**148**

4.4 **Accumulation of Additional Credits**: Students may pursue courses for additional 12 credits on their own from a pool of courses of 2/4 credits each as prescribed by the University under "Additional SEC" for accumulating extra credit to achieve the maximum permissible limit of 160 credits. Such prescribed "Additional SEC" may include courses related to Extra-Curricular Activities, General Interest and Hobby Courses, Sports, NCC, NSS, Vocational courses like Yoga, Food and Nutrition, Computerized Accounting, Ecotourism, Computer application/Web designing etc. Students may also purse such relevant credit based online learning courses offered through SWAYAM platform. In case a student opts for a SWAYAM course, then, the university will assign credit to that course on the basis of the actual class work load of the course.

4.5 **SWAYAM Courses**: The University shall allow up to 20% (varied as per the UGC instructions) of the total courses being offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform provided the course content are alike. While making such decisions, the Academic Council shall, inter alia, consider allowing online courses of SWAYAM if:

4.5.1 There is non-availability of suitable teaching staff for running a course in the Institution, or

4.5.2 The facilities for offering the elective papers (courses), sought for by the students are not being offered by the University/College, but are available on the SWAYAM platform,

4.5.3 The courses offered on SWAYAM platform would supplement the teaching-learning process in the University,

4.5.4 All other terms and conditions of accepting SWAYAM courses shall be governed as per UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 and any subsequent circular/ notification/ amendments thereto.

5. **Computation of Work-load:** For the purpose of computation of work-load per week the following formula shall be adopted and accordingly the class time table shall be prepared:

5.1 Theory component: 1 Credit = 1 Theory period of one-hour duration

5.2 Tutorial component: 1 Credit = 1 Tutorial period of one-hour duration

5.3 Practical component 1 Credit = 1 Practical period of two-hour duration

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6. **Marks allocation to courses and Duration of End Semester Examination**: Marks allocation for different Course papers and Duration of End semester Examination shall be as given below:

CC, DSE, AECC, SECC and GEC	Credits assigned	Internal Assessment	End Semester Exam.	Duration of End Semester Exam. (hours)
Lecture + Tutorial	3 - 6	20	80	3
	1 - 2	10	40	2
Practical	3-6	20	80	3
	2	10	40	3
	1	10	40	2
Field work/ Report etc.	3-6	20	80	Presentation and Viva-voce
	1-2	10	40	
Project Work/ Dissertation	6	20	80	Presentation and Viva-voce

Note: For Commerce discipline, the Project Work / Dissertation includes 50 marks for Research Methodology (theory, 3 credits), 35 marks for Dissertation/ Project (2 credits), and 15 marks (1 Credit) for Viva Voce.

7. **Examination for the Courses**: Eligibility of a candidate to appear in examination and conduct of examination shall be governed by the relevant Ordinance(s) of the University. Briefly stated, there shall be two types of Examinations as stated under:

7.1 Internal Assessment: There shall be three internal assessment tests of one hour duration conducted periodically for theoretical component of each course paper and one mid semester internal assessment test of one/two hours duration as necessitated for the practical components of each course paper.

7.1.1 At least two of the three Internal Assessment tests shall be a written one. One of the three Internal Assessment tests may be conducted in the form of assignment like term paper, book review, group discussion, power-point presentation on a topic at the discretion of the course teacher. The average marks of two successfully cleared Internal Assessment tests shall be the final Internal Assessment score of the candidate in the theoretical component of that particular course paper whereas for the practical component of a course paper, the marks secured by the students upon successfully clearing shall be considered as final Internal Assessment score.

7.1.2 In case a course paper is exclusively afield-based exercise, then the Internal assessment shall be done by the concerned teacher/faculty of the basis of the performance of the students in the field and score awarded shall be considered as Internal assessment score.

7.1.3 In case a course paper is entirely based on field work/lab work that are to be independently carried out by the student(s), then a mid-term evaluation of the Project work in the form a seminar presentation by the concerned student(s) shall be done by duly nominated board of teacher/faculty from the concerned department of the College/University by the competent authority and the marks awarded there upon shall be considered as Internal assessment score.

7.1.4 In case of exigencies and emergencies such as pandemic, natural disasters etc., the above criteria of conducting Internal Assessment tests shall be suitable

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modified by the Head of the Department/Director/Principal with due approval from the competent authority of the University.

7.1.5 All students shall be subjected to the process of continuous evaluation and assessment. Accordingly, a student shall have to attend and duly pass in at least two Internal Assessment tests out of three tests, and End Semester Examination. The structure of these Internal Assessment Tests and End Semester Examinations shall be in 20%:80% ratio.

7.2 The examination shall be conducted at the end of each semester, ordinarily in the months of May and December, upon such notification from the Controller of Examinations of the University.

7.2.1 **Question pattern for the End Semester Examination**: Question paper for the End Semester examinations shall be set proportionately keeping in view the number of lectures assigned to different units/modules of the course paper.

7.2.2 Questions papers shall normally be descriptive answer type comprised of Very short answer, Short answer and Long answer questions as shown below:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks (Nature of each question/Answer)
Pattern of Question paper for 80 Marks					
A	6	4	5	20	approx. 100 words
B	5	3	10	30	approx. 200 words
C	4	2	15	30	approx. 300 words
Pattern of Question paper for 40 Marks					
A	5	3	5	15	approx. 100 words
B	2	1	10	10	approx. 200 words
C	2	1	15	15	approx. 300 words

Question paper of 40 and 80 marks may contain 5 and 10 Compulsory objective type questions if 1 mark each under Section 'D' in lieu of one question of 5 and 10 marks respectively.

7.2.3 **Evaluation of Project Work/Dissertation**: Final evaluation of the Project Work/dissertation of 3-6 credits shall be done either by a three-member board nominated by the competent authority which shall include an External examiner. In case there is no external examiner, then a member from the cognate department may act as External examiner. The marks allocation for the dissertation in Arts, Social Sciences, Humanities, Science and technology disciplines shall be as follows: Report: 50 Marks, Presentation: 10 Marks, Viva-Voce: 20 Marks. However, for Commerce discipline, the Project Work / Dissertation includes 50 marks for Research Methodology (theory, 3 credits), 35 marks for Dissertation / Project (2 credits), and 15 marks (1 Credit) for Viva-Voce.

7.2.4 Evaluation of Project Work of less than3 credits offered from the first to fifth semesters shall be done by an internal three-member board nominated by the competent authority.

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8. **Preparation of Results**

8.1.1 Credit score earned by a student out of the mandatory 148 credits shall be included in the student's overall score tally for preparation of his/her final result and rank in the university examination. Additional credits earned by him / her shall be reflected separately in the transcript.

8.1.2 In order to qualify in the examination, a student has to secure a minimum of 35% marks in each course including at least two internal assessment tests and also the End semester examinations of each course with a minimum aggregate of 40% marks in order to be declared qualified in the examination of the respective semester.

8.1.3 **Conversion of percentage into credit(s) and grade(s)**

8.1.3.1 The following illustrations shall be taken as an example for computing SGPA and CGPA from percentage to credits for this program in all disciplines:

8.1.3.2 **Percentage to Grades and Grade Points**: The following formula shall be used to convert marks (%) into letter grades.

% of Marks	Grade Point	Letter Grade
95-100	10	O (Outstanding)
85-94	9	A++ (Excellent)
75-84	8	A+ (Very Good)
65-74	7	A (Good)
55-64	6	B+ (Above Average)
45-54	5	B (Average)
35-44	4	C (Pass)
34 and less	0	D (Fail)
Absent	0	Ab (Absent)

8.1.4 Conversion to grade point to percentage = Grade Point X 10.0

8.1.5 A student obtaining Grade D shall be considered failed and shall be required to reappear in the examination, as provided in the ordinance(s) of the university.

8.1.6 For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this shall not be counted for the computation of SGPA/CGPA.

8.1.7 The University shall decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as UGC, AICTE, MCI, BCI, NCTE etc.

9. **Removal of difficulties**: Anything not contained herein or any difficulty arising out of these regulations shall be governed by the relevant ordinance(s) of the University.

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RGU UG-(LOCF)CBCS SYLLABUS English

BA English (Honours) Courses

A. Core Courses

Course Code: ENG-C-111
Title of the Paper: INDIAN CLASSICAL LITERATURE

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
- to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
- to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
- to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature

Course Level Learning Outcomes:
At the end of the course students will be able to:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Excerpts from *The Ramayana (Aranya Kanda(The Book of Forest Trek)Chapter-18,19,20)*

Module B: Excerpts from *The Mahabharata (sub chapters: Swayamvara parva and Vaivahika parva from " Adiparva"*)

OR

Ilango Adigal, *Silappadikaram*

Module C: Bharatamuni's *Natyashastra* (Chapter 1 on the origin of drama)

Module D: Banabhatta, *Kadambari*

Module E: Kalidas, *Shakuntala*

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

Suggested Readings:

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol.V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

Maharishi Valmiki's "Aranyakanda"(The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by

C. Rajagopalachari. Edited by Jay Mazo, American Gita society.

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Veda Vyasa. “Adi Parva” The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva &Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.

Kalidas,*Shakuntala*. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.

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Course Code: ENG-C-112
Title of the paper: European Classical Literature

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
- to make students appreciate the classical literary traditions of Europe from the beginning till the 5th century AD
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of classics
- to make students learn about human and literary values of classical period and apply them for various practical purposes in life

Course Level Learning Outcomes

At the end of the course students will be able to:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Homer: selections from the *Illiad (Book 1: lines 1-100)*

Module B: Sophocles, *Antigone* or Oedipus Rex

Module C: Virgil, selections form the *Aeneid (Book 1: 1-104)*

OR

Dante, selections from *The Divine Comedy (Paradise:canto 1)*

Module D: Horace, *Satires*1:4

Module E: Plautus: (www.perseus.tufts.edu)Act -I from(*Menaechmi*-The Twin Brothers)

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.
Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.
Alighiedri, Dante. Divine comedy. Trans. H.F. Cary.
www.guthenberg.org
Virgil. Aencid. Trans. H.R. FAirclough.
www.theoi.com/text/VirgilAeneid2.html
Nomer, The Illiad.Trans.Ian Johnston.
www.johnstoniatexts.X10host.com
Sophocles. Antigone

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Course Code: ENG-C- 121
Title of the paper: Indian Writing in English

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students appreciate the growth and development of various genres of IWE from colonial times till the present
- to make students engage with Indian literary texts from perspectives of colonialism/postcolonialism, regionalism, and nationalism
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of IWE and critically appreciate the creative use of the English language in IWE

Course Level Learning Outcomes
At the end of the course students will be able to:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	

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Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: FICTION

R.K. Narayan, *Swami and Friends*

Amitav Ghosh, *Shadow Lines*

Module B:POETRY

H.L.V. Derozio 'Freedom to the Slave',

- 'The Orphan Girl', 'To India – My Native Land'

Kamala Das, 'Introduction',

- 'My Grandmother's House'

Nissim Ezekiel, 'Enterprise'/'Goodbye Party to Miss Pushpa TS',

- 'The Night of the Scorpion'

Module C: POETRY

Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'

Eunice de Souza, 'De Souza Prabhu'

Module D:SHORT FICTION

Mulk Raj Anand 'Two Lady Rams'

Rohinton Mistry 'Swimming Lesson'

Shashi Deshpande 'The Intrusion'

Module E:DRAMA

Mahesh Dattani, *Dance Like a Man/ Tara*

Suggested Topics for Background Reading and Class Presentation

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry

Modernism in Indian English Literature The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp.1–10.

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Course Code: ENG-C-122
Title of the paper: British Poetry And Drama: 14th to 17th Centuries

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries
- to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts
- to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

Course Level Learning Outcomes
At the end of the course students will be able to :

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					

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A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Geoffrey Chaucer *The Wife of Bath's Prologue*
Edmund Spenser Selections from *Amoretti:*

- Sonnet LXVII 'Like as a huntsman...'
- Sonnet LVII 'Sweet warrior...'
- Sonnet LXXV 'One day I wrote her name...'

Module B: John Donne 'The Sunne Rising',

- 'Batter My Heart'
- 'Valediction: Forbidding Mourning'

Module C: Christopher Marlowe *Doctor Faustus*

Module D: William Shakespeare *Macbeth*

Module E: William Shakespeare *Twelfth Night*

Suggested Topics for Background Reading and Class Presentation
Renaissance Humanism The Stage, Court and City
Religious and Political Thought Ideas of Love and Marriage
The Writer in Society

Suggested Readings

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man,* in *The PortableRenaissance Reader,* ed. James Bruce Ross and Mary Martin McLaughlin (New York:Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*,ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books,1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *TheCourtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

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Course Code: ENG-C-211
Title of the paper: American literature

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the depth and diversity of American literature, with reference to the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- to make students critically engage with the complex nature of American society against the background of Puritanism, Unitarianism, Transcendentalism, etc. and that of the growth of anti- or non-Christian sensibilities
- to make students relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- to make students understand the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Level Learning Outcomes
At the end of the course students will be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

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Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Fiction

Mark Twain: *Huck Finn*/ Hemingway: *The Old Man and the Sea*

Toni Morrison: *The Bluest Eye*/Alice Walker: *The Color Purple*/F Scott Fitzerald:*TheGreat Gatsby*

Module B: Drama

Arthur Miller *All My Sons*/ August Wilson: *Fences*

Tennessee Williams: *The GlassMenagerie*

Module C: Short Fiction and personal narrative

Edgar Allan Poe 'The Purloined Letter'

Booker T Washington: Selection from *Up from Slavery* (Chap. 1 and 2)/ Maya Angelou: Selections from *I Know Why the Caged Bird Sings* (chaps 15 and 16)

William Faulkner 'Dry September'

Module D: Poetry

Anne Bradstreet **'**The Prologue'

Walt Whitman Selections from Song of Myself (Sections 1 to 5)

'O Captain, My Captain'

Emily Dickinson: Any two poems ['Because I could not stop for Death' or 'This was a Poet' or 'I heard a fly buzz']

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Module E.Poetry

Robert Frost: Two Poems 'Once by the Pacific'/ Mending Wall*
Langston Hughes: 'The Negro* Speaks of Rivers' or Maya Angelou: 'Still* I Rise'
Alexie Sherman Alexie 'Crow* Testament', 'Evolution'*

Suggested Topics for Background Reading and Class Presentation

The American Myths of Genesis/ The American Dream/ The American Adam American Romance and the American Novel
Is *Huck Finn* the Prototypical American Novel?
Multicultural Literature of the United States; Folklore and the American Novel Race and Gender in American Literature
War and American Fiction
Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
Social Realism and the American Novel
The Questions of Form in American Poetry

Suggested Readings

Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an AmericanFarm*er (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, A *Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

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Course Code: ENG-C-212
Title of the paper: Popular Literature

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the early history of print culture in England
- to make students relate high and low culture, canonical and non-canonical literature with reference to various genre fiction and best sellers, and genres of non-literary fiction
- to make students use various methods of literary analysis to interpret popular literature as specifically belonging to its time
- to make students develop taste and skills for pursuing research in popular literature and culture

Course Level Learning Outcomes

At the end of the course students will be able to:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature ,articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	

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C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Children's Literature

Lewis Carroll, *Through the Looking Glass*

Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

Module B: Detective Fiction

Agatha Christie The Murder of Roger Ackroyd

Module C: **Romance/Chick Lit**

Daphne du Maurier, *Rebecca*

Or

Anuja Chauhan, *The Zoya Factor*

Module D: **Graphic Fiction**

Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*

Module E: Science Fiction

Isaac Asimov, "Nightfall"

Suggested Topics for Background Reading and Class Presentation

Coming of Age

The Canonical and the Popular

Ethics and Education in Children's Literature Sense and Nonsense

The Graphic Novel

The Popular and the Market

Suggested Readings

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: AmericanPopular Culture and Europe,* ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History,* vol. 45, 1978,

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and SocialChange,* ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

DarcoSuvin, 'On Teaching SF Critically', in *Positions and Presuppositions in ScienceFiction*

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading theRomance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker,* 20 June 1945.

Hilllary Chute, "Comics as Literature? Reading Graphic Narrative', *PMLA* 123(2)

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Course Code: ENG-C-213
Title of the paper: British Poetry and Drama: 17th And 18th Centuries

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the difference between the Comedy of Manners and Mock-Heroic poetry
- to make students appreciate the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- to make students interpret literature with reference to ideas of Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- to make students develop taste and skills for pursuing research in the British Poetry and Drama of the 17th And 18th Centuries

Course Level Learning Outcomes
At the end of the courses students will be able to:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					

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A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: John Milton *Paradise Lost: Book 1*

Module B: John Webster *The Duchess of Malfi*

Module C: Aphra Behn *The Rover*

Module D: Alexander Pope *The Rape of the Lock*

Module E: Scholarly discussion on *: (a) Changing Images of the Human Being in the Literature of the Period*

(b) Women in the 17th Century.

Suggested Topics for Background Reading and Class Presentation

Religious and Secular Thought in the 17th Century
Changing Images of the Human Being in the Literature of the Period (17th and 18th Centuries)
The Stage, the State and the Market
The Mock-epic and Satire Women in the 17th Century The Comedy of Manners

Suggested Readings

The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The NortonAnthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton2012) pp. 1767–8.

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Course Code: ENG-C-221
Title of the paper: British Literature: 18th Century

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the background against which development of Restoration Comedy and anti-sentimental drama took place
- to make students appreciate the formal variations of Classicism
- to make students recognize the value of satire in the eighteenth century literature
- to make students critically evaluate the literature of the neo-classical period

Course Level Learning Outcomes
At the end of the course students will be able to:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neo-classical period

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: William Congreve *The Way of the World*

Module B : Jonathan Swift *Gulliver's Travels* (Books III and IV)

Module C: Samuel Johnson 'London'*
Thomas Grey 'Elegy Written in a Country *Churchyard"

Module D: Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

Module E: Scholarly discussion on: (a) The self-conscious Art Form, (b) The Enlightenment and Neoclassicism

Suggested Topics for Background Reading and Class Presentation
The Enlightenment and Neoclassicism Restoration Comedy
The Country and the City
The Novel and the Periodical Press The Self-Conscious Art Form

Suggested Readings
Jeremy Collier, A *Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literatureand Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: CroomHelm, 1984).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed.Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life ofPope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn(New York: Norton, 2006) pp. 2693–4, 2774–7.

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Course Code: ENG-C-222
Title of the Paper: British Romantic Literature

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the concepts associated with Romanticism and Classicism
- to make students appreciate the German and French influences on the Romantic period in English literature in social, philosophical, intellectual terms
- to make students appreciate the canonical and representative poems and prose of the writers of the Romantic period
- to make students relate Romantic literary texts to other forms of expression such as painting etc.

Course Level Learning Outcomes
At the end of the courses students will be able to:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	

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B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: William Blake 'The Lamb','The Chimney Swe*eper' (from *The Songs of Innocence* and *The Songs of Experience*)

'The Tyger' (*The Songs of Experience*)

'Introduction' to *The Songs of Innocence*

Robert Burns 'A *Bard's Epitaph'

'Scot's Wha Hae'

Module B: William Wordsworth 'Tintern Abbey' ,'Ode: Intimations of *Immortality' ;Samuel Taylor Coleridge 'Kubla Khan', 'Dejection: An Ode'

Module C: Lord George GordonNoel Byron 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, *verses 178–86 (lines 1594–674)
Percy Bysshe Shelley 'Ode to the West Wind', 'Ozymandias','Hymn to *Intellectual Beauty'
John Keats 'Ode to a Nightingale','To Autumn', 'On First Looking into Chapman'*s Homer'

Module D: Mary Shelley *Frankenstein*

Module E: Scholarly discussion on: (a) Reason and Imagination, (b) Literature and Revolution

Suggested Topics for Background Reading and Class Presentation
Reason and Imagination Conceptions of Nature
Literature and Revolution
The Gothic
The Romantic Lyric

Suggested Readings
William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
Jean-Jacques Rousseau, 'Preface' to *Emile or Education,* tr. Allan Bloom (Harmondsworth:Penguin, 1991).
Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

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Course Code: ENG-C-223
Title of the paper: British Literature: 19th Century

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the socio-economic-political contexts that inform the literature of the **19th Century**
- to make students understand the conflict between self and society in different literary genres of the period
- to make students appreciate the role of the expansion of Colonialism and Capitalism in the rise of the novel
- to make students understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- to make students relate similar settings in India in proper appreciation of literary representations in the British literature of the 19th Century

Course Level Learning Outcomes
At the end of the course students will be able to:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Jane Austen *Pride and Prejudice*

Module B: Charlotte Bronte *Jane Eyre*

Module C: Charles Dickens *Hard Times*

Module D: Alfred Tennyson 'The Lady of Shalott','Ulysses',
'The Defence* of Lucknow'
Module E: Robert Browning 'My Last Duchess', 'The Last Ride Together*',
'Fra Lippo Lippi'
Christina Rossetti 'The Goblin* Market'

Suggested Topics for Background Reading and Class Presentation
Utilitarianism
Colonialism and nineteenth century literature The Death of the Village
The 19th Century Novel Marriage and Sexuality The Writer and Society Faith and Doubt
The Dramatic Monologue

Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *TheNorton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York:Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English* Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

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Course Code: ENG-C-311
Title of the Paper: Women's Writing

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the importance of gender specificity in literature while appreciating the representation of female experience in literature
- to make students understand the difference between the feminine and the feminist as opposed to the female examine and appreciate the role played by socio-cultural-economic contexts indefining woman
- to make students understand the complexity of social and biological constructions of manhood and womanhood while examining the relationship of women to work and production
- to make students link the status of woman to social discrimination and social change

Course Level Learning Outcomes

At the end of the courses students will be able to:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female examine and appreciate the role played by socio-cultural-economic contexts indefining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- understand the complexity of social and biological constructions of manhood and womanhood
- examine the relationship of women to work and production

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Emily Dickinson 'I canno live with you' 'I'm wife; I've* finished that'
Sylvia Plath 'Daddy' 'Lady Lazarus*'
Eunice De Souza 'Advice to Women' 'Bequest'*

Module B: Alice Walker *The Color Purple*

Module C: Charlotte Perkins Gilman 'The Yellow Wallpaper' Katherine Mansfield 'Bliss'
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Module D: Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Module E:Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita RamabaiThrough Her Own Words: Selected Works,* tr. Meera Kosambi (New Delhi: OUP, 2000) pp.295–324.
Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India,* vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

Suggested Topics for Background Reading and Class Presentation
The Confessional Mode in Women's Writing Sexual/Textual Politics
Body, Beauty and Discrimination Race, Caste and Gender
Social Reform and Women's Rights Women under Colonialism
Women in and out of Slavery Is there a Woman's Language?

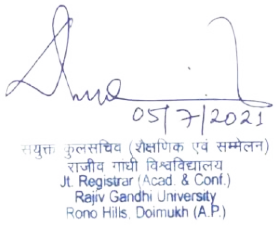
Suggested Readings
Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex,* tr. Constance Borde and ShielaMalovany-Chevallier (London: Vintage, 2010) pp. 3–18.

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Kumkum Sangari and Sudesh Vaid, eds., ‘Introduction’, in *Recasting Women:EssaysinColonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.



Course Code: ENG-C-312
Title of the Paper: British Literature: The Early 20th Century.

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the difference between modernity and modernism
- to make students understand modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- to make students understand the use of modernist technique in different genres in early twentieth century British literature
- to make students grasp the idea of from in modernist literary texts from across major genres

Course Level Learning Outcomes
At the end of the courses students will be able to:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of from in modernist literary texts from across major genres

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					

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A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Joseph Conrad *Heart of Darkness*

Module B: D. H. Lawrence *Sons and Lovers*

Module C: Virginia Woolf *Mrs Dalloway*

Module D: W.B. Yeats 'Leda *and the Swan' 'The Second Coming',
'No Second *Troy', 'Sailing to Byzantium'

Module E: T.S. Eliot 'The Love Song of J. *Alfred Prufrock','Sweeney among the* Nightingales',
'The Hollow Men'

Suggested Topics for Background Reading and Class Presentation
Modernism, Post-modernism and non-European Cultures
The Women's Movement in the Early 20th Century
Psychoanalysis and the Stream of Consciousness Literature and the Fear of Disintegration
The Uses of Myth
Nation and Narration in Early Twentieth Century Novel
The Avant Garde

Suggested Readings
Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature,* 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

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Course Code: ENG- C-321
Title of the Paper: Modern European Drama

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the role of theatre and drama in the introduction and shaping of modernity
- to make students understand concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- to make students understand how meaning is created in theatre
- to make students grasp the importance of innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Course Level Learning Outcomes
At the end of the courses students will be able to:

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre
- be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Henrik Ibsen, *Ghosts/ A Doll's House*

Module B: Bertolt Brecht, *The Good Woman of Szechuan*

Module C: Samuel Beckett, *Waiting for Godot*

Module D: Eugene Ionesco, *Rhinoceros*

Module E: Jean Genet, *The Balcony*

Suggested Topics for Background Reading and Class Presentation

Politics, Social Change and the Stage Text and Performance
European Drama: Realism and Beyond
Tragedy and Heroism in Modern European Drama The Theatre of the Absurd
The Role of the Director
The Role of the free theatres

Suggested Readings

Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr.Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp.121–5, 137–46.

Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.

George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp.303–24.

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Course Code: ENG-C-322
Title of the Paper: Postcolonial Literatures

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- to make students engage with a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- to make students understand how racism and imperialism worked during and after colonial occupation
- to make students grasp and appreciate the changing role and status of English in postcolonial literatures while linking colonialism to modernity

Course Level Learning Outcomes
At the end of the courses students will be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Contents

Module A: Fiction
Chinua Achebe *Things Fall Apart/ Man of the People/* Amitav Ghosh *The Hungry Tide*

Module B: Fiction
V S Naipaul : *In a Free State* or Premchand:Godanor Rushdie: *Shame*/ or Kamila Shamsie: *In a City by the Sea* or Gabriel Garcia Marquez *Chronicle of a Death Foretold*

Module C:Short Fiction
Phakir Mohan Senapati'Rebati'/ LakshminathBezbaroa: 'Bapiram',
Bessie Head 'The Collector of Treasures' /Ama Ata Aidoo 'The Girl who can',
Grace Ogot 'The Green Leaves'

Module D:Poetry
Derek Walcott 'A Far Cry from Africa' ,FromOmeros 'Names'
Okotp'Bitek: 'My Husband', 'Modern* Cooking'

Module E :Poetry
David Malouf 'Revolving Days','Wild *Lemons'
Mamang Dai 'Small Towns *and the River'/ 'The Voice of the Mountain'
Pablo Neruda 'Tonight* I can Write'/ 'The Way Spain Was'*

Suggested Topic for Background Reading and Class Presentation
Nationalism and Nationality
De-colonization, Globalization and Literature Race, Region, Religion
Women and Postcolonialism/Gender and Identity
English and Bhasha: The Languages of Postcolonialism Postcolonial Literatures and Questions of Ethics
Postcolonialism and Resistance Literature and Identity Politics
Writing for the New World Audience

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Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in Gabriel Garcia Marquez: New Readings, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

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B. Discipline Specific Electives (Any Four)

Course Code: ENG-D-313Aa
Title of the Paper: Modern Indian writing in English Translation

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students appreciate the diversity of modern Indian literatures and the similarities between them
- to make students value and critically appreciate the role of Translation into English as an important practice of popularisig Modern Indian writing across regional Indian language literatures
- to make students creatively engage with literary movements in various Indian literatures
- to make students engage with a corpus of representative texts of modern Indian literatures and their Translation into English
- to make students understand the historical trajectories of Indian literatures

Course Level Learning Outcomes
At the end of the course students will be able to:

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: SHORT FICTION

Premchand, 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).

IsmatChugtai, 'The Quilt', in *Lifting the Veil: Selected Writings of IsmatChugtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).

Gurdial Singh, 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).

Fakir Mohan Senapati, 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. KishoriCharan Das (Delhi: Srishti Publishers, 2000).

Module B: POETRY

Rabindra Nath Tagore, 'Light, Oh Where is the Light?' and '*When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).

G.M. Muktibodh, 'The Void', (tr. Vinay Dharwadker) and 'So *Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern IndianPoetry*, ed.VinayDharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).

Amrita Pritam, 'I Say Unto* Waris Shah', (tr. N.S. Tasneem) in *Modern IndianLiterature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George,vol. 3 (Delhi: Sahitya Akademi, 1992).

ThangjamIbopishak Singh, 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land* of the Half-Humans', tr. Robin S. Ngangom, in *TheAnthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).

Module C: DRAMA

Dharamveer Bharati *AndhaYug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

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Module D: FICTION

G. Kalyan Rao, *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)/ Bama, *Karukku*, tr. Lakshmi Holmstrom (Delhi: OUP, 2000)

Module E : Scholarly discussion on (a) The Aesthetics and Politics of Translation , (b) Caste, Gender and Resistance , (c) Questions of Form in 20th Century Indian Literature

Suggested Topics for Background Reading and Class Presentation

The Aesthetics and Politics of Translation
Linguistic Regions and Languages
Modernity in Indian Literature
Caste, Gender and Resistance
Questions of Form in 20th Century Indian Literature

Suggested Readings

Rabindranath Tagore, 'Nationalism in India,' in *Nationalism* (Delhi: Penguin Books, 2009) pp. 63-83.
Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, No. 151 (Sept./Oct. 1992).
B.R. Ambedkar, 'Annihilation of Caste' in *Dr. Babasaheb Ambedkar: Writings andSpeeches, vol. 1* (Maharashtra: Education Department, Government of Maharashtra, 1979)chaps. 4, 6, and 14.
Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.

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Course Code: ENG-D-313Ab
Title of the Paper: Literature of the Indian Diaspora

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students appreciate the Indian diasporic consciousness and the literary features of diasporic texts
- to make students develop critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism
- to make students engage with the main currents of Indian diasporic narratives and analyse diasporic texts with reference to key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- to make students appreciate texts in their function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Level Learning Outcomes

At the end of the course students will be able to:

- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Scheme of Examination:
Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
The final examination will be held for 80 marks.
Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: M. G. Vassanji. *The Book of Secrets* (Penguin, India)

Module B: Rohinton Mistry. *A Fine Balance* (Alfred A Knopf)

Module C: Meera Syal. *Anita and Me* (Harper Collins)

Module D: Jhumpa Lahiri. *The Namesake* (Houghton Mifflin Harcourt)

Module E: Special Terms:Diaspora , Globalization ,Transnationalism ,Multiculturalism

Suggested Topics for Background Reading and Class Presentation

The Diaspora Nostalgia
New Medium Alienation
Globalization
Transnationalism

Suggested Readings

"Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora.* London: Routledge

"Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

"The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

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Course Code: ENG-D-314Aa
Title of the paper: Literary Criticism

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand contributions of major literary theorists, particularly of the 20th century
- to make students sharpen interpretative skills in the light of various theoretical frameworks
- to make students apply various theoretical frameworks and concepts to literary and cultural texts
- to make students understand various literary theories and the way they enrich and change our thinking about language, literature and society

Course Level Learning Outcomes
At the end of the course students will be able to:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Literary Theory: An Introduction, New Criticism and Russian Formalism, Reader Response

Module B*: Marxism*, Psychoanalytic theory

***Module C* :** Structuralism , Poststructualism , New Historicism

Module D: Postcolonialism, Feminism , Black and Dalit Aesthetics/ Subaltern Studies

Module E: Theory Now

Suggested Topics for Background Reading and Class Presentation
Literary criticism
Contemporary Literary Theory
Literary and Cultural Theory

Suggested Readings
David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucy: University Press of Kentucky, 1993.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

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Course Code: ENG-D-314Ab
Title of the Paper: World Literatures

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand concepts related to world literature ,e.g. national literature, general literature, comparative literature and *Vishwa Sahitya.*
- to make students analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- to make students analyze and interpret literary texts in their contexts and locate them
- to make students interpret literary and cultural texts from various world literatures in the light of various theoretical frameworks
- to make students understand enrich their thinking about language, literature and society involving notions of global human aspirations and significant international experiences and political developments

Course Level Learning Outcomes
At the end of the course students will be able to:

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and *Vishwa Sahitya.*
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Albert Camus, *The Stranger* / Franz Kafka, *Metamorphosis*

Module B: Anton Chekov, *The Cherry Orchard*

Module C: Pablo Neruda, Select Poems-" I do not love you except Because I love you " and ode to sadness".

Rainer M Rilke, *Duino Elegies,*

Module D: Gabriel Garcia Marquez *The General in the Labyrinth*

Module E: Naguib Mafouz, *Palace Walk* or *Palace of Desire* (from the Cairo trilogy) / Jose Saramago, *Cain*

Suggested Topics for Background Reading and Class Presentation

Suggested Reading:

Rabindranath Tagore, *Vishwa Sahitya*, Sarkar & Sons, 1993.
David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.
Lillian HerlandsHornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.
Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.

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Course Code: ENG-D-323Aa
Title of the Paper: Partition Literature

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the Partition of Indian Sub-continent and literature emerging as a response to the same
- to make students analyze and appreciate literary texts reproducing experiences and expectations on account of partition
- to make students analyze and interpret literary texts in their contexts and locate them for development of empathy as a fit human response in such a crisis

Course Learning Outcomes
At the end of the course students will be able to:

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- interpret texts and experience and relate it to their contexts and experiences

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A :Intizar Hussain, Basti, (tr), Frances W Pritchett (New Delhi: Rupa, 1995).
Khushwant Singh, *Train to Pakistan*,Chattos&Windus, 1956.

Module B :DibyenduPalit*Alam's Own House,* tr. Sarika Chaudhary *Bengal Partition Stories: An Unclosed Chapter,* Bashabi Fraser (Ed.) London: Anthem Press (2008)
Sa'adat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto,* (Delhi: Katha, 2003).

Module C :LalithambikaAntharajanam, 'A Leaf in the Storm' (tr) K Narayanachandran, in *Stories about the Partition of India* (ed) Alok Bhalla, New Delhi, Manohar 2012 (pp.137 – 45)

Module D: Faiz Ahmad Faiz 'For your Lanes, My Country' in *In English* :Faiz Ahmed Faiaz, A Renowned Urdu Poet, tr and Ed RizRamhim. California: Xlibris 2008 (p 138)

Module E: Jibananda Das, 'I shall Return to This Bengal' Tr Shakunatal Chaudhuri, in *ModernIndian Literature.* New Delhi OUP

Suggested Topics for Background Reading and Class Presentation

Nationalism, Colonialism, British Rule in India Post Colonialism in India
Communalism and Violence Homelessness and Exile
Women and Children in Partition Literature

Background Reading and Screenings

1. Ritu Menon and Kamla Bhasin, 'Introduction' in *Borders and Boundaries*. New Delhi, Kali for Women. 1998

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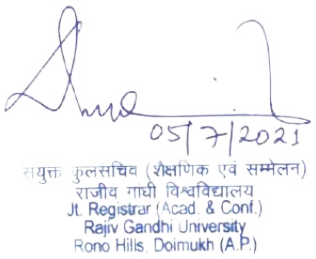
2. Sukrita P Kumar, *Narrating Partition.* Delhi, Indialog 2004

3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition ofIndia.* New Delhi, Kali for Women 2000

4. Sigmund Freud, 'Mourning and Melancholia' in *The CompletePsychological Works of Sigmund Freud,* Tr James Strachey. London:Hogarth Press 1953 (pp 3041 – 53)

Films

Garam Hawa(Dir. M S Sathyu, 1974))
KhamoshPaani: *Silent Waters* (Dir. SabihaSumar, 2003)
Subarnarekha (Dir RitwikGhatak, 1965)



Course Code: ENG-D-323Ab
Title of the Paper: Research Methodology.

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand how to develop a simple questionnaire to elicit specific information
- to make students understand how to Collect data based on a survey and arrive at inferences using a small sample Discuss and draft a plan for carrying out a piece of work systematically
- to make students understand how to Refer to authentic sources of information and document the same properly. Provide proper explanation for technical terms in simple language.

Course Level Learning Outcomes
At the end of the course students will be able to:

- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly. Provide proper explanation for technical terms in simple language.

Scheme of Examination:
• Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
• The final examination will be held for 80 marks.
• Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	

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Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Basic concept of research and the terminology involved
Basic types of research
Basic tools of research

Module B: Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources.

Module C: Stating and defending a research proposal
. conceptualizing and drafting a research proposal
. parts of research proposal

Module D: Writing a research paper
Style manuals
Notes, references and bibliography

Module E: Research and ethics: documentation and plagiarism

Suggested Topics for Background Reading and Class Presentation
Research and the terminology
Tools of research
Preparing a research proposal
Plagiarism and related exercise on Research ethics

Suggested Readings
Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners.* New Delhi, Vikas.
Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)
Wallace, Michael. (2004). *Study Skills*. Cambridge: CUP.

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Course Code: ENG-D-324Aa
Title of the Paper: Travel Writing

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand Travel Writing from regional, national and global perspectives
- to make students understand how Travel Writing can be analyzed with relation to colonialism
- to make students understand how foreigners' impressions change local perspectives of the places they have visited and described
- to make students understand how Travel Writing impacts notions of selfhood and otherness against given historical understanding of the same

Course Level Learning Outcomes
At the end of the course students will be able to:

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives
- explain the origin and reception of Travel Writing in chosen locations appreciate and analyze the relationship of Travel Writing to colonialism
- see the link between Travel Writing and history writing: Travel Writing as an alternative history or supplement to historical writing
- see the link between travel writing and translation
- analyze travel writing in relation to colonial and postcolonial positions
- appreciate the role of travel in shaping selfhood and otherness and relate the growth of Travel Writing to regional national and global identities
- critically engage with the accounts of places visited by foreigners and how their impressions change local perspectives of the places

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: IbnBatuta: 'The Court of Muhammad bin Tughlaq'/ Khuswant Singh's *CityImprobable: Writings on Delhi*, Penguin Publisher
Verrier Elwin: From APhilosophy for NEFA ('A Pilgrimage to Tawang')
Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India

Module B : Selections from Mark Twain: *The Innocent Abroad* (Chapters 7, 8, 9)/ Richard Wright: Pagan Spain
Ernesto Che Guevara: *The Motorcycle Diaries: A Journeyaround South America* (the Expert, Home land for victor, The City of Viceroys),Harper Perennial
William Dalrymple: *City of Dijnn* (Prologue, Chapters I and II) Penguin Books

Module C : Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing

Module D : Nahid Gandhi: *Alternative Realties: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013 /Marianne Postans (*Chapter 1: "Modern Bombay"* from *Western India1838 , https://archive.org/details/westernindiain00postgoog/page/n61/mode/2up*-) / Elizabeth Vicklan*dDaughter of Brahma*)

Module E :ElisabethBumiller: *May You be the Mother of a Hundred Sons: a Journey amongthe Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

Suggested Topics for Background Reading and Class Presentation
Travel Writing and Ethnography Gender and Travel
Globalization and Travel
Travel writing and Disciplinary Knowledge Travel and Religion
Orientalism and Travel

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Suggested Readings

Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241.

Tabish Khair, 'An Interview with William Dalyrmple and Pankaj Mishra' in *PostcolonialTravel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York:Palgrave Macmillan, 2011), 173-184.

Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self andThe Other* (Routledge, 2012), pp.1-29.

Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

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Course Code: ENG- D-324Ab
Title of the Paper: Autobiography

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand how various kinds of writing represent and make sense of the experiences of the individual
- to make students understand how interrelationship and difference manifest with regard to concepts of self and history, truth, claims and fiction in private and public spheres
- to make students understand how language is variously exploited for constructing identity through texts governed by politics of memory
- to make students appreciate life writing as a literary form in both western and non-western contexts

Course Level Learning Outcomes
At the end of the course students will be able to:

- demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- explain the working of memory, politics of memory and its role in constructing identity.
- explain and analyze how life writing provides alternatives to existing ways of writing history.
- examine the status of life writing as a literary form and the history of its reception
- appreciate the emergence of life writing non-western context.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Jean-Jacques Rousseau's *Confessions* , Part I and Book 1 Tr. Angela Scholar (New York. OUP 2000)

M K Gandhi's *Autobiography: The Story of my Experiments with Truth* (pp.5 – 26),Ahmedabad, Navjivan Press)

Module B: TJS George *MS – A Life in Music.* New Delhi, Harper Collins 2004 (first Three chapters)

Ramchandra Guha *Savaging the Civilized* New Delhi, Permanent Black 1999 (first three chapters)

Module C*: The Diary of Samuel Pepys* (selections) or The Diary of Young Girl Anne Frank

Module D: Richard Wright *The Black Boy (*Chapter 1 pp 1-94) Picador 1984

Module E: Sharan Kumar Limbale*The Outcaste* New Delhi OUP (pp 1-39)

S uggested Topics for Background Reading and Class Presentation

Life writing and Truth Self and Society
Role of memory in Life writing Life Writing as Resistance
Life Writing and rewriting History Life Writing and Identity

Suggested Readings

Roy Pascal, *Design and Truth in Autobiography*
James Olney, 'A Theory of Autobiography' in *Metaphors of Self* Princeton University Press 1972 (pp 3 – 50)
Laura Marcus The Law of Genre in Autobiographical Discourse Manchester University Press 1994 (pp 229 – 74)
Linda Anderson, 'Introduction' in *Autobiography* London, Routledge 2001 (pp 1 – 17)
Mary G Mason, 'The Other Voice' Autobiographies of Women Writers in Life/Lines Theorizing Womens' Autobiography. Ed Bella Brodzki and Celeste Shenck Cornell University Press 1988 (pp 19 – 44)
Rajkumar, Dalit *Personal Narratives,* Hyderabad, Orient Blackswan.

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C. Generic Elective (any four)

Course Code: ENG-G-114
Title of the Paper: Academic Writing and Composition

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students use simple and acceptable English to convey their ideas in English in writing
- to make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- to make students understand and explain a diagram or a graph, chart, table etc
- to make students write a review of a book or a movie
- to make students write a report on academic or cultural events held in a college or university for a journal or a newspaper

Course Learning Outcomes
At the end of the course students will be able to:

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Introduction to the Writing Process
Introduction to the Conventions of Academic Writing

Module B: Writing in one's own words: Summarizing and Paraphrasing
Study Skills including note making, note taking, information transfer, reviewing etc.

Module C: Structuring an Argument: Introduction, Interjection, and Conclusion
Critical Thinking: Syntheses, Analyses, and Evaluation

Module D: Remedial Grammar

Module E: Citing Resources; Editing, Book and Media Review

Suggested Topics for Background Reading and Class Presentation
Summarizing and Paraphrasing
note making, note taking, information transfer, reviewing
Citing Resources; Book and Media Review

Suggested Readings
Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for AcademicPurposes* (Cambridge: CUP, 2006).
Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in AcademicWriting* (New York: Norton, 2009).
Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP

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Course Code: ENG-G-124
Title of the Paper: MEDIA AND COMMUNICATION SKILLS

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students communicate information clearly and effectively in all kinds of environment and contexts
- to prepare students for effective media writing, reviews, reports, programmes and discussions
- to make students familiar with the new media, its techniques, practices of social media and hypermedia
- to make students aware of career opportunities in print and electronic media

Course Level Learning Outcomes
At the end of the course students will be able to:

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A 1.Introduction to Mass Communication

1. Mass Communication and Globalization
2. Forms of Mass Communication

Topics for Student Presentations:

a. Case studies on current issues Indian journalism
b. Performing street plays
c. Writing pamphlets and posters, etc.

Module B: Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

a. Creating an advertisement/visualization,**b**. Enacting an advertisement in a group ,**c.** Creating jingles and taglines

Module C 3: Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
b. Writing news reports/book reviews/film reviews/TV program reviews/interviews c. Editing articles
d. Writing an editorial on a topical subject

Module D 4: Introduction to Social Media.

1. Types of Social Media
2. The Impact of Social Media

Module E: Introduction to Cyber Media

Suggested Topics for Background Reading and Class Presentation

As given in the Modules above

Suggested Readings

Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.
Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.
Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment andFuture*. Boston: Wadsworth Cengage Learning, 2012.
John Fiske, *Introduction to Communication Studies*. London: Routledge, 1982.
Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. NewYork: McGraw Hill, 2004.
Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York &London:Holt, Rinehart and Winston1981.
Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury, 2015.
V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

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Course Code: ENG-G-215
Title of the Paper: LANGUAGE AND LINGUISTICS

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the structure and various parts of the language
- to make students understand dialects and language and factors governing the relationship thereof
- to make students appreciate various functions that a language performs
- to make students recognize that language acquisition and learning can take place without the fear of making errors

Course Level Learning Outcomes
At the end of the course students will be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Scheme of Examination:
• Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Language: language and communication; language varieties: standard and non- standard language; language change. (From Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of newlinguistic varieties.*Cambridge: Cambridge University Press.)

Module B: Structuralism:Distinctive features of human language. (Here we discuss how language used for human communication though unique, shares several features with animal communication.)
Language learning and acquisition: (Here we discuss how a child learns language in an atmosphere of love and leisure in contrast to what happens in school. The implications this understanding will have on both learning and teaching language can be explored in brief.) (Saussure, Ferdinand de. 1966. *Course in general linguistics.*New York: McGraw Hill 'Introduction'Chapter 3)

Module C: Phonology (Akmaijian, A, R.A. Demers and R, M. Garnish, Linguistics: An Introduction to language and Communication, 2nd ed.;From kin, V., and R. Rodman, An Introduction to Language, 2nd ed.(New York: Holt, Rinehart and Winston,1974)Chapters3,6 and7.

Module D : Morphology (Akmaijian, A, R.A. Demers and R, M. Garnish, Linguistics: An Introduction to language and Communication, 2nd ed.;From kin, V., and R. Rodman, An Introduction to Language, 2nd ed.(New York: Holt, Rinehart and Winston,1974)Chapters3,6 and7.

Module E: Syntax and semantics: categories and constituents phrase structure; maxims ofconversation. (Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: AnIntroduction to Language and Communication,* 2nd ed. (Cambridge, Mass,: MIT Press,1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.)

Suggested Topics for Background Reading and Class Presentation
features of animal communication shared in language used for human communication
sounds production : diagrams and charts
word formation exercises
sentences and meaning – solving ambiguity

Suggested Reading
Selinker, L (1975) *An Introduction to Linguistics*, London, Longman
Fromkin and Rodman. (1975) *Human and Animal Communication.* London, Pergamon.
Syal, Puspinder et.al. (2009). *An Introduction to Linguistics: Language, Grammar andSemantics*, New Delhi, PHI
Mohanraj, Jayashree. (2014) *Let's Hear them Speak*, New Delhi, Sage

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Course Code: ENG- G-225
Title of the Paper: LANGUAGE, LITERATURE AND CULTURE

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the beauty of expression in literature
- to make students understand the use of language in literature
- to make students appreciate literature for its role in transmitting culture

Course Level Learning Outcomes

At the end of the course students will be able to:

- see literature as a fine form of expression.
- use literature for analysis to understand the use of language.
- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences .

Scheme of Examination:

•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

(Portions related to the aspects given in the Modules here will be done from *An Anthology of Writings on Diversities in India* ,a course book prepared by the Delhi University for UG students. Appropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.)

Module A: literature as a fine form of expression.

Module B: literature for analysis to understand the use of language

Module C: language as a major source of transmitting culture

Module D: the understanding of literature in the form of extrapolation (seeing the relevance of a story, poem, play etc. in students' own lives)

Module E: how cultures and languages are interrelated especially through their presentation of differences

Suggested Topics for Background Reading and Class Presentation
Related aspects asgiven in the Modules here and done from *An Anthology of Writings on Diversities in India and a*ppropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.

Suggested Reading
An Anthology of Writings on Diversities in India ,a course book prepared by the Delhi University for UG students.

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संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

Ability Enhancement Compulsory Course (AECC.2) for B.A./B.Sc./B.Com.

Course Code: ENG-A-111
Title of the Paper: English for Communication

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

Course Learning Outcomes
At the end of the course students will be able to:

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing(150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module – I: Poetry

William Shakespeare – All the World is a stage.
William Wordsworth – I wondered lonely as a Cloud.
Ralph Waldo Emerson – The Mountain and the Squirrel.
Emily Dickinson – Success is Counted Sweetest.
Robert Frost - Stopping by Woods on a Snowy Evening.
Rabindranath Tagore – Where the Mind is without Fear.
A.K.Meherotra – Songs of the Ganga.

Module – II: Short stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar's Trade Union.
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace
Anton Chekhov – The Lament/ O' Henry – The Last Leaf
Manoj Das – The Submerged Valley.

Module – III: One- Act plays and Short fiction

(A) Norman Mckinnell - The Bishop's Candle Sticks/Anton Chekov – A Marriage Proposal
Eugene lonesco – The Lesson /August Strandberg – Miss Jullie
Fritz Karinthy– Refund

(B)Harper Lee – To kill a Mocking Bird.
Or
R. K. Narayan – Vendor of Sweets.

Module – IV: Fundamentals of Grammar

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals , adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

Module – V: Composition Practice

(A) Comprehension, précis writing, paragraph writing(150 words), reviewing movies and books ,Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing.

(B) Communication Practice –

Introducing yourself, introducing people to others, meeting people, Exchanging greetings, taking leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in Emergency, e-mails writing ,explaining a graph, chart, table etc.

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed in Modules**I,II and III** – reading , re-telling , role-playing , explaining with reference to contemporary social experiences
Practical writing work on Modules **IV and V**

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Suggested Reading:

1- For reading the texts available sources of texts and help of the Web source may be taken.
2- Crystal, David(1985) Rediscover Grammar with David Crystal. Longman.
3- Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4- Bakshi, R. N. A course in English Grammar, orient Longman
5- Krishnaswamy, N. Modern English – A Book of Grammar, usage andcomposition. MacMillan India Ltd.

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प्रथम सत्र

पत्र – HIN-A- 111

हिंदी शिक्षण

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

यह प्रश्नपत्र प्रथम सत्र में हिन्दी कौशलाधारित पाठ्यक्रम चुनने वाले सभी विद्यार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अंक अलग-अलग निर्धारित हैं।

उद्देश्य:

सामाजिक, व्यावसायिक, कार्यालयी तथा शैक्षणिक परिप्रेक्ष्य में विद्यार्थियों के भाषा-कौशल में निखार लाना। विद्यार्थियों में प्रतिस्पर्धात्मक परीक्षाओं एवं साक्षात्कार हेतु आत्मविश्वास उत्पन्न करना। विद्यार्थियों में रचनात्मक कौशल विकसित करना। भाषा-ज्ञान के माध्यम से विद्यार्थियों को रोजगारोन्मुख शिक्षा प्रदान करना।

इकाईः 1 राष्ट्रीय एवं अन्तरराष्ट्रीय परिप्रेक्ष्य में हिन्दी का महत्त्व; मानक हिन्दी और बोलचाल की हिन्दी में अन्तर; स्वागत भाषण, भाषण, विषय प्रवर्तन तथा धन्यवाद ज्ञापन। व्याख्यान – 10

इकाईः 2 **आलेख रचना**

सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना ; आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियाँ।

व्याख्यान – 10

इकाईः 3 **व्यावहारिक लेखन**

कार्यालयी पत्राचार; प्रेस विज्ञप्ति; सूचना ; ज्ञापन; कार्यसूची; कार्यवृत्त; प्रतिवेदन; सम्पादन; संक्षेपण; आत्मविवरण तथा ई-मेल लेखन, फेसबुक, ब्लॉग और ट्वीटर लेखन। व्याख्यान – 10

इकाईः 4 **सृजनात्मक लेखन**

कविता, कहानी, नाटक तथा एकांकी, निबंध, यात्रावृत का स्वरूप विवेचन। व्याख्यान – 10

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उपलब्धियां - हिंदी शिक्षण से सम्बन्धित इस पत्र में विद्यार्थी हिन्दी भाषा के व्यावहारिक स्वरूप तथा प्रयोजनमूलक हिन्दी के क्षेत्र लेखन से जुड़ी बहुविध जानकारियों से परिचित हुए। हिन्दी भाषा की बढ़ती लोकप्रियता और बढ़ते अन्तरराष्ट्रीय महत्त्व के सन्दर्भ में हिन्दी भाषा आधारित कौशल विकास से विद्यार्थियों को अवगत कराया गया। विशेषकर आलेख रचना के अतिरिक्त व्यावहारिक एवं सर्जनात्मक लेखन से जुड़ी बारीकियों को जान सके।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15X4= 60
2. सम्पूर्ण पाठ्यक्रम से 5-5 अंकों की 4 टिप्पणियां पूछी जायेगीं। टिप्पणियों के लिये विकल्प भी रहेंगे। 5X4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. अच्छी हिन्दी : रामचन्द्र वर्मा।
2. व्यावहारिक हिन्दी व्याकरण और रचना : हरदेव बाहरी।
3. हिन्दी भाषा :डॉ. भोलानाथ तिवारी।
4. रेडियो लेखन : मधुकर गंगाधर।
5. टेलीविजनः सिद्धान्त और टैकनिक :मथुरादत्त शर्मा।
6. प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टे।
7. सरकारी कार्यालयों में हिन्दी का प्रयोग : गोपीनाथ श्रीवास्तव, राजकमल, दिल्ली।
8. टेलीविजन लेखन : असगर वजाहत / प्रेमरंजन ; राजकमल, दिल्ली।
9. रेडियो नाटक की कला : डॉ. सिद्धनाथ कुमार, राजकमल, दिल्ली।
10. रेडियो वार्ता-शिल्प : सिद्धनाथ कुमार, राजकमल, दिल्ली

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EVS-**A-121: ENVIRONMENTAL STUDIES**

(GEO AECC1- ENVIRONMENTAL STUDIES)

Credit 4- (Credit Hours in a week: Lecture-3, Practical-0, Tutorial-1)
Marks: 100 (End term examination=80 and internal examination-20)

Objective:

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

Learning Outcome:

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

Course Content

I **Introduction to Environmental Studies**

i. Development of Environmental Studies
ii. Meaning of environment
iii. Concept of Environment
iv. Scope of Environmental Studies

II **Understanding the Environment**

i. Biosphere
ii. Ecosystem
iii. Habitat
iv. Cultural Landscape

III **Environmental Hazards**

i. Natural Hazards
ii. Flood, Drought, Cyclone & Earthquake, Landslide
iii. Man Made Hazards
iv. Deforestation

IV **Environmental conservation**

i. Awareness about the importance of Environment
ii. Monitoring
iii. Conservation
iv. Sustainable Development

V- **Environmental Hazards in Arunachal Pradesh**

i. Deforestation
ii. Landslides
iii. Flood
iv. Earthquake
v. Cloud burst

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Reference:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine

(R) Reference (TB) Textbook

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E. SKILL ENHANCEMENT ELECTIVE COURSES (any two)

Course Code: ENG-S-214a
Title of the Paper: ENGLISH LANGUAGE TEACHING

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the strategies used by a teacher to teach language
- to make students understand the syllabus, its structure and development
- to make students understand different types of tests used in a language class
- to make students understand use of technology for learning language

Course Level Learning Outcomes
At the end of the course students will be able to:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Knowing the learner (Syllabus structure; identifying the learner)
Structures of English language (Grammatical syllabuses and their contents)

Module B: Methods of teaching English language and literature

Module C: Materials for language teaching (Structure of a textbook and its relation to the syllabus)

Module D: Assessing language skills (tests and their purposes)

Module E: Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Reading

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *TeachingEnglish as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)*(Cambridge: CUP, 1988).

Business English (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*(NewDelhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

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Course Code: ENG-S-214b
Title of the Paper: SOFT SKILLS

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the skills of effective communication
- to make students take responsibility to undertake and complete a work with leadership
- to make students Work in groups either as members or leaders
- to make students develop critical thinking and problem-solving skills

Course Level Learning Outcomes
At the end of the course students will be able to:

- Communicate with others effectively
- Exhibit qualities of leadership
- Take responsibility to undertake a work and complete it.
- Be aware of their own weaknesses
- Work in groups either as members or leaders
- Think critically or laterally and solve problems
- Be flexible to the needs of others
- Negotiate with others to solve problems (conflict resolution) Cope with pressure and yet produce results

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Effective Communication strategies, Self-esteem and confidence building strategies

Module B: Awareness of the surroundings and using the resources to the best advantage for promoting self -learning, Lateral thinking

Module C: Emotional Intelligence**,** Adaptability
Module D: Teamwork**, Leadership**

Module E: Problem solving
Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Readings

Mohanraj, Jayashree, (2015). *Skill Sutras: Modern Communication and Ancient Wisdom.* Bangalore, Prism Books
Raamesh, Gopalaswamy. (2010). *The ACE of Soft Skills*. New Delhi, Pearson.
Mitra, K Barun. (2012). *Personality Development and Soft Skills.* New Delhi, OUP.

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Course Code: ENG- S-224a
Title of the Paper: TRANSLATION STUDIES

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the process of translation
- to make students grasp the skills of effective translation
- to make students undertake and complete practical translation assignments
- to make students work on translated works to compare and evaluate finished translation

Course Level Learning Outcomes

At the end of the course students will be able to:

- critically appreciate the process of translation
- engage with various theoretical positions on Translation think about the politics of translation
- assess, compare, and review translations translate literary and non-literary texts

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

- The final examination will be held for 80 marks.

- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

Different Types / modes of translation

Module B: Different approaches to translation from fidelity to transcreation Functional / communicative translation

Technical /Official translation as opposed to literary translation Audio-visual translation

Module C: Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

Module D: Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

Module E: Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual

Suggested Topics for Class Presentation/Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Translation and Culture Translation and Gender Translation and Caste

Idioms, and Dialects in Translation

Understanding the aims of translation Evaluation of Translation

Suggested Readings

Lawrence Venuti, *Essays in The Translation Studies Reader*, London: Routledge, 2000.

Andre Lefevere, *Translation/History/Culture*: A Sourcebook, London: Routledge, 1992.

Harish Trivedi and Susan Bassnett, Introduction to *Postcolonial Translation: Theory andPractice* (London: Routledge, 1999)

Avadhesh Kumar Singh, "Translation Studies in the 21st Century", *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45.SusanBassnett, *Translation Studies*, London: Routledge, 1998.

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Course Code: ENG- S-224b
Title of the Paper: CREATIVE WRITING

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the difference between academic/non creative and creative writing
- to make students grasp various figures of speech, language codes and language registers so that they can both, identify as well as use these for creative writing
- to make students understand various genres such as fiction, poetry, drama and newspaper writing
- to make students edit and proofread writing such that it is ready to get into print

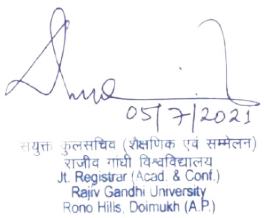
Course Level Learning Outcomes

At the end of the course students will be able to:

- recognize creativity in writing and discern the difference between academic/non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre(such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.



Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: What is Creative Writing?

Module B: The Art and Craft of Writing

Module C: Modes of creative Writing

Module D: Writing for the Media

Module E: Preparingfor Publication

Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Readings

Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.

Morley, David (2007). *The Cambridge Introduction to Creative Writing.* Cambridge, New York.

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STRUCTURE OF LOCF-CBCS

UNDERGRADUATE COURSES

OF STUDY IN ENGLISH

w.e.f 2021-22

DEPARTMENT OF ENGLISH
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH
ARUNACHAL PRADESH

05/7/2021

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LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK(LOCF)-CBCS SYLLABUS

BA (Honours) in English

Preamble

The BUGS constituted by the Rajiv Gandhi University, Doimukh, Arunachal Pradesh for Learning Outcomes-based Curriculum Framework (LOCF) –CBCS Syllabus for BA (Honours) in English have followed the UGC LOCF 2019 document while preparing the LOCF–CBCS Syllabus with the following global remarks taken into account:

i. The learning outcomes would help learners understand the objectives of studying BA (Honours) in English. Students by doing this programme will be better able to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.

ii. It is significant to mention here that the BA (Hons.) English syllabus under CBCS and the LOCF recommendations has gone to adopt the syllabus considering the wider use value of the texts selected and suggested to help achieve various objectives of the BA (Hons.) English programme and arrive at the Programme Outcomes. The global, national and regional contexts of analysis and appreciation and the practical consideration to grant the students exposure and expertise for national level competitive tests and recruitment examinations have been kept in view while conforming to the choices and selections for a vibrant critical intellectual life for the students.

iii. Accordingly, the texts mentioned in the LOCF document and the organization of divisions / themes / genres / periods / authors / areas, etc. with the contexts identified in the course(s) have been taken as such realizing how important the exercise by the UGC committee has been in terms of insight and future utility.

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iv. The organization of the courses/papers has been worked into semesters/years keeping in consideration the credit load in a given semester with the ultimate end of outcomes of the course/programme.

v. Learning outcomes worked out with implied due justification in view of contexts, texts selected in the course and requirements of the stakeholders have been related to the objectives applicable from local and national perspectives.

vi. The overarching concern of the UGC LOCF committee in English to have definite and justifiable course outcomes and their realization by the end of the course/ programme has been duly appreciated by the BUGS-RGU.

vii. It is expected that the faculty concerned will make suitable pedagogical innovations, in addition to teaching/learning processes suggested in the LOC Recommendations, so that the Course/Programme learning outcomes can be achieved.

viii. Benefitting the students of B. A. (Honours) English in all the ways possible is the sole intent of the programme. It has content and related intellectual exercise to help produce persons better equipped to critically make sense of the world and to face life with courage and optimism in all circumstances and to contribute in substantial ways to improve the shared human destiny with determination and dignity.

Programme Objectives for Bachelor's Degree Programme in English Literature (Honours)
(Adapted from The objectives of the LOCF in English)

The Honours programme in any subject is, in effect, a bridge between secondary and tertiary level education and postgraduate education. So it is important to make the courses in this programme as inclusive and broad as possible even as they also carry the imprints of specialized programmes of study. Honours courses are specialised and remain within the boundaries of accepted and current knowledge. The importance of student research is an integral part of any Honours Programme, particularly the English Honours programme.

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The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English as an Honours subject; (ii) the core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The broad objectives of the Learning Outcomes-based Curriculum Framework (LOCF) in English Literature (Honours) can therefore be outlined through the following points:

Prospects of the Curriculum: Formulating graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a degree student with Honours in English;

Core Values: Enabling prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and human and literary values) or attributes for English Literature (Honours);

Bridge to the World: Providing a framework to see the subject as a bridge to the world in such a way that while recognizing the different conditions in pluralistic society, the students also are

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aware of a core of shared values such as (i) a commitment to the knowledge to understand the world and how to make a contribution to it; (ii) development of each person's unique potential; (iii) respect for others and their rights; (iv) social and civic responsibility, participation in democratic processes; social justice and cultural diversity; and (v) concern for the natural and cultural environment;

Assimilation of Ability, Balance, harmony and Inclusiveness: Identifying and defining such aspects or attributes of English Literature (Honours) that a graduate of the subject should be able to demonstrate on successful completion of the programme of study;

Frame for National Standards: Providing a frame of reference for maintaining national standards with international compatibility of learning outcomes of English Literature (Honours) and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility;

Pliability: Formulating outcomes that are responsive to social and technological changes in order that the pedagogy will meet student's needs arising from the changes. LOCF encourages effective use of new technologies as tools for learning and provide a balance between what is common to the education of all students and the kind of flexibility and openness required for education;

Pedagogy: Providing higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards for English Literature (Honours) with shift from domain knowledge to processes of realising the outcomes;

Development: Providing HEIs a developmental approach through LOCF that would accommodate social needs and provide students a clear direction of learning.

The specific objectives of the BA programme in English Literature (Honours) are to develop in the student the ability to demonstrable the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills

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3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills

7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

Graduate Attributes

Disciplinary Knowledge:

a) ability to identify, speak and write about different literary genres, forms, periods and movements

b) ability to understand and engage with various literary and critical concepts and categories

c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations

d) ability to understand appreciate, analyze, and use different theoretical frameworks

e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively

f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning

g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

h) ability to see and respect difference and to transcend binaries

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Communication Skills:

a) ability to speak and write clearly in standard, academic English

b) ability to listen to and read carefully various viewpoints and engage with them.

c) ability to use critical concepts and categories with clarity

Critical Thinking:

a) ability to read and analyze extant scholarship

b) ability to substantiate critical readings of literary texts in order to persuade others

c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

Problem Solving:

a) ability to transfer literary critical skills to read other cultural texts

b) ability to read any unfamiliar literary texts

Analytical Reasoning:

a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments

b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

Research-Related Skills:

a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers

b) ability to plan and write a research paper

Teamwork and Time Management:

a) ability to participate constructively in class discussions

b) ability to contribute to group work

c) ability to meet a deadline

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Scientific Reasoning:

a) ability to analyze texts, evaluating ideas and literary strategies

b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

a) ability to work independently in terms of reading literary and critical texts

b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

a) ability to use digital sources, and read them critically

b) ability to use digital resources for presentations

Multicultural Competence:

a) ability to engage with and understand literature from various nations and reasons and languages

b) ability to respect and transcend differences

Moral and Ethical Values:

a) ability to interrogate one's own ethical values, and to be aware of ethical issues

b) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

a) ability to retain and build on critical reading skills

b) ability to transfer such skills to other domains of one's life and work

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Qualification descriptors for a bachelor's degree with English Honours

The qualification descriptors for the BA (English Hons) programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English Honours shall be clarity of communication as well as critical thinking and ethical awareness. Each Honours Graduate in English should be able to

- demonstrate a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

- demonstrate the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

- demonstrate the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation

- Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds

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- Demonstrate the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet

- Recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

- Apply subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyze and evaluate keys issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

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Programme Learning Outcomes (BA Hons. English)

At the end of the programme students will be able to:

- demonstrate a set of basic skills in literary communication and explication of literary practices and process with clarity

- demonstrate a coherent and systematic knowledge of the field of English literature and Bhasha literatures in English showing an understanding of current theoretical and literary developments in relation to the specific field of English studies.

- display an ability to read and understand various literary genres and stylistic variations and write critically

- cultivate ability to look at and evaluate literary texts as a field of study and as part of the wider network of local and global culture

- demonstrate a critical aptitude and reflexive thinking to systematically analyze the existing scholarship and expand critical questions and the knowledge base in the field of English studies using digital resources.

- display knowledge to cultivate a better understanding of values – both literary values that aide us in literary judgment and also values of life at all stages; apply appropriate methodologies for the development of the creative and analytical faculties of students, their overall development of writing, including imaginative writing.

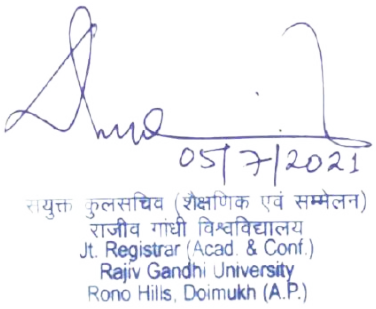
- recognize employability options in English studies programme as part of skill development and as career avenues open to graduates in today's global world such as professional writing, translation, teaching English at different levels, mass media, journalism, aviation communication and personality development

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- channelize the interests of the students and analytical reasoning in a better way and make more meaningful choices regarding career after completion of graduate programme

- to enable students to develop an awareness of the linguistic-cultural richness of India as an important outcome of English literary studies in India



COURSE STRUCTURE: UNDERGRADUATE COURSE OF STUDY IN ENGLISH

CORE COURSES (C)	
	ENG-C-111: INDIAN CLASSICAL LITERATURE
	ENG-C-112: EUROPEAN CLASSICAL LITERATURE
	ENG-C-121: INDIAN WRITING IN ENGLISH
	ENG-C-122: BRITISH POETRY AND DRAMA:14TH TO 17TH CENTURIES
	ENG-C-211: AMERICAN LITERATURE
	ENG-C-212: POPULAR LITERATURE
	ENG-C-213: BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES
	ENG-C-221:BRITISH LITERATURE: 18TH CENTURY
	ENG-C-222:BRITISH ROMANTIC LITERATURE
	ENG-C-223:BRITISH LITERATURE: 19TH CENTURY
	ENG-C-311: WOMEN'S WRITING
	ENG-C-312: BRITISH LITERATURE: THE EARLY 20TH CENTURY
	ENG-C-321:MODERN EUROPEAN DRAMA
	ENG-C-322:POSTCOLONIAL LITERATURES
ABILITY ENHANCEMENT COMPULSORY COURSE (A)	
	ENG-A-111: ENGLISH FOR COMMUNICATION (English/MIL) (Common for B.A./B.Sc./B.Com. OR **HIN-A- 111:** HINDI SIKSHAN
	ENG-A-121: ENVIRONMENTAL STUDIES (GEO AECC1-ENVIRONMENTAL STUDIES)

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GENERIC ELECTIVE COURSES (To be Opted by Students with other Honours Subject)	
	ENG-G-114: ACADEMIC WRITING AND COMPOSITION
	ENG-G-124: MEDIA AND COMMUNICATION SKILLS
	ENG-G-215: LANGUAGE AND LINGUISTICS
	ENG-G-225: LANGUAGE, LITERATURE AND CULTURE
DISCIPLINE SPECIFIC ELECTIVE COURSES (D)	
	ENG-D-313Aa: MODERN INDIAN WRITING IN ENGLISH TRANSLATION OR **ENG-D-313Ab:** LITERATURE OF THE INDIAN DIASPORA
	ENG-D-314Aa: LITERARY CRITICISM OR **ENG-D-314Ab:** WORLD LITERATURES
	ENG-D-323Aa: PARTITION LITERATURE OR **ENG-D-323Ab**: RESEARCH METHODOLOGY
	ENG-D-324Aa: TRAVEL WRITING OR **ENG-D-324Ab**: AUTOBIOGRAPHY
SKILL ENHANCEMENT COURSES (S)	
	ENG-S-214a: ENGLISH LANGUAGE TEACHING OR **ENG-S-214b:** SOFT SKILLS
	ENG-S-224a: TRANSLATION STUDIES OR **ENG-S-224b:** CREATIVE WRITING

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DEPARTMENT OF ENGLISH

RAJIV GANDHI UNIVERSITY

RONO HILLS, DOIMUKH

STRUCTURE OF UNDERGRADUATE COURSE OF STUDY IN ENGLISH

(SEMESTER-WISE DISTRIBUTION)

(w.e.f. 2021-22)

Semester – I

ENG-C-111: **INDIAN CLASSICAL LITERATURE**

ENG-C-112: **EUROPEAN CLASSICAL LITERATURE**

ENG-A-111: **ENGLISH FOR COMMUNICATION (English/MIL) (Common for B.A./B.Sc./B.Com. OR**

HIN-A- 111 HINDI SIKSHAN

ENG-G-114: **ACADEMIC WRITING AND COMPOSITION**

Semester - II

ENG-C-121: **INDIAN WRITING IN ENGLISH**

ENG-C-122: **BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES**

ENG-**A-121: ENVIRONMENTAL STUDIES (Common for B.A./B.Sc./B.Com.)**

GEO AECC1- ENVIRONMENTAL STUDIES

ENG-G-124: **MEDIA AND COMMUNICATION SKILLS**

Semester - III

ENG-C-211: **AMERICAN LITERATURE**

ENG-C-212: **POPULAR LITERATURE**

ENG-C-213: **BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURIES**

ENG-S-214a: **ENGLISH LANGUAGE TEACHING**

ENG-S-214b**: SOFT SKILLS**

ENG-G-215: **LANGUAGE AND LINGUISTICS**

Semester – IV

ENG-C-221: **BRITISH LITERATURE: 18TH CENTURY**

05/7/2021

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Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

ENG-C-222: **BRITISH ROMANTIC LITERATURE**

ENG-C-223: **BRITISH LITERATURE: 19TH CENTURY**

ENG-S-224a: **TRANSLATION STUDIES**

ENG-**S-224b: CREATIVE WRITING**

ENG-G-225: **LANGUAGE, LITERATURE AND CULTURE**

Semester – V

ENG-C-311: **WOMEN'S WRITING**

ENG-C-312: **BRITISH LITERATURE: THE EARLY 20TH CENTURY**

ENG-D-313Aa: **MODERN INDIAN WRITING IN ENGLISH TRANSLATION**

ENG-D-313Ab: **LITERATURE OF THE INDIAN DIASPORA**

ENG-D-314Aa: **LITERARY CRITICISM**

ENG-D-314**A**b: **WORLD LITERATURES**

Semester – VI

ENG-C-321: **MODERN EUROPEAN DRAMA**

ENG-C-322: **POSTCOLONIAL LITERATURES**

ENG-D-323Aa: **PARTITION LITERATURE**

ENG-D-323Ab: **RESEARCH METHODOLOGY**

ENG-D-324**A**a: **TRAVEL WRITING**

ENG-D-324**A**b: **AUTOBIOGRAPHY**

NOTE: The UGC 2019 LOCF Guidelines has been the basis for designing the CBCS Syllabus for UG (Undergraduate) in respect of Course Structure, content, assessment , class (Lecture, Tutorial, Practical-LTP), Computation of Workload, Marks Allocation to Courses and Duration of End Semester Examination, Examination for the Courses, Question Pattern and Results and Grade points calculation. Further, **RGU GUIDELINES AND ORDINANCES** are to be followed for all relevant purposes as a mandatory factor for compliance. RGU –**Notification No.AC-1465/CBCS/2014 Date.25June2021 (attached)** may be referred to for all purposes.

DIGITAL PLATFORM:

Internet resources /websites have to be visited for all practical purposes of coming upon the prescribed Text/Suggested Reading

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राजीव गाँधी विश्वविद्यालय
RAJIV GANDHI UNIVERSITY
(भारत के संसद के अधिनियम द्वारा वर्ष 2007 में स्थापित)
(A CENTRAL UNIVERSITY ESTABLISHED IN 2007 AN ACT OF PARLIAMENT OF INDIA)

रोनो हिल्स, दोइमुख (ईटानगर)
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No. AC-1465/CBCS/2014 Dated 25th June,2021

NOTIFICATION

On the implementation of CBCS in Under Graduate Course from the Academic Session 2021-2022, a guideline in the name and style of the "RGU Regulation for the Under Graduate Academic Programmes in the Choice Based Credit System (CBCS) 2021, is hereby notified with immediate effect subject to ratification in the next meeting of the Academic Council and Executive Council .

This supersedes the earlier notification of even No. dtd.31st May,2021.

This is issued with the approval of the Vice Chancellor.

25/6/2021
(Dr. David Pertin)
Joint Registrar (Acad/Conf)

No. AC-1465/CBCS/2014/241 Dated 25 June ,2021

Copy to;

1. P.S to Vice Chancellor for information
2. P.A to Pro Vice Chancellor for information
3. SPA to Registrar for information
4. SPA to Controller of Examination for information
5. SPA to Finance Officer for information
6. All Deans for information
7. All Heads/Directors/Coordinators for information and necessary action
8. Commissioner, Education, Govt of Arunachal Pradesh for information
9. Director, Higher and Technical Education, Govt. of Arunachal Pradesh for information
10. All the Principals of the Affiliated Colleges under RGU for information and necessary action
11. Joint Director (CC) for information with a request to upload the same in the University website.
12. CPIO, RGU, for information.
13. Office copy
14. Guard file

25/6/2021
Joint Registrar (Acad/Conf)

05/7/2021
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RAJIV GANDHI UNIVERSITY

REGULATIONS FOR CHOICE BASED CREDIT SYSTEM FOR UNDER-GRADUATE COURSES, 2021

{As per Learning Outcomes based Curriculum Framework (LOCF)}

1. **Short Title**

   These regulations shall be called Rajiv Gandhi University Regulations for Choice Based Credit System (CBCS)for Under-Graduate Curriculum, 2021 for the Bachelor Degrees in Arts (Humanities and Social Sciences), Science, Technology, and Commerce offered by the University and its affiliated colleges.

2. **Admission to the Course**

   Eligibility conditions for admission in various courses shall be governed by the relevant ordinance(s) of the university and an admission notice shall be issued every year by the University and its affiliated colleges before the onset of a new academic session.

3. **Duration of the Course**

   3.1 The degree program leading to the award of Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) and Bachelor of Commerce (B.Com.) shall be of three years duration and include six continuous semesters under LOCF-CBCS. A few professional courses like Bachelor in Computer Application, Bachelor of Law, Bachelor of Fine arts etc. course shall be of 4-year duration and include eight continuous semesters. The syllabi of the B.PEd., B.Ed., L.L.B. and B.Sc. (Ag.) will be in accordance to the guidelines of their respective Statutory Regulatory bodies.

4. **Course Structure**

   4.1 The syllabi drafted for each program shall be as per the UGC guidelines for LOCF-CBCS based approach, wherever available, with an aim to equip the students with knowledge, skill, values and attitude.

   4.2 The minimum and the maximum credit requirement of credits for the Undergraduate Course shall be 148 and 160 respectively.

   4.3 The programs shall include

   4.3.1 **Core Courses**: A course which shall compulsorily be studied by a candidate as a core requirement is referred as a Core course (CC).There shall be 14 papers under Core course of 6 credits each.

   4.3.2 **Elective Courses**: Generally, a course which shall be chosen from a pool of courses and which shall be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course which shall include:

   (A) Discipline Specific Elective Courses: Elective courses offered under the main discipline/subject of study are referred to as Discipline Specific Elective Course (DSE).

   (i) There shall be at least 2 baskets of DSE grouped as A, B, each containing a minimum of04 (four) papers of 6 credits each (which may also include Project work/ Dissertation under group B).

   (ii) The students will choose 2 papers each in 5th and 6th Semester from any one group which may include a Project work/ dissertation. The total number of students pursuing Project work/ Dissertation may be limited to 1/3rdof the total admitted students in the core discipline decided on the basis of their performance (Sincerity, academic performance and laboratory proficiency).

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(iii) Project work/Dissertation is to be offered as a special course involving application of knowledge in solving/ analyzing/ exploring a real-life situation/ difficult problem. Students opting for such course shall work either independently or in a small group with an advisory support from a teacher/faculty member and submit a report at the end of the given semester in a standard format as decided by the College/University.

(iv) The topic of the Project work/Dissertation which may be either field based or lab based, and requires supplement study/support study for gaining special/advanced knowledge in the core subject shall appropriately be chosen by the student(s) on advice of the teacher/faculty with due approval from the concerned Teacher in-charge in the College/Head of the Department in the University and a record of the same should be maintained. Due consideration to the choice of the students should be given keeping in view the facilities and expertise available in the College/University department.

(B) **Generic Elective Courses**: An elective course of interdisciplinary nature chosen from an allied discipline/subject with an intention to provide exposure beyond the discipline of choice is referred as Generic Elective Course (GEC). A core course of a particular discipline/subject may be offered as GE to the students of allied discipline/subject and vice versa. A maximum of two additional courses on Computer application may be offered by the College/University provided trained faculty and necessary infrastructural facilities are available.

(i) College/University shall offer those GEC for which proper infrastructure and resources are available.

(ii) Students shall choose 4 GEC, one in each semester from 1st to 4th semester, either exclusively from one particular discipline or 2 courses each from two subsidiary disciplines as enlisted below but in both the cases excluding his/her own discipline.

(iii) Subsidiary disciplines/subjects for Science and Technology disciplines

Core Course	Subsidiary discipline/subjects
Botany	Chemistry, Zoology, Geology
Zoology	Chemistry, Botany, Geology
Chemistry	Physics, Mathematics, Computer Science
Physics	Chemistry, Mathematics, Computer Science
Mathematics	Physics, Chemistry, Computer Science
Geology	Physics, Chemistry, Mathematics
Computer Science	Physics, Mathematics

Note: From the Subsidiary subjects listed above against each Core discipline, the minimum two and maximum four courses may be selected as Generic Elective but from Computer Science more than two courses is not permitted.

(iv) Subsidiary disciplines/subjects for Arts (Social Sciences and Humanities) disciplines

Core Course	Subsidiary disciplines/subjects
Hindi	Any subjects from the list of subjects for Arts, (Social Sciences and Humanities) disciplines including papers from Science and
English	
History	

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Political Science	Technology, and Commerce discipline, except their own. However, the allotment of such subject will be based on the availability of the infrastructure.
Economics	
Sociology	
Education	
Geography	
Anthropology	
Mass Communication	
Social Work	
Psychology	
Music and fine arts	
Physical education	

(v) Subsidiary disciplines/subjects for Commerce discipline

Core Course	Subsidiary disciplines/subjects
Commerce	Any papers from the list of Subsidiary subjects for Arts (Social Sciences and Humanities), Science and Technology discipline, except their own. However, the allotment of such subject will be based on the availability of the infrastructure.

(vi) Further, the GEC 'Odd' and 'Even' semesters may be clubbed together wherever feasible so as to offer a wider choice to the students while selecting a particular course either to be pursued by him/her in 1st or 3rdsemester and similarly for 2nd and 4th semester. In such situation, the College/University may conduct joint classes of that GEC as per their convenience during 'Odd' and 'Even' semesters.

(C) **Ability Enhancement Courses**: Ability Enhancement Courses shall be of two types and both mandatory for all disciplines.

(a) **Ability Enhancement Compulsory Courses (AECC)** shall be the courses based upon the contents that led to Knowledge enhancement and shall include courses on English, Hindi, MIL Communication, and Environmental Studies. There shall be separate courses for Environmental Studies for Arts, Science and Commerce disciplines.

(i) Students have to select one AECC course from English / Hindi, each of 4 credits, and Environmental Studies as a compulsory course.

(b) **Skill Enhancement Courses (SEC)**: The courses containing theoretical and/or lab/hands-on/ training/ field work components and designed to impart value-based and/or skill-based knowledge/life-skills to the students so as to increase their employability are referred as AEC. The students shall choose SEC from a pool of such prescribed courses, but only one course in a given semester, to fulfill a minimum requirement of 8 credits.

(i) Both in Science and Technology disciplines, SEC courses shall be of 2 credits each and be offered in 1stto 4thsemesters, whereas in all other disciplines, the SEC shall be of 4 credits each and be offered in 3rdand 4thsemesters. The colleges will offer these SEC depending on the availability of infrastructure and resources and may also fix the intake capacity in each SEC course.

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(ii) The students of Science and Technology disciplines shall select at least 2 SEC of total 4 credit from his/her concerned discipline. For remaining 4 credits, he/she may select course(s) from either his/her own discipline or other under-graduate discipline of Science and Technology in the College/University. Further, in Science and Technology disciplines, SEC courses of 'Odd' and 'Even' semesters may be clubbed together wherever feasible so as to offer a wider choice to the students while selecting a particular course either to be pursued by him/her in 1st or 3rd semester and similarly for 2nd and 4th semester. In such situation, the College/University may conduct joint classes of that SEC as per their convenience during 'Odd' and 'Even' semesters.

(iii) The students of Arts and Commerce disciplines shall select 2 SEC, one each in III and IV Semesters from either his/her own discipline or other allied/cognate disciplines in order to fulfill the mandatory requirement of minimum 8credits.

4.3.3 **Practical/Tutorial**: Practical/tutorials may be included as components in various Core Courses, DSE, GE, SEC and AEC as decided by respective Board of Studies.

4.3.4 **Choice of elective courses**: The university department/centre/college shall offer any number of choices of elective courses (DSE, GE, SEC and AEC) for different disciplines as per availability of facility and infrastructure. They shall decide accordingly the intake capacity for various elective courses.

4.3.5 **Course structure for Science and Technology disciplines**

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1	SEC 1	24
II	CC 3, CC 4		GEC 2	AECC 2	SEC 2	24
III	CC 5, CC 6, CC 7		GEC 3		SEC 3	26
IV	CC 8, CC 9, CC 10		GEC 4		SEC 4	26
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
Total Minimum Credits	**84**	**24**	**24**	**8**	**8**	**148**

4.3.6 **Course structure for Arts discipline**

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		22
II	CC 3, CC 4		GEC 2	AECC 2		22
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	28
IV	CC 8, CC 9, CC 10		GEC 4		SEC 2	28
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
Total Minimum Credits	**84**	**24**	**24**	**8**	**8**	**148**

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4.3.7 **Course structure for Commerce discipline**

Semester	Core Courses	Elective Courses				Semester wise Credits
		DSE	GEC	AECC	SEC	
I	CC 1, CC 2		GEC 1	AECC 1		28
II	CC 3, CC 4		GEC 2	AECC 2		28
III	CC 5, CC 6, CC 7		GEC 3		SEC 1	22
IV	CC 8, CC 9, CC10		GEC 4		SEC 2	22
V	CC 11, CC 12	DSE 1 DSE 2				24
VI	CC 13, CC 14	DSE 3 DSE 4				24
Total Minimum Credits	**84**	**24**	**24**	**8**	**8**	**148**

4.4 **Accumulation of Additional Credits**: Students may pursue courses for additional 12 credits on their own from a pool of courses of 2/4 credits each as prescribed by the University under "Additional SEC" for accumulating extra credit to achieve the maximum permissible limit of 160 credits. Such prescribed "Additional SEC" may include courses related to Extra-Curricular Activities, General Interest and Hobby Courses, Sports, NCC, NSS, Vocational courses like Yoga, Food and Nutrition, Computerized Accounting, Ecotourism, Computer application/Web designing etc. Students may also purse such relevant credit based online learning courses offered through SWAYAM platform. In case a student opts for a SWAYAM course, then, the university will assign credit to that course on the basis of the actual class work load of the course.

4.5 **SWAYAM Courses**: The University shall allow up to 20% (varied as per the UGC instructions) of the total courses being offered in a particular program in a Semester through the online learning courses offered through SWAYAM platform provided the course content are alike. While making such decisions, the Academic Council shall, inter alia, consider allowing online courses of SWAYAM if:

4.5.1 There is non-availability of suitable teaching staff for running a course in the Institution, or

4.5.2 The facilities for offering the elective papers (courses), sought for by the students are not being offered by the University/College, but are available on the SWAYAM platform,

4.5.3 The courses offered on SWAYAM platform would supplement the teaching-learning process in the University,

4.5.4 All other terms and conditions of accepting SWAYAM courses shall be governed as per UGC (Credit Framework for Online Learning Courses through SWAYAM) Regulation, 2016 and any subsequent circular/ notification/ amendments thereto.

5. **Computation of Work-load:** For the purpose of computation of work-load per week the following formula shall be adopted and accordingly the class time table shall be prepared:

5.1 Theory component: 1 Credit = 1 Theory period of one-hour duration

5.2 Tutorial component: 1 Credit = 1 Tutorial period of one-hour duration

5.3 Practical component 1 Credit = 1 Practical period of two-hour duration

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6. **Marks allocation to courses and Duration of End Semester Examination**: Marks allocation for different Course papers and Duration of End semester Examination shall be as given below:

CC, DSE, AECC, SECC and GEC	Credits assigned	Internal Assessment	End Semester Exam.	Duration of End Semester Exam. (hours)
Lecture + Tutorial	3 - 6	20	80	3
	1 - 2	10	40	2
Practical	3-6	20	80	3
	2	10	40	3
	1	10	40	2
Field work/ Report etc.	3-6	20	80	Presentation and Viva-voce
	1-2	10	40	
Project Work/ Dissertation	6	20	80	Presentation and Viva-voce

Note: For Commerce discipline, the Project Work / Dissertation includes 50 marks for Research Methodology (theory, 3 credits), 35 marks for Dissertation/ Project (2 credits), and 15 marks (1 Credit) for Viva Voce.

7. **Examination for the Courses**: Eligibility of a candidate to appear in examination and conduct of examination shall be governed by the relevant Ordinance(s) of the University. Briefly stated, there shall be two types of Examinations as stated under:

7.1 Internal Assessment: There shall be three internal assessment tests of one hour duration conducted periodically for theoretical component of each course paper and one mid semester internal assessment test of one/two hours duration as necessitated for the practical components of each course paper.

7.1.1 At least two of the three Internal Assessment tests shall be a written one. One of the three Internal Assessment tests may be conducted in the form of assignment like term paper, book review, group discussion, power-point presentation on a topic at the discretion of the course teacher. The average marks of two successfully cleared Internal Assessment tests shall be the final Internal Assessment score of the candidate in the theoretical component of that particular course paper whereas for the practical component of a course paper, the marks secured by the students upon successfully clearing shall be considered as final Internal Assessment score.

7.1.2 In case a course paper is exclusively afield-based exercise, then the Internal assessment shall be done by the concerned teacher/faculty of the basis of the performance of the students in the field and score awarded shall be considered as Internal assessment score.

7.1.3 In case a course paper is entirely based on field work/lab work that are to be independently carried out by the student(s), then a mid-term evaluation of the Project work in the form a seminar presentation by the concerned student(s) shall be done by duly nominated board of teacher/faculty from the concerned department of the College/University by the competent authority and the marks awarded there upon shall be considered as Internal assessment score.

7.1.4 In case of exigencies and emergencies such as pandemic, natural disasters etc., the above criteria of conducting Internal Assessment tests shall be suitable

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modified by the Head of the Department/Director/Principal with due approval from the competent authority of the University.

7.1.5 All students shall be subjected to the process of continuous evaluation and assessment. Accordingly, a student shall have to attend and duly pass in at least two Internal Assessment tests out of three tests, and End Semester Examination. The structure of these Internal Assessment Tests and End Semester Examinations shall be in 20%:80% ratio.

7.2 The examination shall be conducted at the end of each semester, ordinarily in the months of May and December, upon such notification from the Controller of Examinations of the University.

7.2.1 **Question pattern for the End Semester Examination**: Question paper for the End Semester examinations shall be set proportionately keeping in view the number of lectures assigned to different units/modules of the course paper.

7.2.2 Questions papers shall normally be descriptive answer type comprised of Very short answer, Short answer and Long answer questions as shown below:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks (Nature of each question/Answer)
Pattern of Question paper for 80 Marks					
A	6	4	5	20	approx. 100 words
B	5	3	10	30	approx. 200 words
C	4	2	15	30	approx. 300 words
Pattern of Question paper for 40 Marks					
A	5	3	5	15	approx. 100 words
B	2	1	10	10	approx. 200 words
C	2	1	15	15	approx. 300 words

Question paper of 40 and 80 marks may contain 5 and 10 Compulsory objective type questions if 1 mark each under Section 'D' in lieu of one question of 5 and 10 marks respectively.

7.2.3 **Evaluation of Project Work/Dissertation**: Final evaluation of the Project Work/dissertation of 3-6 credits shall be done either by a three-member board nominated by the competent authority which shall include an External examiner. In case there is no external examiner, then a member from the cognate department may act as External examiner. The marks allocation for the dissertation in Arts, Social Sciences, Humanities, Science and technology disciplines shall be as follows: Report: 50 Marks, Presentation: 10 Marks, Viva-Voce: 20 Marks. However, for Commerce discipline, the Project Work / Dissertation includes 50 marks for Research Methodology (theory, 3 credits), 35 marks for Dissertation / Project (2 credits), and 15 marks (1 Credit) for Viva-Voce.

7.2.4 Evaluation of Project Work of less than3 credits offered from the first to fifth semesters shall be done by an internal three-member board nominated by the competent authority.

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8. **Preparation of Results**

8.1.1 Credit score earned by a student out of the mandatory 148 credits shall be included in the student's overall score tally for preparation of his/her final result and rank in the university examination. Additional credits earned by him / her shall be reflected separately in the transcript.

8.1.2 In order to qualify in the examination, a student has to secure a minimum of 35% marks in each course including at least two internal assessment tests and also the End semester examinations of each course with a minimum aggregate of 40% marks in order to be declared qualified in the examination of the respective semester.

8.1.3 **Conversion of percentage into credit(s) and grade(s)**

8.1.3.1 The following illustrations shall be taken as an example for computing SGPA and CGPA from percentage to credits for this program in all disciplines:

8.1.3.2 **Percentage to Grades and Grade Points**: The following formula shall be used to convert marks (%) into letter grades.

% of Marks	Grade Point	Letter Grade
95-100	10	O (Outstanding)
85-94	9	A++ (Excellent)
75-84	8	A+ (Very Good)
65-74	7	A (Good)
55-64	6	B+ (Above Average)
45-54	5	B (Average)
35-44	4	C (Pass)
34 and less	0	D (Fail)
Absent	0	Ab (Absent)

8.1.4 Conversion to grade point to percentage = Grade Point X 10.0

8.1.5 A student obtaining Grade D shall be considered failed and shall be required to reappear in the examination, as provided in the ordinance(s) of the university.

8.1.6 For non-credit courses 'Satisfactory' or "Unsatisfactory' shall be indicated instead of the letter grade and this shall not be counted for the computation of SGPA/CGPA.

8.1.7 The University shall decide on the grade or percentage of marks required to pass in a course and also the CGPA required to qualify for a degree taking into consideration the recommendations of the statutory professional councils such as UGC, AICTE, MCI, BCI, NCTE etc.

9. **Removal of difficulties**: Anything not contained herein or any difficulty arising out of these regulations shall be governed by the relevant ordinance(s) of the University.

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RGU UG-(LOCF)CBCS SYLLABUS English

BA English (Honours) Courses

A. Core Courses

Course Code: ENG-C-111
Title of the Paper: INDIAN CLASSICAL LITERATURE

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the spirit of the age that produced Indian classical literature from its early beginning till 1100 AD
- to make students appreciate the pluralistic and inclusive nature of representation in the Indian classical literature
- to make students relate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali
- to make students develop comparative perspectives involving various texts from different literary and cultural traditions of the phase of the Indian classical literature

Course Level Learning Outcomes:
At the end of the course students will be able to:

- explain the eco-socio-political-cultural context of the age that produced Indian classical literature from its early beginning till 1100 AD
- appreciate the pluralistic and inclusive nature of Indian classical literature and its attributes
- historically situate the classical literature and diverse literary cultures from India, mainly from Sanskrit, but also Tamil, Prakrit and Pali by focusing on major texts in the principal genres
- trace the evolution of literary culture(s) in India in its/their contexts, issues of genres, themes and critical cultures
- understand, analyze and appreciate various texts with comparative perspectives

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Excerpts from *The Ramayana (Aranya Kanda(The Book of Forest Trek)Chapter-18,19,20)*

Module B: Excerpts from *The Mahabharata (sub chapters: Swayamvara parva and Vaivahika parva from " Adiparva"*)

OR

Ilango Adigal, *Silappadikaram*

Module C: Bharatamuni's *Natyashastra* (Chapter 1 on the origin of drama)

Module D: Banabhatta, *Kadambari*

Module E: Kalidas, *Shakuntala*

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

Suggested Readings:

Bharata, *Natyashastra*, tr. Manmohan Ghosh, vol. I, 2nd edn. Calcutta: Granthalaya, 1967.

J.A.B. Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol.V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp. 33–40.

A.V. Kieth, *History of Sanskrit Literature*. Oxford: OUP, 1920.

A.K. Warder, *Indian Kavya Literature*, 8 Volumes. Delhi: Motilal Banarsidas, 2011.

Maharishi Valmiki's "Aranyakanda"(The Book of Forest Trek) Book-III The Ramayana, Chapter-18,19,20. Retold by

C. Rajagopalachari. Edited by Jay Mazo, American Gita society.

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Veda Vyasa. “Adi Parva” The Mahabharata Book- I, Only sub-Chapters – Swayamvara Parva &Vaivahika Parva, Translation by Kisori Mohan Ganguli, Published by Pratap Chandra Roy, Bharat Press, Calcutta.

Kalidas,*Shakuntala*. Trans by Sir William Jones or Arthur W. Ryder or M.R. Kale.

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Course Code: ENG-C-112
Title of the paper: European Classical Literature

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the historical context behind classical European, i.e., Greek and Latin literary cultures with reference to their society, polity and culture
- to make students appreciate the classical literary traditions of Europe from the beginning till the 5th century AD
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of classics
- to make students learn about human and literary values of classical period and apply them for various practical purposes in life

Course Level Learning Outcomes

At the end of the course students will be able to:

- historically situate classical European, i.e., Greek and Latin literary cultures and their socio-political-cultural contexts
- engage with classical literary traditions of Europe from the beginning till the 5th century AD
- grasp the evolution of the concept of classic and classical in the European literary thinking and its reception over a period of time
- appreciate classical literature of Europe and pursue their interests in it
- examine different ways of reading and using literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- develop ability to pursue research in the field of classics
- develop academic and practical skills in terms of communication and presentation and also learn about human and literary values of classical period

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Homer: selections from the *Illiad (Book 1: lines 1-100)*

Module B: Sophocles, *Antigone* or Oedipus Rex

Module C: Virgil, selections form the *Aeneid (Book 1: 1-104)*

OR

Dante, selections from *The Divine Comedy (Paradise:canto 1)*

Module D: Horace, *Satires*1:4

Module E: Plautus: (www.perseus.tufts.edu)Act -I from(*Menaechmi*-The Twin Brothers)

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed – reading , re-telling , role-playing , explaining with reference to contemporary social experiences

Suggested Readings

Homer, *The Illiad*. Tr. E.V. Rieu. Harmondsworth: Penguin, 1985.
Sophocles, *Oedipus the King*. Tr. Robert Fagles in *Sophocles: The Three Theban Plays*. Harmondsworth: Penguin, 1984.
Richard Rutherford, *Classical Literature: A Concise History*. Oxford: Blackwell Publishing, 2005.
Alighiedri, Dante. Divine comedy. Trans. H.F. Cary.
www.guthenberg.org
Virgil. Aencid. Trans. H.R. FAirclough.
www.theoi.com/text/VirgilAeneid2.html
Nomer, The Illiad.Trans.Ian Johnston.
www.johnstoniatexts.X10host.com
Sophocles. Antigone

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Course Code: ENG-C- 121
Title of the paper: Indian Writing in English

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students appreciate the growth and development of various genres of IWE from colonial times till the present
- to make students engage with Indian literary texts from perspectives of colonialism/postcolonialism, regionalism, and nationalism
- to make students read and use literary texts across a wide range of classical authors, genres and periods with comparative perspectives
- to make students pursue research in the field of IWE and critically appreciate the creative use of the English language in IWE

Course Level Learning Outcomes
At the end of the course students will be able to:

- appreciate the historical trajectory of various genres of IWE from colonial times till the present
- critically engage with Indian literary texts written in English in terms of colonialism/postcolonialism, regionalism, and nationalism
- critically appreciate the creative use of the English language in IWE
- approach IWE from multiple positions based on historical and social locations

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	

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Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: FICTION

R.K. Narayan, *Swami and Friends*

Amitav Ghosh, *Shadow Lines*

Module B:POETRY

H.L.V. Derozio 'Freedom to the Slave',

* 'The Orphan Girl', 'To India – My Native Land'

Kamala Das, 'Introduction',

* 'My Grandmother's House'

Nissim Ezekiel, 'Enterprise'/'Goodbye Party to Miss Pushpa TS',

* 'The Night of the Scorpion'

Module C: POETRY

Robin S. Ngangom, 'The Strange Affair of Robin S. Ngangom', 'A Poem for Mother'

Eunice de Souza, 'De Souza Prabhu'

Module D:SHORT FICTION

Mulk Raj Anand 'Two Lady Rams'

Rohinton Mistry 'Swimming Lesson'

Shashi Deshpande 'The Intrusion'

Module E:DRAMA

Mahesh Dattani, *Dance Like a Man/ Tara*

Suggested Topics for Background Reading and Class Presentation

Indian English

Indian English Literature and its Readership

Themes and Contexts of the Indian English Novel The Aesthetics of Indian English Poetry

Modernism in Indian English Literature The Nation and Indian English Literature

Suggested Readings

Raja Rao, Foreword to *Kanthapura* (New Delhi: OUP, 1989) pp. v–vi.

Salman Rushdie, 'Commonwealth Literature does not exist', in *Imaginary Homelands* (London: Granta Books, 1991) pp. 61–70.

Meenakshi Mukherjee, 'Divided by a Common Language', in *The Perishable Empire* (New Delhi: OUP, 2000) pp.187–203.

Bruce King, 'Introduction', in *Modern Indian Poetry in English* (New Delhi: OUP, 2nd edn, 2005) pp.1–10.

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Course Code: ENG-C-122
Title of the paper: British Poetry And Drama: 14th to 17th Centuries

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students gain acquaintance with the tradition of English literature from 14th to 17th centuries
- to make students clearly understand Renaissance Humanism for proper appreciation of the literary texts
- to make students engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts

Course Level Learning Outcomes
At the end of the course students will be able to :

- understand the tradition of English literature from 14th to 17th centuries.
- develop a clear understanding of Renaissance Humanism that provides the basis for the texts suggested
- engage with the major genres and forms of English literature and develop fundamental skills required for close reading and critical thinking of the texts and concepts
- appreciate and analyze the poems and plays in the larger socio-political and religious contexts of the time.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					

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A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Geoffrey Chaucer *The Wife of Bath's Prologue*
Edmund Spenser Selections from *Amoretti:*

- Sonnet LXVII 'Like as a huntsman...'
- Sonnet LVII 'Sweet warrior...'
- Sonnet LXXV 'One day I wrote her name...'

Module B: John Donne 'The Sunne Rising',

- 'Batter My Heart'
- 'Valediction: Forbidding Mourning'

Module C: Christopher Marlowe *Doctor Faustus*

Module D: William Shakespeare *Macbeth*

Module E: William Shakespeare *Twelfth Night*

Suggested Topics for Background Reading and Class Presentation
Renaissance Humanism The Stage, Court and City
Religious and Political Thought Ideas of Love and Marriage
The Writer in Society

Suggested Readings

Pico Della Mirandola, excerpts from the *Oration on the Dignity of Man,* in *The PortableRenaissance Reader,* ed. James Bruce Ross and Mary Martin McLaughlin (New York:Penguin Books, 1953) pp. 476–9.

John Calvin, 'Predestination and Free Will', in *The Portable Renaissance Reader*,ed. James Bruce Ross and Mary Martin McLaughlin (New York: Penguin Books,1953) pp. 704–11.

Baldassare Castiglione, 'Longing for Beauty' and 'Invocation of Love', in Book 4 of *TheCourtier*, 'Love and Beauty', tr. George Bull (Harmondsworth: Penguin, rpt. 1983) pp. 324–8, 330–5.

Philip Sidney, *An Apology for Poetry*, ed. Forrest G. Robinson (Indianapolis: Bobbs-Merrill, 1970) pp. 13–18.

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Course Code: ENG-C-211
Title of the paper: American literature

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the depth and diversity of American literature, with reference to the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- to make students critically engage with the complex nature of American society against the background of Puritanism, Unitarianism, Transcendentalism, etc. and that of the growth of anti- or non-Christian sensibilities
- to make students relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- to make students understand the American mind from global and Indian perspectives and situate the American in the contemporary world

Course Level Learning Outcomes
At the end of the course students will be able to:

- understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present (17th century to 21st century)
- understand the historical, religious and philosophical contexts of the American spirit in literature; social-cultural-ecological-political contexts may, for example, include the idea of democracy, Millennial Narratives, the Myth of Success, the American Adam, the Myth of the Old South, the Wild West, Melting pot, Multiculturalism, etc.
- appreciate the complexity of the origin and reception of American literature, given its European and non-European historical trajectories, particularly in relation to writers of European (Anglo-Saxon, French, Dutch and Hispanic) descent, as well as writers from black and non-European (African, American Indian, Hispanic-American and Asian) writing traditions
- critically engage with the complex nature of American society, given its journey from specific religious obligations and their literary transformations (such as Puritanism, Unitarianism, Transcendentalism, etc.) to the growth of anti- or non-Christian sensibilities
- critically appreciate the diversity of American literature in the light of regional variations in climate, cultural traits, economic priorities
- explore and understand the nature of the relationships of human beings to other human beings and other life forms in relation to representative literary texts in various genres
- relate the African American experience in America (both ante-bellum and post-bellum) to issues of exclusion in societies relevant to their learning experience
- analyze the American mind from global and Indian perspectives and situate the American in the contemporary world

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Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: <u>Fiction</u>
Mark Twain: *Huck Finn*/ Hemingway: *The Old Man and the Sea*
Toni Morrison: *The Bluest Eye*/Alice Walker: *The Color Purple*/F Scott Fitzerald:*TheGreat Gatsby*

Module B: <u>Drama</u>
Arthur Miller *All My Sons*/ August Wilson: *Fences*
Tennessee Williams: *The GlassMenagerie*

Module C: <u>Short Fiction and personal narrative</u>
Edgar Allan Poe 'The Purloined Letter'
Booker T Washington: Selection from *Up from Slavery* (Chap. 1 and 2)/ Maya Angelou: Selections from *I Know Why the Caged Bird Sings* (chaps 15 and 16)
William Faulkner 'Dry September'

Module D: Poetry
Anne Bradstreet **'**The Prologue'
Walt Whitman Selections from Song of Myself (Sections 1 to 5)
'O Captain, My Captain'
Emily Dickinson: Any two poems ['Because I could not stop for Death' or 'This was a Poet' or 'I heard a fly buzz']

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Module E.Poetry

Robert Frost: Two Poems 'Once by the Pacific'/ Mending Wall*
Langston Hughes: 'The Negro* Speaks of Rivers' or Maya Angelou: 'Still* I Rise'
Alexie Sherman Alexie 'Crow* Testament', 'Evolution'*

Suggested Topics for Background Reading and Class Presentation

The American Myths of Genesis/ The American Dream/ The American Adam American Romance and the American Novel
Is *Huck Finn* the Prototypical American Novel?
Multicultural Literature of the United States; Folklore and the American Novel Race and Gender in American Literature
War and American Fiction
Two Traditions of American Poetry; Emerson and Poe/ Typological and Tropological Traditions
Social Realism and the American Novel
The Questions of Form in American Poetry

Suggested Readings

Hector St John Crevecouer, 'What is an American', (Letter III) in *Letters from an AmericanFarm*er (Harmondsworth: Penguin, 1982) pp. 66–105.

Frederick Douglass, A *Narrative of the life of Frederick Douglass* (Harmondsworth: Penguin, 1982) chaps. 1–7, pp. 47–87.

Henry David Thoreau, 'Battle of the Ants' excerpt from 'Brute Neighbours', in *Walden* (Oxford: OUP, 1997) chap. 12.

Ralph Waldo Emerson, 'Self Reliance', in *The Selected Writings of Ralph Waldo Emerson*, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).

Toni Morrison, 'Romancing the Shadow', in *Playing in the Dark: Whiteness and Literary Imagination* (London: Picador, 1993) pp. 29–39.

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Course Code: ENG-C-212
Title of the paper: Popular Literature

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the early history of print culture in England
- to make students relate high and low culture, canonical and non-canonical literature with reference to various genre fiction and best sellers, and genres of non-literary fiction
- to make students use various methods of literary analysis to interpret popular literature as specifically belonging to its time
- to make students develop taste and skills for pursuing research in popular literature and culture

Course Level Learning Outcomes

At the end of the course students will be able to:

- trace the early history of print culture in England and the emergence of genre fiction and best sellers
- engage with debates on high and low culture, canonical and non-canonical literature ,articulate the characteristics of various genres of non-literary fiction
- investigate the role of popular fiction in the literary polysystem of various linguistic cultures
- demonstrate how popular literature belongs to its time
- Use various methods of literary analysis to interpret popular literature

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	

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C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Children's Literature

Lewis Carroll, *Through the Looking Glass*

Sukumar Ray, Two Poems: "The Sons of Ramgaroo", and "Khichudi"

Module B: Detective Fiction

Agatha Christie The Murder of Roger Ackroyd

Module C: **Romance/Chick Lit**

Daphne du Maurier, *Rebecca*

Or

Anuja Chauhan, *The Zoya Factor*

Module D: **Graphic Fiction**

Vishwajyoti Ghosh, *This Side That Side: Restorying Partition*

Module E: Science Fiction

Isaac Asimov, "Nightfall"

Suggested Topics for Background Reading and Class Presentation

Coming of Age

The Canonical and the Popular

Ethics and Education in Children's Literature Sense and Nonsense

The Graphic Novel

The Popular and the Market

Suggested Readings

Leslie Fiedler, 'Towards a Definition of Popular Literature', in *Super Culture: AmericanPopular Culture and Europe*, ed. C.W.E. Bigsby

Felicity Hughes, 'Children's Literature: Theory and Practice', *English Literary History*, vol. 45, 1978,

Christopher Pawling, 'Popular Fiction: Ideology or Utopia?' in *Popular Fiction and SocialChange*, ed. Christopher Pawling

Tzevetan Todorov, 'The Typology of Detective Fiction', in *The Poetics of Prose*

DarcoSuvin, 'On Teaching SF Critically', in *Positions and Presuppositions in ScienceFiction*

Janice Radway. 'The Institutional Matrix, Publishing Romantic Fiction', in *Reading theRomance: Women, Patriarchy, and Popular Literature*

Edmund Wilson, 'Who Cares Who Killed Roger Ackroyd?', *The New Yorker*, 20 June 1945.

Hilllary Chute, "Comics as Literature? Reading Graphic Narrative', *PMLA* 123(2)

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Course Code: ENG-C-213
Title of the paper: British Poetry and Drama: 17th And 18th Centuries

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the difference between the Comedy of Manners and Mock-Heroic poetry
- to make students appreciate the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- to make students interpret literature with reference to ideas of Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- to make students develop taste and skills for pursuing research in the British Poetry and Drama of the 17th And 18th Centuries

Course Level Learning Outcomes
At the end of the courses students will be able to:

- identify the major characteristics of the Comedy of Manners and Mock-Heroic poetry
- demonstrate in-depth knowledge and understanding of the religious, socio-intellectual and cultural thoughts of the 17th and 18th centuries
- examine critically keys themes in representative texts of the period, including Sin, Transgression, Love, Pride, revenge, sexuality, human follies, among others
- show their appreciation of texts in terms of plot-construction, socio-cultural contexts and genre of poetry and drama
- analyze literary devices forms and techniques in order to appreciate and interpret the texts

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					

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A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: John Milton *Paradise Lost: Book 1*

Module B: John Webster *The Duchess of Malfi*

Module C: Aphra Behn *The Rover*

Module D: Alexander Pope *The Rape of the Lock*

Module E: Scholarly discussion on *: (a) Changing Images of the Human Being in the Literature of the Period*

(b) Women in the 17th Century.

Suggested Topics for Background Reading and Class Presentation

Religious and Secular Thought in the 17th Century
Changing Images of the Human Being in the Literature of the Period (17th and 18th Centuries)
The Stage, the State and the Market
The Mock-epic and Satire Women in the 17th Century The Comedy of Manners

Suggested Readings

The Holy Bible, *Genesis*, chaps. 1–4, *The Gospel according to St. Luke*, chaps. 1–7 and 22–4.

Niccolo Machiavelli, *The Prince*, ed. and tr. Robert M. Adams (New York: Norton, 1992) chaps. 15, 16, 18, and 25.

Thomas Hobbes, selections from *The Leviathan*, pt. I (New York: Norton, 2006) chaps. 8, 11, and 13.

John Dryden, 'A Discourse Concerning the Origin and Progress of Satire', in *The NortonAnthology of English Literature*, vol. 1, 9th edn, ed. Stephen Greenblatt (New York: Norton2012) pp. 1767–8.

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Jt. Registrar (Acad. & Conf.)
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Rono Hills, Doimukh (A.P.)

Course Code: ENG-C-221
Title of the paper: British Literature: 18th Century

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the background against which development of Restoration Comedy and anti-sentimental drama took place
- to make students appreciate the formal variations of Classicism
- to make students recognize the value of satire in the eighteenth century literature
- to make students critically evaluate the literature of the neo-classical period

Course Level Learning Outcomes
At the end of the course students will be able to:

- explain and analyze the rise of the critical mind
- trace the development of Restoration Comedy and anti-sentimental drama
- examine and analyze the form and function of satire in the eighteenth century appreciate and analyze the formal variations of Classicism
- map the relationship between the formal and the political in the literature of the neo-classical period

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: William Congreve *The Way of the World*

Module B : Jonathan Swift *Gulliver's Travels* (Books III and IV)

Module C: Samuel Johnson 'London'*
Thomas Grey 'Elegy Written in a Country *Churchyard"

Module D: Laurence Sterne *The Life and Opinions of Tristram Shandy, Gentleman*

Module E: Scholarly discussion on: (a) The self-conscious Art Form, (b) The Enlightenment and Neoclassicism

Suggested Topics for Background Reading and Class Presentation
The Enlightenment and Neoclassicism Restoration Comedy
The Country and the City
The Novel and the Periodical Press The Self-Conscious Art Form

Suggested Readings
Jeremy Collier, A *Short View of the Immorality and Profaneness of the English Stage* (London: Routledge, 1996).

Daniel Defoe, 'The Complete English Tradesman' (Letter XXII), 'The Great Law of Subordination Considered' (Letter IV), and 'The Complete English Gentleman', in *Literatureand Social Order in Eighteenth-Century England*, ed. Stephen Copley (London: CroomHelm, 1984).

Samuel Johnson, 'Essay 156', in *The Rambler*, in *Selected Writings: Samuel Johnson*, ed.Peter Martin (Cambridge, Mass.: Harvard University Press, 2009) pp. 194–7; *Rasselas* Chapter 10; 'Pope's Intellectual Character: Pope and Dryden Compared', from *The Life ofPope*, in *The Norton Anthology of English Literature*, vol. 1, ed. Stephen Greenblatt, 8th edn(New York: Norton, 2006) pp. 2693–4, 2774–7.

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Course Code: ENG-C-222
Title of the Paper: British Romantic Literature

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the concepts associated with Romanticism and Classicism
- to make students appreciate the German and French influences on the Romantic period in English literature in social, philosophical, intellectual terms
- to make students appreciate the canonical and representative poems and prose of the writers of the Romantic period
- to make students relate Romantic literary texts to other forms of expression such as painting etc.

Course Level Learning Outcomes
At the end of the courses students will be able to:

- understand Romanticism as a concept in relation to ancillary concepts like Classicism
- understand the Romantic period in English literature in terms of its social, philosophical, intellectual, literary backgrounds including German and French influences
- analyze and understand the main characteristics of Romanticism
- appreciate the canonical and representative poems and prose of the writers of the Romantic period.
- develop skills of critical analysis and interpretation of selected poems in order to understand the theme, language, style, and elements of prosody.
- appreciate and analyze the sensibility of the British Romantic period: common man, equality, freedom, sense of community and fraternity
- relate Romantic literary texts to other forms of expression such as painting, for instance.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	

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B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: William Blake 'The Lamb','The Chimney Swe*eper' (from *The Songs of Innocence* and *The Songs of Experience*)

'The Tyger' (*The Songs of Experience*)

'Introduction' to *The Songs of Innocence*

Robert Burns 'A *Bard's Epitaph'

'Scot's Wha Hae'

Module B: William Wordsworth 'Tintern Abbey' ,'Ode: Intimations of *Immortality' ;Samuel Taylor Coleridge 'Kubla Khan', 'Dejection: An Ode'

Module C: Lord George GordonNoel Byron 'Childe Harold': canto III, verses 36–45 (lines 316–405); canto IV, *verses 178–86 (lines 1594–674)
Percy Bysshe Shelley 'Ode to the West Wind', 'Ozymandias','Hymn to *Intellectual Beauty'
John Keats 'Ode to a Nightingale','To Autumn', 'On First Looking into Chapman'*s Homer'

Module D: Mary Shelley *Frankenstein*

Module E: Scholarly discussion on: (a) Reason and Imagination, (b) Literature and Revolution

Suggested Topics for Background Reading and Class Presentation
Reason and Imagination Conceptions of Nature
Literature and Revolution
The Gothic
The Romantic Lyric

Suggested Readings
William Wordsworth, 'Preface to Lyrical Ballads', in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 594–611.
John Keats, 'Letter to George and Thomas Keats, 21 December 1817', and 'Letter to Richard Woodhouse, 27 October, 1818', in *Romantic Prose and* Poetry, ed. Harold Bloom and Lionel Trilling (New York: OUP, 1973) pp. 766–68, 777–8.
Jean-Jacques Rousseau, 'Preface' to *Emile or Education,* tr. Allan Bloom (Harmondsworth:Penguin, 1991).
Samuel Taylor Coleridge, *Biographia Literaria*, ed. George Watson (London: Everyman, 1993) chap. XIII, pp. 161–66.

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Course Code: ENG-C-223
Title of the paper: British Literature: 19th Century

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the socio-economic-political contexts that inform the literature of the **19th Century**
- to make students understand the conflict between self and society in different literary genres of the period
- to make students appreciate the role of the expansion of Colonialism and Capitalism in the rise of the novel
- to make students understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- to make students relate similar settings in India in proper appreciation of literary representations in the British literature of the 19th Century

Course Level Learning Outcomes
At the end of the course students will be able to:

- identify and analyze the socio-economic-political contexts that inform the literature of the period
- comment on the historical and political awareness of literary texts as reflected in the transition from nature to culture across various genres
- understand the conflict between self and society in different literary genres of the period
- link the rise of the novel to the expansion of Colonialism and Capitalism
- understand the transition from Romantic to Victorian in literature and culture link the Victorian temper to political contexts in English colonies
- link the changes in the English countryside to changes brought about in similar settings in India

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Jane Austen *Pride and Prejudice*

Module B: Charlotte Bronte *Jane Eyre*

Module C: Charles Dickens *Hard Times*

Module D: Alfred Tennyson 'The Lady of Shalott','Ulysses',
'The Defence* of Lucknow'
Module E: Robert Browning 'My Last Duchess', 'The Last Ride Together*',
'Fra Lippo Lippi'
Christina Rossetti 'The Goblin* Market'

Suggested Topics for Background Reading and Class Presentation
Utilitarianism
Colonialism and nineteenth century literature The Death of the Village
The 19th Century Novel Marriage and Sexuality The Writer and Society Faith and Doubt
The Dramatic Monologue

Suggested Readings:

Karl Marx and Friedrich Engels, 'Mode of Production: The Basis of Social Life', 'The Social Nature of Consciousness', and 'Classes and Ideology', in *A Reader in Marxist Philosophy*, ed. Howard Selsam and Harry Martel (New York: International Publishers,1963) pp. 186–8, 190–1, 199–201.

Charles Darwin, 'Natural Selection and Sexual Selection', in *The Descent of Man* in *TheNorton Anthology of English Literature*, 8th edn, vol. 2, ed. Stephen Greenblatt (New York:Norton, 2006) pp. 1545–9.

John Stuart Mill, *The Subjection of Women* in *Norton Anthology of English* Literature, 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) chap. 1, pp. 1061–9.

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Course Code: ENG-C-311
Title of the Paper: Women's Writing

Course Level Learning Objectives:

The course will seek to achieve the following objectives:

- to make students understand the importance of gender specificity in literature while appreciating the representation of female experience in literature
- to make students understand the difference between the feminine and the feminist as opposed to the female examine and appreciate the role played by socio-cultural-economic contexts indefining woman
- to make students understand the complexity of social and biological constructions of manhood and womanhood while examining the relationship of women to work and production
- to make students link the status of woman to social discrimination and social change

Course Level Learning Outcomes

At the end of the courses students will be able to:

- recognise the importance of gender specificity in literature
- understand and appreciate the representation of female experience in literature
- explain the difference between the feminine and the feminist as opposed to the female examine and appreciate the role played by socio-cultural-economic contexts indefining woman
- link the status of woman to social discrimination and social change
- draw a location specific trajectory of female bonding or empowerment
- understand the complexity of social and biological constructions of manhood and womanhood
- examine the relationship of women to work and production

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Emily Dickinson 'I canno live with you' 'I'm wife; I've* finished that'
Sylvia Plath 'Daddy' 'Lady Lazarus*'
Eunice De Souza 'Advice to Women' 'Bequest'*

Module B: Alice Walker *The Color Purple*

Module C: Charlotte Perkins Gilman 'The Yellow Wallpaper' Katherine Mansfield 'Bliss'
Mahashweta Devi 'Draupadi', tr. Gayatri Chakravorty Spivak (Calcutta: Seagull, 2002)

Module D: Mary Wollstonecraft *A Vindication of the Rights of Woman* (New York: Norton, 1988) chap. 1, pp. 11–19; chap. 2, pp. 19–38.

Module E:Ramabai Ranade 'A Testimony of our Inexhaustible Treasures', in *Pandita RamabaiThrough Her Own Words: Selected Works,* tr. Meera Kosambi (New Delhi: OUP, 2000) pp.295–324.
Rassundari Debi Excerpts from *Amar Jiban* in Susie Tharu and K. Lalita, eds., *Women's Writing in India,* vol. 1 (New Delhi: OUP, 1989) pp. 191–2.

Suggested Topics for Background Reading and Class Presentation
The Confessional Mode in Women's Writing Sexual/Textual Politics
Body, Beauty and Discrimination Race, Caste and Gender
Social Reform and Women's Rights Women under Colonialism
Women in and out of Slavery Is there a Woman's Language?

Suggested Readings
Virginia Woolf, *A Room of One's Own* (New York: Harcourt, 1957) chaps. 1 and 6.

Simone de Beauvoir, 'Introduction', in *The Second Sex,* tr. Constance Borde and ShielaMalovany-Chevallier (London: Vintage, 2010) pp. 3–18.

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Kumkum Sangari and Sudesh Vaid, eds., ‘Introduction’, in *Recasting Women:EssaysinColonial History* (New Delhi: Kali for Women, 1989) pp. 1–25.

Chandra Talapade Mohanty, ‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’, in *Contemporary Postcolonial Theory: A Reader*, ed. Padmini Mongia (New York: Arnold, 1996) pp. 172–97.

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Course Code: ENG-C-312
Title of the Paper: British Literature: The Early 20th Century.

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the difference between modernity and modernism
- to make students understand modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- to make students understand the use of modernist technique in different genres in early twentieth century British literature
- to make students grasp the idea of from in modernist literary texts from across major genres

Course Level Learning Outcomes
At the end of the courses students will be able to:

- trace the history of modernism in the socio-cultural and intellectual contexts of late nineteenth century and early twentieth century Europe
- link and distinguish between modernity and modernism
- explain the links between developments in science and experiments in literature
- explain the history of early twentieth-century modernism in the light of stream of consciousness, Jungian and Freudian ideas, Psychoanalysis, Imagism, Cubism, Vorticism
- identify and analyze the use and modernist technique in different genres in early twentieth century British literature
- trace the history of the self and subjectivity in literature in the light of colonial consciousness
- explain and analyze the idea of from in modernist literary texts from across major genres

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					

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A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content:

Module A: Joseph Conrad *Heart of Darkness*

Module B: D. H. Lawrence *Sons and Lovers*

Module C: Virginia Woolf *Mrs Dalloway*

Module D: W.B. Yeats 'Leda *and the Swan' 'The Second Coming',
'No Second *Troy', 'Sailing to Byzantium'

Module E: T.S. Eliot 'The Love Song of J. *Alfred Prufrock','Sweeney among the* Nightingales',
'The Hollow Men'

Suggested Topics for Background Reading and Class Presentation
Modernism, Post-modernism and non-European Cultures
The Women's Movement in the Early 20th Century
Psychoanalysis and the Stream of Consciousness Literature and the Fear of Disintegration
The Uses of Myth
Nation and Narration in Early Twentieth Century Novel
The Avant Garde

Suggested Readings
Sigmund Freud, 'Theory of Dreams', 'Oedipus Complex', and 'The Structure of the Unconscious', in *The Modern Tradition*, ed. Richard Ellman et. al. (Oxford: OUP, 1965) pp. 571, 578–80, 559–63.
T.S. Eliot, 'Tradition and the Individual Talent', in *Norton Anthology of English Literature,* 8th edn, vol. 2, ed. Stephen Greenblatt (New York: Norton, 2006) pp. 2319–25.
Raymond Williams, 'Introduction', in *The English Novel from Dickens to Lawrence* (London: Hogarth Press, 1984) pp. 9–27.

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Course Code: ENG- C-321
Title of the Paper: Modern European Drama

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the role of theatre and drama in the introduction and shaping of modernity
- to make students understand concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- to make students understand how meaning is created in theatre
- to make students grasp the importance of innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Course Level Learning Outcomes
At the end of the courses students will be able to:

- understand the role of theatre and drama in the introduction and shaping of modernity
- understand and engage with concepts like realism, naturalism, symbolism, expressionism, the Avant Garde, the epic theatre, the theatre of the absurd, etc.
- understand how meaning is created in theatre
- be able to write about innovations introduced into theatrical practice in the late nineteenth and the twentieth century

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Henrik Ibsen, *Ghosts/ A Doll's House*

Module B: Bertolt Brecht, *The Good Woman of Szechuan*

Module C: Samuel Beckett, *Waiting for Godot*

Module D: Eugene Ionesco, *Rhinoceros*

Module E: Jean Genet, *The Balcony*

Suggested Topics for Background Reading and Class Presentation
Politics, Social Change and the Stage Text and Performance
European Drama: Realism and Beyond
Tragedy and Heroism in Modern European Drama The Theatre of the Absurd
The Role of the Director
The Role of the free theatres

Suggested Readings
Constantin Stanislavski, chap. 8, 'Faith and the Sense of Truth', In *An Actor Prepares*, tr.Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1, 2, 7, 8, 9, pp.121–5, 137–46.
Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. and tr. John Willet (London: Methuen, 1992) pp. 68–76, 121–8.
George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp.303–24.

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Course Code: ENG-C-322
Title of the Paper: Postcolonial Literatures

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- to make students engage with a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- to make students understand how racism and imperialism worked during and after colonial occupation
- to make students grasp and appreciate the changing role and status of English in postcolonial literatures while linking colonialism to modernity

Course Level Learning Outcomes
At the end of the courses students will be able to:

- understand the social-historical-political-economic contexts of colonialism and postcolonialism in India and other countries affected by colonial rule
- understand the scope of postcolonial literatures in India and elsewhere, primarily as a response to the long shadow of colonialism, not just of colonial occupation
- see through a corpus of representative postcolonial texts from different colonial locations: the effects of colonial rule on the language, culture, economy and habitat of specific groups of people affected by it
- appreciate and analyze the growing spectres of inequality arising out of colonial occupation and the role played by postcolonial literatures to resist it in India and similar locations
- critically engage with issues of racism and imperialism during and after colonial occupation
- appreciate the changing role and status of English in postcolonial literatures
- link colonialism to modernity

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Rono Hills, Doimukh (A.P.)

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Contents

Module A: Fiction
Chinua Achebe *Things Fall Apart/ Man of the People/* Amitav Ghosh *The Hungry Tide*

Module B: Fiction
V S Naipaul : *In a Free State* or Premchand:Godanor Rushdie: *Shame*/ or Kamila Shamsie: *In a City by the Sea* or Gabriel Garcia Marquez *Chronicle of a Death Foretold*

Module C:Short Fiction
Phakir Mohan Senapati'Rebati'/ LakshminathBezbaroa: 'Bapiram',
Bessie Head 'The Collector of Treasures' /Ama Ata Aidoo 'The Girl who can',
Grace Ogot 'The Green Leaves'

Module D:Poetry
Derek Walcott 'A Far Cry from Africa' ,FromOmeros 'Names'
Okotp'Bitek: 'My Husband', 'Modern* Cooking'

Module E :Poetry
David Malouf 'Revolving Days','Wild *Lemons'
Mamang Dai 'Small Towns *and the River'/ 'The Voice of the Mountain'
Pablo Neruda 'Tonight* I can Write'/ 'The Way Spain Was'*

Suggested Topic for Background Reading and Class Presentation
Nationalism and Nationality
De-colonization, Globalization and Literature Race, Region, Religion
Women and Postcolonialism/Gender and Identity
English and Bhasha: The Languages of Postcolonialism Postcolonial Literatures and Questions of Ethics
Postcolonialism and Resistance Literature and Identity Politics
Writing for the New World Audience

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Suggested Readings

Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.

Ngugi waThiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in Gabriel Garcia Marquez: New Readings, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

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B. Discipline Specific Electives (Any Four)

Course Code: ENG-D-313Aa
Title of the Paper: Modern Indian writing in English Translation

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students appreciate the diversity of modern Indian literatures and the similarities between them
- to make students value and critically appreciate the role of Translation into English as an important practice of popularisig Modern Indian writing across regional Indian language literatures
- to make students creatively engage with literary movements in various Indian literatures
- to make students engage with a corpus of representative texts of modern Indian literatures and their Translation into English
- to make students understand the historical trajectories of Indian literatures

Course Level Learning Outcomes
At the end of the course students will be able to:

- appreciate the diversity of modern Indian literatures and the similarities between them
- understand and creatively engage with the notion of nation and nationalism
- appreciate the impact of literary movements on various Indian literatures
- critically engage with significant social issues like caste and gender
- understand the historical trajectories of Indian literatures

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: SHORT FICTION

Premchand, 'The Shroud', in *Penguin Book of Classic Urdu Stories*, ed. M. Asaduddin (New Delhi: Penguin/Viking, 2006).

IsmatChugtai, 'The Quilt', in *Lifting the Veil: Selected Writings of IsmatChugtai*, tr. M. Asaduddin (New Delhi: Penguin Books, 2009).

Gurdial Singh, 'A Season of No Return', in *Earthy Tones*, tr. Rana Nayar (Delhi: Fiction House, 2002).

Fakir Mohan Senapati, 'Rebati', in *Oriya Stories*, ed. Vidya Das, tr. KishoriCharan Das (Delhi: Srishti Publishers, 2000).

Module B: POETRY

Rabindra Nath Tagore, 'Light, Oh Where is the Light?' and '*When My Play was with thee', in *Gitanjali: A New Translation with an Introduction* by William Radice (New Delhi: Penguin India, 2011).

G.M. Muktibodh, 'The Void', (tr. Vinay Dharwadker) and 'So *Very Far', (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern IndianPoetry*, ed.VinayDharwadker and A.K. Ramanujam (New Delhi: OUP, 2000).

Amrita Pritam, 'I Say Unto* Waris Shah', (tr. N.S. Tasneem) in *Modern IndianLiterature: An Anthology, Plays and Prose, Surveys and Poems*, ed. K.M. George,vol. 3 (Delhi: Sahitya Akademi, 1992).

ThangjamIbopishak Singh, 'Dali, Hussain, or Odour of Dream, Colour of Wind' and 'The Land* of the Half-Humans', tr. Robin S. Ngangom, in *TheAnthology of Contemporary Poetry from the Northeast* (NEHU: Shillong, 2003).

Module C: DRAMA

Dharamveer Bharati *AndhaYug*, tr. Alok Bhalla (New Delhi: OUP, 2009).

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Module D: FICTION

G. Kalyan Rao, *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)/ Bama, *Karukku*, tr. Lakshmi Holmstrom (Delhi: OUP, 2000)

Module E : Scholarly discussion on (a) The Aesthetics and Politics of Translation , (b) Caste, Gender and Resistance , (c) Questions of Form in 20th Century Indian Literature

Suggested Topics for Background Reading and Class Presentation

The Aesthetics and Politics of Translation
Linguistic Regions and Languages
Modernity in Indian Literature
Caste, Gender and Resistance
Questions of Form in 20th Century Indian Literature

Suggested Readings

Rabindranath Tagore, 'Nationalism in India,' in *Nationalism* (Delhi: Penguin Books, 2009) pp. 63-83.
Namwar Singh, 'Decolonising the Indian Mind', tr. Harish Trivedi, *Indian Literature*, No. 151 (Sept./Oct. 1992).
B.R. Ambedkar, 'Annihilation of Caste' in *Dr. Babasaheb Ambedkar: Writings andSpeeches, vol. 1* (Maharashtra: Education Department, Government of Maharashtra, 1979)chaps. 4, 6, and 14.
Sujit Mukherjee, 'A Link Literature for India', in *Translation as Discovery* (Hyderabad: Orient Longman, 1994) pp. 34–45.
G.N. Devy, 'Introduction', from *After Amnesia* in *The G.N. Devy Reader* (New Delhi: Orient BlackSwan, 2009) pp. 1–5.

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Course Code: ENG-D-313Ab
Title of the Paper: Literature of the Indian Diaspora

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students appreciate the Indian diasporic consciousness and the literary features of diasporic texts
- to make students develop critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism
- to make students engage with the main currents of Indian diasporic narratives and analyse diasporic texts with reference to key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- to make students appreciate texts in their function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Course Level Learning Outcomes

At the end of the course students will be able to:

- understand the concept of 'diaspora' in its historical and cultural contexts
- identify different aspects of Indian diasporic consciousness and the literary features of diasporic texts
- develop a clear understanding of the formation of Indian diasporic movements within India and outside
- develop a critical understanding of the writings of the Indian diaspora within the discourse of postcoloniality, postmodernity, hybridity, globalization and transnationalism.
- develop the analytical ability to read diasporic texts and analyze key diasporic issues such as displacement, nostalgia, alienation, belonging, identity, gender, racism and assimilation
- understand the main currents of Indian diasporic narratives
- examine how texts function as diasporic markers, broadening the understanding of Indian diasporic lives, cultural practices, experiences, religion and the new medium.

Scheme of Examination:
Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
The final examination will be held for 80 marks.
Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: M. G. Vassanji. *The Book of Secrets* (Penguin, India)

Module B: Rohinton Mistry. *A Fine Balance* (Alfred A Knopf)

Module C: Meera Syal. *Anita and Me* (Harper Collins)

Module D: Jhumpa Lahiri. *The Namesake* (Houghton Mifflin Harcourt)

Module E: Special Terms:Diaspora , Globalization ,Transnationalism ,Multiculturalism

Suggested Topics for Background Reading and Class Presentation

The Diaspora Nostalgia
New Medium Alienation
Globalization
Transnationalism

Suggested Readings

"Introduction: The diasporic imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora.* London: Routledge

"Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.

"The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

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Course Code: ENG-D-314Aa
Title of the paper: Literary Criticism

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand contributions of major literary theorists, particularly of the 20th century
- to make students sharpen interpretative skills in the light of various theoretical frameworks
- to make students apply various theoretical frameworks and concepts to literary and cultural texts
- to make students understand various literary theories and the way they enrich and change our thinking about language, literature and society

Course Level Learning Outcomes
At the end of the course students will be able to:

- have a historical overview of major literary theorists, particularly of the 20th century
- show an understanding of historical and philosophical contexts that led to the development of literary theory and its practices
- develop awareness of various literary theories and the way they enrich and change our thinking about language, literature and society
- historically situate literary theorists whose works had informed and shaped various literary theoretical discourses
- identify theoretical concepts with theorists and movements with which they are associated and in the process understand their contexts
- apply various theoretical frameworks and concepts to literary and cultural texts
- evaluate and analyze strengths and limitations of theoretical frameworks and arguments
- sharpen interpretative skills in the light of various theoretical frameworks

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Literary Theory: An Introduction, New Criticism and Russian Formalism, Reader Response

Module B*: Marxism*, Psychoanalytic theory

***Module C* :** Structuralism , Poststructualism , New Historicism

Module D: Postcolonialism, Feminism , Black and Dalit Aesthetics/ Subaltern Studies

Module E: Theory Now

Suggested Topics for Background Reading and Class Presentation
Literary criticism
Contemporary Literary Theory
Literary and Cultural Theory

Suggested Readings
David Lodge and Nigel Wood, *Modern Criticism and Theory: A Reader*: London & New York: Routledge, 2000.

Peter Barry. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 1984.

Raman Selden, et al. *A Reader's Guide to Contemporary Literary Theory*. Kentucy: University Press of Kentucky, 1993.

Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009

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Course Code: ENG-D-314Ab
Title of the Paper: World Literatures

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand concepts related to world literature ,e.g. national literature, general literature, comparative literature and *Vishwa Sahitya.*
- to make students analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- to make students analyze and interpret literary texts in their contexts and locate them
- to make students interpret literary and cultural texts from various world literatures in the light of various theoretical frameworks
- to make students understand enrich their thinking about language, literature and society involving notions of global human aspirations and significant international experiences and political developments

Course Level Learning Outcomes
At the end of the course students will be able to:

- explain the concept of World Literature and its evolution in relation to other related concepts e.g. national literature, general literature, comparative literature and *Vishwa Sahitya.*
- appreciate the connectedness and diversity of human experiences and literary responses to them in different parts of the world.
- analyze and appreciate literary texts from different parts of the world and receive them in the light of one's own literary traditions.
- analyze and interpret literary texts in their contexts and locate them.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Albert Camus, *The Stranger* / Franz Kafka, *Metamorphosis*

Module B: Anton Chekov, *The Cherry Orchard*

Module C: Pablo Neruda, Select Poems-" I do not love you except Because I love you " and ode to sadness".

Rainer M Rilke, *Duino Elegies,*

Module D: Gabriel Garcia Marquez *The General in the Labyrinth*

Module E: Naguib Mafouz, *Palace Walk* or *Palace of Desire* (from the Cairo trilogy) / Jose Saramago, *Cain*

Suggested Topics for Background Reading and Class Presentation

Suggested Reading:

Rabindranath Tagore, *Vishwa Sahitya*, Sarkar & Sons, 1993.
David Damrosch, *How to Read World Literature*, Wiley Blackwell, 2002.
Lillian HerlandsHornhtin, *The Reader's Companion to World Literature*, Penguin, 2002.
Frank Magil, *Masterpieces of World Literature*, Collins Reference, 1991.

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Course Code: ENG-D-323Aa
Title of the Paper: Partition Literature

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand the Partition of Indian Sub-continent and literature emerging as a response to the same
- to make students analyze and appreciate literary texts reproducing experiences and expectations on account of partition
- to make students analyze and interpret literary texts in their contexts and locate them for development of empathy as a fit human response in such a crisis

Course Learning Outcomes
At the end of the course students will be able to:

- explain historical and socio-cultural factors responsible for the Partition of Indian Sub-continent.
- demonstrate critical understanding of manifestations of the experience of the partition in various art forms.
- link and analyze the eco-socio-historical-cultural contexts and dimensions related to the Partition of India e.g. nation, nationalism, communication, violence, exile, homelessness, refugee, rehabilitation, resettlement, border and border lands (colonialism and post colonialism), literary responses to the partition in different parts of Indian continent and interpret them.
- interpret texts and experience and relate it to their contexts and experiences

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A :Intizar Hussain, Basti, (tr), Frances W Pritchett (New Delhi: Rupa, 1995).
Khushwant Singh, *Train to Pakistan*,Chattos&Windus, 1956.

Module B :DibyenduPalit*Alam's Own House,* tr. Sarika Chaudhary *Bengal Partition Stories: An Unclosed Chapter,* Bashabi Fraser (Ed.) London: Anthem Press (2008)
Sa'adat Hasan Manto, "Toba Tek Singh", in *Black Margins: Manto,* (Delhi: Katha, 2003).

Module C :LalithambikaAntharajanam, 'A Leaf in the Storm' (tr) K Narayanachandran, in *Stories about the Partition of India* (ed) Alok Bhalla, New Delhi, Manohar 2012 (pp.137 – 45)

Module D: Faiz Ahmad Faiz 'For your Lanes, My Country' in *In English* :Faiz Ahmed Faiaz, A Renowned Urdu Poet, tr and Ed RizRamhim. California: Xlibris 2008 (p 138)

Module E: Jibananda Das, 'I shall Return to This Bengal' Tr Shakunatal Chaudhuri, in *ModernIndian Literature.* New Delhi OUP

Suggested Topics for Background Reading and Class Presentation

Nationalism, Colonialism, British Rule in India Post Colonialism in India
Communalism and Violence Homelessness and Exile
Women and Children in Partition Literature

Background Reading and Screenings

1. Ritu Menon and Kamla Bhasin, 'Introduction' in *Borders and Boundaries*. New Delhi, Kali for Women. 1998

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2. Sukrita P Kumar, *Narrating Partition.* Delhi, Indialog 2004

3. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition ofIndia.* New Delhi, Kali for Women 2000

4. Sigmund Freud, 'Mourning and Melancholia' in *The CompletePsychological Works of Sigmund Freud,* Tr James Strachey. London:Hogarth Press 1953 (pp 3041 – 53)

Films

Garam Hawa(Dir. M S Sathyu, 1974))
KhamoshPaani: *Silent Waters* (Dir. SabihaSumar, 2003)
Subarnarekha (Dir RitwikGhatak, 1965)

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Course Code: ENG-D-323Ab
Title of the Paper: Research Methodology.

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand how to develop a simple questionnaire to elicit specific information
- to make students understand how to Collect data based on a survey and arrive at inferences using a small sample Discuss and draft a plan for carrying out a piece of work systematically
- to make students understand how to Refer to authentic sources of information and document the same properly. Provide proper explanation for technical terms in simple language.

Course Level Learning Outcomes
At the end of the course students will be able to:

- Develop a simple questionnaire to elicit specific information.
- Collect data based on a survey and arrive at inferences using a small sample Discuss and draft a plan for carrying out a piece of work systematically
- Refer to authentic sources of information and document the same properly. Provide proper explanation for technical terms in simple language.

Scheme of Examination:
• Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
• The final examination will be held for 80 marks.
• Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	

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Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Basic concept of research and the terminology involved
Basic types of research
Basic tools of research

Module B: Reference skills including skills to use dictionaries, encyclopedias, library catalogues, and net resources.

Module C: Stating and defending a research proposal
. conceptualizing and drafting a research proposal
. parts of research proposal

Module D: Writing a research paper
Style manuals
Notes, references and bibliography

Module E: Research and ethics: documentation and plagiarism

Suggested Topics for Background Reading and Class Presentation
Research and the terminology
Tools of research
Preparing a research proposal
Plagiarism and related exercise on Research ethics

Suggested Readings
Kumar, Ranjit. (2012) *Research Methodology: A Step-by-Step Guide for Beginners.* New Delhi, Vikas.
Manuals of style (MLA Style Sheet, APA Style Sheet, Chicago Style Manual etc)
Wallace, Michael. (2004). *Study Skills*. Cambridge: CUP.

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Course Code: ENG-D-324Aa
Title of the Paper: Travel Writing

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand Travel Writing from regional, national and global perspectives
- to make students understand how Travel Writing can be analyzed with relation to colonialism
- to make students understand how foreigners' impressions change local perspectives of the places they have visited and described
- to make students understand how Travel Writing impacts notions of selfhood and otherness against given historical understanding of the same

Course Level Learning Outcomes
At the end of the course students will be able to:

- map the social-historical-political-economic contexts of Travel Writing from regional, national and global perspectives
- explain the origin and reception of Travel Writing in chosen locations appreciate and analyze the relationship of Travel Writing to colonialism
- see the link between Travel Writing and history writing: Travel Writing as an alternative history or supplement to historical writing
- see the link between travel writing and translation
- analyze travel writing in relation to colonial and postcolonial positions
- appreciate the role of travel in shaping selfhood and otherness and relate the growth of Travel Writing to regional national and global identities
- critically engage with the accounts of places visited by foreigners and how their impressions change local perspectives of the places

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: IbnBatuta: 'The Court of Muhammad bin Tughlaq'/ Khuswant Singh's *CityImprobable: Writings on Delhi*, Penguin Publisher
Verrier Elwin: From APhilosophy for NEFA ('A Pilgrimage to Tawang')
Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India

Module B : Selections from Mark Twain: *The Innocent Abroad* (Chapters 7, 8, 9)/ Richard Wright: Pagan Spain
Ernesto Che Guevara: *The Motorcycle Diaries: A Journeyaround South America* (the Expert, Home land for victor, The City of Viceroys),Harper Perennial
William Dalrymple: *City of Dijnn* (Prologue, Chapters I and II) Penguin Books

Module C : Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kierman) (Section I to Section II) Pilgrims Publishing

Module D : Nahid Gandhi: *Alternative Realties: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013 /Marianne Postans (*Chapter 1: "Modern Bombay"* from *Western India1838 , https://archive.org/details/westernindiain00postgoog/page/n61/mode/2up*-) / Elizabeth Vicklan*dDaughter of Brahma*)

Module E :ElisabethBumiller: *May You be the Mother of a Hundred Sons: a Journey amongthe Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991)

Suggested Topics for Background Reading and Class Presentation
Travel Writing and Ethnography Gender and Travel
Globalization and Travel
Travel writing and Disciplinary Knowledge Travel and Religion
Orientalism and Travel

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Suggested Readings

Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp, 225-241.

Tabish Khair, 'An Interview with William Dalyrmple and Pankaj Mishra' in *PostcolonialTravel Writings: Critical Explorations*, ed. Justin D Edwards and Rune Graulund (New York:Palgrave Macmillan, 2011), 173-184.

Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self andThe Other* (Routledge, 2012), pp.1-29.

Sachidananda Mohanty, 'Introduction: Beyond the Imperial Eyes' in *Travel Writing and Empire* (New Delhi: Katha, 2004) pp. ix –xx.

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Course Code: ENG- D-324Ab
Title of the Paper: Autobiography

Course Level Learning Objectives:
The course will seek to achieve the following objectives:

- to make students understand how various kinds of writing represent and make sense of the experiences of the individual
- to make students understand how interrelationship and difference manifest with regard to concepts of self and history, truth, claims and fiction in private and public spheres
- to make students understand how language is variously exploited for constructing identity through texts governed by politics of memory
- to make students appreciate life writing as a literary form in both western and non-western contexts

Course Level Learning Outcomes
At the end of the course students will be able to:

- demonstrate a familiarity with kinds of writing which seek to represent and make sense of the experiences of the individual.
- understand the relationship between self and history, truth, claims and fiction in private and public spheres.
- explain the working of memory, politics of memory and its role in constructing identity.
- explain and analyze how life writing provides alternatives to existing ways of writing history.
- examine the status of life writing as a literary form and the history of its reception
- appreciate the emergence of life writing non-western context.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: Jean-Jacques Rousseau's *Confessions* , Part I and Book 1 Tr. Angela Scholar (New York. OUP 2000)

M K Gandhi's *Autobiography: The Story of my Experiments with Truth* (pp.5 – 26),Ahmedabad, Navjivan Press)

Module B: TJS George *MS – A Life in Music.* New Delhi, Harper Collins 2004 (first Three chapters)

Ramchandra Guha *Savaging the Civilized* New Delhi, Permanent Black 1999 (first three chapters)

Module C*: The Diary of Samuel Pepys* (selections) or The Diary of Young Girl Anne Frank

Module D: Richard Wright *The Black Boy (*Chapter 1 pp 1-94) Picador 1984

Module E: Sharan Kumar Limbale*The Outcaste* New Delhi OUP (pp 1-39)

S uggested Topics for Background Reading and Class Presentation
Life writing and Truth Self and Society
Role of memory in Life writing Life Writing as Resistance
Life Writing and rewriting History Life Writing and Identity

Suggested Readings
Roy Pascal, *Design and Truth in Autobiography*
James Olney, 'A Theory of Autobiography' in *Metaphors of Self* Princeton University Press 1972 (pp 3 – 50)
Laura Marcus The Law of Genre in Autobiographical Discourse Manchester University Press 1994 (pp 229 – 74)
Linda Anderson, 'Introduction' in *Autobiography* London, Routledge 2001 (pp 1 – 17)
Mary G Mason, 'The Other Voice' Autobiographies of Women Writers in Life/Lines Theorizing Womens' Autobiography. Ed Bella Brodzki and Celeste Shenck Cornell University Press 1988 (pp 19 – 44)
Rajkumar, Dalit *Personal Narratives*, Hyderabad, Orient Blackswan.

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C. Generic Elective (any four)

Course Code: ENG-G-114
Title of the Paper: Academic Writing and Composition

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students use simple and acceptable English to convey their ideas in English in writing
- to make students recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- to make students understand and explain a diagram or a graph, chart, table etc
- to make students write a review of a book or a movie
- to make students write a report on academic or cultural events held in a college or university for a journal or a newspaper

Course Learning Outcomes
At the end of the course students will be able to:

- convey their ideas in English using simple and acceptable English in writing
- understand to recognize and draft different types of writing – e.g. classroom notes, summaries, reports, exploratory and descriptive paragraphs, substantiating etc
- describe a diagram or elaborate information contained in a graph, chart, table etc
- write a review of a book or a movie
- write a report on an academic or cultural event that takes place in a college or university for a journal or a newspaper

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Introduction to the Writing Process
Introduction to the Conventions of Academic Writing

Module B: Writing in one's own words: Summarizing and Paraphrasing
Study Skills including note making, note taking, information transfer, reviewing etc.

Module C: Structuring an Argument: Introduction, Interjection, and Conclusion
Critical Thinking: Syntheses, Analyses, and Evaluation

Module D: Remedial Grammar

Module E: Citing Resources; Editing, Book and Media Review

Suggested Topics for Background Reading and Class Presentation
Summarizing and Paraphrasing
note making, note taking, information transfer, reviewing
Citing Resources; Book and Media Review

Suggested Readings
Liz Hamp-Lyons and Ben Heasley, *Study writing: A Course in Writing Skills for AcademicPurposes* (Cambridge: CUP, 2006).
Renu Gupta, *A Course in Academic Writing* (New Delhi: Orient BlackSwan, 2010).
Ilona Leki, *Academic Writing: Exploring Processes and Strategies* (New York: CUP, 2nd edn, 1998).
Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in AcademicWriting* (New York: Norton, 2009).
Eastwood, John. (2005) *Oxford Practice Grammar*. Oxford, OUP Wallace, Michael. (2004). *Study Skills*. Cambridge, CUP

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Course Code: ENG-G-124
Title of the Paper: MEDIA AND COMMUNICATION SKILLS

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students communicate information clearly and effectively in all kinds of environment and contexts
- to prepare students for effective media writing, reviews, reports, programmes and discussions
- to make students familiar with the new media, its techniques, practices of social media and hypermedia
- to make students aware of career opportunities in print and electronic media

Course Level Learning Outcomes
At the end of the course students will be able to:

- develop the professional ability to communicate information clearly and effectively in all kinds of environment and contexts.
- demonstrate practical skills of various types of media writing, reviews, reports, programmes and discussions.
- demonstrate their familiarity with the new media, its techniques, practices of social media and hypermedia.
- critically analyze the ways in which the media reflects, represents and influences the contemporary world.
- identify avenues for a career in print and electronic media.

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A 1.Introduction to Mass Communication

1. Mass Communication and Globalization
2. Forms of Mass Communication

Topics for Student Presentations:

a. Case studies on current issues Indian journalism
b. Performing street plays
c. Writing pamphlets and posters, etc.

Module B: Advertisement

1. Types of advertisements
2. Advertising ethics
3. How to create advertisements/storyboards

Topics for Student Presentations:

a. Creating an advertisement/visualization,**b**. Enacting an advertisement in a group ,**c.** Creating jingles and taglines

Module C 3: Media Writing

1. Scriptwriting for TV and Radio
2. Writing News Reports and Editorials
3. Editing for Print and Online Media

Topics for Student Presentations:

a. Script writing for a TV news/panel discussion/radio programme/hosting radio programmes on community radio
b. Writing news reports/book reviews/film reviews/TV program reviews/interviews c. Editing articles
d. Writing an editorial on a topical subject

Module D 4: Introduction to Social Media.

1. Types of Social Media
2. The Impact of Social Media

Module E: Introduction to Cyber Media

Suggested Topics for Background Reading and Class Presentation

As given in the Modules above

Suggested Readings

Bel, B. et al. *Media and Mediation*. New Delhi: Sage, 2005.
Bernet, John R, *Mass Communication, an Introduction*. New Jersey: Prantice Hall, 1989.
Stanley J. Baran and Davis, *Mass Communication Theory: Foundations, Ferment andFuture*. Boston: Wadsworth Cengage Learning, 2012.
John Fiske, *Introduction to Communication Studies*. London: Routledge, 1982.
Katherine Miller, *Communication theories: Perspectives, Processes and Contexts*. NewYork: McGraw Hill, 2004.
Michael Ruffner and Michael Burgoon, *Interpersonal Communication*. New York &London:Holt, Rinehart and Winston1981.
Kevin Williams, *Understanding Media Theory*. London & New York: Bloomsbury. 2015.
V.S. Gupta, *Communication and Development*. New Delhi: Concept Publication, 2000.

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Course Code: ENG-G-215
Title of the Paper: LANGUAGE AND LINGUISTICS

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the structure and various parts of the language
- to make students understand dialects and language and factors governing the relationship thereof
- to make students appreciate various functions that a language performs
- to make students recognize that language acquisition and learning can take place without the fear of making errors

Course Level Learning Outcomes
At the end of the course students will be able to:

- recognize/understand the structure and various parts of the language
- understand the existence of language in the form of different dialects based on a set of established factors
- identify the various functions a language performs and the roles assigned to it
- understand that all languages behave alike and develop a tolerance for other languages
- understand that making errors is a process of learning and not hesitate to use language for the fear of making errors

Scheme of Examination:
• Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Language: language and communication; language varieties: standard and non- standard language; language change. (From Mesthrie, Rajend and Rakesh M Bhatt. 2008. *World Englishes: The study of newlinguistic varieties.*Cambridge: Cambridge University Press.)

Module B: Structuralism:Distinctive features of human language. (Here we discuss how language used for human communication though unique, shares several features with animal communication.)
Language learning and acquisition: (Here we discuss how a child learns language in an atmosphere of love and leisure in contrast to what happens in school. The implications this understanding will have on both learning and teaching language can be explored in brief.) (Saussure, Ferdinand de. 1966. *Course in general linguistics.*New York: McGraw Hill 'Introduction'Chapter 3)

Module C: Phonology (Akmaijian, A, R.A. Demers and R, M. Garnish, Linguistics: An Introduction to language and Communication, 2nd ed.;From kin, V., and R. Rodman, An Introduction to Language, 2nd ed.(New York: Holt, Rinehart and Winston,1974)Chapters3,6 and7.

Module D : Morphology (Akmaijian, A, R.A. Demers and R, M. Garnish, Linguistics: An Introduction to language and Communication, 2nd ed.;From kin, V., and R. Rodman, An Introduction to Language, 2nd ed.(New York: Holt, Rinehart and Winston,1974)Chapters3,6 and7.

Module E: Syntax and semantics: categories and constituents phrase structure; maxims ofconversation. (Akmajian, A., R. A. Demers and R, M Harnish, *Linguistics: AnIntroduction to Language and Communication,* 2nd ed. (Cambridge, Mass,: MIT Press,1984; Indian edition, Prentice Hall, 1991) Chapter 5 and 6.)

Suggested Topics for Background Reading and Class Presentation
features of animal communication shared in language used for human communication
sounds production : diagrams and charts
word formation exercises
sentences and meaning – solving ambiguity

Suggested Reading
Selinker, L (1975) *An Introduction to Linguistics*, London, Longman
Fromkin and Rodman. (1975) *Human and Animal Communication.* London, Pergamon.
Syal, Puspinder et.al. (2009). *An Introduction to Linguistics: Language, Grammar andSemantics*, New Delhi, PHI
Mohanraj, Jayashree. (2014) *Let's Hear them Speak*, New Delhi, Sage

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Course Code: ENG- G-225
Title of the Paper: LANGUAGE, LITERATURE AND CULTURE

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the beauty of expression in literature
- to make students understand the use of language in literature
- to make students appreciate literature for its role in transmitting culture

Course Level Learning Outcomes

At the end of the course students will be able to:

- see literature as a fine form of expression.
- use literature for analysis to understand the use of language.
- see language as a major source of transmitting culture
- show the understanding of literature in the form of extrapolation (see the relevance of a story, poem, play etc in their own lives)
- show how cultures and languages are interrelated especially through their presentation of differences .

Scheme of Examination:

•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

(Portions related to the aspects given in the Modules here will be done from *An Anthology of Writings on Diversities in India* ,a course book prepared by the Delhi University for UG students. Appropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.)

Module A: literature as a fine form of expression.

Module B: literature for analysis to understand the use of language

Module C: language as a major source of transmitting culture

Module D: the understanding of literature in the form of extrapolation (seeing the relevance of a story, poem, play etc. in students' own lives)

Module E: how cultures and languages are interrelated especially through their presentation of differences

Suggested Topics for Background Reading and Class Presentation
Related aspects asgiven in the Modules here and done from *An Anthology of Writings on Diversities in India and a*ppropriate contents from here and elsewhere may be selected for discussion by stakeholders keeping in view the location and neighbouring languages and cultures of the learners.

Suggested Reading
An Anthology of Writings on Diversities in India ,a course book prepared by the Delhi University for UG students.

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Ability Enhancement Compulsory Course (AECC.2) for B.A./B.Sc./B.Com.

Course Code: ENG-A-111
Title of the Paper: English for Communication

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students understand basic rules of Grammar
- to make students use the rules of Grammar for various composition exercises
- to make students appreciate rules of Grammar as used for model in various literary compositions
- to make students enjoy and appreciate literary pieces
- to expose students to literary pieces to develop their creativity

Course Learning Outcomes
At the end of the course students will be able to:

- convey their ideas in English using simple and acceptable English in writing
- understand Fundamentals of Grammar
- describe a diagram or elaborate information contained in a graph, chart, table etc ,write a review of a book or a movie
- write a précis writing, paragraph writing(150 words), Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing

Scheme of Examination:
•Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
•The final examination will be held for 80 marks.
•Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module – I: Poetry

William Shakespeare – All the World is a stage.
William Wordsworth – I wondered lonely as a Cloud.
Ralph Waldo Emerson – The Mountain and the Squirrel.
Emily Dickinson – Success is Counted Sweetest.
Robert Frost - Stopping by Woods on a Snowy Evening.
Rabindranath Tagore – Where the Mind is without Fear.
A.K.Meherotra – Songs of the Ganga.

Module – II: Short stories

R.K. Narayan – Lawly Road/Mulk Raj Anand – Barbar's Trade Union.
Somerset Mangham – The Luncheon/Guy De. Maupassant – The Necklace
Anton Chekhov – The Lament/ O' Henry – The Last Leaf
Manoj Das – The Submerged Valley.

Module – III: One- Act plays and Short fiction

(A) Norman Mckinnell - The Bishop's Candle Sticks/Anton Chekov – A Marriage Proposal
Eugene lonesco – The Lesson /August Strandberg – Miss Jullie
Fritz Karinthy– Refund

(B)Harper Lee – To kill a Mocking Bird.
Or
R. K. Narayan – Vendor of Sweets.

Module – IV: Fundamentals of Grammar

Parts of speech, articles and intensifiers, use of tense forms, use of infinitives, conditionals , adjectives and adverbs, prepositions, making affirmative, negative and interrogative, making question tag.

Module – V: Composition Practice

(A) Comprehension, précis writing, paragraph writing(150 words), reviewing movies and books ,Letter writing – personal, official, Demi-official, Business, Public speaking, soft skills, Interviews, preparing curriculum vitae, Report(Meetings and Academic) writing.

(B) Communication Practice –

Introducing yourself, introducing people to others, meeting people, Exchanging greetings, taking leave, answering the telephone, asking someone for some purpose, taking and leaving messages, call for help in Emergency, e-mails writing ,explaining a graph, chart, table etc.

Suggested Topics for Background Reading and Class Presentation

Short selections from the works prescribed in Modules**I,II and III** – reading , re-telling , role-playing , explaining with reference to contemporary social experiences
Practical writing work on Modules **IV and V**

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Suggested Reading:

1- For reading the texts available sources of texts and help of the Web source may be taken.
2- Crystal, David(1985) Rediscover Grammar with David Crystal. Longman.
3- Hewings, M. (1999) Advanced English Grammar. Cambridge University Press.
4- Bakshi, R. N. A course in English Grammar, orient Longman
5- Krishnaswamy, N. Modern English – A Book of Grammar, usage andcomposition. MacMillan India Ltd.

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प्रथम सत्र

पत्र – HIN-A- 111

हिंदी शिक्षण

व्याख्यान	: 4 प्रति सप्ताह
क्रेडिट	: 4
पूर्णांक	: 100 अंक
अभ्यन्तर	: 20 अंक
सत्रांत परीक्षा/बाह्य	: 80 अंक

यह प्रश्नपत्र प्रथम सत्र में हिन्दी कौशलाधारित पाठ्यक्रम चुनने वाले सभी विद्यार्थियों के लिये है। यह पत्र चार इकाइयों में विभक्त है। प्रत्येक इकाई के लिये अंक अलग-अलग निर्धारित हैं।

उद्देश्य:

सामाजिक, व्यावसायिक, कार्यालयी तथा शैक्षणिक परिप्रेक्ष्य में विद्यार्थियों के भाषा-कौशल में निखार लाना। विद्यार्थियों में प्रतिस्पर्धात्मक परीक्षाओं एवं साक्षात्कार हेतु आत्मविश्वास उत्पन्न करना। विद्यार्थियों में रचनात्मक कौशल विकसित करना। भाषा-ज्ञान के माध्यम से विद्यार्थियों को रोजगारोन्मुख शिक्षा प्रदान करना।

इकाईः 1 राष्ट्रीय एवं अन्तरराष्ट्रीय परिप्रेक्ष्य में हिन्दी का महत्त्व; मानक हिन्दी और बोलचाल की हिन्दी में अन्तर; स्वागत भाषण, भाषण, विषय प्रवर्तन तथा धन्यवाद ज्ञापन। व्याख्यान – 10

इकाईः 2 **आलेख रचना**

सम्पादक के नाम पत्र, सम्पादकीय लेखन, स्तम्भ लेखन, पत्र-पत्रिकाओं के लिये आलेख रचना ; आकाशवाणी एवं दूरदर्शन हेतु वार्ता, साक्षात्कार एवं परिचर्चा तैयार करने की विधियाँ।

व्याख्यान – 10

इकाईः 3 **व्यावहारिक लेखन**

कार्यालयी पत्राचार; प्रेस विज्ञप्ति; सूचना ; ज्ञापन; कार्यसूची; कार्यवृत्त; प्रतिवेदन; सम्पादन; संक्षेपण; आत्मविवरण तथा ई-मेल लेखन, फेसबुक, ब्लॉग और ट्वीटर लेखन। व्याख्यान – 10

इकाईः 4 **सृजनात्मक लेखन**

कविता, कहानी, नाटक तथा एकांकी, निबंध, यात्रावृत का स्वरूप विवेचन। व्याख्यान – 10

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उपलब्धियां - हिंदी शिक्षण से सम्बन्धित इस पत्र में विद्यार्थी हिन्दी भाषा के व्यावहारिक स्वरूप तथा प्रयोजनमूलक हिन्दी के क्षेत्र लेखन से जुड़ी बहुविध जानकारियों से परिचित हुए। हिन्दी भाषा की बढ़ती लोकप्रियता और बढ़ते अन्तरराष्ट्रीय महत्त्व के सन्दर्भ में हिन्दी भाषा आधारित कौशल विकास से विद्यार्थियों को अवगत कराया गया। विशेषकर आलेख रचना के अतिरिक्त व्यावहारिक एवं सर्जनात्मक लेखन से जुड़ी बारीकियों को जान सके।

निर्देश:

1. इस पत्र की प्रत्येक इकाई से 15-15 अंकों का एक-एक दीर्घउत्तरीय प्रश्न पूछा जायेगा। प्रत्येक प्रश्न के लिए विकल्प भी होंगे। 15X4= 60
2. सम्पूर्ण पाठ्यक्रम से 5-5 अंकों की 4 टिप्पणियां पूछी जायेगीं। टिप्पणियों के लिये विकल्प भी रहेंगे। 5X4= 20

कार्य-सम्पादन- पद्धति : व्याख्यान, विचार-विमर्श, समूह-चर्चा, सामग्री-समीक्षा और प्रस्तुतीकरण आदि।

सहायक ग्रन्थ:

1. अच्छी हिन्दी : रामचन्द्र वर्मा।
2. व्यावहारिक हिन्दी व्याकरण और रचना : हरदेव बाहरी।
3. हिन्दी भाषा :डॉ. भोलानाथ तिवारी।
4. रेडियो लेखन : मधुकर गंगाधर।
5. टेलीविजनः सिद्धान्त और टैकनिक :मथुरादत्त शर्मा।
6. प्रयोजनमूलक हिन्दी : डॉ. दंगल झाल्टे।
7. सरकारी कार्यालयों में हिन्दी का प्रयोग : गोपीनाथ श्रीवास्तव, राजकमल, दिल्ली।
8. टेलीविजन लेखन : असगर वजाहत / प्रेमरंजन ; राजकमल, दिल्ली।
9. रेडियो नाटक की कला : डॉ. सिद्धनाथ कुमार, राजकमल, दिल्ली।
10. रेडियो वार्ता-शिल्प : सिद्धनाथ कुमार, राजकमल, दिल्ली

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EVS-**A-121: ENVIRONMENTAL STUDIES**

(GEO AECC1- ENVIRONMENTAL STUDIES)

Credit 4- (Credit Hours in a week: Lecture-3, Practical-0, Tutorial-1)
Marks: 100 (End term examination=80 and internal examination-20)

Objective:

1. To know the basic components of environment and functioning of ecosystem.
2. To know the common environmental problems, causes and consequences and solutions.

Learning Outcome:

1. To develop a sense of responsibility and attitude towards conservation of environment.
2. To develop basic skill of solving environmental problem at local level.

Course Content

I **Introduction to Environmental Studies**

i. Development of Environmental Studies
ii. Meaning of environment
iii. Concept of Environment
iv. Scope of Environmental Studies

II **Understanding the Environment**

i. Biosphere
ii. Ecosystem
iii. Habitat
iv. Cultural Landscape

III **Environmental Hazards**

i. Natural Hazards
ii. Flood, Drought, Cyclone & Earthquake, Landslide
iii. Man Made Hazards
iv. Deforestation

IV **Environmental conservation**

i. Awareness about the importance of Environment
ii. Monitoring
iii. Conservation
iv. Sustainable Development

V- **Environmental Hazards in Arunachal Pradesh**

i. Deforestation
ii. Landslides
iii. Flood
iv. Earthquake
v. Cloud burst

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Reference:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
3. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
4. Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
6. De A.K., Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
9. Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Waston, R.T. 1995. Global Biodiversity Assessment. Cambridge Univ. Press 1140p.
11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284 p.
12. Mckinney, M.L. & School, R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition. 639p.
13. Mhaskar A.K., Matter Hazardous, Techno-Science Publication (TB)
14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p
16. Rao M N. & Datta, A.K. 1987. Waste Water treatment. Oxford & IBH Publ. Co. Pvt. Ltd. 345p.
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB)
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p

(M) Magazine

(R) Reference (TB) Textbook

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E. SKILL ENHANCEMENT ELECTIVE COURSES (any two)

Course Code: ENG-S-214a
Title of the Paper: ENGLISH LANGUAGE TEACHING

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the strategies used by a teacher to teach language
- to make students understand the syllabus, its structure and development
- to make students understand different types of tests used in a language class
- to make students understand use of technology for learning language

Course Level Learning Outcomes
At the end of the course students will be able to:

- identify and classify strategies used by a teacher to teach language
- demonstrate clear understanding of the syllabus, its structure and development understand the structure of a textbook and its use
- articulate the reasons for different types of tests the teacher administers
- demonstrate the ways in which technology can be used for learning language.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Knowing the learner (Syllabus structure; identifying the learner)
Structures of English language (Grammatical syllabuses and their contents)

Module B: Methods of teaching English language and literature

Module C: Materials for language teaching (Structure of a textbook and its relation to the syllabus)

Module D: Assessing language skills (tests and their purposes)

Module E: Using Technology in language learning (ICT and language learning including Web 2.0 Tools)

Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Reading

Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: CUP, 1996).

Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, *TeachingEnglish as a Second or Foreign Language* (Delhi: Cengage Learning, 4th edn, 2014).

Adrian Doff, *Teach English: A Training Course For Teachers (Teacher's Workbook)*(Cambridge: CUP, 1988).

Business English (New Delhi: Pearson, 2008).

R.K. Bansal and J.B. Harrison, *Spoken English: A Manual of Speech and Phonetics*(NewDelhi: Orient BlackSwan, 4th edn, 2013).

Mohammad Aslam, *Teaching of English* (New Delhi: CUP, 2nd edn, 2009).

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Course Code: ENG-S-214b
Title of the Paper: SOFT SKILLS

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the skills of effective communication
- to make students take responsibility to undertake and complete a work with leadership
- to make students Work in groups either as members or leaders
- to make students develop critical thinking and problem-solving skills

Course Level Learning Outcomes
At the end of the course students will be able to:

- Communicate with others effectively
- Exhibit qualities of leadership
- Take responsibility to undertake a work and complete it.
- Be aware of their own weaknesses
- Work in groups either as members or leaders
- Think critically or laterally and solve problems
- Be flexible to the needs of others
- Negotiate with others to solve problems (conflict resolution) Cope with pressure and yet produce results

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Effective Communication strategies, Self-esteem and confidence building strategies

Module B: Awareness of the surroundings and using the resources to the best advantage for promoting self -learning, Lateral thinking

Module C: Emotional Intelligence**,** Adaptability
Module D: Teamwork**, Leadership**

Module E: Problem solving
Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Readings

Mohanraj, Jayashree, (2015). *Skill Sutras: Modern Communication and Ancient Wisdom.* Bangalore, Prism Books
Raamesh, Gopalaswamy. (2010). *The ACE of Soft Skills*. New Delhi, Pearson.
Mitra, K Barun. (2012). *Personality Development and Soft Skills.* New Delhi, OUP.

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Course Code: ENG- S-224a
Title of the Paper: TRANSLATION STUDIES

Course Level Learning Objectives
The course will seek to achieve the following objectives:

- to make students grasp the process of translation
- to make students grasp the skills of effective translation
- to make students undertake and complete practical translation assignments
- to make students work on translated works to compare and evaluate finished translation

Course Level Learning Outcomes

At the end of the course students will be able to:

- critically appreciate the process of translation
- engage with various theoretical positions on Translation think about the politics of translation
- assess, compare, and review translations translate literary and non-literary texts

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.

- The final examination will be held for 80 marks.

- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

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Course Content

Module A: Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

Different Types / modes of translation

Module B: Different approaches to translation from fidelity to transcreation Functional / communicative translation

Technical /Official translation as opposed to literary translation Audio-visual translation

Module C: Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example: Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

Module D: Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

Exercises to comprehend Equivalence in translation: Structures – equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.

Module E: Translation of various kinds of short texts from short stories to news reports, poems and songs, to advertisements both print and audio-visual

Suggested Topics for Class Presentation/Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Translation and Culture Translation and Gender Translation and Caste

Idioms, and Dialects in Translation

Understanding the aims of translation Evaluation of Translation

Suggested Readings

Lawrence Venuti, *Essays in The Translation Studies Reader*, London: Routledge, 2000.

Andre Lefevere, *Translation/History/Culture*: A Sourcebook, London: Routledge, 1992.

Harish Trivedi and Susan Bassnett, Introduction to *Postcolonial Translation: Theory andPractice* (London: Routledge, 1999)

Avadhesh Kumar Singh, "Translation Studies in the 21st Century", *Translation Today*, Vol. 8, Number 1, 2014, pp. 5-45.SusanBassnett, *Translation Studies*, London: Routledge, 1998.

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Rono Hills, Doimukh (A.P.)

Course Code: ENG- S-224b
Title of the Paper: CREATIVE WRITING

Course Level Learning Objectives

The course will seek to achieve the following objectives:

- to make students grasp the difference between academic/non creative and creative writing
- to make students grasp various figures of speech, language codes and language registers so that they can both, identify as well as use these for creative writing
- to make students understand various genres such as fiction, poetry, drama and newspaper writing
- to make students edit and proofread writing such that it is ready to get into print

Course Level Learning Outcomes

At the end of the course students will be able to:

- recognize creativity in writing and discern the difference between academic/non creative and creative writing
- develop a thorough knowledge of different aspects of language such as figures of speech, language codes and language registers so that they can both, identify as well as use these; in other words, they must learn that creative writing is as much a craft as an art
- develop a comprehensive understanding of some specific genres such as fiction, poetry, drama and newspaper writing
- distinguish between these as well as look at the sub divisions within each genre(such as in poetry, different forms like sonnets, ballads, haiku, ghazal, etc)
- process their writing for publication and so must have the ability to edit and proofread writing such that it is ready to get into print.

Scheme of Examination:

- Emphasis being on the formative assessment and CCCE, there would be two Sessional Tests and one Assignment held. Average of Marks scored in the Best of the two of the above will be taken towards Score in the Internal exam. The same would be added to the total score in the final examination. The Sessional Test will be held for 20 marks. The Assignment will also carry 20 marks.
- The final examination will be held for 80 marks.
- Thus, the Paper will be examined for a total of 20+80 =100 Marks.

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Marking Scheme:

Section	Total Questions	No. of questions to be attempted	Marks for each question	Total Marks	Remarks
Pattern of Question Paper for 80 marks					
A	6	4	5	20	
B	5	3	10	30	
C	4	2	15	30	
Pattern of Question Paper for 40 marks					
A	5	3	5	15	
B	2	1	10	10	
C	2	1	15	15	

Course Content

Module A: What is Creative Writing?

Module B: The Art and Craft of Writing

Module C: Modes of creative Writing

Module D: Writing for the Media

Module E: Preparingfor Publication

Suggested Discussion, Presentation: Thinking and activities/Practicals associated with all the Modules

Suggested Readings

Dev, Anjana Neira (2009). *Creative Writing: A Beginner's Manual*. Pearson, Delhi, 2009.

Morley, David (2007). *The Cambridge Introduction to Creative Writing.* Cambridge, New York.

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DEPARTMENT OF EDUCATION

SYLLABUS FOR TWO YEAR BACHELOR OF EDUATION
(B.ED.) PROGRAMME
(CHOICE BASED CREDIT SYSTEM)

(With Effect from the Academic Session 2021-22)

DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS: DOIMUKH

05/7/2021
सयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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Programme Objectives:

After completion of the programme student teacher will be able to:

1. Understand the theories in Education and cultivate practices as per the Indian values, views of thinkers and Western Philosophical System.
2. Familiarize with the concept of human growth and development and apply necessary methods in learning and modify personality in desired manner.
3. Develop English language proficiency through developing listening, speaking, reading and writing.
4. Understand the historical development of teacher education and trends in teacher education.
5. Comprehend Application of ICT in education.
6. Acquaint with various approaches, methods, and techniques of teaching Mathematics, Science, Social Sciences and Languages.
7. Develop teaching competencies in educational measurement and evaluation.
8. To create awareness on gender issues and promote gender equality in the domain of education.
9. Develop skills to carry out school activities with proper planning and administration.
10. Know the concept, services and techniques of Guidance and Counseling.
11. Develop eco-friendly attitude and strengthen environmental values.

Credit Weightage per Paper and Semester

*4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, assignments, practical etc.)

** 1 credit= 16 periods/16 hours per month
***4 hours per week
**** Total credits per semester:

I Semester: 5 Papers = 18 Credits
II Semester: 5 Papers = 18 Credits
III Semester: 5 Papers = 18 Credits
IV Semester: 6 Papers = 20 Credits
Total = 74 Credits

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B.ED. I semester

PAPER CODE	PAPER TITLE	Credits	Teaching hours	IA	Theory/ Practical	MM
BED- 411	Theory and Practice in Education	4	64	25	75	100
BED- 412	Human Growth and Development	4	64	25	75	100
BED- 413	Curriculum Studies and Language Perspective	4	64	25	75	100
BED- 414	Teacher Education	4	64	25	75	100
BED- 415	Field Experience & Practical	2	32	15	35	50
	Total B.Ed. I Semester	18	288	115	335	450

B.ED. II semester

PAPER CODE	PAPER TITLE	Credits	Teaching hours	IA	Theory/ Practical	MM
BED- 421	Technology of Teaching and Learning	4	64	25	75	100
BED- 422	Educational Measurement and Evaluation	4	64	25	75	100
BED- 423 BED- 427 BED- 428	Pedagogy of School Subject I*	4	64	25	75	100
BED- 424, BED- 425, BED- 426, BED- 429	Pedagogy of School Subject II*	4	64	25	75	100
BED- 430	Field Experience & Practical	2	32	10	40	50
	Total B.Ed. II Semester	18	288	115	335	450

B.ED. III semester

PAPER CODE	PAPER TITLE	Credits	Contact Hours	IA	Theory/ Practical	MM
BED- 431	Practice Teaching and School Internship	18	202	75	225	300

B.ED. IV Semester

PAPER CODE	PAPER TITLE	Credits	Teaching hours	IA	Theory/ Practical	MM
BED- 441	Gender Studies & Education	4	64	25	75	100
BED- 442	Educational Administration	4	64	25	75	100
BED- 443	Guidance and Counseling	4	64	25	75	100
BED- 444	Environmental education	4	64	25	75	100
BED- 445	Practicum & Field Experience	4	64	25	75	100
	Total B.Ed. IV Semester	20	320	125	375	500

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*Pedagogy of school subjects -I		Pedagogy of school subjects –II	
B.ED- 423:	Pedagogy of Science	BED- 424:	Pedagogy of Mathematics
B.ED-427:	Pedagogy of English	BED- 425:	Pedagogy of Geography
B.ED- 428:	Pedagogy of Hindi	B.ED- 426:	Pedagogy of History
		B.ED- 429:	Pedagogy of Civics

*The student-teacher will select two teaching specializations one from Pedagogy of School Subject-I and any one from Pedagogy of School Subject-II. The compulsory theory paper, field works are having separate paper codes.

**the final teaching practice examination will be conducted by constituting the board of examiners having two external and two internal members appointed by the Controller of Examinations.

Programme Outcomes:

After completion of the B.Ed programme, the student teachers are expected to;

1. Follow the values related to Indian and Western Philosophical System.
2. Apply appropriate methods and techniques in learning and develop pleasing personality.
3. Develop English language proficiency through listening, speaking, reading and writing.
4. Explain various trends in teacher education.
5. Use ICT in teaching-learning process.
6. Apply suitable teaching methods and techniques in pedagogical studies.
7. Construct and develop tools such as academic achievement test, attitude scale and rating scale in connection with educational measurement and evaluation.
8. Follow gender disparity and provide awareness on gender issues in communities.
9. Apply the skill for planning and administration at the secondary level.
10. Focus on Guidance and Counseling Services.
11. Cultivate positive attitude towards environment sustainability.

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Course wise Objectives and Expected Learning Outcomes

B.ED. TWO YEAR COURSE
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH

FIRST SEMESTER
PAPER: BED- 411
THEORY AND PRACTICE IN EDUCATION

Learning Objectives:

1. To know the rich philosophical and educational heritage of India.
2. To understand the concept of education in emerging Indian society.
3. To comprehend the significant educational thoughts of some of the leading Western and Indian thinkers.
4. To familiarize the role of education in the context of National Development and modernization.
5. To understand the role of education in the process of the society.

Expected Learning Outcomes:

1. Define and analyze the concept, nature, scope and functions of Philosophy and Education.
2. Analyse the relationship between Education and Philosophy.
3. Interpret the significance of Philosophy for Educational Practices.
4. Discuss the importance of Purusartha in their day today life.
5. Elaborate the contributions of Indian Thinkers on Education.
6. Analyse and discuss the contribution of Western Philosophies on Education.
7. Define and analyse Education in social prescriptive.
8. Describe the role of Education in bringing peace across the globe.

FIRST SEMESTER
PAPER: BED- 412
CHILDHOOD AND GROWING UP

Learning Objectives:

1. To know the concept of human growth and development.
2. To acquaint the student teachers with the concept of learning and its theories.
3. To understand the concept of socialization during childhood and Adolescence period.
4. To analyze the issues and concerns of Adolescence period.

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Expected Learning Outcomes: The student teachers are expected to:

1. Explain the concept of Growth & Development.
2. Differentiate the concept of human growth and development.
3. Analyse various learning theories and apply appropriate learning theory during learning process.
4. Analyse the concept of socialization in the context of school and peer group.
5. Reflect on certain issues of concerns related to Adolescence period.

FIRST SEMESTER
PAPER: BED- 413
CURRICULUM STUDIES AND LANGUAGE PERSPECTIVE

Learning Objectives

1. Know the concept, determinants, principles and bases of curriculum construction.
2. Understand curriculum design with regard to sources , types and transaction
3. Comprehend language with regard to function, diversity, social interaction, learning difficulties and intervention.
4. Develop English Language Proficiency by cultivating listening, speaking, reading, and writing skills, reference and study skills.

Expected Learning Outcomes:

1. Explain the concept and nature of curriculum and state the principles of curriculum construction.
2. Identify determinants of curriculum and distinguish among philosophical, psychological and sociological bases.
3. Follow steps for curriculum development.
4. Elucidate sources and types of curriculum design.
5. Transact curriculum in the light of objectives, content and NCFSE – 2005.
6. Apply practical knowledge of subject experts in curriculum framework committee about the steps and designs involved in the process of curriculum development
7. Correlate language diversity with social interaction and brain
8. Develop skills with regard to listening, speaking, reading and writing.
9. Enhance study skills, reference skills and presentation skills.

FIRST SEMESTER
PAPER: BED - 414
TEACHER EDUCATION

Learning Objectives:

1. To understand the development of teacher education in India.
2. To know the teacher education programmes at different levels in India.
3. To familiarize themselves with the teaching behaviour and teaching skills.
4. To familiarize themselves with the trends in Teacher Education.

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Expected Learning Outcomes:

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Differentiate between teaching behaviour and teaching skills.
4. Explain the importance of Teaching Profession

SECOND SEMESTER
PAPER: BED- 421
TECHNOLOGY OF TEACHING AND LEARNING

Learning objectives

1. To know concept, characteristics, scope, objectives, types and uses of Educational Technology.
2. To understand teaching learning process with regard to concept, objectives, levels, variables, phases, operations and models.
3. To familiarize effective communication process, programmed learning and teaching behavior.
4. To comprehend various applications of Information and Communication Technology in education

Expected Learning outcomes:

1. Explain concept, characteristics, scope, objectives, types and uses of Educational Technology.
1. Elucidate concept and objectives of teaching.
2. Classify levels and variables of teaching.
3. Categorize phases and operations of teaching.
4. Differentiate between Glaser's Basic Information Processing Model and Concept Attainment Model.
5. Explain the meaning and nature of communication.
6. Analyze the communication process and the barriers of communication.
7. Explore the uses of ICT in Education and role of National Mission in Education through ICT.
8. Discuss the role of SWAYAM, SWAYAM PRABHA, MOOCs, INFLIBNET, NDL and Learning Management System (LMS).

SECOND SEMESTER
PAPER: BED- 422
EDUCATIONAL MEASUREMENT AND EVALUATION

Learning Objectives:

1. To know the basic knowledge of assessment approaches.
2. To create ideas related to trends in evaluation.
3. To understand the tools and techniques of measurement and evaluation.
4. To develop teaching competencies in assessment and evaluation.

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5. To get knowledge related to analysis feedback and reporting.

Expected Learning Outcomes:

1. Describe the nature and scope of measurement and evaluation in education.
2. Explain the characteristics of a good tool.
3. Describe the different types of tools and techniques of measurement.
4. Explain the concept of teacher competencies and its assessment.
5. Use different types of measures of central tendency, measures of variability and correlation in solving the problems.

SECOND SEMESTER
PAPER: BED - 423
PEDAGOGY OF SCIENCE

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in Science Education.
2. To develop the power of observation and experimental skills.
3. To acquaint themselves with the various methods of teaching science and evaluation techniques in science.
4. To familiarize themselves with Lesson Plan and its relevance in teaching of Science.

Expected Learning Outcomes:

1. Describe the principles and knowledge used in Science Education.
2. Apply power of observation and experimental skills.
3. Apply themselves with the various methods of teaching science and evaluation techniques in science.
4. Prepare themselves with Lesson Plan and its relevance in teaching of Science.
5.

SECOND SEMESTER
PAPER: BED-424
PEDAGOGY OF MATHEMATICS

Learning Objectives:

1. To develop broad understanding of knowledge and principles used in Mathematics Education.
2. To inculcate mathematical reasoning and articulate logically.
3. To acquaint themselves with the various methods of teaching mathematics and evaluation techniques in mathematics.
4. To familiarize themselves with Lesson Plan and its relevance in teaching of mathematics.

Expected Learning Outcomes:

1. Justify the importance of Mathematics in school curriculum.

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2. Explain the different methods and techniques of teaching mathematics.
3. Describe the role and functions of a mathematics teacher.
4. Describe the importance and types of teaching aids in mathematics teaching.
5. Make lesson plan on the basis of traditional and 5-E model.

SECOND SEMESTER
PAPER: BED - 425
PEDAGOGY OF GEOGRAPHY

Learning Objectives:

1. To familiarize with the geographic content, objectives and its relevance.
2. To acquaint themselves with various functions of geographic education.
3. To understand the curriculum and process of curriculum development.
4. To acquaint themselves with the approaches and Strategies of teaching geography.
5. To familiarize with the evaluation types and its techniques.
6. To develop competencies of a geography teacher.

Expected Learning Outcomes:

1. State the concept of geography as a coordinating discipline.
2. Explain the approached of Curriculum planning and construction in Geography.
3. Process of text book preparation and content analysis.
4. Perform teaching by applying suitable pedagogical approaches, strategies by using appropriate resources.
5. Prepare lesson planning and its steps.
6. Explain different teaching-learning resources for teaching Geography.
7. Explore the solutions of the teaching-learning problems by applying Action Research.
8.

SECOND SEMESTER
PAPER: BED-426
PEDAGOGY OF HISTORY

Learning Objectives:

1. To develop the ability to relate knowledge of history to problems of everyday life.
2. To know the historical concepts among the students.
3. To create the ability to interpret historical facts.
4. To develop knowledge & understanding various methods and techniques of teaching of history among the trainees.

Expected Learning Outcomes:

1. Define and analyze the concept, nature and values of teaching history.
2. Explain the concept of Curriculum and its theories.
3. Specify the objectives of teaching History at Elementary and Secondary Stages.
4. Apply various methods and techniques of teaching of history in the class.

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5. Plan, prepare and deliver the lesson plan in history teaching.

SECOND SEMESTER
PAPER: BED 427
PEDAGOGY OF ENGLISH

Learning Objectives:

1. To acquire knowledge related to history, status, objectives, principles and problems of English language teaching in India.
2. To understand methods, approaches and techniques of English language teaching at secondary level.
3. To develop listening, speaking, reading and writing skills along with phonology and teaching methodology.
4. To know principles of curriculum, features of language text books, A-V Aids, Language Lab, principles of evaluation, preparation of test and action research in English.

Expected Learning Outcomes:

1. Recall the history and status of English Language Teaching.
2. Formulate objectives and identify problems of English Language Teaching in India.
3. Differentiate among methods, approaches and techniques of English Language Teaching at secondary level.
4. Apply listening, speaking, reading and writing activities in their daily life by following phonetics and teaching methodology.
5. List out principles of curriculum and features of language text books.
6. Illustrate the concept by using appropriate A-V Aids.
7. Prepare achievement and diagnostic test in English Language
8. Conduct action research for improving teaching learning process in English

SECOND SEMESTER
(द्वितीय-सत्र)
PAPER: BED - 428
PEDAGOGY OF HINDI
(हिन्दी-शिक्षण)

शिक्षण उद्देश्य:

१. हिन्दी भाषा के स्वरूप एवं विकास की जानकारी प्रदान करना
२. हिन्दी भाषा की योग्यताओं का विकास करना
३. छात्राध्यापकों को हिन्दी शिक्षण की विधियों एवं उपागमों से परिचित कराना
४. शिक्षण-सहायक सामग्रियों एवं पाठ योजना निर्माण कौशल का विकास करना
५. पाठ्यचर्या एवं अध्यापन की जानकारी प्रदान करना
६. मूल्यांकन कौशल का विकास करना

अधिगम के प्रतिफल : कोर्स के पूर्ण होने पर छात्रो/छात्र/ छात्राओं में :

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१. सक्षम अध्यापक के गुण विकसित होंगे I
२. भाषायी कौशल के प्रयोग में पारंगत होंगे I
३. मुल्यांकन करने में सक्षम होंगे I

SECOND SEMESTER
PAPER: BED-429
PEDAGOGY OF CIVICS

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in Civics Education.
2. To know various approaches and methods of teaching Civics.
3. To enhance their capacities for effective lesson planning in Civics.
4. To acquaint themselves with the approaches and tools for evaluation in Civics.

Expected Learning Outcomes

1. Define and elaborate the concept, Principles and knowledge used in Civics Education.
2. Differentiate between the General Objectives and Specific Objectives of teaching Civics.
3. Use appropriately various methods and techniques of teaching of Civics in the class.
4. Apply different evaluation tools for assessing student's performance in Civics.

FOURTH SEMESTER
PAPER: BED- 441
GENDER STUDIES AND EDUCATION

Learning Objectives:

1. To acquaint the students with conceptual framework of sex, gender and gender role.
2. To make the students understand the process of gendering in families.
3. To describe the students about the gender issues in Education
4. To create awareness among students regarding various laws and government initiatives related to promoting gender equality.

Expected Learning Outcomes:

1. Explain the conceptual framework of sex, gender and Gender role.
2. Reflect the process of gendering in families.
3. Describe gender issues in Education
4. Distinguish between patriarchal and matrilineal families.
5. Explain the theories of Gender and Education.
6. Incorporate Gender in textbook, teaching method
7. Analyze the various laws and government initiatives related to promoting gender equality.

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FORTH SEMESTER
PAPER: BED- 442
EDUCATIONAL ADMINISTRATION

Learning Objectives:

1. To make student teachers understand concepts of educational administration.
2. To develop skills among student teachers related to school organizations and institutional planning.
3. To provide insightful ideas among student teachers in connection with school inspections and supervising.
4. To cultivate skills among student teachers related to management and assessment.

Expected Learning Outcomes:

1. Define and analyse concepts, nature and scope of educational administration.
2. Develop skills related to school organizations and institutional planning.
3. Analyse and interpret the various steps of school inspections and supervisions.
4. Apply practical ideas relating to the preparation of time table for their own institutions, role & responsibilities of the headmaster/ teachers & SMC, style of leadership.

FOURTH SEMESTER
PAPER: BED- 443
GUIDANCE AND COUNSELING

Learning objectives:

1. To know the importance and utility of guidance and counseling.
2. To familiarize themselves with different services in the guidance programme.
3. To know the techniques of guidance and counseling.
4. To conduct career talks for senior secondary school students.

Expected Learning Outcomes:

1. Explain the importance and utility of guidance and counseling.
2. Describe about the different services in the guidance programme.
3. Apply techniques of guidance and counseling.
4. Differentiate between guidance and counseling.
5. Explain types of counseling.
6. Distinguish between testing and non-testing technique.
7. Familiarize role of career master, counselor, headmaster, teachers, and parents.

FOURTH SEMESTER
PAPER: BED- 444
ENVIRONMENTAL EDUCATION

Learning Objectives:

1. To make aware of the environment and its growing problems.
2. To familiarize themselves with the concept and importance of Environmental Education
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.

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राजीव गांधी विश्वविद्यालय
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4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Expected Learning Outcomes:

1. Explain about the environment and its growing problems.
2. Describe the concept and importance of Environmental Education.
3. Apply the skills of organizing learning experiences and evaluation devices for environmental education.
4. Develop a sense of appreciation, protection and proper utilization of environmental resources.
5. Develop an 'Eco-friendly Attitude' and environmental values.

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FIRST SEMESTER
PAPER: BED- 411
THEORY AND PRACTICE IN EDUCATION

Learning Objectives:

1. To know the rich philosophical and educational heritage of India.
2. To understand the concept of education in emerging Indian society.
3. To comprehend the significant educational thoughts of some of the leading Western and Indian thinkers.
4. To familiarize the role of education in the context of National Development and modernization.
5. To understand the role of education in the process of the society.

Course Content:

Unit- I: Indian Traditions, Values and Education

- Meaning, Nature, Aims and Scope of Education
- Concept, nature and functions of Philosophy
- Relationship of Education and Philosophy
- Significance of Philosophy for educational practices
- Concept of Purusartha

Unit- II: Western Philosophical System and Their Impact on Education

- Idealism
- Naturalism
- Pragmatism
- Realism with respect to theory and practice of education.

Unit- III: Indian Thinkers on Education

- M. K. Gandhi and Basic Education
- R. N. Tagore and Vishwa-Bharati
- John Dewey
- Froebel

Unit-IV: Education and Social Change

- Equalization of Educational Opportunities
- Education and Culture
- Role of Education in Social Change
- Modernization and Education
- National and Emotional Integration & Education
- International Understanding for Peace & Education

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Expected Learning Outcomes:

1. Define and analyse the concept, nature, scope and functions of Philosophy and Education.
2. Analyse the relationship between education and Philosophy.
3. Interpret the significance of Philosophy for educational Practices.
4. Discuss the importance of Purusartha in their day today life.
5. Elaborate the contributions of Indian Thinkers on education.
6. Analyse and discuss the contribution of Western philosophies on education.
7. Define and analyse education in social perspective.
8. Describe the role of education in bringing peace across the globe.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Critical Analysis of any significant thought (thinker) in Education and preparing a report.
2. Survey of an Educational Institution/Programme and preparing a report.
3. Preparation of Report on any innovative idea on Education/ Teaching / Teacher/ Student etc.
4. Preparation of a report on problems and prospects of Peace Education.

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.

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2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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FIRST SEMESTER
PAPER: BED- 412
CHILDHOOD AND GROWING UP

Learning Objectives:

5. To know the concept of human growth and development.
6. To acquaint the student teachers with the concept of learning and its theories.
7. To understand the concept of socialization during childhood and Adolescence period.
8. To analyze the issues and concerns of Adolescence period.

Course Content:

Unit- I: Learner as a developing Individual

- Concept and nature of growth and development
- Principles of growth and development
- Stages of human development: Prenatal, infancy, childhood, adolescence and their characteristics
- Factors of growth and development: Heredity and environment

Unit- II: Development and Learning

- Dimensions of Individual development: Physical, cognitive, language, affective, social and moral
- Theoretical perspectives of development: Piaget, Kohlberg, Erikson, and Vygotsky
- Concept, nature and types of learning
- Factors affecting learning

Unit- III: Understanding Childhood and Context of Development

- Understanding the family
- Parental socialization during childhood and adolescence period
- School as an agent of socialization
- Peers as an agent of socialization
- Effects of technology on child development
- Ecological model of Bronfenbrenner

Unit- IV: Adolescence: Issues and Concerns

- Problems of adjustment
- Understanding of emotional disturbance and risk behaviour
- Identity Crisis -Parent child conflict
- Substance Abuse
- Bullying
- Juvenile delinquency
- Health awareness – Physical, mental, emotional
- Role of teachers and parents in dealing with the issues and concerns

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Expected Learning Outcomes: The student teachers are expected to:

6. Explain the concept of Growth & Development.
7. Differentiate the concept of human growth and development.
8. Analyse various learning theories and apply appropriate learning theory during learning process.
9. Analyse the concept of socialization in the context of school and peer group.
10. Reflect on certain issues of concerns related to Adolescence period.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. To study the behaviour of children.
2. Administration of psychological test.
3. To study the problems relating to issues and concerns of Adolescence.
4. To study the developmental characteristics of children.

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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FIRST SEMESTER
PAPER: BED- 413
CURRICULUM STUDIES AND LANGUAGE PERSPECTIVE

Learning Objectives:

1. To know the concept, determinants, principles and bases of curriculum construction.
2. To understand curriculum design with regard to sources, types and transaction.
3. To comprehend language with regard to function, diversity, social interaction, learning difficulties and intervention.
4. To develop English Language Proficiency by cultivating listening, speaking, reading, and writing skills, reference and study skills.

Course Content:

Unit - I: Introduction to Curriculum

- Concept and Nature of Curriculum
- Principles of Curriculum Construction
- Determinants of Curriculum
- Bases: Philosophical, Psychological and Sociological

Unit- II: Curriculum Design

- Steps of Curriculum Development
- Sources of Curriculum Design
- Types of Curriuclum Design: Subject - Centred, Learner – Centred & Activity - Centered
- Curriculum Transaction with reference to Objectives, Content and Evaluation
-NCFSE – 2005 on Curriculum

Unit- III: Language Acquisition and Learning

- Concept and Functions of Language
- Role of Language across the curriculum
- Language Diversity and Social Interaction
- Language learning : Constructivist approach and technology enabled learning
- Language based learning difficulties and interventions

Unit- IV: Language Proficiency: LSRW Skills

- Listening skill- Process, types and Strategies
- Speaking Skill- Process and activities
- Reading skill- Process, types, methods and Strategies
- Writing skill- Process, types and Strategies
- Sound of English Language , stress and intonation
- Study skills, reference skills and presentation skills

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Expected Learning Outcomes:

1. Explain the concept and nature of curriculum and state the principles of curriculum construction.
2. Identify determinants of curriculum and distinguish among philosophical, psychological and sociological bases.
3. Follow steps for curriculum development.
4. Elucidate sources and types of curriculum design.
5. Transact curriculum in the light of objectives, content and NCFSE – 2005.
6. Apply practical knowledge of subject experts in curriculum framework committee about the steps and designs involved in the process of curriculum development.
7. Correlate language diversity with social interaction and brain.
8. Develop skills with regard to listening, speaking, reading and writing.
9. Enhance study skills, reference skills and presentation skills.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on given topic
2. Practices for language proficiency

Evaluation Scheme:

(i)	Internal Assessment	: 25 marks
(ii)	External Examination	: 75 marks
(iii)	Duration	: 03 hours
(iv)	Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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FIRST SEMESTER
PAPER: BED- 414
TEACHER EDUCATION

Learning Objectives:

1. To understand the development of teacher education in India.
2. To know the teacher education programmes at different levels in India.
3. To familiarize the students with the teaching behaviour and teaching skills.
4. To familiarize the students with the trends in Teacher Education.

Course Content:

Unit-I: Historical Development of Teacher Education in India

- Meaning, Importance and Aims of Teacher Education Programmes
- Structure of Teacher Education at different Levels, 4 year integrated Teacher Education Programme
- Recommendations of Teacher Education w.r.t Secondary Education Commission (1952-53), Indian Education Commission (1964-66) and NPE-1986.

Unit-II: Pre-service Teacher Education Programmes

- Concepts and Importance of Pre-Service Teacher Education at Elementary and Secondary Levels.
- Curriculum of Pre-Service Teacher Education at different Levels.
- Role of NCTE, NCERT, SCERT and DIET in Teacher Education
- Problems related to Student-Teaching Practice and Internship Programme and their Solutions.

Unit-III: In-service Teacher Education Programmes

- In- Service Teacher Education- Concept, Importance and Objectives
- Types of Programmes and Organizational Agencies for In-Service Teacher Education Programmes
- Shortcomings and Suggestions for In-Service Teacher Education Programmes.
- Distance Education and In-Service Teacher Education.

Unit-IV: Modification of Teaching Behavior and Teaching Profession

- Students Teaching Programmes-Concept, Importance and Organizational Pattern.
- Micro-Teaching and Simulated Teaching.
- Teaching profession & Professional Ethics
- Teachers' role and responsibility in 21st century

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Expected Learning Outcomes:

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Differentiate between teaching behaviour and teaching skills.
4. Explain the importance of Teaching Profession.

Mode of Transaction: Lecture and Lecture cum discussion

Practicum /Assignment (Any one):

1. Analysis of Teaching Behavior of School Teachers in a Subject (10 periods) using Ned A. Flanders Techniques
2. Study of Pre-service or In-service Teacher Education Programme
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Alexander, W. M. (1960). *Are You a Good Teacher*, N.Y. Holt, Rinehart and Winston.
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FIRST SEMESTER
PAPER: BED- 415

FIELD EXPERIENCE AND PRACTICAL

First Semester **Total Marks: 50**

Sl. No.	Activities	Marks
01	School experience and reporting (The student-teachers are required to visit 5-10 schools and prepare report on their functioning)	10
02	Conducting 03 psychological practical along with report	10
03	Collecting relevant data related to functioning of RTE & implementation of RTE intervention in the school and Submit a report on it.	10
04	Preparing profile of eminent educationists/social reformers/social activists/ poets/novelists/statesmen/historians	05
05	Internal	15

Note: Field experience activities along with the reports will be evaluated by department/teacher training college by inviting board of examiners.

Scheme of Evaluation:

1. External (viva voce) : 35 Marks
2. Internal : 15 Marks

Board of Examiners:

The board of examiners will consist of at least two internal members from the department /teacher training college) and two external examiners appointed by the Controller of Examinations.

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SECOND SEMESTER
PAPER: BED- 421
TECHNOLOGY OF TEACHING AND LEARNING

Learning objectives:

1. To know the concept, characteristics, scope, objectives, types and uses of Educational Technology.
2. To understand the teaching learning process with regard to concept, objectives, levels, variables, phases, operations and models.
3. To familiarize the effective communication process, programmed learning and teaching behavior.
4. To comprehend the various applications of Information and Communication Technology in education.

Course Content:

Unit-I: Introduction to Educational Technology

- Concept, and Characteristics of Educational Technology
- Objectives and Scope of Educational Technology
- Technology in Education, Technology of Education and Systems Approach
- Uses of Technology in Formal and Non-formal Education

Unit –II: Teaching Learning Process

- Concept and Objectives of Teaching Learning Process
- Levels and Variables of Teaching
- Phases and Operations of Teaching
- Teaching Models: Glaser's Basic Information Processing Model and Concept Attainment Model
-

Unit- III: Communication, Programmed Learning and Teaching Behaviour

- Communication: Meaning, Nature, Process, Types and Barriers of Communication
- Programmed Learning : Meaning, Mandatory Principles, Frames and Types of Programmed Learning(Linear & Branching)
- Teaching Behavior: Concept & Nature, SSST & FIACS
-

Unit-IV: E- Learning

- Concept and uses of ICT in Education
- National Mission in Education through ICT, NKN, Smart class
- SWAYAM, SWAYAMPRABHA, MOOCS, INFLIBNET, NDL
- Learning Management Systems: Concept and Assessment Tools

Expected Learning outcomes:

1. Explain concept, characteristics, scope, objectives, types and uses of Educational Technology.
2. Elucidate concept and objectives of teaching.
3. Classify levels and variables of teaching.
4. Categorize phases and operations of teaching.

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5. Differentiate between Glaser's Basic Information Processing Model and Concept Attainment Model.
6. Explain the meaning and nature of communication.
7. Analyze the communication process and the barriers of communication.
8. Explore the uses of ICT in Education and role of National Mission in Education through ICT.
9. Discuss the role of SWAYAM, SWAYAM PRABHA, MOOCs, INFLIBNET, NDL and Learning Management System (LMS).

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (any one):

- Prepare a report on school visit having smart class room.
- Preparation of instructional materials by selecting a unit from school curriculum content.
- Classroom analysis by following FIACS

Evaluation Scheme:

(i). Internal Assessment	: 25 marks
(ii). External Examination	: 75 marks
(iii). Duration	: 03 hours
(iv). Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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SECOND SEMESTER
PAPER: B.ED- 422
EDUCATIONAL MEASUREMENT AND EVALUATION

Learning Objectives:

1. To know the basic knowledge of assessment approaches.
2. To create ideas related to trends in evaluation.
3. To understand the tools and techniques of measurement and evaluation.
4. To develop teaching competencies in assessment and evaluation.
5. To get knowledge related to analysis feedback and reporting.

Course Content:

Unit-I: Introduction to Educational Measurement and Evaluation

- Meaning , nature and scope of Educational Measurement and Evaluation
- Levels of Measurement- nominal, ordinal, interval and ratio
- Difference between Measurement and Evaluation
- Types of Evaluation : Placement, Formative, Diagnostic and Summative

Unit-II: Tools and Techniques

- Difference between tools and techniques of evaluation
- Characteristics of an effective tool: reliability, validity, objectivity and usability
- Achievement test
- Attitude Scales
- Observation, interview, questionnaire

Unit-III: Competencies in Assessment

- Concept and areas of Teacher competencies
- Programme for evaluation of Teacher competencies
- Parameters for evaluation
- Analysis and reporting
- Feedback, reinforcement and follow up action

Unit-IV: Elementary Statistics

- Importance of Statistics in Education
- Measures of central tendency: Mean, Median and Mode
- Measures of variability: Range, Quartile deviation and Standard Deviation
- Correlation: Meaning and computation by Rank method

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Expected Learning Outcomes:

1. Describe the nature and scope of measurement and evaluation in education.
2. Explain the characteristics of a good tool.
3. Describe the different types of tools and techniques of measurement.
4. Explain the concept of teacher competencies and its assessment.
5. Use different types of measures of central tendency, measures of variability and correlation in solving the problems.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale
3. Preparation of a questionnaire.
4. Administration of a self-made test and interpretation of scores.

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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SECOND SEMESTER
PAPER: BED- 423
PEDAGOGY OF SCIENCE

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in Science Education.
2. To develop the power of observation and experimental skills.
3. To acquaint the students with the various methods of teaching science and evaluation techniques in science.
4. To familiarize the students with Lesson Plan and its relevance in teaching of Science.

Course Content:

Unit-I: Science in School Curriculum

- Objectives of Teaching Science according to Kothari Commission, Ishwarbhai Patel Committee, NPE 1986 & NCF (2005) at different stages of school.
- Meaning, nature and importance of science in school curriculum.
- Blooms' taxonomy of educational objectives
- Writing Objectives in behavioral terms

Unit-II: **Science Curriculum and Pedagogical analysis**

- Meaning and principles of curriculum organization
- Science curriculum Improvement projects: SAPA, BSCS and CHEM Study
- Meaning and Procedure of Pedagogical & Content Analysis with examples.
- Principles of learning science

Unit-III: Transaction of Science Curriculum

- Approaches of Teaching Science : constructivist approach and PSI
- Teaching methods: Lecture-cum-Demonstration, Laboratory, Heuristic, Project, Problem Solving and Experimental Method.
- Backwardness in Science : Diagnosis and Remedial measures
- Enrichment programmes for the gifted
- Classroom Management and Discipline in Science class
- Action Research: Definition, Characteristics and steps with examples

Unit-IV: Instructional Resources in Science

- Importance and types of teaching aids
- Improvised teaching aids and their importance
- Dale's Cone of Experience w.r.t. Science Teaching
- Organization of Science Exhibition, Science Fair, Science Club, Aquarium,
- Lesson planning : Meaning, importance and preparation

Expected Learning Outcomes:

1. Describe the principles and knowledge used in Science Education.
2. Apply the power of observation and experimental skills.

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3. Apply the various methods of teaching science and evaluation techniques in science.
4. Prepare the Lesson Plan and its relevance in teaching of Science.

Mode of Transaction: Lecture, Lecture cum Discussion, Lecture cum Demonstration

Practicum/Assignment (Any one):

1. Preparation of list of science laboratory equipment according to the syllabus of a class.
2. Pedagogical analysis of any two topics from prescribed Science Text-Book.
3. To find learning difficulties of students in science.
4. Preparation of Teaching aids.

Evaluation Scheme:

(i)	Internal Assessment	: 25 marks
(ii)	External Examination	: 75 marks
(iii)	Duration	: 03 hours
(iv)	Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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SECOND SEMESTER
PAPER: BED- 424
PEDAGOGY OF MATHEMATICS

Learning Objectives:

1. To develop broad understanding of knowledge and principles used in Mathematics Education.
2. To inculcate mathematical reasoning and articulate logically.
3. To acquaint the students with the various methods of teaching Mathematics and evaluation techniques in Mathematics.
4. To familiarize the students with Lesson Plan and its relevance in teaching of Mathematics.

Course Content:

Unit-I: **Mathematics in School Curriculum**

- Objectives of Teaching Mathematics according to Kothari Commission, NPE (1986) & NCF (2005) at secondary level
- Meaning, Nature and Importance of Mathematics in School Curriculum
- Bloom's taxonomy of educational objectives
- Writing Objectives in behavioral terms
- Contributions of Aryabhatta, Bhashkaracharya, N. Ramanujan, Euclid and Pythagoras

Unit-II: Mathematics Curriculum and Its Transaction

- Meaning and principles of curriculum organization
- Styles of Curriculum: Learner-centered, Teacher-Centered and Experience-Centered
- Introduction to Methods and Techniques of Teaching of Mathematics
- Methods: Analytic-Synthetic, Heuristic, Inductive-Deductive and Project
- Techniques: Oral, Written work, Home-work and Drill work
- Needs and ways for arousing and maintaining interest in teaching of mathematics.

Unit-III: Instructional Resources in Mathematics

- Criteria of good text-book in mathematics
- Mathematics Teacher: Role and functions
- Teaching Aids: Meaning, Importance and Types
- Mathematics Club: Meaning and Organization
- Dale's Cone of Experience w.r.t. Mathematics Teaching

Unit-IV: Lesson Planning and Interventions for Mathematics Teaching

- Lesson Planning: Concept, Importance, Steps and Preparation of a lesson plan
- Learning difficulties in Mathematics

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- Interventions for Mathematics Teaching- Backward Learners (Diagnosis and Remedial measures) and Gifted Learners (Enrichment programmes)
- Action Research: Definition, Characteristics, and steps with examples

Expected Learning Outcomes:

1. Justify the importance of Mathematics in school curriculum.
2. Explain the different methods and techniques of teaching Mathematics.
3. Describe the role and functions of a Mathematics teacher.
4. Describe the importance and types of teaching aids in Mathematics teaching.

Make a lesson plan and its relevance in teaching of Mathematics.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

1. To study the learning difficulties of students in mathematics for a particular class.
2. To prepare an Evaluation scheme (Table of specifications) and objective type test on a unit/topic.
3. To do pedagogical analysis of two topics from prescribed text-book.
4. To make a case study of a pupil facing difficulties in learning mathematics and suggest remedial measures.

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

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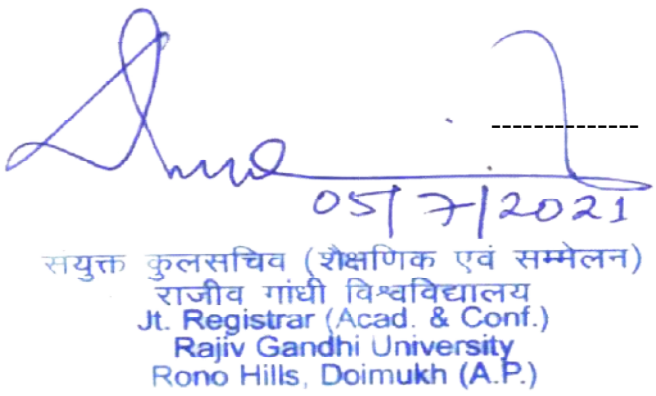
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NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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SECOND SEMESTER
PAPER: BED- 425
PEDAGOGY OF GEOGRAPHY

Learning Objectives:

1 To familiarize with the geographic content, objectives and its relevance.
2. To acquaint themselves with various functions of geographic education.
3. To understand the curriculum and process of curriculum development.
4. To acquaint themselves with the approaches and Strategies of teaching Geography.
5. To familiarize with the evaluation process, its types and techniques.
6. To develop competencies of a Geography teacher.

Course Content:

Unit- I: Conceptual Framework of Geographic Education

- Nature and Scope of Geography
- Geography as a discipline of synthesis
- Maps: concept, types, elements and importance
- General objectives of imparting geographic education at elementary and secondary school stages
- Importance of Geography in school curriculum

Unit- II: Curriculum of Geography

- Taxonomy of educational objectives
- Writing instructional objectives in behavioral terms
- Process of curriculum development in Geography
- Organization of Curriculum: Spiral sequencing, Regional approach, Thematic arrangement
- Text book preparation and analysis of good Geography text book

Unit-III: Pedagogical Approaches, Strategies and Resources in teaching of Geography

- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist approaches
- Strategies: Observation, Project, Regional, Comparative, Problem-solving, Laboratory/ scientific experimental and Narrative
- Resources for teaching and learning: Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, establishment and maintenance of Geography Room, Computers in Geography teaching.

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Unit-IV: Lesson Planning and Evaluation in Geography

- Concept of lesson Plan: Need and Importance
- Preparation of lesson plan in Geography
- Evaluation: Concept, type and tools for assessing student's performance in Geography
- Construction of test items – short answer, objective type question, essay type and their uses.
- Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, remedial strategies, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.
- Action Research in Geography: meaning and steps

Expected Learning Outcomes:

1. State the concept of Geography as a coordinating discipline.
2. Explain the approaches of Curriculum planning and construction in Geography.
3. Process of text book preparation and content analysis.
4. Perform teaching by applying suitable pedagogical approaches, strategies by using appropriate resources.
5. Prepare lesson planning and its steps.
6. Explain different teaching-learning resources for teaching Geography.
7. Explore the solutions of the teaching-learning problems by applying Action Research.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

1. To focus on content analysis related to Geography text book
2. To prepare an achievement test in Geography
3. To prepare lesson plans in Geography

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There

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shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 Sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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SECOND SEMESTER
PAPER: BED- 426
PEDAGOGY OF HISTORY

Learning Objectives:

1. To develop the ability to relate knowledge of History with the problems of everyday life.
2. To know the historical concepts and their relevance in present context.
3. To create the ability to interpret historical facts.
4. To develop knowledge & understanding of various methods and techniques of teaching of History among the teacher- trainees.

Course Content:

Unit-I: History: Nature and Values

- Concept and Nature of History; Values of Teaching History
- Objectives of Teaching History at Elementary and Secondary Stages
- Role of History Teaching for promoting National and International understanding
- Learning difficulties in teaching History

Unit-II: Curriculum and Theories in History

- Concept and Principles of History Curriculum
- Theories of selecting different materials; The Culture-Epoch Theory & Psychological Theory
- Methods for organizing the subject matter of History; Chronological, Periodical, Topical and Regressive.

Unit- III: Methods, Teaching Aids and Action Research

- Methods: Storytelling, Biographical, Textbook, Lecture, Source and Narrative cum discussion
- Teaching Aid: Meaning, Importance and Types
- Dale's Cone of experience and its implications
- Action research: Meaning, Characteristics and steps of action research with reference to teaching and learning History at secondary school stage.

Unit -IV: Lesson Planning and Skills of Teaching

- Writing instructional objectives in behavioral terms
- Meaning, Significance and Preparation of Lesson Plan
- Basic Teaching skills
- Micro - Teaching and its steps
- Qualities of a good History teacher

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Expected Learning Outcomes:

1. Define and analyze the concept, nature and values of teaching history.
2. Explain the concept of Curriculum and its theories.
3. Specify the objectives of teaching History at Elementary and Secondary Stages.
4. Apply various methods and techniques of teaching of History in the class.
5. Plan, prepare and deliver the lesson plan in history teaching.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

4. To study the problems relating to national integration.
5. To prepare a report about historical place having educational significance.
6. To prepare a chronological chart for ancient/medieval/modern history of India.

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

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SECOND SEMESTER
PAPER: BED- 427
PEDAGOGY OF ENGLISH

Learning Objectives:

1. To acquire knowledge related to history, status, objectives, principles and problems of English language teaching in India.
2. To understand methods, approaches and techniques of English language teaching at secondary level.
3. To develop listening, speaking, reading and writing skills along with phonology and teaching methodology.
4. To know principles of curriculum, features of language text books, A-V Aids, Language Lab, principles of evaluation, preparation of test and action research in English.

Course Content:

Unit-I: Introduction to English Language Teaching

- Concept ,features and functions of the Language
- History of English Language Teaching in Indian Education System
- Status of English Language at present scenario
- Objectives and Principles of English Language Teaching at Secondary level
- Problems of teaching English in India

Unit II: Methods, Approaches and Techniques of Teaching English

- Concept of Method, Approach and Technique
- Methods: G T Method, Direct Method , Bilingual Method & Audio Lingual Method
- Approaches: Communicative and S-O-S (Structural Oral and Situational) Approaches
- Technique: language games, dramatization, readings, substitution tables and drill

Unit-III: Teaching English language skills and Lesson Planning

- Listening, Speaking, Reading and Writing (L S R W) skills- Process, Types and Strategies
- Phonetics: Sounds in English, Stress and Intonation
- Teaching of Prose, Poetry and Grammar
- Micro Teaching Technique in English Language Teaching
- Macro Teaching: Lesson plan preparations for Prose, Poetry and Grammar

Unit-IV: Curriculum and Evaluation

- Concept and Principles of Curriculum construction
- Features of English language text book and its uses at secondary level
- Audio-Visual Aids: concept, characteristics, types and uses

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- Language Lab and its features
- Evaluation: Concept, Types, and Principles,
- Preparation of achievement test and diagnostic test in English
- Definition, characteristics and procedure of Action Research with reference to English

Expected Learning Outcomes:

1. Recall the history and status of English Language Teaching.
2. Formulate objectives and identify problems of English Language Teaching in India.
3. Differentiate among methods, approaches and techniques of English Language Teaching at secondary level.
4. Apply listening, speaking, reading and writing activities in their daily life by following phonetics and teaching methodology.
5. List out principles of curriculum and features of language text books.
6. Illustrate the concept by using appropriate A-V Aids.
7. Prepare achievement and diagnostic test in English Language
   conduct action research for improving teaching learning process in English

Mode of Transaction: Lecture, Lecture cum Demonstration and Activity method

Practical work/ Assignment (Any one):

1. Preparation of language charts and games
2. Preparation of Micro (5) and macro teaching (5+15) lesson plans
3. Preparation of achievement test and diagnostic test

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

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NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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SECOND SEMESTER

(द्वितीय-सत्र)

PAPER: BED- 428

PEDAGOGY OF HINDI

(हिन्दी-शिक्षण)

शिक्षण उद्देश्य:

1. हिन्दी भाषा के स्वरूप एवं विकास की जानकारी प्रदान करना
2. हिन्दी भाषा की योग्यताओं का विकास करना
3. छात्राध्यापकों को हिन्दी **शिक्षण** की विधियों एवं उपागमों से परिचित कराना
4. शिक्षण-सहायक सामग्रियों एवं पाठ योजना निर्माण कौशल का विकास करना
5. पाठ्यचर्या एवं अध्यापन की जानकारी प्रदान करना
6. मूल्यांकन कौशल का विकास करना

इकाई-१. भाषा का स्वरूप एवं भाषा की भूमिका

- भाषा: परिभाषा,प्रकृति एवं विशेषताएँ
- राजभाषा एवं राष्ट्रभाषा के **रुप** में हिन्दी
- हिन्दी शिक्षण का महत्व एवं उद्देश्य
- हिन्दी शिक्षक के गुण एवं **अपेक्षाएँ**

इकाई-२. भाषायी कौशल

- श्रवण कौशल: ध्वनि विभेदन, श्रवण आधारित खेल
- वाचन कौशल: वाचन कौशल की सार्थकता, वाचन कौशल की क्रियाएँ
- पठन कौशल: गहन, **व्यापक**, सस्वर वाचन, मौन वाचन
- लेखन-कौशल: शब्द, वाक्य, सुपाठ्यता, शुद्ध लेखन एवं अच्छे लेखन की विशेषताएं

इकाई-३. पाठ योजना एवं शिक्षण विधियाँ

- पाठ योजना:अर्थ,महत्व एवं प्रारूप
- अनुदेशनात्मक उद्देश्य लेखन
- शिक्षण कौशल एवं सूक्ष्म **शिक्षण**
- शिक्षण की विधियाँ: कहानी कथन, समवाय, आगमन-निगमन एवं व्याख्या विधि
- गद्य शिक्षण
- पद्य शिक्षण
- व्याकरण शिक्षण

इकाई-४. पाठ्यक्रम निर्माण एवं मूल्यांकन

- पाठ्यक्रम : अर्थ,उद्देश्य एवं निर्माण
- हिन्दी की पाठ्य-पुस्तकों का प्रारूप एवं महत्व
- हिन्दी शिक्षण में पाठ्य-सहगामी क्रियाएँ एवं उनकी उपयोगिता

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- मूल्यांकन: अर्थ,महत्व एवं आवश्यकता
- उपलब्धि परीक्षण का निर्माण
- गृह कार्य: अर्थ,परिभाषा एवं उपयोग

अधिगम के प्रतिफल : कोर्स के पूर्ण होने पर छात्रो/छात्र/ छात्राओं में :

1. सक्षम अध्यापक के गुण विकसित होंगे I
2. भाषायी कौशल के प्रयोग में पारंगत होंगे I
3. मुल्यांकन करने में सक्षम होंगे I

Mode of Transaction: Lecture and Lecture cum discussion

प्रयोगात्मक कार्य/ प्रदत्त कार्य (कोई एक):

- कहानी लेखन
- साक्षात्कार
- भाषायी विविधता एवं हिंदी : अरुणाचल के सन्दर्भ में
- नाटक संचालन
- हस्तलेखन कौशल प्रतियोगिता

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

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1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

सहायक-ग्रंथ:

१.हिन्दी शिक्षण: रामशकल पांडेय, विनोद पुस्तक मंदिर,आगरा
२.हिन्दी शिक्षण कला: रामखेलावन चौधरी, हिन्दी साहित्य भंडार,लखनऊ
३.भाषा अधिगम: मनोरमा **गुप्ता**, केंद्रीय हिन्दी संस्थान,आगरा
४.भाषा और संवेदना:**रामस्वरुप** चतुर्वेदी, भारतीय ज्ञानपीठ,वाराणसी
५.अच्छी हिन्दी: रामचन्द्र वर्मा, लोकभारती प्रकाशन,इलाहाबाद
६.हिन्दी शिक्षण: शिखा **चतुर्वेदी**, आर. लाल बुक डिपो,मेरठ
७.हिन्दी साहित्य का संक्षिप्त इतिहास: विश्वनाथ त्रिपाठी, राजकमल प्रकाशन,दिल्ली
८. आधुनिक हिन्दी व्याकरण और रचना: वासुदेवनन्दन प्रसाद सिंह,भारती भवन,पटना
९. हिन्दी व्याकरण के नवीन **क्षितिज**: रवीन्द्र कुमार पाठक, भारतीय ज्ञानपीठ,**दिल्ली**
१०.हिन्दी शिक्षण: जयनारायण कौशिक, हरियाणा ग्रंथ अकादमी,चंडीगढ़
११. अजेय, सचिदानंद हीरानंद वात्स्यायन (२०१०), वत्सल निधि प्रकाशन माला : संविती , सस्ता साहित्य मंडल प्रकाशन , नई देहली

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SECOND SEMESTER
PAPER: BED- 429
PEDAGOGY OF CIVICS

Learning Objectives:

1. To develop broad understanding of principles and knowledge used in teaching Civics.
2. To know various approaches and methods of teaching Civics.
3. To enhance the students capacities for effective lesson planning in teaching Civics.
4. To acquaint the students with the approaches and tools for evaluation in teaching Civics.

Course Content:

Unit -I : Civics as a School Subject

- Importance of Civics as a school subject
- Civics as a component of Social Studies
- General aims of teaching Civics; Writing Objectives of teaching Civics in behavioral terms.

Unit- II: Curriculum & Methods of Teaching Civics

- Meaning of curriculum
- Existing content of Civics textbook at secondary level and its critical analysis.
- Methods: Lecture method, source method, socialized recitation method, project methods, their application, advantages and limitations.

Unit- III: Teaching Aids and Lesson planning

- Meaning and importance of Teaching Aids
- Types of teaching aids in Civics
- Need and principles of lesson plan, steps of lesson planning; Writing a lesson plan.

Unit- IV: Evaluation in Civics

- Evaluation and tools for assessing student's performance in Civics
- Preparation of well balanced question paper with blue print
- Question Bank-concept and importance
- Action Research in Civics: meaning, aim and step

Expected Learning Outcomes

1. Define and elaborate the concept, Principles and knowledge used in teaching Civics.
2. Differentiate between the General Objectives and Specific Objectives of teaching Civics.

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3. Use appropriately various methods and techniques of teaching of Civics in the class.
4. Apply different evaluation tools for assessing student's performance in Civics.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/Assignment (Any one):

1. Preparation of teaching aids
2. Preparation of Blue print
3. Prepare a list of Constitutional Provisions of Education
4. Prepare a list of duties mentioned in constitution

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 Sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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SECOND SEMESTER
PAPER: BED-430

FIELD EXPERIENCE AND PRACTICAL

Second Semester **Total Marks: 50**

Sl. No.	Activities	Marks
01	Seminar presentation	10
02	SUPW/ Work Experience	10
03	(a) Construction of achievement test (b) Computer literacy and hands-on experience	15
04	Internal	15

Note: Field experience activities along with the reports will be evaluated by department/teacher training college by inviting one external expert.

Scheme of Evaluation:

1.External (viva voce) : 35 Marks

2. Internal : 15 Marks

Board of Examiners:

The board of examiners will consist of at least two internal members from the department /teacher training college) and two external examiners appointed by the Controller of Examinations.

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B.ED. III SEMESTER

PAPER: BEd-431: PRACTICE TEACHING AND SCHOOL INTERNSHIP

The paper B.ED-431 possesses 18 credits and 300 marks with 225 external marks and 75 internal marks. This paper is divided into three sections as given below:

Paper Code	Title of the Paper	External	Internal	Total
BED-431 Section-A	**Pre-Internship and practice Teaching (4 weeks)**	**75**	**25**	**100**
I.	a) Internal Assessment on Micro Lessons b) Improvised Teaching Aids		25	
II	External Assessment (Observation of lesson plan during practice teaching by External Examiners)			100
	a) Preparations of Lesson plans b) Using teaching aids c) Presentation of lesson in the class room	20 10 20		
III	Viva voce (during final practice teaching by external experts)	25		
BED-431: Section - B	**School Internship** I. School Associateship (16 weeks) II. External Assessment (Viva voce) (a) Daily and monthly reports of B.Ed. trainees and feedback formats from School Heads (b) Teaching aids (4 at least) and working models (2 at least) (c) Observation and reporting of school internship programme/viva voce	 25 30 20	25	100
BED 431: Section-C	**Practical and Field Experience** I. Internal Assessment II. External Assessment (Viva voce) a. Case study b. School Profile		25	100

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	c. Organization of environmental/health/girls education/mental health/adult literacy and reporting d. Art and Aesthetic Education/Yoga Education.	20 20 20 15		
	Total	225	75	300

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BED- 431: PRACTICE TEACHING AND SCHOOL INTERNSHIP

The paper B.ED-431 Possess 18 credits and 300 marks with 225 external marks and 75 Internal marks This paper is divided into three sections as given below:

PAPER: BED- 431
SECTION-A
PRE INTERNSHIP AND PRACTICAL TEACHING (4 WEEKS)

1. Micro-teaching practice (with record) - 10 days
2. Macro-teaching Practice in school (with record) - 20 days

Note: Each trainee needs to deliver 20 lesson plans in each opted pedagogy subject (from pedagogy of school subjects). Therefore, each trainee needs to deliver 40 lesson plans during the period of practice teaching. Pre-internship and practice teaching can be carried out during July – August of the session.

Scheme of Evaluation:

Practice teaching will be evaluated for 75 marks. There are 25 marks for internal assessment based on preparation of lesson plans and teaching aids which will be evaluated by concerned teachers. The board of examiners shall observe one teaching lesson delivered by the student teacher in any one of the two pedagogy papers. After delivery of the lesson plan, the viva voce exam will be conducted by the same examiner.

1. Internal Assessment
   (a) Micro lessons (5) (Prepare and deliver 5 micro lessons 5x4 =20 marks
   (b) Improvised teaching aids (minimum 2 teaching aids)- 2x 2.5= 5 marks
   25 marks
2. Observation of lesson plans during practice teaching by external examiner s
   (a) Preparation of lesson plan = 20 marks
   (b) Using teaching aids = 10 marks
   (c) Presentation of lesson in the class room = 20 marks
   50 marks
3. Viva voce during final practice teaching by external examiner= 25 marks

Board of Examiners

The board of examiners will consists of two external examiners at least one from Department of Education, RGU appointed by Controller of Examination and two internal examiners from Department/TEIs.

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Teaching practice: Each B.Ed. Trainee needs to deliver 20 lesson plans in each opted Pedagogy subjects. Therefore, in total 40 lesson plans need to be delivered during the period of Teaching Practice.

Note:

1. Activities/Skills to be practiced during Micro Teaching

    1. Explanation skills
    2. Illustration skills
    3. Question skills
    4. Reinforcement skills
    5. Stimulus variety skills
    6. Black board usage skills

Every student teacher has to practice each skill mentioned above.

2. Maintenance of micro and macro lesson plan records during final teaching practice.

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PAPER: BED- 431
SECTION-B
SCHOOL INTERNSHIP

The B.Ed. trainee will remain engage with school internship from September to December of the Academic session.

School Internship:

1. School Associateship:

1. School Observation: 1 week
2. Participation in School Programme: 15 weeks

a) Two periods need to be taken everyday concerning to Teaching Subjects
b) Observation of period
c) Participation in curricular and co-curricular activities
d) Participation in school management like setting question papers, conducting examination evaluating the answer scripts and preparation of time table attending assembly, maintaining student's portfolios etc.

Total : 16 weeks

Scheme of Evaluation

I. Internal Assessment : 25 marks

The TEI Principal and faculty will decided to assigning 25 marks by looking tin the following terms:

- School Associateship, Experience Presentation - Achievement test preparation - Record / Reports	On the basis of their observation and taking the feedback from Principal/headmasters of their allotted schools

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II. External Assessment : 75 marks

1. Daily and monthly reports of the B.Ed. Trainees and Feedback formats from the School Heads : 20+5=25 marks
2. Teaching Aids (4 at least) and working models (2 at least) (4x5)+(2x5)=30 marks
3. Observation and reporting of school internship Programme/ viva voce: 20 marks

75 marks

(a) Examination Board will be constituted by the Controller of Examinations, Rajiv Gandhi University
: Principal of TEI/HoD of Education, RGU
: One faculty of TEI/Dept of Education
: One mentor (Subject Teachers of the School)
: One expert from the Dept. of Education, Rajiv Gandhi University
(For the Dept. of Education, the external expert may be from other university/institution or cognate Department of RGU).

(b) The member of constituted board under the chairmanship of the Principal TEI/HoD, Education RGU will conduct the Viva-Voce examination
Activities and their weightage

Note:

1. All records will be preserved by the TEI/HoD, Education, RGU.

2. Marks of the Pupil-teachers will be sent to the Controller of Examinations, RGU.

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PAPER: BED- 431
SECTION-C
PRACTICAL AND FIELD EXPERIENCE

The student teacher has to conduct the following activities during internship programme

1. Case study in connection with student's behavioral problems/ learning difficulties - 20 marks

2. Preparation of a School profile: Infrastructure, Equipment, facilities; man power etc. -20 marks

3. Organization of environmental awareness /Health awareness/ girls education/mental health/adult literacy programmes and Reporting - 20 marks
4. Art and Aesthetic Education/Yoga Education. -15 marks

5. Internal - 25 marks

Total **100 marks**

Note: 1.The student teachers are to be oriented on Art and Aesthetic Education by inviting the experts from Department of Art & Music/ Physical Education before joining the internship programme. Accordingly each student teacher has to conduct some art & aesthetic activities/ yoga classes in their respective schools and prepare a report on the same.

2. Field Experience activities along with the reports will be evaluated by department/teacher training colleges by inviting external experts.

Scheme of Evaluation:

1. External (Viva voce) : 75 marks
2. Internal : 25 marks

Board of Examiners: The board of examiners will consist of at least two internal members from the department /TEIs and two external members (at least one from Department of Education, RGU) appointed by the Controller of Examinations.

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FOURTH SEMESTER
PAPER: BED- 441
GENDER STUDIES AND EDUCATION

Learning Objectives:

1. To acquaint the students with conceptual framework of sex, gender and gender role.
2. To make the students understand the process of gendering in families.
3. To describe the students about the gender issues in Education.
4. To create awareness among students regarding various laws and government initiatives related to promoting gender equality.

Course Content

Unit-I: Gender and Key Concepts

- Concept and Needs for Gender Studies
- Basic Concepts: Sex and Gender and its differences, Gender Stereotypes, Gender Roles, Patriarchy, Gender Equality, Feminism
- Gender Construction: Family, School, Society and Media

Unit- II: Gender and Family

- Family Constructs Gender
- Gendered Division of Household Labour; Causes and Consequences
- Gender Segregation; Concept and Nature, Childhood Gender Segregation, Practice, Causes and Consequences
- Gender Dynamics in Patriarchal and Matrilineal Families

Unit-III: Gender and Education

- Theories of Gender & Education: Psychoanalytic, Social Learning and Cognitive Development theories
- Education as Social Institution: Education Constructs Gender
- Gender in Curriculum: Textbook, Teaching method
- Teacher as an Agent of Change

Unit- IV: Laws and Government Initiatives in Promoting Gender Equality

- Domestic Violence
- Sexual Harassment
- Marriage (Victim Compensation)
- Child Abuse
- Educational Policies and Programmes

Expected Learning Outcomes:

1. Explain the conceptual framework of sex, gender and gender role.
2. Reflect the process of gendering in families.
3. Describe gender issues in Education.
4. Distinguish between patriarchal and matrilineal families.
5. Explain the theories of Gender and Education.
6. Incorporate Gender in textbook, teaching method.

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7. Analyze the various laws and government initiatives related to promoting gender equality.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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FORTH SEMESTER
PAPER: BED- 442
EDUCATIONAL ADMINISTRATION

Learning Objectives:

1. To make student teachers understand the concept of Educational Administration.
2. To develop skills among student teachers related to school organizations and institutional planning.
3. To provide insightful ideas among student teachers in connection with school inspections and supervisions.
4. To cultivate skills among student teachers related to management and assessment.

Course Content:

Unit- I: Conceptual Framework of Educational Administration

- Concept , nature, principles and scope of Educational Administration
- Administrative structure in Indian Education
- Educational administration at different levels

Unit- II: School Organization

- Concept and nature of school organization
- Elements and functions of school organization
- Intuitional planning: Nature, scope and procedure
- Organization of co curricular activities
- U-DISE; structure and functions

Unit- III: School Inspection and Supervision

- Inspection : Concept, nature and scope
- Procedures for inspection
- Supervision: concept, nature and scope
- Principles and Procedure of Supervision
- Problems of Inspection and Supervision

UNIT- IV: Material and Human Resource

- Physical Infrastructure: School plant,
- Time table: importance, principles and types
- Human Resources: Headmaster: qualities and administrative responsibilities, Headmaster/Principal - staff relations, Teachers qualities and functions,
- Role of SMC.
- Leadership Style
- School discipline

Expected Learning Outcomes:

1. Define and analyze concepts, nature and scope of Educational Administration.
2. Develop skills related to school organizations and institutional planning.
3. Analyze and interpret the various steps of school inspections and supervisions.

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4. Apply practical ideas relating to the preparation of time table for their own institutions, role & responsibilities of the headmaster/ teachers & SMC, style of leadership.

Practicum/Assignment (Any one):

1. To study administration structure of any state of NER.
2. To prepare educational ladder of any state
3. To draw the brief history of educational administration of a state
4. Preparing a profile of a secondary/middle school.
5. To identify problems of educational administration
6. To write assignment on any topic given by the teacher.

Mode of Transaction: Lecture and Lecture cum discussion

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

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NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Allen, Louis. *A professional Management*. Tata McGraw Hills.
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FOURTH SEMESTER
PAPER: BED- 443
GUIDANCE AND COUNSELING

Learning objectives:

1. To know the importance and utility of guidance and counseling
2. To familiarize the students with different services in the guidance programme.
3. To acquaint the students with the techniques of guidance and counseling.
4. To conduct career talks for senior secondary school students.

Course Content:

Unit- I: Introduction to Guidance

- Meaning. Nature and Need of Guidance
- Principles of Guidance
- Types of Guidance: Educational, Vocational and Personal Guidance and Group Guidance
- Guidance of the gifted and creative students.
- Guiding educationally, culturally and socially disadvantaged groups of learners; under achiever and first generation learners.

Unit- II: Educational Counseling

- Meaning, nature and scope of counseling.
- Functions of counseling and basic principles of counseling
- Types of counseling-directive, non-directive and eclectic counseling
- Necessary qualities of a good counselor

Unit-III: Testing and Non-Testing Techniques in Guidance and Counseling

- Importance and educational Implications of testing in Guidance and Counseling
- Testing Techniques: Test of intelligence, interest, aptitude, personality and clinical
- Non-testing technique: observation, interview and questionnaire
- Evaluating the student through performance in class and co-curricular activities/ rating scale, autobiography, socio-gram.
-Evaluation of guidance programme in a school.

Unit- IV: Organization of Guidance and Counseling Services in schools

- Guidance Services: Orientation services, pupil information services,
- Educational Services, Occupational Information Services and Placement Service and Follow-up Service
- Guidance Programmes: Career Talks, career conferences, career tour, career corners.
- Role of career master, counselor, Headmaster/Principal, Teacher and parents.

Expected Learning Outcomes:

1. Explain the importance and utility of Guidance and Counseling
2. Describe about the different services in the Guidance programme.
3. Apply techniques of Guidance and Counseling.
4. Differentiate between Guidance and Counseling
5. Explain types of Counseling.

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6. Distinguish between testing and non-testing technique.
7. Familiarize the role of career master, counselor, headmaster, teachers, and parents

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

(i) Internal Assessment	: 25 marks
(ii) External Examination	: 75 marks
(iii)Duration	: 03 hours
(iv) Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

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Rono Hills, Doimukh (A.P.)

FOURTH SEMESTER
PAPER: BED- 444
ENVIRONMENTAL EDUCATION

Learning Objectives:

1. To make aware of the environment and its growing problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for Environmental Education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-Friendly Attitude' and environmental values.

Course Content:

Unit- I: Environment, Ecology and Man & Environment Relationship

- Concept and types of Environment, Ecosystem, Biosphere
- Man Environment Relationship: Environmental Determinism, Possiblism and Neo-determinism
- Traditional indigenous knowledge and its implication for environment
- Human system- human beings as a part of environment and its effect on environmental resources.

Unit-II: Environment Problems and Related Issues

- Pollution-Types, causes, effect and controlling measures
- Air Pollution (Green House Effect, Ozone Layer Depletion, Global Worming)
- Water Pollution (Eutrophication)
- Soil Pollution (Soil Erosion, Deforestation, Land slide)
- Nuclear Pollution (Radioactive waste, Chernobyl Disaster)

Unit-III: Curriculum for Environmental Education

- Environmental Education: Meaning, Nature and scope
- Preparation of Environmental Education curriculum & instructional materials
- Approaches for Environmental Education: Separate subjects, topical units, integration and inter disciplinary approaches.
- Methods- workshop, , Field Survey , Project , Exhibition, Role Play, Observation
- Role of media, film, radio, TV in Environmental Education.

Unit- IV: Awareness and Research in Environmental Education

- Meaning, needs and areas of research in Environmental Education.
- Environmental Awareness Programmes in India - UNDP and Environment, Swachh Bharat Mission.
- Policies and Programmes: Environmental Laws, Conservation and Protection of Environment.
- Evaluation in Environmental Education: meaning, tools and environmental skills.

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Expected Learning Outcomes:

1. Explain about the environment and its growing problems.
2. Describe the concept and importance of Environmental Education.
3. Apply the skills of organizing learning experiences and evaluation devices for Environmental Education.
4. Develop a sense of appreciation, protection and proper utilization of environmental resources.
5. Develop an 'Eco-Friendly Attitude' and environmental values.

Mode of Transaction: Lecture and Lecture cum discussion

Practicum/Assignment (Any one):

1. Preparation of an activity based curriculum on Environmental Education for primary classes.
2. Development of Nursery and reporting
3. Identification and reporting of the most immediate environmental problems faced by the locality.
4. Celebrating the environmental days
5. Conducting action research in Environmental Education
6. Organization of seminar/debate/workshops
7. Examine the issues and consensus related to global and local environmental crisis.
8. Exploration of strategies for sensitizing the individuals towards environmental conservation.

Evaluation Scheme:

(i)	Internal Assessment	: 25 marks
(ii)	External Examination	: 75 marks
(iii)	Duration	: 03 hours
(iv)	Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks .There shall be 05 questions, one from each unit, and the candidate has to attempt 04 questions out of 05 each carrying 05 marks. Section B will consist of 27 marks. There shall be 04 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 9 marks. Section C will consist of 28 marks. There shall be 04 questions, one from each unit, and candidate has to attempt 02 questions each carrying 14 marks. The duration of theory paper shall be three hours.

Out of 25 marks of internal assessment 20 marks will be given on the basis of 3 sessional tests/ assignments by taking the average of two best Sessional tests/assignments and 5 marks will be awarded on the basis of class work/ class assignment decided by the concerned teacher.

NB:

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1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teachers.

References:

1. Bakish, Trilochan S & Navehm Z.(ed) (1980). Environmental education, Methods application, New York.
2. Bandhu, Desh and Ramanath, N.L.(eds). 1982. Education for Environmental Planning and Conservation, Natraj Publisher, Dehradun.
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FOURTH SEMESTER
PAPER: BED- 445

PRACTICUM AND FIELD EXPERIENCE

Fourth Semester **Total Marks: 100**

Sl. No.	Activities	Marks
01.	Field trip(visit of institutes of National Importance) and reporting	25
02.	Working with community(awareness/outreach programme)	25
03.	Preparation of teaching Aids /Instructional materials	25
04.	Viva voce (internal)	25

Note: Field experience activities along with the reports will be evaluated by department/teacher training college inviting external experts.

Scheme of Evaluation:

1. External (viva voce) : 75 Marks
2. Internal : 25 Marks

Board of Examiners:

The board of examiners will consist of at least two internal members from the department /teacher training college) and two external examiners appointed by the Controller of Examinations.

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DEPARTMENT OF EDUCATION

SYLLABUS FOR TWO YEARS MASTER OF EDUCATION

(M.Ed. PROGRAMME)

(CHOICE BASED CREDIT SYSTEM)

(With Effect from Academic Session 2021-22)

RAJIV GANDHI UNIVERSITY
RONO HILLS: DOIMUKH
ARUNACHAL PRADESH

05/7/2021
संयुक्त कुलसचिव (शैक्षणिक एवं सम्मेलन)
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DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH

COURSE STRUCTURE OF TWO YEAR M.Ed. PROGRAMME
(EFFECTIVE FROM ACADEMIC SESSION2021-2022)

Programme Objectives:

1. To know basic principle, areas, schools and recent tendencies in Philosophy of Education.
2. To understand the concept of Psychology, Educational Psychology, Growth and Development and Learning Environment.
3. To comprehend different areas of research in education, types of educational research, review of related literature, variables, qualitative and quantitative approaches, sampling process, and tools for data collection in educational research.
4. To understand roles and responsibilities of teachers in the light of NCFTE 2009, Pre-Service and In-Service Teacher Education and evaluation of Teacher Education Programmes.
5. To know the process of test administration and interpretation as well as the conduction of research.
6. To familiarize the characteristics of social organization, social system, culture, social change and certain issues and concerns in Sociology of Education.
7. To acquaint with foundations, essential components, and types of curriculum as well as process of curriculum development, curriculum transaction, evaluation of curriculum with testing and non-testing techniques.
8. To understand structure of Higher Education in India, problems and the areas of research, quality assurance in reform as well as university administration and its autonomy.
9. To get awareness on concept and the types of data and understand measures of central tendency, variability, correlation, normal distribution and inferential statistics.
10. To provide clear awareness on historical perspective of education, committees and commissions on Education after independence, recent trends in school education and in higher education.
11. To provide conceptual ideology on educational measurement and evaluation, trends of evaluation, tools of evaluation and test construction.
12. To understand relationship between technology and education, educational technology, teaching-learning process in instructional design and programmed learning.
13. To acquaint with conceptual framework of secondary education, policies and programmes, curriculum transaction, and teacher preparation.
14. To create awareness on early childhood education, behavioral and developmental aspects of early childhood and agencies of free school education.
15. To know the nature of guidance and counseling, steps of counseling process, testing and non-testing techniques of guidance and research trends in guidance and counseling.
16. To know educational management and organization, leadership in educational administration as well as educational planning, financing and supervision as well as role of SMC and SMDC in institutional management.
17. To understand the concept of ICT, OER, E-learning resources, assessment and management through ICT and library resource management.
18. To familiarize with the concept of environment, environmental education, environmental Act and research in environmental education.

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19. To understand historical development of human rights, international covenant, convention, gender equity, value education and peace education.
20. To know the perspectives of inclusive education for emotionally disturbed, deprived, slow learners, gifted and delinquent.

Credit Weightage per Paper and Semester:

*4 Credits= 64 Hours in Each Paper (includes lectures, seminars, workshops, assignments, practical etc.)

** 1 credit= 16 periods/16 hours per month

***4 hours per week

**** Total credits per semester: No. of papers 5 x 4 credit points= 20 credits

Semester -I

Paper Code	Title	Internal Marks	External Marks	Credits	Teaching Hours	Total Marks
MED -511	Philosophical Foundations of Education	30	70	4	64	100
MED -512	Psychological Perspectives in Education	30	70	4	64	100
MED -513	Methodology of Educational Research	30	70	4	64	100
MED -514	Teacher Education	30	70	4	64	100
MED -515	Field Experience and Practicum (Psychological Practicals)	30	70	4	64 (credit hours)	100
	Total of semester I	**150**	**350**	**20**	**320**	**500**

SEMESTER - II

Paper Code	Title	Internal Marks	External Marks	Credit	Teaching hours	Total Marks
MED -521	Sociological Foundations of Education	30	70	4	64	100
MED -522	Curriculum Studies	30	70	4	64	100
MED -523	Higher Education in India	30	70	4	64	100
MED -524	Statistical Methods in Educational Research	30	70	4	64	100
MED -525	Lesson Planning and Practice Teaching (Practicum)	50 20	30 (Viva voce)	4	64 (credit hours)	100
	Total of II Semester	**190**	**310**	**20**	**320**	**500**

Note: *

(i) The teacher educators are to prepare five lesson plans selecting the topics from B.Ed. course.

(ii) Preparation of five teaching Aids/ICT relating to the lesson plans prepared.

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(iii) The prepared five lessons plans will be delivered by using the prepared and relevant teaching aids.

(iv) Observation of two lesson delivered by B.Ed. students. One from each specialization.

(v) The process of preparation of lesson plans, teaching aids and delivery of the lesson plans in B.Ed. Class will be evaluated by two internal examiners of the Department and marks will be awarded out of 70 marks.

SEMESTER - III

Paper Code	Title	Internal Marks	External Marks	Credit	Teaching Hours	Total Marks
MED - 531	Perspectives of Education	30	70	4	64	100
MED - 532	Educational Measurement and Evaluation	30	70	4	64	100
MED - 533	Educational Technology	30	70	4	64	100
MED - 534	Synopsis Presentation (a) Preparation of synopsis and presentation (b) Preparation of test	25 25	25(presentation) 25(reporting and viva voce)	4	64 (credit hours)	100
MED - 535	Optional Papers (Any one) MED -535 Opt. (a) Elementary Education MED -535 Opt. (b) Secondary Education MED -535 Opt. (c) Early Childhood Care Education	30	70	4	64	100
	Total of III Semester	**170**	**330**	**20**	**320**	**500**

(i) The teacher educators will prepare a research synopsis by selecting an appropriate and relevant problem by consulting his/her supervisor.

(ii) The research synopsis will be presented in a seminar organized by the department by appointing two internal experts along with one expert from cognate department to evaluate the research synopsis and awarding marks out of 50 marks.

(iii) The teacher educator will select any topic of the course content of any class and the achievement test will be prepared by following Bloom's taxonomy of cognitive objectives and to be submitted by him/her to the department of Education.

(iv) The test will be evaluated by the concerned teachers and one faculty member nominated by the Head of the Department.

*Three weeks internship programme will be organized in the month of September and October of the academic session of the III semester along with B.Ed. teaching practice and the teacher educators will be attached with the nearby teacher training colleges.

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SEMESTER - IV

Paper Code	Title	Internal Marks	External Marks	Credit	Teaching hours	Total Marks
MED -541	Educational Planning, Administration and Leadership	30	70	4	64	100
MED -542	Environmental Education	30	70	4	64	100
MED -543	ICT and Library Resources	30	70	4	64	100
MED -500	Dissertation (Submission on or before 30th April of the academic Session *)	30	70	4	64 (credit hours)	100
MED -544	Optional papers (Any one) MED -544 Opt (a) Inclusive Education MED -544 Opt (b): Guidance and Counseling MED -544 Opt (c): Human Rights, Values and Peace Education	30	70	4	64	100
	Total of IV Semester	**150**	**350**	**20**	**320**	**500**

- The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners
- Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.
- The dissertation shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.
- Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her on any one else by the university or any other university/institution.
- The dissertations shall be examined by one internal examiner (Supervisor) and one external examiner. Each shall receive a copy of the dissertation. They shall conduct the viva voce jointly.

Programme Outcomes:

1. To analyze and apply suitable philosophical areas, schools of thought, scientific tendencies, and eclectic tendencies in Philosophy of Education.
2. To explore various methods in educational psychology, various dimensions and stages of growth and development, approaches to learning and learning context.

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3. To identify and formulate research problem, hypotheses, qualitative, quantitative and mixed research approaches, target group for doing research as well as construct and develop tools for educational research.
4. To carry out roles and responsibilities of teachers, curriculum transaction strategies in teacher education to prepare tools and techniques of evaluation for Pre-Service and In-Service Teacher Education Programme.
5. To conduct, analyze and interpret the results of psychological tests and experiments and to prepare a report on test-construction, administration and interpretation.
6. To analyze factors of social organization, cultural patterns, social system and related issues and concerns in urbanization, modernization, Girls' education, youth movement, futurology and social mobility.
7. To illustrate process of curriculum development and transact the curriculum with the help of PI, Programmed Learning, Computer Aided Instruction and Bloom's Mastery Learning.
8. To apply the knowledge of higher education in order to provide quality as per NAAC norms, and UGC norms.
9. To apply statistical measures related to central tendency, variability, correlation, normal distribution and inferential statistics.
10. To explore about SSA, RTE Act 2009, RMSA, agencies of higher education, and financing of higher education in India.
11. To construct and develop achievement test, attitude scale and questionnaire by following features of the tools of evaluation in the light of taxonomy of educational objectives and prepare criterion reference test and norm reference test.
12. To enumerate elements of educational technology, levels of teaching –learning, models of teaching, new approaches of teaching such as PSI, CAI, team teaching, flipped classroom, digital education and avenue of ICT.
13. To list out programmes and policies of secondary education and transact the curriculum with new approaches and develop teacher competencies.
14. To illustrate behavioral development aspects of early childhood and analyze core elements of agencies of free school education such as Kindergarten, Montessori, and Integrated Child Development Scheme.
15. To enumerate nature, bases and types of guidance and counseling and apply testing and non-testing technique in order to provide proper Guidance and Counseling.
16. To analyze appropriate theory, traits, and styles of leadership, approaches of educational planning and making of educational budget.
17. To make e-content and use open-educational resources for better learning through online and use assessment tools as well as resources for career development.
18. To develop quality of life through managing natural resources and cultural resources and internalize behavior towards sustainable development.
19. To follow necessary approaches, methods, strategies for maintaining value oriented and peaceful human life.
20. To analyze elements of inclusive education and necessary assistive devices for emotionally disturbed, slow learners, gifted, disable and delinquent.

Note:

1. 10-20% of the course to be based on online teaching.

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2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

Course wise objectives:

M.Ed. FIRST SEMESTER
PAPER: MED-511
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Learning Objectives:

1. To acquaint with concept of Philosophy of Education and other Philosophical areas.
2. To know the basic tenants, principles, and developments of the major Indian schools of philosophy and educational thoughts of Indian philosophers.
3. To understand the basic principles and development of the major westerns schools of philosophy.
4. To comprehend the basic human values and role of education.

Expected Learning Outcomes:

1. To elucidate the concept, nature and functions of Educational Philosophy.
2. To explain interrelationship between philosophy and education.
3. To elaborate Indian and Western Philosophical thoughts and their influence on education.
4. To justify the importance of Philosophy for education.
5. To evaluate the recent tendencies in education.

M.Ed. FIRST SEMESTER
PAPER: MED-512
PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Learning Objectives:

1. To familiarize about the concept of psychology and educational psychology
2. To understand the importance of study of growth and development of adolescents and their problems.
3. To analyze different learning theories in relation to cognitive and psychosexual developments of the learners.
4. To know different approaches of learning and their applications in class room practices.
5. To understand the role of home, school, community for the holistic development of the learners.

Expected Learning outcomes:

1. To explain meaning, nature and scope of educational psychology.
2. To explore various methods of educational psychology and its relevance in the field of educational psychology.
3. To differentiate between growth and development of adolescence with regard to physical, social, emotional and mental development and list out various problems of adolescence period.
4. To analyze developmental processes in the light of Piaget Cognitive development, Kohlberg's Moral development, Erikson's psychosocial development, Havighurst's Developmental task and Freud psychosocial development in real life situations.

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5. To adopt suitable approaches of learning with regard to Humanistic, Cognitive and Behaviorist pattern.
6. To create positive learning environment for learners with effective mechanism of assessment and provision of learning experiences.

M.Ed. FIRST SEMESTER
PAPER: MED-513
METHODOLOGY OF EDUCATIONAL RESEARCH

Learning Objectives:

1. To familiarize the nature, purpose, scope, areas, and types of research in education.
2. To know the characteristics of quantitative, qualitative and mixed research.
3. To comprehend, elect and explain the method appropriate for a research study.
4. To know a literature search and develop a research proposal.
5. To acquaint a sampling design appropriate for a research study.
6. To analyze tool, design and procedure for collection of data.

Expected Learning outcomes:

1. To explain nature, purpose, areas and types of research in education.
2. To explore various sources of knowledge generation and review of related literature.
3. To trace out qualitative, quantitative and mixed research in educational research.
4. To identify and formulate research problems and hypotheses.
5. To select sample size and appropriate sampling techniques for collecting data systematically.
6. To construct and develop tools with regard to test and scale and prepare Questionnaire, Observation Schedule, Interview schedule and Focus Group Discussion (FGD) format.

M.Ed. FIRST SEMESTER
PAPER: MED-514
TEACHER EDUCATION

Learning Objectives:

1. To make the teacher educators well-aware of the teaching profession.
2. To create understanding among the teacher-educators about the pre-service and in-service teacher education programmes.
3. To provide the skill of evaluation for evaluating the teacher-education programmes.
4. To make the teacher-educators well aware of the emerging issues of teacher-education programmes in India.

Expected Learning Outcome

1. To describe teaching as a profession, roles and responsibilities of teachers.
2. To explain about NCFTE – 2009 in bringing quality Teacher Education.
3. To elucidate the historical development of Teacher Education Programme in Pre and Post independent India.
4. To explain the process, evaluation and recent trends of Pre-Service and In-Service Teacher Education Programme.

M.Ed. FIRST SEMESTER
PAPER: MED-515
FIELD EXPERIENCE AND PRACTICUM (PSYCHOLOGICAL PRACTICALS)

Learning Objectives:

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1. To enable the teacher-educators know how to administer, analyze and interpret the result of Psychological test.
2. To understand how to conduct, analyze and interpret the result of Psychological experiment.

Expected Learning Outcomes:

1. To administer psychological test and prepare the report.
2. To conduct the psychological experiment and prepare the report.

M.Ed. SECOND SEMESTER
PAPER: MED-521
SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Learning Objectives:

1. To understand the concept of Sociology, Education, Social organization, social institutions and social movements.
2. To understand the concept of Functionalism, conflict and social control.
3. To understand the concept of youth movement in India, De-schooling and Futurology.
4. To appreciate inter-relatedness and interdependence of individual and society in the context of human development.
5. To know the dynamics of social development.
6. To analyze the role of education in promoting social mobility and affirmative action.

Expected Learning Outcome:

1. To explain the concept, nature, origin, and scope of Educational Sociology.
2. To analyze the role of social organizations, social institutions, and social movements.
3. To discuss the nature and role of social control, social change and modernization.
4. To elucidate the important concerns and issues in education like social stratification, social equity and equalization of educational opportunities.

M.Ed. SECOND SEMESTER
PAPER: MED-522
CURRICULUM STUDIES

Learning Objectives:

1. To create awareness among teacher-educators about the foundations of curriculum development.
2. To make the teacher-educators understand the process of curriculum Development.
3. To make teacher-educators know the conceptual framework of curriculum transaction and various instructional technology of curriculum transaction.
4. To acquaint the teacher-educators with conceptual framework, models and techniques of curriculum evaluation.

Expected Learning Outcomes:

1. To explain the foundations of curriculum development.
2. To illustrate the process of curriculum Development.
3. To explain conceptual framework of curriculum transaction and discuss various instructional technology of curriculum transaction.
4. To illustrate the conceptual framework of curriculum evaluation and discuss the models and techniques of curriculum evaluation.

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M. Ed. SECOND SEMESTER
PAPER: MED-523
HIGHER EDUCATION IN INDIA

Learning Objectives:

1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To evaluate curriculum and understand how to do research in Higher Education.

Expected Learning Outcomes:

1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To apply the knowledge in curriculum evaluation and conduct research in Higher Education.

M.Ed. SECOND SEMESTER
PAPER: MED-524
STATISTICAL METHODS IN EDUCATIONAL RESEARCH

Learning Objectives:

1. To understand the framework of statistics.
2. To understand the concept of Data and its organization and graphical presentation.
3. To know the conceptual framework of descriptive statistics.
4. To understand the implications of inferential statistics.

Expected Learning outcomes:

1. To explain the concept, nature and scope of statistics in educational research
2. To categorise data as per scales of measurement
3. To illustrate data with graphical representations
4. To compute measures of central tendency, measures of variability and correlation coefficient using Spearman and Pearson method
5. To elucidate properties and applications of Normal Probability Curve
6. To calculate t test, F test and Chi-square test with proper interpretation.

M.Ed. SECOND SEMESTER
PAPER: M.ED-525
LESSON PLANNING AND PRACTICE TEACHING

Learning Objectives

1. To understand the Pedagogical aspects of education.
2. To understand the classification of teaching aids and its importance in classrooms.
3. To know the concept and structure of lesson plan
4. To understand the importance of evaluation and action research.

Expected Learning Outcomes:

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1. To explore and apply suitable teaching method and approaches of pedagogical domain.
2. To prepare lesson plan and appropriate teaching – learning materials.
3. To conduct action research in Science, Mathematics, Social Sciences and Languages.

M.Ed. THIRD SEMESTER
PAPER: MED-531
PERSPECTIVES OF EDUCATION

Learning Objectives:

1. To create awareness among the students relating to past and present scenario of education in the country.
2. To analyse various challenges of 21st century in the field of education.
3. To make the students well aware of the innovative ideas and schemes in the field of education.
4. To know about the ways and means for ensuring the quality of education.

Expected Learning Outcomes:

1. To distinguish between the past and present scenario of education in the country.
2. To illustrate various challenges of 21st century in the field of education.
3. To analyze various innovative ideas and schemes in the field of education.
4. To explain the ways and means for ensuring the quality of education.

M.Ed. THIRD SEMESTER
PAPER: MED-532
EDUCATIONAL MEASUREMENT & EVALUATION

Learning Objectives:

1. To know the conceptual framework of educational measurement and Evaluation.
2. To analyze the new trends of educational measurement and evaluation.
3. To familiarize with the concept of instructional objectives and their implications.
4. To cultivate the skills of preparing the various tools for educational measurement and evaluation.

Expected Learning Outcomes:

1. To state the concept of measurement and evaluation.
2. To analyze the new trends of evaluation and examination reforms.
3. To apply instructional objectives into expected behavioral outcomes (EBO).
4. To demonstrate the skills of preparation of various tools of educational measurement and evaluation.

M.Ed. THIRD SEMESTER
PAPER: MED-533
EDUCATIONAL TECHNOLOGY

Learning Objectives:

1. To know the Concept of Educational Technology.
2. To comprehend the systems approach specifically to the area of instruction.
3. To understand functions, levels and models of Teaching Learning process.
4. To know the role of communication in the process of teaching learning.
5. To acquaint with various types of programme learning.

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6. To understand the concept of Flipping Classroom and Techno-Pedagogical Skills

Expected Learning Outcomes:

1. To identify and describe various bottlenecks of Technology and uses of Educational Technology.
2. To describe the major elements of teaching models and their role in classroom situation.
3. To describe the importance of operation of teaching in teaching and training.
4. To understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., Verbal, non-verbal, interpersonal, intrapersonal communication.
5. To describe some strengths and weaknesses of teaching and learning through programme instructional materials.
6. To describe the steps for implementing flipped classroom.

M.Ed. Third Semester
PAPER: MED-534
Synopsis Presentation and Test Construction

Learning Objectives:

1. To know how to prepare and present a synopsis.
2. To understand how to construct a test systematically.

Expected Learning Outcomes:

1. To get practical experience in preparing and presenting a synopsis.
2. To construct and develop a test with essential procedure.

M.Ed. THIRD SEMESTER
OPTIONAL PAPERS
PAPER: MED-535
OPT.(A)
ELEMENTARY EDUCATION

Learning Objectives:

1. To acquaint the students conceptual framework of elementary education
2. To make the students know various policies and programmes on universalisation of Elementary Education
3. To provide the knowledge of curriculum and its transaction at the elementary school stage.
4. To make them know the problems and issues at elementary level.

Expected Learning Outcomes:

1. To explain the conceptual framework of elementary education
2. To describe various policies and programmes on universalisation of Elementary Education
3. To define curriculum and its transaction at the elementary school stage.
4. To discuss the problems and issues at elementary level.

M.Ed. THIRD SEMESTER
PAPER: MED-535
OPT. (B)
SECONDARY EDUCATION

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Learning Objectives:

1. To make students understand the conceptual framework of secondary education.
2. To create awareness among students regarding the policies and programmes of universalisation of secondary education and Its Issues.
3. To know about the curriculum and its transaction at the secondary stage.
4. To make students understand the secondary school stage teacher preparation programme and its problems.

Expected Learning outcomes:

1. To explain the conceptual framework of secondary education.
2. To discuss the policies and programmes of universalisation of secondary education and Its Issues.
3. To illustrate the conceptual framework of curriculum and its transaction at the secondary stage.
4. To analyze secondary school stage teacher preparation programme and its problems.

M.Ed. THIRD SEMESTER
PAPER: MED-535
OPT. (C)
EARLY CHILDHOOD CARE EDUCATION

Learning Objectives:

1. To enable students understand the conceptual framework of early childhood education.
2. To develop understanding among students about behavioral and developmental aspects of early childhood.
3. To make the students know brief history of Pre-School Education.
4. To create awareness among students regarding various agencies of Pre-School Education.

Expected Learning Outcome:

1. To explain the conceptual framework of early childhood education.
2. To illustrate behavioral and developmental aspects of early childhood.
3. To summarize brief history of Pre-School Education.
4. To list out and evaluate various agencies of Pre-School Education.

M.Ed.FOURTH SEMESTER
PAPER: MED-541

EDUCATIONALPLANNING, ADMINISTARTION AND LEADERSHIP

Learning Objectives:

1. To make students understand the concepts of management thoughts in Education.
2. To create interest among learners about the conceptual framework of educational planning and system of Educational Financing.
3. To familiarize the students on the concepts of Leaderships and styles of leaderships in educational management.
4. To make students understand the role of supervision and inspection in an educational organization.

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Expected Learning Outcomes:

1. To investigate, analyse and maintain quality parameters.
2. To provide Leadership and resolve conflict in Organisation
3. To plan and prepare Educational Budget.
4. To carry out functional inspection and supervision of Organisation.

M.Ed. FOURTH SEMESTER
PAPER: MED-542
ENVIRONMENTAL EDUCATION

Learning Objectives:

1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Expected Learning Outcomes

1. To make the students aware of the environment and its related problems
2. To familiarize the students with the concept and importance of Environmental Education
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources
5. To develop an 'Eco-friendly Attitude' and environmental values.

M.Ed. FOURTH SEMESTER
PAPER: MED-543
ICT & LIBRARY RESOURCES

Learning Objectives:

1. To appreciate the historical development of various educational media.
2. To use various digital technologies and open educational resources.
3. To identify the role of ICT in authentic and alternative assessment and management
4. To familiarize with library facilities, organization of resources and management

Expected Learning Outcomes:

1. To appreciate the historical development of various educational media
2. To use various digital technologies and open educational resources
3. To identify the role of ICT in authentic and alternative assessment and management
4. To familiarize with library facilities, organization of resources and management.

M.Ed. Fourth Semester
PAPER: MED-500
DISSERTATION

Learning Objectives:

1. To develop capacity of identifying of an educational problem and inculcate the power of observation.
2. To develop enquiry mindedness and logical thinking among the students.

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3. To make them understand use of various quantitative and qualitative tools and techniques for conducting research.
4. To make them familiar with the use of sampling techniques and research design.
5. To equip them with knowledge of collecting, organizing and analysis of the data.
6. To make them understand about the discussion of the result and drawing out conclusion based upon it.
7. To familiarize them with the art of writing a research report.

Expected Learning Outcome

1. To understand various types of research projects.
2. To describe the important sources for problem identification and its selection.
3. To elucidate the criteria of formulating a research problem.
4. To execute a research project.
5. To write a research report.

M.Ed. FOURTH SEMESTER
PAPER: MED-544
OPT. (A)
INCLUSIVE EDUCATION

Learning Objectives:

1. Understand concept, meaning and significance of inclusive education.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers
3. understand the national commitments towards the education of children with special needs
4. analyze special education, integrated education, mainstream and inclusive education practices
5. understand the current and future needs, trends and issues related to inclusive education
6. Identify and utilize existing resources for promoting inclusive practice

Expected Learning Outcomes:

1. To elaborate the concept of Inclusive education and need of diverse group of learners.
2. To distinguish between normal and special educational needs children.
3. To describe the types of disability, causes, identification, characteristics and education of diverse group of learners.
4. To explore the legal provisions for disadvantaged children and policy thereto for dealing with disabilities.
5. To justify the need of Inclusive education in the 21st century.

M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT (B):
GUIDANCE AND COUNSELING

Learning Objectives:

1. To familiarize the students with the significance of guidance and counseling.
2. To make aware about the various concepts of guidance and counseling.
3. To acquaint the students with the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

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Expected Learning Outcomes:

1. To describe the significance of guidance and counseling.
2. To explain the various concepts of guidance and counseling.
3. To apply the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT (C)
HUMAN RIGHTS, VALUES AND PEACE EDUCATION

Learning Objectives:

1. To understand the concept of human rights and human rights education.
2. To familiarize the students with rights of children and their education.
3. To understand the issues of gender equity and human right education of girl child.
4. To acquaint with meaning and approach for inculcating HRE and value education.
5. To describe the concept of peace, education and its approaches.

Expected Learning Outcomes:

1. To explain the concept of human rights and human rights education.
2. To list out the rights of children and their education.
3. To discuss issues of gender equity and human right education of girl child.
4. To evaluate the approaches for inculcating value education and illustrate the concept of peace, education and its approaches.

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M.Ed. FIRST SEMESTER
PAPER: MED-511
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Learning Objectives:

1. To acquaint with concept of Philosophy of Education and other Philosophical areas.
2. To know the basic tenants, principles, and developments of the major Indian schools of philosophy and educational thoughts of Indian philosophers.
3. To understand the basic principles and development of the major westerns schools of philosophy.
4. To comprehend the basic human values and role of education.

Course Content:

Unit –I: Philosophy of Education

- Concept and branches of Philosophy
- Meaning, nature, functions and scope of Educational Philosophy
- Interrelationship between Philosophy and Education
- Philosophical attitude and its applications in Educational Research

Unit-II: Philosophical areas and Education

- Metaphysics; Concept, nature of reality and its related domains with their pedagogical significance.
- Epistemology –concept, types and theories of knowledge with reference to methods of teaching.
- Axiology-concept, value theories and their educational implications

Unit-III: Schools of Philosophy

- Sankhya, Vedic, Buddhist, Jainism, Islamic Traditions: Educational Implications
- Contributions of J. Krishnamurthi, Dr. S. Radhakrishnan and Yogi Aurobindo to educational thinking.
- Perennialism, Essentialism, Reconstructionism, Existentialism, and Progressivism: Educational implications
- Contribution of J.F. Herbart, Rousseau and John Dewey to Education System.

Unit-IV: Education and Recent Tendencies

- Psychological Tendencies (J. F. Herbert)), Scientific Tendencies in Education (Herbert Spencer)
- Sociological Tendencies (J. J. Rousseau), Eclectic Tendencies in Education
- Ecology of Education and Philosophical analysis
- Shadow Education; issues and challenges

Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

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Expected Learning Outcomes

1. To elucidate the concept, nature and functions of Educational Philosophy.
2. To explain interrelationship between philosophy and education.
3. To elaborate Indian and Western Philosophical thoughts and their influence on education.
4. To justify the importance of Philosophy for education.
5. To evaluate the recent tendencies in education.

Sessional Work: (Any one)

(1) Reading of Original text-books of Indian educational thinkers and organizing discussion
(2) Study of the comparison between one western school with one Indian school of philosophy
(3) Study of recent research's about the course content

Scheme of Evaluation:

i)	Internal Assessment	:	30 marks
ii)	External Assessment (Written Examination)	:	70 marks
iii)	Duration	:	3 Hours
iv)	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three Sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

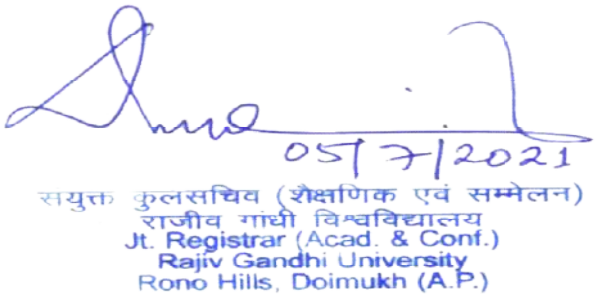
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M.Ed. FIRST SEMESTER
PAPER: MED-512
PSYCHOLOGICAL PERSPECTIVES IN EDUCATION

Learning Objectives:

1. To familiarize about the concepts of psychology and educational psychology.
2. To understand the importance of study of growth and development of adolescents and their problems.
3. To analyze different learning theories in relation to cognitive and psychosexual developments of the learners.
4. To know different approaches of learning and their applications in class room practices.
5. To understand the role of home, school, community for the holistic development of the learners.

Course Content

Unit –I: Psychology and Education

- Meaning, Nature and Scope Education and Psychology
- Relationship of Education and Psychology
- Meaning, nature and scope of Educational Psychology
- Methods of Educational Psychology: experimental, differential, clinical and observation method
- Relevance of Educational Psychology for Teachers

Unit-II : Growth and Development of Adolescents

- Meaning, dimensions and stages of Growth and Development
- Physical Development and its educational implications
- Social development and its educational implications
- Emotional Development and its educational implications
- Mental Development during adolescence characteristics of this period and its educational implications
- Problems of Adolescence Period and role of the teachers

Unit III: Developmental Processes

- Piaget's cognitive development
- Kohlberg's stages of moral development
- Erikson's theory of Psychosocial development
- Havighurst's Developmental tasks
- Freud's psychosexual development

Unit IV: Approaches to Learning and Learning Environment

(a) Humanistic approach to learning
- Carl Rogers view on learning

(b) Cognitive field approach to learning
- Kurt Levin and Gestalt theory of learning

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(c) Behaviouristic approach to learning
- Learning theories of E.L. Thorndike, Pavlov and Skinner
(d) Learning Environment and Assessment: Meaning, Nature and scope of Learning Environment, Assessment of Learning Difficulties in learning context.

Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning outcomes:

1. To explain meaning, nature and scope of educational psychology.
2. To explore various methods of educational psychology and its relevance in the field of educational psychology.
3. To differentiate between growth and development of adolescence with regard to physical, social, emotional and mental development and list out various problems of adolescence periods.
4. To analyze developmental processes in the light of Piaget Cognitive development, Kohlberg's Moral development, Erikson's Psychosocial development, Havighurst's Developmental task and Freud Psychosocial development in real life situations.
5. To adopt suitable approaches of learning with regard to Humanistic, Cognitive and Behavioristic patterns.
6. To create positive learning environment for learners with effective mechanism of assessment and provision of learning experiences.

Sessional Work (Any one)

(1) Case study and reporting on slow learners/gifted learners and presentation.
(2) Administration of psychological test.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three Sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

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1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. FIRST SEMESTER
PAPER: MED-513
METHODOLOGY OF EDUCATIONAL RESEARCH

Learning Objectives:

1. To familiarize the nature, purpose, scope, areas, and types of research in education.
2. To know the characteristics of quantitative, qualitative and mixed research.
3. To comprehend elect and explain the method appropriate for a research study.
4. To know a literature search and develop a research proposal.
5. To acquaint a sampling design appropriate for a research study.
6. To analyze tool, design and procedure for collection of data.

Course Content

Unit – I: Conceptual Framework of Research in Education

- Nature, Purpose, and Areas of Research in Education
- Types of Educational Research: Basic, Applied, and Action Research
- Sources of Knowledge Generation: Science and Scientific Method
- Review of Related Literature: Concept, Need and Sources (offline and online resources)
- Variables: Meaning and Types

Unit – II: Approaches to Educational Research

- Qualitative Research: Features and Types (Phenomenological, Ethnography, Grounded Theory and Historical approach)
- Quantitative Research: Features and Types (Descriptive, Ex-post facto research, Experimental research)
- Mixed Research Methodology: Triangulation
- Identification and formulation of research problem
- Formulation of hypotheses: Concept, sources, types and testing

Unit – III: Sampling in Educational Research

- Concept of Population and Sample
- Sampling Unit, Sample Size, Sampling Error, Sampling Frame
- Sampling Techniques: Probability Sampling – Simple Random, Systematic, Stratified Random, Cluster & Multi-Stage
- Non-probability Sampling – Convenience, Purposive, Quota, Snowball and Incidental

Unit – IV: Tools for Data collection

- Tests and Scales: Construction and Standardization of Tools
- Meaning, Purpose, Types and Procedure for Preparation of
  (i) Questionnaire (iii) Observation
  (ii) Interview (iv) Focus Group Discussion (FGD)

Mode of Transaction

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; CAI, PSI, Blended Approach, Flipped learning etc
- Providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning outcomes:

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1. To explain nature, purpose, areas and types of research in education.
2. To explore various sources of knowledge generation and review of related literature.
3. To trace out qualitative, quantitative and mixed research in educational research.
4. To identify and formulate research problems and hypotheses.
5. To select sample size and appropriate sampling techniques for collecting data systematically.
6. To construct and develop tools with regard to Test and Scales and prepare Questionnaire, Observation Schedule, Interview Schedule and Focus Group Discussion (FGD) format.

Sessional Work (Any one)

- Development of Research Proposal and Presentation
- Preparation of a research tool
- Review of a research article and Presentation

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. FIRST SEMESTER
PAPER: MED-514
TEACHER EDUCATION

Learning Objectives:

1. To make the teacher educators well-aware of the teaching profession.
2. To create understanding among the teacher-educators about the pre-service and in-service teacher education programmes.
3. To provide the skill of evaluation for evaluating the teacher-education programmes.
4. To make the teacher-educators well aware of the emerging issues of teacher-education programmes in India.

Course Content:

Unit – I: Teachers and Teaching Profession

- Teachers and their roles and responsibilities in 21st century.
- Teaching as a profession.
- Service conditions and ethics for teachers.
- Concept of teacher educator.
- Roles and responsibilities of teacher educators.
- Preparation of Teacher educators.
- NEP 2020 with special reference to Teacher & Teaching Profession
- NCFTE – 2009.
- Historical development of Teacher Education Programme in Post Independent India.

Unit – II: Pre-service Teacher Education

- Nature and Scope of Pre-service Teacher Education.
- Functions UGC, NCTE and NCERT
- Models of Pre-service Teacher Education Programmes.
- Issues and concepts of PSTE.
- Teacher Education Curriculum for different school stages. .
- School experience programme (Internship).
- Curriculum Transaction: Strategies:- (a) Lecture-cum-Discussion, (b) Demonstration, (c) Constructivist approach (d) PSI and MI

Unit – III: In-service Teacher Education

- Nature and scope of In-service Teacher Education.
- Modes of In-service Teacher Education: face to face, distance mode and eclectic mode.
- Planning and organization of INSTE: - assessment of training needs formulation of training curriculum, preparation of course materials.
- Issues, concerns and problems of In-service Teacher Education.
- PMOST , SOPT, NISHTHA and Teacher Training

Unit – IV: Evaluation of Pre-service and In-service Teacher Education programmes

- Concept of Evaluation, Evaluation of Pre-service Teacher Education, In-service Teacher Education Programme.
- Implications of Formative & Summative Evaluation.
- Tools and Techniques of Evaluation for Pre-service and In-Service Teacher Education Programmes.
- Issues and Problems in evaluation system for PSTE and INSTE.

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Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcome

1. To describe teaching as a profession, roles and responsibilities of teachers.
2. To explain about NCFTE – 2009 in bringing quality Teacher Education.
3. To elucidate the historical development of Teacher Education Programme in Pre and Post independent India.
4. To explain the process, evaluation and recent trends of Pre-Service and In-Service Teacher Education Programme.

Sessional Work: (Any one)

- Study of NCTE Norms for recognizing the teacher-training institutions.
- Identification of teaching skills and organizing discussion.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. FIRST SEMESTER
PAPER: MED-515
FIELD EXPERIENCE AND PRACTICUM (PSYCHOLOGICAL PRACTICAL)

Learning Objectives:

1. To enable the teacher-educators know how to administer, analyze and interpret the result of Psychological test.
2. To understand how to conduct, analyze and interpret the result of Psychological experiment.

Instructions:
Students are required to complete three tests and two experiments from the following lists:

Group I - Test Administration and Interpretation: 3 (three) Tests

1. Achievement Test
2. Measurement of Attitude
3. Personality Test/Questionnaire
4. Intelligence Test (Verbal/Non Verbal)
5. Adjustment Inventory/Test

Group II - Experiments: 2 (two)

1 Mirror Drawing
2 Maze Learning
3 Memory
4 Fatigue

Expected Learning Outcomes:

1. To administer psychological test and prepare the report.
2. To conduct the psychological experiment and prepare the report.

Evaluation Scheme:

The candidate has to attempt two questions taking 1-1 question from each group carrying 25 marks each.

The detail of marks distribution is given below:

Conduction of Experiment and Test Administration (25x2) :50 marks(**External**)
Viva- voce with Expert Board (Internal and External) :20 marks(**External)**
Internal Assessment & Preparation of Practical Notebook :30 marks(**Internal**)
Duration

(a) Completion of Test, Experiment and Interpretation :2hours
(b) Viva-voce :1hour

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The Practical notebook will be evaluated by the board of internal and external examiners. The proper record book should be prepared and maintained by the students and submit on the day of examination.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s

M.Ed. SECOND SEMESTER

PAPER: MED-521

SOCIOLOGICAL FOUNDATION OF EDUCATION

Learning Objectives:

1. To understand the concept of Sociology, Education, Social organization, social institutions and social movements.
2. To understand the concept of Functionalism, conflict and social control.
3. To understand the concept of youth movement in India, De-schooling and Futurology.
4. To appreciate inter-relatedness and interdependence of individual and society in the context of human development.
5. To know the dynamics of social development.
6. To analyze the role of education in promoting social mobility and affirmative action.

Course Content

Unit – I: Sociology and Education

- Origin and Meaning of Sociology
- Nature and scope of Educational Sociology
- Methods of Educational Sociology
- Social organization and its concepts, characteristics of social organization and its educational implications; Factors influencing social organization – folk ways, mores; institutions; values

Unit – II: Social system, Culture and Social Movement

- Social system; concept and elements of social system, Education as a social subsystem
- Culture; Characteristic of Indian culture, Cross culture transmission
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern; Socio cultural diversity in education
- Functional characteristic, Symbolic Interaction
- Concept of Social Movement and its theories (DeprevationTheory by Robert Merton) & Mass Society Theory (William Kornhauser)

Unit – III: Education, Social Control, Social Change and Modernization

- Social control: Nature, Agencies and Role of Education in social control
- Social change: concept of social change, factors promoting social change and modernization in India
- Social Groups: Meaning, Characteristics and Types
- Education of Socially, Economically Disadvantaged Section
- Constraints on social change and Modernization in India.
- Conflict Theory (Karl Marx's Conflict Theory)

Unit – IV: Important Concerns and Issues In Education

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- Social stratification, social equity and equalization of educational opportunities
- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, rural population and problems and Issues of Girls' education in India, Gender bias, Gender inequality in Education
- Youth Movement in India, De - schooling and Futurology
- Urbanization and social mobility.

Mode of Transaction:

- Lecture cum Discussion
- Observational Studies
- Providing Self-learning Instructional Materials
- Seminar, Workshops, Study of Documents and References.

Expected Learning Outcome:

1. To explain the concept, nature, origin, and scope of Educational Sociology.
2. To analyze the role of social organizations, social institutions, and social movements.
3. To discuss the nature and role of social control, social change and modernization.
4. To elucidate the important concerns and issues in education like social stratification, social equity and equalization of educational opportunities.

Sessional Work: (Any one)

(1) A report on specific community.
(2) Preparations of socio-economic status scale as per the social conditions of Arunachal Society.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

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Note:

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References:

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M.Ed. SECOND SEMESTER

PAPER: MED-522

CURRICULUM STUDIES

Learning Objectives:

1. To create awareness among teacher-educators about the foundations of curriculum development.
2. To make the teacher-educators understand the process of curriculum Development.
3. To make teacher-educators know the conceptual framework of curriculum transaction and various instructional technology of curriculum transaction.
4. To acquaint the teacher-educators with conceptual framework, models and techniques of curriculum evaluation.

Course Content:

Unit – I: Foundations of Curriculum

- Philosophical Foundations of Curriculum: Naturalism, Idealism, Pragmatism
- Psychological Foundations of Curriculum: Behaviorism &Cognitivism
- Sociological Foundations of Curriculum
- Historical foundation of curriculum development

Unit – II: Curriculum Development

- Principles of Curriculum Development
- Approaches of curriculum development
- Process of Curriculum Development
- Types of Curriculum: Subject centered, learner-centered, problem-centered and core-curriculum

Unit – III: Curriculum Transaction

- Curriculum Transaction: Meaning, Nature, and Need.
- Curriculum Transaction: Principles, factors of effective transaction
- Instructional Technology for Curriculum transaction: PSI, MI, CAI ,Flipped Approach and Blended Learning

Unit- IV: Evaluation of Curriculum

- Curriculum Evaluation: Meaning, Nature, Need and Types
- Models of Curriculum Evaluation: Scientific (Metfessel-Michael Evaluation and Provu's Discrepantly) and Humanistic Models (Stake's Responsive Evaluation Model, Paclett and Hamilton's model)
- Testing Techniques: Formative and Summative Tests, Pre and Post-Testing
- Non-Testing Techniques: Observation, Interview, and questionnaire

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Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc.
- Providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:

1. To explain the foundations of curriculum development.
2. To illustrate the process of curriculum Development.
3. To explain conceptual framework of curriculum transaction and discuss various instructional technology of curriculum transaction.
4. To illustrate the conceptual framework of curriculum evaluation and discuss the models and techniques of curriculum evaluation.

Sessional Work: (Any one)

- An analysis of Primary school stage curriculum.
- An analysis of the curriculum of any one subject taught at secondary school stage.
- Development of curriculum by taking one unit of any school subject.
- Identification of problems in implementing the school curriculum relating to teachers and students.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

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Note:

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2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

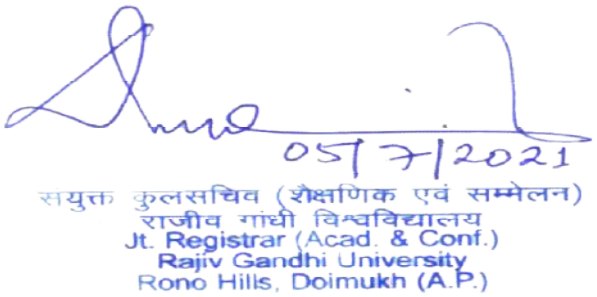
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M. Ed. SECOND SEMESTER
PAPER: MED-523
HIGHER EDUCATION IN INDIA

Learning Objectives:

1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To evaluate curriculum and understand how to do research in Higher Education.

Course Content:

Unit- I : Structure and Development of Higher Education

- Structure of Higher Education in India
- Objectives of Higher Education
- Historical Development of Higher Education in India
- Recommendations of Calcutta University Commission, Kothari Commission (1964-66) and Radhakrishnan Commission on university Education (1948-49)
- International Commissions on higher Education: Dalor's commission
- NEP2020 and Higher Education

Unit-II: Problems and Areas of Research in Higher Education

- Problems of Higher Education at general, technical and professional levels and their suggestive measures
- Quality issues in Higher Education: challenges, prospects and best practices
- Areas of Research in Higher Education

Unit-III: Quality Assurance and Reforms in Higher Education

- NAAC: Functions and Parameters
- UGC: Role and Responsibilities in relation to equity, access, quality and excellence
- Internationalization of Higher Education and quality of education
- RUSA: objectives , educational reforms and Problems of Implementation
- Privatization of Higher Education
- NIRF: concept and components of assessment

Unit-IV: University Administration and Autonomy

- Higher education: Concept, significance and scope of autonomy
- Concept types and functions of Universities
- Structure of University administration and their responsibilities
- University authorities: Rector , Chancellor, Pro-chancellor, Vice-chancellor and Pro vice-chancellor
- University autonomy: academic, administrative and financial

Mode of Transaction:

- Lecture cum discussion
- Seminar, workshops, study on documents and references.

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- New Approaches of teaching: CAI, PSI etc.

Sessional Work (Any one)

1. Reporting on the Problems of Rajiv Gandhi University and presentation.
2. Reporting on the Problems of any one affiliated college of Rajiv Gandhi University and presentation.
3. Conducting action research by selecting any one problem pertaining to problems of Higher education in any college of Arunachal Pradesh and prese

Expected Learning Outcomes:

1. To know the Structure and Development of Higher Education in India.
2. To familiarize with the problems of Higher Education.
3. To understand the current issues and reforms in Indian higher education.
4. To apply the knowledge in curriculum evaluation and conduct research in Higher Education.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three Sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1.10-20% of the course to be based on online teaching.

2.In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. AIU (2013): Special Issue on RashtriyaUchchatarShikshaAbhiyan, RUSA: National Higher Education Mission, Vol.I& II, S1.No. 28, July 15021, Vol-S1, No. 39, September 30- October 06
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M.Ed. SECOND SEMESTER
PAPER: MED-524
STATISTICAL METHODS IN EDUCATIONAL RESEARCH

Learning Objectives:

1. To understand the framework of statistics.
2. To understand the concept of Data and its organization and graphical presentation.
3. To know the conceptual framework of descriptive statistics.
4. To understand the implications of inferential statistics.

Course Content:

Unit – I Statistics and Graphical representations

- Statistics: Meaning, Nature, Need and Scope
- Implications of Statistics in Educational Research
- Data: Concept, Types, Score and its Limits
- Organization and Tabulation of data w.r.t. Frequency Distribution Table
- Graphical Representation of Data: Frequency Polygon, Histogram, Cumulative Frequency Curve and Pie-Diagram

Unit – II Measures of Central Tendency, Variability and Correlation

- Measures of Central Tendency: Mean, Median, Mode and their Computation on using Ungrouped and Grouped Data
- Measures of Variability: Range, Average Deviation (AD), Quartile Deviation (Q), Standard Deviation (SD) and their Computations
- Concept of Correlation and its types and Range
- Pearson's Product-Moment Correlation, Spearman's Rank Difference, Method of Correlation and their Properties

Unit – III Normal Distribution and Sampling Errors

- Normal Probability Curve and its Properties
- Applications of Normal Probability Curve
- Standard Error of Measurement: Standard Error of Mean, median, Standard Deviation, Proportions and Correlation
- Testing of Hypothesis: Type-I and Type-II Errors, One-tailed Test and Two-tailed Tests, Levels of Significance and Degree of Freedom

Unit – IV Inferential Statistics

- Parametric Test: 't' test (Correlated and Uncorrelated sample), ANOVA (one way and two way)
- Non Parametric Test: Chi-square test based on hypotheses of equality, normality and independence; contingency coefficient
- Median test, U- test, H- test, K-S test and it assumptions and computations

Mode of Transaction

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; CAI, PSI, Blended Approach, Flipped learning etc
- Instructional materials.
- Seminar, Workshops, study of documents and references.

Expected Learning outcomes:

1. To explain the concept, nature and scope of statistics in educational research.
2. To categorize data as per scales of measurement.
3. To illustrate data with graphical representations.
4. To compute measures of central tendency, measures of variability and correlation coefficient using Spearman and Pearson method.

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5. To elucidate properties and applications of Normal Probability Curve.
6. To calculate t test, F test and Chi-square test with proper interpretation.

Sessional Work (Any one)

1. Preparation of frequency polygon and presentation.
2. Preparation of Histogram and cumulative frequencies and presentation.
3. Testing of hypothesis by taking hypothetical problem and presentation.
4. Use of two-way analysis of variance by taking hypothetical scores and presentation.

Scheme of Evaluation

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

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References:

(1) Cononver, W.J. (1971). *Practical Non-Parametric Statistics*. John Wiley & Sons Inc, New York.
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M.Ed. SECOND SEMESTER
PAPER: MED-525
LESSON PLANNING AND PRACTICE TEACHING

Learning Objectives:

1. To understand the Pedagogical aspects of education.
2. To understand the classification of teaching aids and its importance in classrooms.
3. To know the concept and structure of lesson plan.
4. To understand the importance of evaluation and action research.

Course Content:

Section – A (Conceptual aspects: classroom theoretical transaction)

Unit- I : Practice Teaching and Pedagogical Aspects

- Pedagogy in educational process and shift with respect to Philosophical, Sociological, Psychological and Technological aspects.
- Teaching approaches and methods with respect to : (i) Science and Mathematics, (ii) Social Sciences, and (iii) Language Education

Unit-II : Lesson Planning and Teaching Learning Materials

- Lesson Plan: Steps and Preparation
- Teaching-Learning materials in Science and mathematics, Social Sciences and Languages.

Unit-III: Evaluation and Action Research

- Evaluation in Sciences, Mathematics, Social Sciences and Languages
- Nature and Scope of Action Research in Sciences, Mathematics, Social Sciences and Languages
- Tools and Techniques of Action Research

Section – B (Practical)

Sl. No.	Activity	Marks
1	Practice Teaching and Lesson Planning	50
2	Preparation of TLMs	20
3	Viva - Voce	30
	Total	**100**

Note:

1. Each student teacher will have to prepare and deliver five lesson plans in B.Ed classes by selecting the papers of their choice.
2. Each student teacher will have to prepare three TLM relating to the papers/topic of teaching.

Expected Learning Outcomes:

1.To explore and apply suitable teaching method and approaches of pedagogical domain.
2.To prepare lesson plan and appropriate teaching – learning materials.
3. To conduct action research in Science, Mathematics, Social Sciences and Languages.

Scheme of Evaluation:

1. Preparation of Lesson Plan : 20 marks **(Internal)**
2. Teaching Practice : 30 marks **(Internal)**
3. Preparation of TLMs : 20 marks **(Internal)**
4. Viva voce : 30 marks **(External)**

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The marks of viva – voce will be awarded by the board of examiners with two members, one internal from the department and one external member/examiner from cognate department appointed by CoE, RGU.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to Learn, learning to teach,* Lawrence Erlbaum Associates, Mahwah, New Jersey.
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M.Ed. THIRD SEMESTER
PAPER: MED-531
PERSPECTIVES OF EDUCATION

Learning Objectives:

1. To create awareness among the students relating to past and present scenario of education in the country.
2. To analyze various challenges of 21st century in the field of education.
3. To make the students well aware of the innovative ideas and schemes in the field of education.
4. To know about the ways and means for ensuring the quality of education.

Course Content:

Unit –I: Historical Perspectives of Education in India (Ancient, Medieval and Colonial Era)

- Education in India during ancient period (Vedic, Buddhist and Medieval Period) with Special Reference to aims, curricula, methods, practice, and centre's of Education.
- Development of Education during Colonial Era starting from 1813 (Charter Act), Macaulay's Minutes (1835), Hunter Commission (1882), The Wood's Dispatch(1854), Saddler Commission (1917).

Unit- II: Commissions and Committees on Education in India after Independence

- University Education Commission (1948-49), Secondary Education Commission (1952-53).
- The Indian Education Commission (1964-66), National Policy on Education (NPE-1986) and POA-1992.
- Yashpal's Report (1993), R.H. Dave Committee (1999-2000) on Minimum Level of Learning (MLL), National Policy on Education (2019)

Unit –III: School Education and Recent Trends

- Elementary Education in India with special reference to SSA and RTE Act 2009.
- Secondary Education in India with special reference to RMSA.
- NCFSE-2005 and Paradigm shifts in School Education.
- Reforms of Evaluation System in school education for ensuring the quality education.

Unit – IV: Higher Education and Recent Trends

- Agencies of Higher Education.
- The role of higher education in Indian context.
- Recent trends and development in Higher Education.
- Constitutional Provisions related to Higher Education.
- Role of HRDC for quality improvement in Higher Education.
- Financing of Higher Education in India

Mode of Transactions

- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:

1. To distinguish between the past and present scenario of education in the country.
2. To illustrate various challenges of 21st century in the field of education.
3. To analyze various innovative ideas and schemes in the field of education.
4. To explain the ways and means for ensuring the quality of education.

Sessional Work (Any one)

1. Analytical study of SSA as an educational programme and presentation of report.

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2. Analytical study of RMSA as an educational programme and presentation of report.
3. Analytical study of RUSA as an educational programme and presentation of report.
4. Visit of any educational institution and preparing the report on it and presentation of report.

Evaluation Scheme

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45 % in internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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2. Kumara Ashok (2004): Current Trends in Indian Education, Ashish Publishing House, New Delhi.
3. Nayak, B.K (2001): Foundations of Education, KitabMahal, Cuttack.
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M.Ed. THIRD SEMESTER

PAPER: MED-532

EDUCATIONAL MEASUREMENT & EVALUATION

Learning Objectives:

1. To know the conceptual framework of educational measurement and Evaluation.
2. To analyze the new trends of educational measurement and evaluation.
3. To familiarize with the concept of instructional objectives and their implications.
4. To cultivate the skills of preparing the various tools for educational measurement and evaluation.

Course Content:

Unit – I: Concept of Educational Measurement and Evaluation

- Nature and Scope of Educational Measurement and Evaluation.
- Relationship between Educational Measurement & Evaluation.
- Scales of Measurement (nominal, ordinal, interval and ratio).
- Types of Evaluation: - Placement, Formative, Diagnostic, Norm-Reference and Criterion – Reference Testing.

Unit – II: Modern Trends of Evaluation

- Continuous and Comprehensive Evaluation (CCE): concept, features and indicators
- Choice Based Credit System (CBCS) and Grading System
- Taxonomy of Educational Objectives: Cognitive, Affective and Psychomotor (stating educational objectives into expected behavioral outcomes).

Unit – III: Features of an Effective Tool of Evaluation

- Reliability: Concept, Methods of Computation and Factors.
- Validity: Concept, Types and Factors.
- Objectivity.
- Usability.
- Norms: Nature, Need and types of Norms for Educational and Psychological tests

Unit – V: Construction and Standardization of Tests

- Construction and Standardization of Achievement Test.
- Construction and Standardization of Attitude Scales by adopting Likert Method.
- Construction and Standardization of Questionnaire.

Mode of Transactions:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials, Blended Learning, FLIP approach.
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:

1. To state the concept of measurement and evaluation.
2. To analyze the new trends of evaluation and examination reforms.
3. To apply instructional objectives into expected behavioral outcomes (EBO).
4. To demonstrate the skills of preparation of various tools of educational measurement and evaluation.

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Sessional Work: (Any one)

- Preparation of Questionnaire.
- Preparation of Attitude Scale.
- Preparation of Achievement Test.
- Writing of Instructional objectives in behavioral terms.

Scheme of Evaluation:

I.	Internal Assessment	:	30 marks
II.	External Assessment (Written Examination)	:	70 marks
III.	Duration	:	3 Hours
IV.	Pass marks	:	45 % in internal and external separately

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M.Ed. THIRD SEMESTER
PAPER: MED-533
EDUCATIONAL TECHNOLOGY

Learning Objectives:

1. To know the Concept of Educational Technology.
2. To comprehend the systems approach specifically to the area of instruction.
3. To understand functions, levels and models of Teaching Learning process.
4. To know the role of communication in the process of teaching learning.
5. To acquaint with various types of programme learning.
6. To understand the concept of Flipping Classroom and Techno-Pedagogical Skills

Course Content:

Unit-I: Education and Technology

- Meaning and Concept of Technology: Merits and Demerits
- Educational Technology: Meaning, Nature, Uses, Objectives and Boundaries
- System Approach: Origin and its steps

Unit-II: Teaching-learning Process

- Functions of Teaching Variables: Structure of teaching, operations in teaching
- Levels of teaching learning- memory, understanding and reflective level
- Models of teaching: Elements and Classification (Inquiry training model and advance organizer model)

Unit-III: Communication and Instructional Design

- Communication : Forms and Mode of Communication, Communication Games, Principles and Barriers in Communication, methods of overcoming Barriers in Communication, use of Non-verbal Communication in education
- Approaches of Instructional Design: Functions and Implications of Instructional Design in Education and Training

Unit-IV: Programmed Learning and Innovations

- Programmed Learning: Meaning, Frame and its Types, Mandatory Principles of Programmed Learning
- New approaches of Teaching: Personalized Systems of Instruction (PSI), Computer Assisted Instruction (CAI), Learner Controlled Instruction (LCI)
- Team Teaching, Flipping Classroom, Techno-Pedagogical Skills
- Digital education and e-learning: Smart Classrooms, Interactive whiteboard-uses and advantages, e-learning: Synchronous and Asynchronous- Merits and Demerits, e-learning platforms-MOOC and SWAYAM
- New avenue of ICT: Artificial Intelligence (AI)- Concept and Scope

Mode of Transactions:

- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:

1. To identify and describe various bottlenecks of Technology and uses of Educational Technology.
2. To describe the major elements of teaching models and their role in classroom situation.
3. To describe the importance of operation of teaching in teaching and training.

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4. To understand and apply knowledge of human communication and language processes as they occur across various contexts, e.g., Verbal, non-verbal, interpersonal, intrapersonal communication.
5. To describe some strengths and weaknesses of teaching and learning through programme instructional materials.
6. To describe the steps for implementing flipped classroom.

Sessional Work (Any one)

1. Preparation of instructional materials based on PI, PSI, MI and presentation.
2. Use of Flanders's Interaction Analysis Category System (FIACS) by observing the classroom behavior of a teacher and presentation.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. THIRD SEMESTER
PAPER: MED-534
SYNOPSIS PRESENTATION AND TEST CONSTRUCTION

SECTION - A (PREPARATION OF SYNOPSIS AND PRESENTATION)

Learning Objectives:

1. To know how to prepare and present a synopsis.
2. To understand how to construct a test systematically.

Course Content

The student teacher will prepare a research synopsis by selecting an appropriate and relevant problem by consulting his/her supervisor allotted by the department.

Scheme of Evaluation

Synopsis preparation = 25 marks (internal assessment)
Synopsis presentation =25marks (external assessment through seminar)

The research synopsis will be presented in a seminar organized by the department by appointing two internal experts and one expert from cognate department to evaluate the research synopsis. The external assessment will carry 25 marks for synopsis presentation.

Section – B (Test Construction)

Course Content:

Achievement test will be constructed by the teacher educator by selecting any topic of the course content, following Bloom's taxonomy of cognitive objectives and to be submitted by him/her to the Department of Education.

Scheme of Evaluation

Construction of achievement test: 25 marks
The test will be evaluated by the concerned teacher in-charge and marks will be awarded out of 25.
Viva voce: 25 marks (one external expert and one internal expert shall conduct viva voce for test construction. The external examiner may be from cognate department or from outside of the university)

Expected Learning Outcomes:

1. To get practical experience in preparing and presenting a synopsis.
2. To construct and develop a test with essential procedure.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. THIRD SEMESTER
OPTIONAL PAPERS
PAPER: MED-535 OPT.(A)
ELEMENTARY EDUCATION

Learning Objectives:

1. To acquaint the students conceptual framework of elementary education.
2. To make the students know various policies and programmes on universalisation of Elementary Education.
3. To provide the knowledge of curriculum and its transaction at the elementary school stage.
4. To make them know the problems and issues at elementary level.

Course Content:

Unit-I: Conceptual framework of Elementary Education

- Concept, need , objectives and scope of elementary education
- Historical background of elementary education in India
- Educational thoughts of M.K. Gandhi and Tagore on Elementary Education
- Relevance of ECCE to EE
- NEP 2020: Education at Preparatory and Middle Level.

Unit-II Policies and Programmes on UEE and Teacher Preparation

- Constitutional provisions for UEE in India
- NPE 1986 and POA 1992 in relation to EE
- OBB , DPPE, SSA and MDM as an education programme
- RTE Act, 2009 and Roadmap for EE
- Role and functions of DIETs and SCERT

Unit-III: Curriculum and Transaction at Elementary School Stage

- Concept principles and preparation of curriculum for Elementary school stage
- NCFSE 2005 in the context of elementary education in India
- Process curriculum transaction at elementary school stage for realizing educational objectives of elementary school stage
- Evaluation at elementary school stage.

Unit - IV: Problems and Issues

- Infrastructural problems in Elementary schools
- Problems faced by ;elementary school teachers and students
- Community related issue
- Quality related issues
- Concept need and process for action research to meet up problems of EE.
- Research Trends in Elementary Education.

Mode of Transactions:

- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:

1. To explain the conceptual framework of elementary education.
2. To describe various policies and programmes on universalization of Elementary Education.
3. To define curriculum and its transaction at the elementary school stage.
4. To discuss the problems and issues at elementary level.

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Sessional Work/ Assignment (Any one)

1. Review of primary level text book.
2. A study of primary/upper primary school problems.
3. A study of absentees of elementary level teachers and students.

Evaluation Scheme:

I.	Internal Assessment	: 25 marks
II.	External Examination	: 75 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

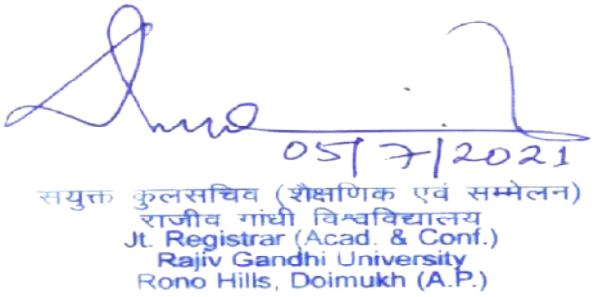
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M.Ed. THIRD SEMESTER
PAPER: MED-535 OPT.(B)
SECONDARY EDUCATION

Learning Objectives:

1. To make students understand the conceptual framework of secondary education.
2. To create awareness among students regarding the policies and programmes of universalization of secondary education and Its Issues.
3. To know about the curriculum and its transaction at the secondary stage.
4. To make students understand the secondary school stage teacher preparation programme and its problems.

Course Content:

Unit-I: Conceptual Framework of Secondary Education

- Concept, need, objectives and scope of Secondary Education
- Historical Development of Secondary Education in India
- Structure of Secondary Education in India
- Non-formal Education at Secondary School Stage.
- NEP 2020 and Secondary Education

Unit-II : Policies and Programmes on Secondary Education in India

- NPE 1986 and POA -1992 in relation to Secondary Education
- RMSA as an Educational Programme for Qualitative Improvement at Secondary School Stage.
- Samagra Shiksha Abhiyan and Secondary Education
- Issues of Secondary Education; Infrastructural, teacher, Vocationalisation, and guidance and counseling.

Unit-III: Curriculum and Transaction at Secondary School Stage

- Concept, Principles and Development of Curriculum for Secondary School Stage.
- NCFSE -2005 in the context of Secondary Education in India.
- Paradigm Shifts and New Approaches for Effective Curriculum Transaction at Secondary School Stage.
- Scheme of Evaluation at Secondary School Stage

Unit-IV: Teacher Preparation for Secondary School Stage.

- Teacher Competencies
- Different Models of Secondary School Teacher Preparation w.r.t B.Ed.-2 years, B.Ed. – 4 years Integrated as an alternative.
- Problems of Secondary Level Teacher-Training Institutions.
- Role of SCERT and NCERT for Secondary School Teachers Preparation
- In-service teacher-training Programme for Secondary School Teachers.
- Research Trends in Secondary Education.

Mode of Transactions:

- Lecture cum discussion.
- Seminar, workshops, study on documents and references.

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- New Approaches of teaching: CAI, PSI etc.

Expected Learning outcomes:

1. To explain the conceptual framework of secondary education.
2. To discuss the policies and programmes of universalisation of secondary education and Its Issues.
3. To illustrate the conceptual framework of curriculum and its transaction at the secondary stage.
4. To analyze secondary school stage teacher preparation programme and its problems.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. THIRD SEMESTER
PAPER: MED-535 OPT. (C)

EARLY CHILDHOOD CARE EDUCATION

Learning Objectives:

1. To enable students understand the conceptual framework of early childhood education.
2. To develop understanding among students about behavioral and developmental aspects of early childhood.
3. To make the students know brief history of Pre-School Education.
4. To create awareness among students regarding various agencies of Pre-School Education.

Course Content:

UNIT- I: Introduction to Early Childhood Education

- Meaning, need and importance of early childhood education
- Aims and objectives of early childhood education
- Child - centered approach to education and its implications
- General Principles of Instruction at the Pre-School Stage
- NEP 2020: Early Childhood Care and Education

UNIT- II: Behavioral and Developmental Aspects of Early Childhood

- Physical aspect and activities for physical development
- Health aspect and activities for its development
- Social and emotional aspect and activities for its development
- Cognitive aspect, and activities for its development
- Aesthetic aspect and activities for its development.

UNIT- III : Contributions to Pre-school Education

- Brief History of Pre-school Education in India
- Maria Montessori, Froebel, McMillan sisters, Jean Piaget
- M.K. Gandhi, Rabindranath Tagore, TarabaiModak
- ECCE in the NPE- 1986

UNIT- IV: Agencies of Pre-school Education

- Home and community
- Kindergarten education
- Montessori system of education
- Balwadis and Anganwadis
- Integrated Child Development Scheme (ICDS)
- United Nations International Children's Emergency Fund (UNICEF)
- Research Trends in Early Childhood Care Education

Mode of Transactions:

- Lecture cum discussion.
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

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Expected Learning Outcome:

1. To explain the conceptual framework of early childhood education.
2. To illustrate behavioral and developmental aspects of early childhood.
3. To summarize brief history of Pre-School Education.
4. To list out and evaluate various agencies of Pre-School Education.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

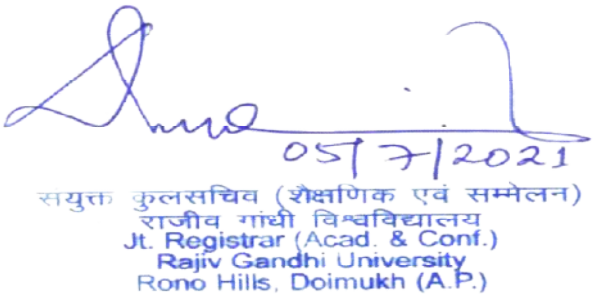
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M.Ed. FOURTH SEMESTER
PAPER: MED-541
EDUCATIONAL PLANNING, ADMINISTARTION AND LEADERSHIP

Learning Objectives:

1. To make students understand the concepts of management thoughts in Education.
2. To create interest among learners about the conceptual framework of educational planning and system of Educational Financing.
3. To familiarize the students on the concepts of Leaderships and styles of leaderships in educational management.
4. To make students understand the role of supervision and inspection in an educational organization.

Course Content:

Unit –I: Educational Management and Organisation

- Meaning, Nature and Scope of Educational Management
- Relationship between Administration and Management in Education
- Development of Educational administration: Taylor and Human Relations Approach
- Educational Organisation: Meaning, Nature and Characteristics
- Modern Trends in Management: PERT, TQM and MBO
- Modern trends in Quality Assurance: SWOT Analyasis, NAAC, NIRF, QCI,PI, INQAAHE

Unit-II: Leadership in Educational Administration

- Meaning nature, and significance of leadership in Educational Administration
- Traits and Styles of leadership
- Theories of leadership (Behavioral theory and Reddin's 3-D contingency theory)
- Organisational Climate
- Conflict Management in Educational Administration

Unit-III : Educational Planning and Financing

(a): Educational Planning

- Meaning and Importance of Educational Planning
- Approaches of Educational Planning: Manpower, Social Demand, and Rate of Return
- Institutional Planning: Concept, nature and Strategies

(b) Educational Financing

- Sources and Bases of Financing
- Educational Expenditure: Nature and Types
- Educational Budget and process of preparing Budget

Unit-IV: Educational Supervision

- Meaning, nature and functions of Educational Supervision and Inspection
- Planning and Organizing supervising programme
- Decision making in Educational Administration
- Role of SMC and SMDC in Institutional Management

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Mode of Transaction

- Lecture cum Discussion.
- Observational Studies
- Providing Self-learning Instructional Materials.
- Seminar, Workshops, Study of Documents and References.

Expected Learning Outcomes:

1. To investigate, analyse and maintain quality parameters.
2. To provide Leadership and resolve conflict in Organisation.
3. To plan and prepare Educational Budget.
4. To carry out functional inspection and supervision of Organisation.

Sessional Work (Any one)

1. Preparation of an outline on Educational budget/cost of education
2. Visit any educational institution and its organizational climate and prepare a report and presentation.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

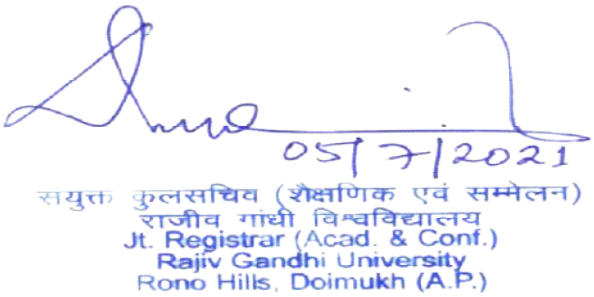
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M.Ed. FOURTH SEMESTER
PAPER: MED-542
ENVIRONMENTAL EDUCATION

Learning Objectives:

1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Course Content:

Unit-I: Environment and Quality of Life

- Environment and Man-Environment Relationship: Determinism, Possiblism and neo-determinism
- Population growth and quality of life
- Modern life style and its impact on environment and Global warming
- Environmental Pollution: Air, Water, Soil, Industrial & Nuclear

Unit-II: Environmental Resources and its Management

- Natural resources - Land, Air, Water, Flora and Fauna (biodiversity)
- Resource depletion and its management, natural hazards & disasters and its management
- Cultural Resources and its protection: Monuments, buildings, Specimen of art & architecture
- Sustainable development and ESD

Unit-III: Curriculum of Environmental Education

- Environmental Education: Meaning, nature and scope
- Environmental Education curricular content at different levels, NCF-2005 & NCFTE-2009
- Teaching Learning Strategies for EE: Field visit, Experimentation, Group Discussion
- Role of media in environmental education
- Preparation of teachers for Environmental Education

Unit-IV: Environmental Acts and Research

- Environmental Acts: Air Act of 1981, Water Act of 1974 and Environment Protection Act of 1986
- International agreements on environment-Kyoto Protocol(1997), Paris Agreement (2015)
- Environmental policies and programmes in India
- Emerging areas of Research in Environmental Education and Role of UGC, NCERT, SCERT and NGOs in promoting research in Environmental Education

Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- New Approaches of teaching; PSI, CAI, etc. providing self-learning instructional materials.
- Seminar, Workshops, study of documents and references.

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Expected Learning Outcomes:

1. To make the students aware of the environment and its related problems.
2. To familiarize the students with the concept and importance of Environmental Education.
3. To inculcate the skills of organizing learning experiences and evaluation devices for environmental education.
4. To develop a sense of appreciation, protection and proper utilization of environmental resources.
5. To develop an 'Eco-friendly Attitude' and environmental values.

Sessional Work (Any one):

1. Any one case study pertaining to Environment and prepare a report and presentation.
2. Environmental Awareness Lectures in School.
3. Preparation of Environmental Awareness test/attitude scale and presentation.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks.
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bakish, Trilochan S &Navehm Zev(ed) (1980): *Environmental Education, Methods Application,* New York.
2. Bennet, Dean, B. *Evaluating Environmental Education Programmes*, New York.
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9. Bandhu, Desh and Ramanath, N.L.(eds). (1982). *Education for Environmental Planning and Conservation,*Natraj Publisher, Dehradun.
10. Bell, Daniel. (1974). *The Coming of Past Industrial Society*, Arnold Heinman Pub. N. Delhi.
11. Carson, R. (1962). *The Silent Spring*, Fewcett Pub. Greenwich.
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M.Ed. FOURTH SEMESTER
PAPER: MED-543
ICT & LIBRARY RESOURCES

Learning Objectives:

1. To appreciate the historical development of various educational media.
2. To use various digital technologies and open educational resources.
3. To identify the role of ICT in authentic and alternative assessment and management.
4. To familiarize with library facilities, organization of resources and management

SECTION- I (THEORY)

Unit- I: ICT and Pedagogy

- ICT : Evolution , Meaning , nature and applications in Education
- Hardware and Software devices
- Development of e-content : Meaning, process and applications
- Open Educational Resources (OER) : Meaning , Importance and Initiatives
- ICT in Classroom Practices
- E-learning resources: NDL, SWAYAM, e-gyankosh,, e-pgpathshala, inflibinet

Unit- II: Assessment and Management through ICT

- Online and offline Assessment tools : Rubrics, Survey tools , reflective journals
- ICT for educational Management : scheduling , record keeping , student information and connecting with parents and community
- Computer Security : Privacy , hacking , virus , antivirus and safe practices
- Universal design for learning in inclusive settings

Unit- III: Library Resource Management

- Library as a resource of learning, structure of library, library procedure for cataloguing, classification, locating materials
- Resources for career development : Papers, Magazines, Resource persons & websites
- Discern learning opportunities in the local environment

SECTION- II (PRACTICAL)

Students have to prepare 02 Practicals of 05 marks, one each from Part – A and Part –B (5x2=10 marks)

Part –A (ICT)

1. Make a dossier of relevant websites with their learning potentials.
2. Analysis of school text-book and identify suitable ICT for teaching-learning.
3. Developing ICT integrated lesson plan in any school subject

Part –B (Library Resources)

1. Visiting a library of National importance and reporting.
2. Writing a review of at least one book and one article from the relevant discipline.

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3. Making a project of present status of various libraries of the locality.

Mode of Transaction :

- Lecture cum Discussion.
- Observational Studies.
- Practical experience by visiting libraries.
- Hand on experience for preparing ICT material
- Seminar, Workshops, Study of Documents and References.

Expected Learning Outcomes:

1. To appreciate the historical development of various educational media.
2. To use various digital technologies and open educational resources.
3. To identify the role of ICT in authentic and alternative assessment and management.
4. To familiarize with library facilities, organization of resources and management

Evaluation Scheme:

i	Internal Assessment	:	30 Marks
ii	External Examination (Theory):		50 Marks
iii	External viva - voce	:	20 Marks
iv	Duration (Theory)	:	02 Hours
v	Pass Marks	:	45% in Internal & External separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of two sessional tests by taking the average. For 10 marks students have to prepare and maintain report of two practical works and submit to the concerned teachers.

For External Written examination there will be a question paper for 50 marks having three sections; A, B and C. In Section-A, Students have to answer 03 (three) questions each carrying 04 (four) marks. In Section-B students have to answer 03 (Three) questions, each carrying 06 (six) marks and in Section-C, students have to answer 02 (two) questions, each carrying 10 (ten) marks. All the three sections will have internal choices.

External viva voce (20 marks) will be conducted by the Board of Examiners with one internal and one external examiner appointed by the COE, RGU.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Ahmed, J, Ahmed, M.S and Khan, A. (2012), Computer Applications in Education, Neelkamal Publications, Hyderabad.
2. Bharihok, D (2000), Fundamentals of Information Technology. Pentagon Press: New Delhi.
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6. CEMCA (2014), Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14 SarvaPriyaVihar, New Delhi.
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M.Ed. FOURTH SEMESTER
PAPER: MED-500
DISSERTATION

Learning Objectives:

1. To develop capacity of identifying of an educational problem and inculcate the power of observation.
2. To develop enquiry mindedness and logical thinking among the students.
3. To make them understand use of various quantitative and qualitative tools and techniques for conducting research.
4. To make them familiar with the use of sampling techniques and research design.
5. To equip them with knowledge of collecting, organizing and analysis of the data.
6. To make them understand about the discussion of the result and drawing out conclusion based upon it.
7. To familiarize them with the art of writing a research report.

Instructions:

1. The dissertation shall be a core paper for all the students carrying 100 marks and each student is required to select one problem for dissertation from the area of specialization under the guidance of a faculty member. Dissertation will be evaluated by both internal and external examiners.
2. Every candidate shall submit a dissertation on an educational problem. Three copies of the dissertation typed on one side only and duly certified by the supervisor /guide shall be submitted one month before commencement of the examination.
3. The dissertation shall either be a record of original work or a recorded and critical exposition of existing database with regard to an educational problem.
4. Candidate shall not be permitted to submit a dissertation on which a degree/diploma/certificate has already been conferred on him/her on any one else by the university or any other university/institution.
5. The dissertations shall be examined by one internal examiner (Supervisor) and one external examiner. Each shall receive a copy of the dissertation. They shall conduct the viva voce jointly.

Expected Learning Outcomes

After completion of the dissertation students shall be able

1. To understand various types of research projects.
2. To describe the important sources for problem identification and its selection.
3. To understand the criteria which are to be kept in view in formulating a research problem.
4. To execute a research project.
5. To write a research report.

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Evaluation Scheme:

Dissertation Written Presentation	: 80 Marks.
Viva-Voce	: 20 Marks.

Note:

1. Dissertation written presentation will be evaluated by external examiner out of 80 Marks.
2. The student shall submit the dissertation on or before 30th, April for final Viva – Voce.
3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT. (A)
INCLUSIVE EDUCATION

Learning Objectives:

1. Understand concept, meaning and significance of inclusive education.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
3. Understand the national commitments towards the education of children with special needs.
4. Analyze special education, integrated education, mainstream and inclusive education practices.
5. Understand the current and future needs, trends and issues related to inclusive education.
6. Identify and utilize existing resources for promoting inclusive practice

Course Content

Unit- I: Perspectives of Inclusive Education

- Special, Integrated and Inclusive education: Concept, definition, and development
- Disability: Concept, ICIDH classification, Attitude and Awareness
- Models of Integration and Inclusion
- Identification, screening and labeling
- Habilitation and Rehabilitation: Institutionalization and Deinstitutionalization
- Sociological and Philosophical Perspectives of Inclusive education
- Normalization and Mainstreaming
- Advocacy: Parental, legal and community involvement
- Research Trends in Inclusive Education& Employment avenues

Unit-II: Addressing Issues of Emotionally disturbed, Deprived Children, Slow Learners, Gifted and Delinquent

- Emotionally Disturbed Children: Meaning, Characteristics, Causes, Identification and Education
- Slow Learners: Meaning, Characteristics, Causes , Identification and Education
- Deprived Children: Meaning, Characteristics, Types, Identification and Education
- Gifted Children: Meaning, Characteristics, Identification and Education
- Delinquent Children: Meaning, Characteristics, Types, Identification and Education

Unit-III: Addressing issues of Visual, Speech& Language, Locomotor, Intellectual and Learning disabilities

- Visual Impairment: Concept, characteristics, causes and education
- Speech & Language and Impairment & Hearing Impairment: Concept, characteristics and causes
- Locomotor Disability: Concept, nature, characteristics, causes and education
- Intellectual Disability: Concept, nature, characteristics, causes and education
- Curricular Modifications for different disabilities
- Specific Learning disabilities: Concept, nature, characteristics, causes and education

Unit-IV: Policies and Practices for Special Needs Education and Rehabilitation

- Jomtien Declaration 1990
- Salamanca Declaration 1994
- The Indian Education Commission (1964-66)
- Integrated Education for Disabled Children (IEDC, 1974)

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- National Policy on Education (NPE, 1986 & POA 1992)
- District Primary Education Programme (DPEP)
- The Persons with Disabilities Act (PWD Act, 1995 & NT Acts 1999)
- SarvaShikshaAbhiyan, IEDSS, RMSA and Integrated Education Project
- National Curriculum Framework, 2005
- National Policy for PWD 2006, RTE 2009
- UNCRPD-2006 &RPD Act- 2016
- Open Learning System, Non-Formal & Online Education

Practicum:

- Field visit to school/institutions promoting inclusive practices and discussion with teachers, observation and analysis of teaching learning practices
- Analysis of policy document (national, international) related to diversity
- Survey the locality for early identification of children with disabilities and the prevailing attitudes / practices toward social, emotional and academic inclusion of children with special needs.
- Identify suitable research areas in inclusive education
- Employment scenario of PWDs in India &abroad

Mode of Transaction:

- Discussion and group work
- Power-point presentation
- Use of internet
- Field visit to get first hand exercise on inclusive practices
- Online teaching-learning (synchronous as well as asynchronous)
-

Expected Learning Outcomes:

1. To elaborate the concept of Inclusive education and need of diverse group of learners.
2. To distinguish between normal and special educational needs children.
3. To describe the types of disability, causes, identification, characteristics and education of diverse group of learners.
4. To explore the legal provisions for disadvantaged children and policy thereto for dealing with disabilities.
5. To justify the need of Inclusive education in the 21st century.

Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best Sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to

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answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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2. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools.*: Center for Studies in Inclusive Education, Bristol.
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5. Deno E (1973) – Instructional Alternatives for Exceptional Children Reston – VAE.F.
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9. Pandey,R.S. and Advani l.(1995) – Perspectives in Disability and Rehabilitaion,.Vikas Publishing House, New Delhi.
10. Sharma, P.L. (1990) *Teachers Handbook on IED-Helping Children with Special Needs ,*N. C. E R T Publication.
11. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

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M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT. (B)
GUIDANCE AND COUNSELING

Learning Objectives:

1. To familiarize the students with the significance of guidance and counseling.
2. To make aware about the various concepts of guidance and counseling.
3. To acquaint the students with the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

Course Content:

UNIT – I: Nature of Guidance

- Meaning, need and scope of guidance, Principles of guidance
- Bases of guidance: Philosophical, Sociological, Psychological and Educational
- Basic Assumptions of Guidance
- Types of Guidance - Educational Guidance: Meaning, Aims and Importance
- Vocational Guidance, Personal Guidance, Group Guidance.

UNIT- II: Counseling

- Meaning, Nature & Principles of counseling
- Types of counseling: Directive, Non-directive & Elective
- Steps of Counseling Process
- Qualification and Attributes of Counselors

UNIT- III:Tools and Techniques of Guidance

- Need and importance of tools and techniques in Guidance and Counseling
- *Testing Techniques*: Measuring intelligence, interest, aptitude and personality
- *Non-testing techniques*: observation, interview, Questionnaire, rating scale, cumulative records
- Clinicalmethod in Guidance and counseling

UNIT –IV : Guidance and Counseling services

- Organization of Different services - individual, student information service, occupational and vocational information service, placement and follow-up service, counseling services at different levels
- Research trends in Guidance and Counseling
- Evaluation of guidance programme, Need of Evaluation in Guidance and Counseling

Mode of Transaction:

- Lecture cum discussion.
- Observational studies
- Seminar, Workshops, study of documents and references.

Expected Learning Outcomes:

1. To describe the significance of guidance and counseling.
2. To explain the various concepts of guidance and counseling.
3. To apply the techniques of guidance and the guidance programmes.
4. To develop an understanding of various types of guidance services.
5. To describe the various types of guidance and counseling programmes

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Evaluation Scheme:

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and external separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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M.Ed. FOURTH SEMESTER
PAPER: MED-544 OPT. (C)
HUMAN RIGHTS, VALUES AND PEACE EDUCATION

Learning Objectives:

1. To understand the concept of human rights and human rights education.
2. To familiarize the students with rights of children and their education.
3. To understand the issues of gender equity and human right education of girl child.
4. To acquaint with meaning and approach for inculcating HRE and value education.
5. To describe the concept of peace, education and its approaches.

Course Content:

Unit-I: **Introduction to Human Rights Education& Duties Education**

- Concept and Historical Development of Human Rights
- UN Charter & UDHR
- Bases and sources of Human Rights-Values, Ancient Scriptures & Indian Culture
- Meaning, Objectives, and significance of Human Rights Education

Unit-II: **International Covenants, Convention& Gender Equity**

- International Covenant on Economic, Social and Cultural rights
- Convention of Rights of child and role of ILO
- Role of UN, UNESCO and UNICEF in Protecting Human Rights
- Gender Equity & Human Rights in Indian context

Unit-III: Value Education

- Meaning, Hierarchy, Types & Nature and Sources of value: Biological, psychological, sociological and spiritual
- Concept, Importance & Objectives of Value Education
- Approaches & Methods of Value Education
- Intervention Strategies for Values Education: Rationale Building model, Value clarification model, Social Action model, Jurisprudential Inquiry model
- Living Values-An Educational Programme (LVEP)

Unit-IV: Peace Education

- Concept of Peace and Violence
- Seville Statement on Violence
- Nature, Importance, Scope and Objectives of Peace education
- Education for Culture of Peace: Concept and Objectives
- Approaches of Conflict Resolution and
- Approaches, Methods & Strategies of Education for Culture of Peace and Non-Violence

Mode of Transactions

- Lecture cum discussion
- Seminar, workshops, study on documents and references.
- New Approaches of teaching: CAI, PSI etc.

Expected Learning Outcomes:

1. To explain the concept of human rights and human rights education.
2. To list out the rights of children and their education.
3. To discuss issues of gender equity and human right education of girl child.

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4. To evaluate the approaches for inculcating value education and illustrate the concept of peace, education and its approaches.

Sessional Work (Any one)

1. A report on the causes of value degradation in our society followed by writing report and presentation.
2. A report on value and peace education perspectives of any one affiliated college of Rajiv Gandhi University citing its problems followed by writing report and presentation.
3. Conducting action research by selecting any one problem pertaining of problem of Value education in any one college or school of Arunachal Pradesh followed by writing report and presentation.

Evaluation Scheme

I.	Internal Assessment	: 30 marks
II.	External Examination	: 70 marks
III.	Duration	: 03 hours
IV.	Pass Marks	: 45% in Internal and External Separately

Out of 30 marks of internal assessment 20 marks will be awarded on the basis of three sessional tests/assignments by taking the average of two best sessional test/assignment and 10 marks will be awarded on the basis of the class work or class assignment given by the concerned teachers.

For External Written, there will be a question paper for 70 marks having three sections: A, B and C. In Section – A, students have to answer 4 (four) questions out of five question in which each question carries 5 (five) marks. In Section – B students have to answer 3 (three) questions out of 4 (four) questions in which each question carries 8 (eight) marks. In Section – C students have to answer 2 (two) questions out of 4 (four) questions in which each question carries 13 (thirteen) marks. All the three section will have internal choices.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bharadwaj, T.R. (2007): Education of Human values, Mittal Publications, New Delhi-110059 A-110, Mohan Garden, New Delhi-110059
2. Christe. D.J., Wagner. R.V., Winter. D.D. (2009): Peace, Conflit& Violence : Peace Psychology for the 21st century, Printice Hall, New Jersey
3. Dhand , H. (2002):: Teaching Human rights -A Handbook for Teacher Educators, Asian Institute of Human Rights Education, Bhopal
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15. Rama Jois, M. (1997): Human Rights and Indian Values.: NCTE. Delhi
16. Reardon, B.A. (1988). *Comprehensive Peace Education*. Teachers College Press, New York
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19. Smith, R. (2008). Essentials of Human Rights. Sterling Publications, New Delhi.
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21. UNICEF/UNESCO (2007). *A Human Rights-Based Approach to Education for All: A framework for the realization of children's right to education and rights within education.* New York: UNICEF.

Web Sites: www.ohchr.org, www.livingvalues.net , WWW.Youth for Human Rights.Org.

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Department of History
Rajiv Gandhi University
Rono Hills, Doimukh- 791112

History

Course Structure and Syllabi for
B.A. History
I, II, III, IV, V and VI Semesters
(w.e.f. Session 2021)

Modelled as per
Learning Outcomes based Curriculum Framework
(LOCF)

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COURSE MAPPING:

	PLO	I	II	III	IV	V	VI
Semester	**Course**						
I	**HISCC I**	✓		✓			
	HISCC II	✓	✓	✓			
	HISGE I		✓				
	HISAEC I-English						
II	**HISCC III**		✓	✓		✓	
	HISCC IV	✓		✓			
	HISGE II						
	HISAEC- II Envir. Science						
III	**HISCC V**	✓		✓			
	HISCC VI	✓		✓			
	HISCC VII	✓	✓	✓	✓		
	HISGE III	✓	✓			✓	
	HISSEC I						✓
IV	**HISCC VIII**			✓	✓	✓	
	HISCC IX	✓	✓	✓			
	HISCC X			✓			
	HISGE IV					✓	
	HISSEC II						✓
V	**HISCC XI**			✓			
	HISCCXII			✓		✓	
	HISDSE I	✓					
	HISDSE II	✓					
VI	**HISCC XIII**			✓			
	HISCC XIV			✓		✓	
	HISDSE III	✓					
	DSE IV	✓					

Structure of B.A. History Programme

The programme consists of six and four credit courses. The six credit course will comprise of theory classes (five credits) and tutorials (one credit). The four credit courses will comprise solely of theory classes. Each credit is equivalent to one hour of classroom instruction per week. To acquire a degree in BA History a student must study fourteen Core Courses (CC) – two each, in semesters I and II; three each in semesters III and IV and two each in semesters V and VI. These are compulsory courses of six credits each.

The student also needs to take four, Discipline Specific Elective Courses (DSE). DSE papers are elective and out of the fourteen courses offered, students have to select any four – two each in semesters V and VI. These are all of six credits each.

Students are also required to take four, interdisciplinary General Elective Courses (GE). GE papers are elective, and students can take any four courses offered in cognate disciplines by

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different departments in their colleges. They have to opt for one course in each of the semesters 1, 2, 3 and 4. The Department of History lists seven GE papers in its curriculum. These are of six credits each and open to enrolment for students from other disciplines.

Students are expected to take two discipline centered Skill Enhancement Courses (SEC). There are six SEC courses offered by the Department of History in semesters III and IV. Students are required to opt for one SEC paper in each of these semesters. These are of four credits each.

Additionally, they must also take two, Ability Enhancement Courses (AEC), one each in semesters I and II. The AEC are of four credits each. Please note that AEC courses are not in history. The two courses are: AEC 1-English, AEC 2- Environmental Sciences.

Content

Sl.No.	**Core Papers**
I	The Idea of Bharat
II	History of World Civilization
III	History of India: Earliest time to 550 CE
IV	History of Europe: 13th Century to 1789
V	History of India: 550 CE- 1200 CE
VI	History of Europe: 1789-1919
VII	History of India: 1200-1707
VIII	History of Modern World : 1919-1945
IX	History of India: 1707-1857
X	Indian National Movement 1857-1947
XI	History of Modern India: 1947-2000
XII	Cultural Heritage of India
XIII	Asian Resurgence
XIV	History of Communication
Discipline Specific Elective (Any Four Paper) Any two each from Group-A and Group- B	
GROUP-A	
I	History of United States of America -I (C. 1776 -1945)
II	History of United States of America -II (C. 1776 - 1945)
III	History of North-East India (Earliest times to 1824)
IV	History of North-East India (1824 to 1972)

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GROUP -B	
V	History of Southeast Asia-The 19TH Century
VI	History of Southeast Asia-The 20TH Century
VII	History of Arunachal Pradesh (up to 1826)
VIII	Oral Traditions and Heritage Studies

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	Generic Elective	
I	Environmental Issues in India	
II	History of North East India (1824-1947)	
III	Making Contemporary India	
IV	Delhi: Ancient	
V	Delhi: Medieval	
VI	Delhi: Modern	
VII	Issues in Contemporary World	
	Ability Enhancement Course (AEC)	
I	English	
II	Environmental Science	
	Skill Enhancement Courses	
I	Understanding Heritage	
II	Art Appreciation: An Introduction to Indian Art	
III	Archives and Museum	
IV	Understanding Popular Culture	

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Semester Schedule and Credit

Semester	Core Course 14 papers 6 credit each	Ability Enhancement Compulsory Course (AECC) 2 Paper 4 credit each	Skill Enhancement Course (SEC) 2 Paper 4 credit each	Discipline Specific Elective (DSE) 4 Paper 6 Credit each	Generic Elective 4 Paper 6 Credit Each	Semester wise Total Credit
I	HIS-C-111 HIS-C-112	HIS-A-113			HIS-G-114	22 CREDIT
II	HIS-C-121 HIS-C-122	HIS-A-123			HIS-G-124	22 CREDIT
III	HIS-C-211 HIS-C-212 HIS-C-213		HIS-S-214		HIS-G-215	28 CREDIT
IV	HIS-C-221 HIS-C-222 HIS-C-223		HIS-S-224		HIS-G-225	28 CREDIT
V	HIS-C-311 HIS-C-312			HIS-D-313 HIS-D-314		24 CREDIT
VI	HIS-C-321 HIS-C-322			HIS-D-323 HIS-D-324		24 CREDIT
Total	84 CREDIT	08 CREDIT	08 CREDIT	24 CREDIT	24 CREDIT	148 CREDIT

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Credit distribution for B.A. History

Semester	Name of the Course	Credits
	CORE COURSE (CC)	
HIS-C-111	The Idea of Bharat	5+1
HIS-C-112	History of World Civilization	5+1
HIS-C-121	History of India: Earliest time to 550 CE	5+1
HIS-C-122	History of Europe: 13th Century to 1789	5+1
HIS-C-211	History of India: 550 CE- 1200 CE	5+1
HIS-C-212	History of Europe: 1789-1919	5+1
HIS-C-213	History of India: 1206-1707	5+1
HIS-C-221	History of Modern World: 1919-1945	5+1
HIS-C-222	History of India: 1707-1857	5+1
HIS-C-223	Indian National Movement 1857-1947	5+1
HIS-C-311	History of Modern India: 1947-2000	5+1
HIS-C-312	Cultural Heritage of India	5+1
HIS-C-321	Asian Resurgence	5+1
HIS-C-322	History of Communication	5+1
Semester	**Discipline Specific Elective Courses(DSE)**	
HIS-D-313a HIS-D-313b	History of United States of America -I (C. 1776 -1945) Or History of North-East India (Earliest Times to 1824)	5+1
HIS-D-314a HIS-D-314b	History of Southeast Asia-The 19th Century Or History of North-East India (1824-1972)	5+1
HIS-D-323a HIS-D-323b	History of Southeast Asia-The 20th Century Or History of Arunachal Pradesh (up to 1826)	5+1
HIS-D-324a	History of United States of America -II (C. 1776 - 1945)	5+1

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HIS-D-324b	Or Oral Traditions and Heritage Studies (Project Report and viva-voce)	
Semester	**General Elective Courses (GE)**	
HIS-G- 114a HIS-G- 114b	Delhi: Ancient Or Environmental Issues in India	5+1
HIS-G- 124a HIS-G- 124b	Delhi: Medieval Or History of North East India (1824 to 1947)	5+1
HIS-G- 215a HIS-G- 215b	Delhi: Modern Or Making Contemporary India	5+1
HIS-G- 225	Issues in Contemporary World	5+1
Semester	**Skill Enhancement Courses (SEC)**	
HIS-S-214a HIS-S-214b	Understanding Heritage Or Archives and Museum	4
HIS-S-224a HIS-S-224b	Art Appreciation: An introduction to Indian Art Or Understanding popular culture	4
Semester	**Ability Enhancement Courses (AEC)**	
ENG-A- 111 HIN-A-111	English for Communication (English MIL) Or Hindi Shikshan	4
HIS-A- 123	Environmental Studies	4
	Total	148

Course Learning Objective

The three-year undergraduate History Programme is designed to familiarize students with significant developments in the history of India, its neighborhood, Asia and certain other parts of the world. This also aims at providing right perspective to study and understand History. The main focus is on Indian history but students would also study about European as well as other parts of the world. The course aims to make students challenge the idea of history as seamless, or historical knowledge as finished product that the textbooks at the school level

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create. It seeks to expose the students to various problems and conflicts that are inherent part of the historical exercise of reconstructing the past.

The purpose is to sensitize students to the existence and desirability of multiple perspective through which knowledge about past is constructed. The idea behind this is to enable students to develop historically sensitive way of thinking with due regard to time, place, context, roles of human agencies involved and national pride. Thus, the students are encouraged to think critically, analyze different perspectives and actively process information about the past rather than become passive recipients of singular historical knowledge. In the process of helping them achieve the above goals, we hope to enable them to engage critically with the major strands of historical scholarship in the field, available in secondary texts. The students would obtain a fundamental grounding in some of the important issues that crop up in a historian's reading and interpretation of primary sources. Certain thematic courses like those on culture, gender, media and environment are designed to sensitize students to contemporary concerns and equip them with the theoretical foundations so that they can formulate and pose relevant questions to the sources.

We have also tried to develop terminology befitting to our National context and our exploratory nature. This will help the students to articulate their own complex ideas regarding various themes in History. It is our attempt that students achieve this objective through systematic reading and class lectures and through feedback on their written work- essays, project/research papers, presentations, discussions, debates, etc. our intention is to enable students to formulate cogent arguments, presenting the necessary evidence to establish these, based on a training in the History.

The larger goal of this programme is to develop a sense of active citizenship, making responsible political choices and democratic conduct in public life. The programme also aims to enable them to intervene meaningfully in debates regarding matters of public concern, while developing the ability to generate public opinion on the same. The objective is also to inculcate a humanitarian spirit within learners, such that they may develop empathy and compassion, while being discerning critical thinkers, all at same time.

Graduates of this programme do branch out to different spheres of knowledge and domains of professional work, besides pursuing higher studies within in the discipline. These wider life

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skills of argumentation and communication, attitudes and temperaments, would ultimately enable learners to live meaningful lives.

Course Learning Outcomes

After completing this programme, student is expected to-

A. Construct historical narratives

- Describe significant developments within historical contexts, covered in the syllabus
- Identify and analyze the significance of historical changes that take place within a society or culture
- Explain the patterns of such transitions.
- Assess patterns of continuities within such historical contexts.

B. Formulate arguments based on a historiographical engagement

- Formulate, sustain and justify a historical argument.
- Support and establish such arguments with historical evidence drawn mainly from secondary sources.
- Situate historical arguments within a larger scholarly narrative.
- Explain that while chronology and knowledge of the basic facts of history are necessary, the study of history involves critical evaluation and processing of those facts to arrive at coherent interpretation of past.
- Exhibit a familiarity with 'the historian's craft'- methods and rigours of the discipline.

C. Engage with scholarly writings and presentations

- Abstract the main arguments/concepts/ideas embedded in scholarly writings in History.
- Comprehend and explain the structure of arguments and claims made in such writings
- Note the empirical evidence used to establish such claims.

D. Answer, questions, write essays and research papers

- Synthesize arguments and facts culled from scholarly writings.
- Articulate a persuasive, well-structured historical arguments on the basis of such synthesis
- Employ multiple forms of evidence in this historical argument
- Formulate relevant and meaningful historical questions
- Write clear, cogent and well- researched essays and academic papers, to make an argument based on appropriate evidence about a selected topic or question in history, avoiding plagiarism

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- Use proper citations and footnotes within formal written assignments.
- Deliver presentations based on such well- researched material orally as well.
- Participate in debates and other forms of verbal historical discussions.

E. Work Collaboratively

- Participate in discussion and ask thoughtful questions
- Provide formal feedback to peers in the course of such discussions
- Learn the formal protocol of academic engagements in a seminar and conference.

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DETAILED SYLLABUS

HIS-C-111
Idea of Bharat

Learning Outcome: Students will acquire knowledge regarding the primitive life and cultural status of the people of ancient India. They can gather knowledge about the society, culture, religion and political history of ancient India. They will also acquire the knowledge of changing socio-cultural scenarios of India.

UNIT I Concept of Bharatvarsha

I. Understanding of Bharatvarsha
II. Eternity of synonyms Bharat
III. Indian concept of time and space
IV. The glory of Indian Literature: Ved, Vedanga, Upanishads, Epics, Jain and Buddhist Literature, Smriti, Puranas Etc.

UNIT II Indian Knowledge Tradition, Art and Culture

I. Evolution of language and Script: Brahmi, Kharoshiti, Pali, Prakrit, Sanskrit, Tigaliri etc
II. Salient features of Indian Art & Culture
III. Indian educational system
IV. The ethics of Indian valor

UNIT III Dharma, Philosophy and Vasudhaiva Kutumbakam

I. Indian perception of Dharma and Darshan
II. The concept of Vasudhaiva Kutumbakam : Man, Family, Society and world
III. Polity and governance
IV. The concept of Janpada & Gram Swarajya

UNIT IV Science, Environment and Medical science

I. Science and Technology in Ancient India
II. Environmental conservation: Indian View
III. Health consciousness of (Science of Life): Ayurveda Yoga and Naturopathy
IV. Indian numeral system and Mathematics

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UNIT V Indian economic traditions

I. Indian economic thoughts
II. Concept of land, forest and agriculture
III. Industry, inland trade commerce
IV. Maritime Trade

Suggested Readings:

- A.l Basham: The Wonder that was India, Rupa, Delhi 1994
- A.S Altekar, Education in Ancient India, Nand Kishore & Bros, Varanasi 1944
- Balbir Singh Sihag: Kautilya: The true founder of Economics, Vitasta Publishing Pvt. Ltd, Delhi, 2014
- Dharampal: The Beautiful Tree, Other India press, Delhi 1995
- Faith Robertson Elliott: Gender Family and Society, St. Martin press, New York,1996
- G. Arrhenius: Evolution for space
- Radha Kumud Mookerji: Indian Shipping, Pub. South Asia Books, 1999
- Thomas Maurice: Indian Antiquities, Pub. T. Maurice, 1806, London
- Will Durant: The Story of civilization, five communication, US, Jan. 1993(11 Vol)
- Zekuthial Ginshurg: New light on our Numerals.
- R.K Mookherjee: The Fundamental Unity of India

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HIS-C-112

History of World Civilization

(Earliest times to Early Medieval Times)

Learning Outcome: Student will acquire knowledge about the evolution of human society, and transformation of ancient civilizations like Mesopotamia, Greece, China, Roman, and Medieval Europe. They can acquire knowledge about the origin, features, nature and class composition of various societies. They can compare to each and other among the several societies of the world.

UNIT I History of Early World Civilization

I. Egyptian Civilization, Political development, Art, Architecture and Religion
II. Mesopotamia Civilization: Sumerian, Babylonian and Assyrian: Society, Religion, Law, Architecture, Administration and Education.
III. Chinese Civilization: Polity, Society, Science and Technology.
IV. Persian Civilization: Political, Social and Economic condition.

UNIT II Classical Greece

I. Homer Age: Evolution of classical Greece
II. Athens, Sparta
III. Greece: Persian war and the Peloponnesian war.
IV. The Periclean Age in Greece, growth of state and society, development of Science, Art and Philosophy.

UNIT III- Roman Empire

I. Origin of Rome
II. Rise and Evolution: Roman Republic and Roman law.
III. Expansion of Rome.
IV. Imperial Age in Rome.

UNIT IV – Rise of Christianity and Islam

I. Rise, establishment and growth of Christianity
II. The Barbarian invasion and the fall of western empire.

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III. Birth and expansion of Islam and its impact.
IV. The Arab civilization and its contribution.

UNIT V – Early Medieval Europe

I. Crusades and their impact on Europe.
II. Rise and growth of European Feudalism and its decline.
III. Commercialism and its impact.
IV. Religion and Society in Pre – Medieval Europe.

Suggested Readings:

- Arnold J Toynbe: A study of History, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
- Childe, V.G.: What happened in History, Penguin Pub, 1967.
- Durrant Will: an age of Faith, 1950, reprint 1980.
- Durrant Will: Our Oriental Heritage: The Story of Civilization, II Volume.
- Frankfart Henri: The Birth of Civilization to the Near East, Indians Uni, Press, 1951.
- Goyal, S.R: Vishwa Ki Pracheen Sabhyatayen, Kusumanjali Prakashan, 1963.
- Nicholas, David: The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500, Rout ledge, 1992.
- Ray, U.N.: Vishwa Sabhyata Ka Itihas, Lok Bharti Prakashan, 2017.
- Swain J.E: A History of World Civilization, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
- Trever, A. Albert: History of Ancient Civilization Harcourt, Brace, 1936.
- Wells, H.G: The Outline of History, George Newness Revised Edition 1971.
- Sharma, Manoj: History of World Civilization, Anmol Pub, New Delhi, 2005

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HIS-C-121

History of India

From Earliest Times to 550 C.E

Learning Outcome: As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India

UNIT I Sources, Historiography and Prehistoric India

I. Sources and Historiographical trends of ancient Indian History up to 550 C.E.
II. A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures.
III. The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization.
IV. Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.

UNIT II- Aryan Civilization

I. Original home of Aryans, Myths of Aryan Invasion: Various theories,
II. Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy
III. Vedic Religion and Philosophy.
IV. Epic literature and Culture: Problem of Dating and Historicity of Epics.

UNIT III India from Sixth Century BCE to Mauryan Age

I. Sources
II. India in sixth centuryBCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
III. Religious systems in 6th century BCE, Buddhism and Jainism.
IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica.

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UNIT IV Post Mauryan Age

I. Sources
II. Reorganization of Republic in Post Mauryan Age.
III. Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.
IV. Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.

UNIT V Imperial Guptas

I. Sources
II. Imperial Guptas and their Contemporaries.
III. Gupta Administration
IV. Gupta Art, Architecture, Religion. Literature and development of Science and Technology.

Suggested Readings:

- Agarwal, D.P: The Archaeology of India, 1985
- Jayaswal, Vidula: Bhartiya Itihas Ke Adi Charna ki Rooprekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial UNITy
- Pandey, Rajbali: Prachin Bharat, Vishwavidyalya Prakashan, revised edition, Varanasi, 2010.
- Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee
- Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
- Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
- Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
- Singh, Kripa Shankar: Rigveda, Harrappa Sabhyata and Sanskritic Nirantarta, kitab Ghar publication, New Delhi, 2007

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- Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
- Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002

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HIS-C-122

History of Europe from 13th Century to 1789

Learning outcome:To develop the understanding Europe from a theocratic society to modern Nation state system. Renaissance and its after Maths on European Society, Economy, polity and Culture leading to subsequent development of Nation State and emergence of new ideologies culminating in the form of French Revolution.

UNIT I Prelude and Renaissance Years

I. Political, Social and Religious Structure of Europe in 13th Century and fall of Constantinople.
II. Renaissance: Role of City states spread of Humanism, Renaissance Art and Architecture.
III. Theocracy: Reformation and counter Reformation, Religious Warfare: The Thirty Years War, Edict of Nantes
IV. Voyages, Exploration, Rise of Mercantilism and Colonialism.

UNIT II Age of Absolutism

I. Predominance of Spain and France.
II. British Expansions & Shift of Economic Balance from Mediterranean to Atlantic
III. Conflict in Germany and expansion of Russia.
IV. Emergence of Nation-State system.

UNIT III Transition from Feudalism to Capitalism

I. Structure of Feudalism in Europe
II. Post Feudal State and Transition to Capitalism
III. Transition from Feudalism to Capitalism- The Debate
IV. Nature of the New State

UNIT IV Scientific Revolution and Enlightenment

I. The Scientific Revolution
II. Foundations of Enlightenment
III. Glorious Revolution and Growth of Parliamentary System in England
IV. Road to Industrial Revolution.

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UNIT V French Revolution

I. Ancient Regime of France
II. Growth of New Philosophy
III. French Society in 18th Century
IV. Road to Revolution

Suggested Readings:

- Acton (1906): Lectures on Modern History, London, Macmillan and co. Ltd
- Anderson, M.S.: Europe in the 18th Century
- Andrews Stuart: Eighteenth century Europe
- Butterfield: H. The Origins of Modern Europe
- Cipola Carlo: M. before the Industrial Revolution, European Society and Economy 1000-1700
- Elton G.R: Reformation in Europe
- Fisher H.A.L: (1938), History of Europe (relevant portion only), London, Eyre and Spottiswoode
- Hale J.R.: Renaissance Europe
- Hayes C.J.H: (1936), A Cultural and Political History of Europe (Vol. I) (1500-1830), London, Macmillan
- Hazen C.D (1937): A History of Europe in Modern times, Henry Holt and company
- Hilton Rodney: Transition from Feudalism to Capitalism
- Kriedte Peter: Peasants, Landlords and merchant capitalist
- Miskimm Harry: The Economy of Later renaissance
- Phukan Meenaxi: (2012) Rise of Modern West, Trinity Press Pvt. Ltd.
- Rice F.: The Foundations of Early Modern Europe
- Scamell, V.: The First Imperial age: European overseas Expansion, 1475-1715
- Schevil: (1898) History of Modern Europe (Hindi or English), Charles Scribner's sons
- The Cambridge: Economic History of Europe Vol I to IV

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HIS-C-211
History of India
From 550 C.E. to 1200 C.E

Learning outcome: Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

UNIT I Emergence of New Powers and Age of Decentralization

I. Decline of Gupta Power
II. Huna Invasion and its impact
III. Pushyabhuati Dynasty and Kanyakubja; State, Society and Culture in period of Harsh.
IV. Origin of Rajput: Various theories.

UNIT II Decentralization and Emergence of Regional Power

I. North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; Shahi and Nepal and their political and cultural achievements.
II. Central India: Maukharies, Pratihars, Gahadwals, Chahman, Chandela, Kalchari, Parmara and their Political and cultural achievements.
III. South Western India: Chalukya and Solanki and their political and cultural achievements.
IV. North Eastern India: Pal, Sen of Bengal; Dynasties of Kaling and Other Region; Dynasty of Kamroop and their political and cultural achievements.

UNIT III Regional Powers of South and Deccan

I. Chalukyas of Vatapipur; Origin History, Art and Architecture.
II. Rashtrakutas of Manyakhet: History, Foreign Policy, Religion, Art and Architecture.
III. Cholas of Kanchi : History, Administration, Art and Architecture.
IV. Other Religional Powers: Pallava, Pandya, Chera, Kaktiya, Gang, Kadamba and Sinhal (Sri Lanka)

UNIT IV Decline of Rajputs

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I. Tripartite Struggle
II. Fall of Rajput Power
III. Establishment of Muslim Rule
IV. Muslim Rule in Delhi and Impact of Muslim Rule on India.

UNIT V Culture of Pre Medieval India

I. Disintegration of Political Power
II. Society and Religion in Pre Medieval India
III. Fine Arts in Pre Medieval India: Architecture, Sculpture, Paintings.
IV. Emergence and Spread of Bhakti movement in India.

Suggested Readings:

- Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
- Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj
- Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
- Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- Raychaudhary, H.C.: Political History of Ancient India.
- Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
- Sastri, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
- Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
- Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
- Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
- Vaidya, C.V.: Early History of Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
- Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

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HIS-C-212

History of Europe- 1789-1919

Learning outcome: The students will be able to analyze the historical developments in Europe between 1789-1919. As it focuses on the democratic & socialist foundations of modern Europe. They will be able to situate historical developments of socialist upsurge & the economic forces of the wars, other ideological shifts.

UNIT I Rise of New nationalism in Europe

I. Revolutionary Transition in France: 1789-1804
II. Counter Revolution in France: Age of Napoleon and spread of French
III. Downfall of Napoleon and Age of Reactionism, Congress of Vienna
IV. Restoration of Old Order and Revolutions: 1815- 1848

UNIT II Rise of New nations

I. Repression of Liberalism in Central Europe, Spain, Portugal & Russia.
II. Unification of Germany under Prussia.
III. Unification of Italy.
IV. Russia & Problems of Eastern Nationalities.

UNIT III Capitalist Industrialization & Socio Economic Transformation

I. Process of Capitalist development in Industry & Agriculture: Case studies of Britain, France, Germany and Russia.
II. New Social Classes: Bourgeoisie, Proletariat and Peasantry
III. The New Capitalism & growth of Socialism.
IV. International Competition: Imperialism.

UNIT IV International Relations: New Era & the Concept of Balance of Power.

I. Germany: Balance of Power- Congress of Berlin, Creation of Alliance
II. The Crumbling Ottoman Empire : Rise of New Nationalist
III. Third French Republic: its Problems and Foreign affairs, creation of Entente and Britain from Moderation to militancy.

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IV. Communism in Russia: The Bolshevik Revolution

UNIT V Road to First World War and New World Order

I. Imperialist disputes and clashes
II. Circumstances leading to First World War
III. Break-up of European monopoly (intervention of USA & Japan)
IV. Peace Conference of Paris & New world Order.

Suggested Readings:

- Aldrich, Robert Greater France: A history of French Overseas Expansion
- Anderson, M.S The Ascendancy of Europe: 1815-1914 (3rd Ed. 2003)
- Bartlett. C.J. Peace, War and the European Powers, 1814-1914 (1996) brief overview 216pp
- Blanning, T.C .W Ed. The Nineteenth Century: Europe 1789-1914 (Short Oxford History of Europe) (2000)
- Bridge, F.R & Roger bullen. The Great Powers and the European States System 1814-1914, 2nd Ed. (2005)
- Brunn, Geoffery, Europe and the French Imperium, 1799-1814 (1938)
- Bury. J.P.T Ed. The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70 (1964)
- Cameron, Rondo France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War (1961), a wide –ranging economic and business History.
- Crawley, C.W Ed. The New Cambridge Modern History, Vol. 14: Altas (1972)
- Evans, Richard j The Pursuit of power Europe 1815-1914 (2015)
- Gildea, Robert Barricades and Boders: europe 1800-1914 (3rd Ed. 2003)
- Gooch, G.P History of modern Europe 1878-1919 (1923)
- Grab, Alexander Napolean and the Transformation of Europe (2003)
- Grant & Temperley: Europe in the Ninteenth and twentieth century's.
- Hayes C.J.H. A political and Cultural History of Europe, 1830-1839.
- Herring, George C Years of Peril and Ambition U.S foreign Relations. 1776-1921 (2017)
- Hinsley F.H Ed the New Cambridge modern History Vol. 11 Material Progress and World Wide Problems 1870-1898 (1979)
- Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
- Ketelbey, C.D.M A history of Modern Times (English or Hindi)
- Langer, William European Alliances and Alignments 1870-1890 (1950) Advanced history

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- Langer, William The Diplomacy of Imperialism 1890-1902 (1950) advanced History
- Lipson Europe in the Nineteenth and Twentieth centuries
- Mason, David S A Concise History of Modern Europe, Liberty, Equality, Solidarity (2011). Since 1700
- Merriman, John and J.M Winter eds. Europe 1789-1914. Encyclopedia of the Age of Industry and Empire (5 vol. 2005)
- Mowat, RB: A History of European Diplomacy 1815-1914 (1922)
- New Cambridge modern History (13 vol 1957-79), old but thorough coverage, mostly of Europe, strong on Diplomacy
- Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
- Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)
- Saimi Hannu: 19th Century Europe A cultural History (2008)
- Sontag, Raymond European Diplomatic history: 1871-1932 (1933) Basic Summary 425pp
- Steinberg, Jonathan: Bismarck A Life (2011)
- Taylor AJP: The Struggle for Mastery in Europe 1848-1918 (1954) 638 pp- advanced history and analysis of major diplomacy
- Wesseling, H.L The European colonial Empire 1815-1919 (2015)

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HIS-C-213

History of India (1206- 1707)

Learning outcome: Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

UNIT I Medieval India

I. Important sources of Medieval Indian History
II. Early Turks, Khaljis, and Tughlaqs, Invasion of Timur
III. Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir
IV. Vijaynagar Empire

UNIT II- Afghans and Mughals

I. Afghan Rule: Lodis and Surs
II. India on the Eve of Babur's Invasion
III. Establishment and Re-establishment of Mughal Rule, Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
IV. Expansion of the Mughal Empire, Administration

UNIT III-Aurangzeb, Shivaji and Other Powers

I. Resistance of Mewar and Marwar
II. Rise of Marathas under Shivaji
III. Maratha Administration, Concept of Hindu Pad Padshahi
IV. Resistance of Sikhs, Jats and Bundelas

UNIT IV- Society and Economy

I. Hindu Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions
II. Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition.
III. Condition of Agriculture and Industry.
IV. Development of Trade and Commerce.

UNIT V- Religion and Culture

I. Bhakti movement
II. Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir
III. Development of Literature

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IV. Development of Architecture and Painting.

Suggested Readings

- A.L Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- A.L. Srivastva : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- B.N.S Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- G.H. Ojha: Rajputane Ka Itihas,(Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Ishwari Prasad : Medieval India (English or Hindi version) 4th ed., Digitized 2006
- J.N Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxfortd, 1997
- K.N Chitnis: Socio- Economic History of Medieval India, Atlantic Publishers, 2018
- Majumdar, Raychaudhary & Dutta : An Advanced History of India, Laxmi Publications, 2016
- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
- R.C.Majumdar & others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C.Majumdar & others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
- R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- V.S Bhargava: Marwar and the Mughal Emperors, Munshiram Manoharlal, 1966
- Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakashan, 1974

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HIS-C-221

History of Modern World (1919- 1945)

Learning outcome: This course aims to provide an understanding of an era of shifting history from Euro centric to World. It discusses the turbulent times when totalitarianism rose as an alternative to democratic and liberal ideal and also the growing desire for peace through formation of organizations such as United nations.

UNIT I 1919 A New World Order

I. Formation of the League of Nations: Organizations, Achievements & Failures
II. Formation of ICJ & ILO
III. New Imperialism: Mandate System
IV. Democracies between the wars

UNIT II Rise of Totalitarianism

I. Failure of Weimar Republic & Rise of Nazism in Germany
II. Factors leading to Growth of Fascism in Italy and concept of corporate state
III. Rise of Totalitarianism in Russia & Stalin
IV. Rise of Militarism in Japan

UNIT III Anti Imperialist Movements between the Great Wars

I. Arab uprisings
II. Nationalist Movement in China: Role of Dr. Sun Yat-Sen
III. Anti Imperialist Movement in Indo-China
IV. Anti Imperialist Movement in Egypt

UNIT IV Crisis on Capitalism

I. Rise and Role of trusts in USA
II. The progressive Movement & Trust Busting in USA
III. Crisis on Capitalism : 1929
V. F.D Roosevelt & Policy of New Deal

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UNIT V Quest for security and road to Second World War

I. French search for security
II. International Issues leading to Second World War
III. Formation of U.N.O its Organization
IV. A New Bi-Polar world.

Suggested Readings

- Barzun Jacques from Dawn to Decandence 500 years of western Cultural life : 1500-present New York, Harper Collins 2001
- Benns F. Lee : Europe Since 1914
- Car, E.H (1948) International Relations between two World Wars (1919-1939), Delhi, Macmillian & Co.
- Carsten. F.L (1982) : The Rise of Fascism University of California Press
- Cayley, E.S (1856) The European revolutions of 1848, London Smith Elder & Co. Vol I and II
- Contemporary History of the World by Edwin Augustus Grosvenor
- Crawley C.W (1965) The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830. Cambridge University Press.
- Dhar, S.N (1967) : International Relations and World Politics since 1919, Bombay, Asia Publish House
- Doenecke Justus D. Stoler Mark A (2005). Debating Franklin D roosevelt's Foreign Policies. 1933-1945 Rowman & Little field
- Dunan Marcel Larousse: Encyclopedia of Modern History from 1500 to the Present day, New York Harper & Row, 1964.
- Duruy V & Grosvenor E.A (1894) History of modern times: From the fall of Constantipole to the French Revolution, New York H Holt and Company
- FP Walters: A History of the League of Nations (oxford 1965)
- Gaddis John Lewis (1972) The UNITed States and the Origins of the Cold War, 1941-1947 Columbia University Press
- Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
- Henry Kitchell Webster : Early European History
- Jules Michelet, Mary Charlotte, Mair Simpson: A summary of Modern History

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HIS-C-222

History of India (1707-1857)

Learning outcome: The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

UNIT I Downfall of Mughals and Maratha Power

I. Disintegration of Mughal Power: Main Political Trends
II. Expansion of Maratha Kingdom under Peshwas and Maratha confederacy
III. Administration and Socio- Economic condition under Marathas
IV. Causes of the Downfall of Maratha power

UNIT II Indian States

I. Rise of Punjab under Ranjit Singh: Conquests and Administration
II. Rise of Bengal and Awadh in the 18th Century
III. Rise of Hyderabad and Mysore in the 18th Century
IV. Political conditions in South India: Cochin & Travancore

UNIT III Expansion of East India Company's Rule

I. Arrival of European companies: Rivalry for Control
II. Ascendancy of English East India Company: Battle of Buxar and Plassey; Their effects
III. Territorial Expansion of east India Company170- 1813 (From ring fence to Subordinate isolation)
IV. Territorial Expansion of East India Company1813-1856

UNIT IV Administration of East India Company

I. Economic Policies- Agriculture, Trade, Banking, Land revenue
II. Administrative Apparatus under East India Company
III. Theories of Cultural Ascendency: Utilitarianism, Evangelicals and White Men Burden Theory
IV. Response of Indian Society and beginning of Cultural Resistance

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UNIT V Resistance to Colonial Power

I. Peasant Revolts in the 19th Century: Deccan, Indigo Pabna

II. Tribal Revolts: Bhil, Kol, Santhal, Gond and others

III. First War of Independence: Causes, Nature

IV. Main Leaders and People's resistance in 1857 and Geographical Areas

Suggested Readings:

- A.C Banerjee : The New History of modern India (1707-1947)
- B.D. Basu : Rise and Fall of Christian Power in India, Vol. II
- B.R Grover : A new look on Modern Indian History
- C.A. Bayly : An illustrated History of Modern India 1600-1947
- Chabra, G.S. : Advance History of Modern India
- D. Kumar : The Cambridge Economic History of India
- Desai A.R: India's Path of Development
- Desai, A.R. : Social Background of Indian Nationalism
- Dodwell : A Sketch of the History of India
- Dutta,K.K : Social History of Modern India
- Freedenberg, R.E : Land Control and Social Structure in India
- I. Prasad & Subedar: History of Modern India (English or Hindi)
- J.N Farquhar : Modern Relegious Movements in India
- J.N. Sarkar : Mughal Economy
- Kesvan Veluthat : Political Structure of Early Medieval South India
- M. Athar Ali : Mughal Nobility under Aurangzeb
- Mishra, B.B : Administrative History of modern India
- Nobora Karashima : South Indian History and Society
- P.J. Marshall : The Eighteenth century in Indian History
- R.C Majumdar : British Paramountacy and Indian Renaissance (Part I)
- R.P Dutt : India Today
- R.P. Tripathi : The Rise and Fall of Mughal Empire
- Ramsay Muir: The making of British India
- Sarkar Sumit : Modern India
- Singh, G.N : Constitutional Development of India
- Stein Burton : The Making of Agrarian Policy in british India, 1770-1900
- Stewart Gordon : The Marathas 1600-1818
- Sumit Sarkar: Modern India 1885-1947
- Thomas Metealf : Ideologies of the Raj
- Thompson & Garret : Rise and Fulfillment of British Rule in India

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HIS-C-223

Indian National Movement

(1857-1947)

Learning outcome: The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

UNIT I First War of Independence and Rise of Mass Nationalism

I. Circumstances leading to First War of Independence, Geographical area of great upsurge, Debates on 1857 and Impact on British Policies.
II. Theories pertaining to Nationalism & Nation state
III. Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism.
V. Two ideas of Early Nationalist : Issue of Classes vs. Masses

UNIT II From Swadeshi to Home Rule

I. Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement.
II. Idea & formation of Muslim league: Demands and Early Programs
III. First World War: Lucknow Pact, Home Rule Movement
IV. Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue.

UNIT III Mass Movements of Congress & Alternative Ideologies

I. Non Cooperation, Regional variations and Swarajists
II. Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology
III. Simon Commission, Nehru Report and Civil Disobedience Movement
IV. Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement.

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UNIT IV Rise of Peasant Workers, Tribals 's & Linguistic Organizations

I. Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.
II. Rise of Industrial Worker Class, its issues and Formation of Trade Unions.
III. Colonial Policies & Tribal Issues (1857- 1947)
IV. Rise and Challenges of Linguistic Identities.

UNIT V- Road to Partition & Independence

I. Challenges of Communalism (1942- 1947)
II. Role of INA, INA Trials & RIN Mutiny
III. Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission
IV. -- Mountbatten plan, Circumstances leading to Partition & Independence

Suggested Reading

- Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Paul Brass: The Politics of India since Independence
- K.G Subramanian: The Living Tradition: perspectives on Modern Indian Art.
- Dutta. K.K: Social History of Modern India
- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India's Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Vallabh Bhai Patel: Correspondence, Writings and Speeches
- D. Agrow: Moderates and Extremist in the Indian National Movement
- M.N. Gupta: History of the revolutionary Movement in India
- Penderal Moon: Divide and Quit
- Tara Chand: History of Freedom Movement in India, Vol. 3
- S.R Mehrotra: The Emergence of Indian National congress
- Bipan Chandra and Others: Freedom Struggle
- Gerard Delanty & Krishna Kumar, Nations & Nationalism

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HIS-C-311

History of Modern India

(1947-2000)

Learning outcome: Students will learn about the post war Developments of social, political and economic scenarios of India.

UNIT I The Impact of Colonialism and National Movement:

I. Impact of Colonialism on Political, Social, Economic System and Cultural Values.
II. National Movements after Independence : Its significance, Value and Legacy
III. Partition and Independence of India : Role of Congress & Communists
IV. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir

UNIT II Indian Constitution and Consolidation as a Nation:

I. Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.
II. The Linguistic Reorganization of the States, Regionalism and Regionalinequality
III. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.
IV. Evolution and development of Parliamentary Democracy

UNIT III Political developments in India since independence:

I. Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis.
II. Development of Science, Technology and Modern Education System & Policies.
III. Industrial Policy; Emergence of Public Sector Enterprises

IV. Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues.

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UNIT IV Socio-Economic development since independence:

I. Indian Economic development - industrialization, liberalization and globalization.
II. Land Reforms : Zamindari Abolition and Tenancy Reforms, Ceiling and the Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence
III. Significance of political & social movements, Women Empowerment and the question of Peasant rights
IV. Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies

UNIT V India and the World:

I. India's Foreign Policy in the Nehru (1947-1964) & post Nehru (1964-2000) period, challenges and responses.
II. Issue of Non-Alignment movement after the end of the Cold War.
III. Emergence of Terrorism, Issues and Challenges
IV. India's Role in the Contemporary World.

Suggested Readings:

- Balbushevik, A. & Dyakov, A.M.:A Contemporary History of India
- Basu, D.D.: Shorter Constitution of India
- Bettleheim: Charles, India Independent
- Bipin Chandra Pal: Essay on Contemporary India,
- Bipin Chandra Pal: India's Struggle for Independence
- Chahal, S.K.: Dalits Patronized
- D.R. Gadgil: Policy Making in India
- Davies, H.A.: Outline History of the World
- Fisher, H.A.L: A History of Europe
- Gaur, Madan, India: 40 Years after Independence
- Guha, Ranjit (ed.), Subaltern Studies, Vol. I-XI
- Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization
- Henderson, O.P., The Industrial Revolution on the Continent
- Hill, Christopher, From Reformation to Industrial Revolution
- Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems
- Jaisingh, Hari, India and Non-Aligned World: Search for A New Order
- Joll, James, Europe Since 1870: An International History

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- Kothari, Rajni: Democratic Policy and Socialist Change in India
- Langer, W.L.: Diplomacy of Imperialism
- Langer, W.L.: European Alliances and Alignments
- Majumdar, Datta and Ray Chowdhary: Advanced History of India
- Moon, Penderal: Divide and Quit
- Nanda, B.R., Gandhi: A Biography
- Nanda, B.R., Jawaharlal Nehru: A Biography
- Omvedt, Gail, Dalits and Democratic Revolution: Dr. Ambedkar and Dalit Movement in Colonial India
- Palmer, R.A. and Cotton Joel, A History of Modern World
- Patel, Vallabhbhai, Correspondence, Writings and Speeches
- Rao, U. Bhaskar, The Story of Rehabilitation
- Rolls, Eric, History of Economic Thought
- Rude, George, Revolutionary Europe
- Sarkar, Sumit, Modern India
- Satyamurti, T.V., India Since Independence
- Srinivas, M.N.:Social Change in Modern India
- Starvrianes, L.S.: The World Science 1500
- Tara Chand: History of the Freedom Movement in India, Vol. IV
- Taylor, A.J.P: The Origins of the Second World War
- Thompson, David: Europe Since Napoleon
- V.P. Menon: The Story of Integration of the Indian States

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HIS-C-312

Cultural Heritage of India

Learning Outcome: This course enables students to explore various aspects of cultural heritage and cultural diversity in historical perspective that discusses numerous cultural practices that have evolved over centuries. They will acquire knowledge of changing socio-cultural scenarios of India. As well as they can gather knowledge about the cultural heritage, cultural forms and cultural expressions performing arts, fairs and festivals.

UNIT I Indian Cultural Heritage: An Introduction

I. Meaning, Definition and Historical background of Cultural Heritage
II. Concepts, Characteristics types of Indian Cultural Heritage: Tangible, intangible Oral and Living traditions.
III. Impact and significance of geography on Indian culture.
IV. Significance of Cultural Heritage in Human life.

UNIT II Fairs Festivals, Rituals: Ethnic Indian Cultural Construct

I. Significance, concepts, historical background of fairs, festivals, rituals and their importance in Human life and their general Introduction of social, cultural and religious culture of India.
II. Festivals: Regional, Folk, Tribal, National; Some major festivals of India: Buddha Poornima Diwali, Dusshera, Holi, Onam, Pongal Guru Parb, Eid- Ul-Fitr, Navroz, Swatantra Diwas
III. Fairs: Religious, Folk, Animal, Monsoon; Some Major Fairs of India: Kumbha Mela, Pushkar Mela, Baisakhi, The Urs of Ajmer, Rath Yatra, Gangaur, Hemis-Gompa.
IV. Ritual and Tirthas: Meaning, Concept, Significance and importance in Human Life: Types of Ritual: An Introduction (Nature Worship, Domestic Worship, Samskara); Tirthas: Some important Tirthas of India (Amarnath, Haridwar,Vrindavan, Pushkar, Prayag, Dwarka, Puri, Rameshwaram, Guruvayur, Kashi, Ayodhya)

UNIT III legends, Narratives and Cultural Ethos

I. Meaning, significance, forms and tradition of legends and their historical background in India.
II. Ramayana and Mahabharata: Tradition of Cultural Heritage; Ancient Indian

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fables of ethical and moral values: Panchtantra, Jataka.

III. Geographical and regional variation of the holistic approach of Nutrition; social and ceremonial role of food and food habits; Traditional foods with regional variations (brief survey with some examples)

IV. Nature, Culture and Environment in India; Inter relationship; Environment and Environmental consciousness in Indian ethos and philosophy.

UNIT IV Traditional Performing Art

I. Folk dances and theatre: Regional variation, some important folk dances, Garba, Ghoomar, Lavani, Changlo, Giddha,Kalbelia etc. Prevailing folk tradition in Ram Lila, Nautanki, Kathputli & Puppet Show, Swang etc.

II. Bharat Natya Shastra: The Source of Performing Indian Classical Arts; Study of Kalidasa and Bhasa as other Sources.

III. Indian Classical dances as Cultural Heritage.

V. Oral Tradition and performing Arts- Bhajan, Katha, Sankirtan, Harikatha, Vedic Chants, Gurbani (Gurugranth) as Intangible cultural Heritage.

UNIT V Architecture and Built Heritage

I. Meaning, Definition and Ideas of Built Heritage: Brief survey of Shelter, pit dwellings, Rock alignments, Memorials, Shrines, Water tanks, Garden

II. History and development of Built Heritage: An Introduction

III. Significance and contribution of Architecture and Built heritage in Cultural Life of India.

IV. Some important Monuments of India Shore Temple (Mahabalipuram), Ajanta-Ellora, Bhimbetka, Sarnath, Nalanda, Sanchi, Konark, Khajuraho, Hampi, Vijayanagar, Chittorgargh Fort & Kirti Stambh, Gwalior Fort & Data bandi Chhod fort, Taj mahal, Golden Temple, Red fort, Amber fort, Hazratbal, Edakkal caves and Pattadkal.

Suggested Readings:

- K.T Achaya, Indian food: A Historical Companion, oxford University Press, 1998.
- Banga, I. (ed).: The City in Indian History : Urban Demography, Society and Politics, Delhi, Manohar, 1991
- A.L Basham: The wonder that was India. Picador Publisher, Indian ed. 2014
- Sachin Shekhar Biswas: Protecting the Cultural Heritage (National Legislation and International Convention, Aryan Books International, 1999.
- N.K Bose : "Culture Zones of India" in culture and Society in India, Asia Publishing House

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- Ramdhari Singh Dinkar: Sanskriti ke chaar Adhyaya, Udyanchal Publishers
- Gokulsing, K. Moti : Popular Culture in a Globalized India, New Delhi, Routiledge, 2009
- Kathryn Hansen: Grounds for play, The Nautanki Theatre of north India, University of California
- Bhanu Shankar Mehta: Ramlila Varied Respective , B.R Publishing Corporation, 2011
- S.Narayan: Indian Classical Dances, Shubhi Publications, 2005.s
- Prakash, H.S :Shiva Traditional Theatres, Incredible India Series, New Delhi, 2007
- S. Radhakrishnan: "Culture of India" in the Annals of the American Academy of Political and Social Science, Vol 233, India Speaking (may 1944).pp 18-21
- A. Rangacharya: The Natya shastra, English translation with critical Notes, New Delhi, Munshiram Manoharlal Publishers Pvt ltd.
- K. Thapiyal , S. Shukla : Sindhu Sabhyataien, Luckhnow,2003
- The Director General Survey of India (ed.) Guide Books: World Heritage Series, New Delhi
- Shashi Tiwari, Origin of Environmental Science from Vedas. A Research paper presented at the National Seminar on" Science and Technology" in Ancient Indian Text, Special Centre for Sanskrit Studies. JNU, 9-10th, January, 2010
- Raman Varadara: Glimpses of Indian Heritage, Popular Prakashan Private Ltd., Bombay, 1989
- Varapande, M.L : History of Indian Folk Theatre (Lok Ranga Panorama of Indian Folk Theatre) Abhinav Publications,1992
- V. Vasudev : Fairs and Festivals, Incredible India series, 2007

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HIS-C-321

Asian Resurgence

Learning outcome: Students will be able to analyze how global forces of economic, political and cultural change affect contemporary Asian Societies. Explains basic historical linkages between Asia and the world, including economic and cultural linkages.

UNIT I Rise of Nationalities & Cultures

I. Geographical Outline of Asia & Concept of Resurgence.
II. Historical Development of China & Japan.
III. Rise of Nationalities in West & Central Asia.
IV. History & Culture of South East Asia.

UNIT II Resistance & Resurgence of Japan

I. Crisis & Challenges: Opium Wars and opening of Japan.
II. National Identity and Japan's Meiji Restoration, 1868-1894.
III. Rise of Imperial Japan in the beginning of 20th Century.
IV. Rise of Japan as World Power 1919-1939.

UNIT III East Asia in the Age of Imperialism and Nationalism, 1868-1945

I. China's reaction to imperialism; the nationalist movement 1911-1927.
II. Chinese search for identity 1930-1947.
III. Age of Chinese domination 1947-1990.
IV. Prosperity and growth of China.

UNIT-IV Asia and its resistance to Cold War

I. Communism and East Asia
II. Cold War and Korea.
III. Occupation, Reconstruction, and Prosperity in Japan 1945-1970
IV. The Resistance in Vietnam.

UNIT V Emerging trends and emergence of ideologies in West Asia

I. Nationalism: Arab, Iranian and Turkish.
II. Emergence of Mohammad Ali Pasha and his reforms.
III. Disputes: Arab-Israel, Iran-Iraq, Ethnic-Sectarian Conflict.
IV. The Changing political and strategic environment: Regional and Global implications.

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Suggested Readings:

- Azad, Abul Kalam (1988). India Wins Freedom: The Complete Version. Madras and Hyderabad: Orient Longman.
- Bagchi, A.K. (1982). The Political Economy of Underdevelopment. Cambridge: Cambridge University Press.
- Bhagavan, Manu (2010). A new hope: India, the UNITed Nations and the making of the universal declaration of human rights. Modern Asian Studies, vol. 44, No. 2, pp. 311-347.
- Chowdhury, Anis (2009). Microfinance as a poverty reduction tool-a critical assessment. of Working Paper, No. 89 (ST/ESA/2009/DWP/89). New York: UNITed Nations Department of Economic and Social Affairs.
- Cumings, Bruce (1984). The legacy of Japanese imperialism in Korea. In The Japanese Colonial Empire, 1895-1945, Ramon H. Myers and Mark R. Peattie, eds. Princeton, New Jersey: Princeton University Press.
- Feeny, David (1982). The Political Economy of Productivity: Thai Agricultural Development, 1880-1975. Vancouver: University of British Colombia.
- Hasan, Pervez (2008). Pakistan. In Handbook on the South Asian Economies, Anis Chowdhury and Wahiduddin Mahmud, eds. London: Edward Elgar.
- Ingram, James C. (1971). Economic Change in Thailand 1850-1970. Stanford: Stanford University Press.
- Jolly, Richard, and others (2004). UN Contributions to Development Thinking and Practice.
- Bloomington, Indiana: Indiana University Press.
- Manarungsan, S. (1989). Economic Development of Thailand 1850-1950, Response to the Challenge of the World Economy. Bangkok: Institute of Asian Studies.
- Myers, Ramon H., and Mark R. Peattie, eds. (1984). The Japanese Colonial Empire, 1895-1945. Princeton, New Jersey: Princeton University Press.
- Robinson, E.A.G., and Keith Griffin, eds. (1974).The Economic Development of Bangladesh within a Socialist Framework: Proceedings of a Conference by International Economic Association. London: Macmillan.
- Sapir, Jacques (1996). Inflation and transition: from Soviet experience to Russian reality. In Financial Fragility, Debt and Economic Reforms, Sunanda Sen, ed. London: Macmillan.
- Simmons, Colin (1985). "De-industrialization", industrialization and the Indian economy, c. 1850-1947. Modern Asian Studies, vol. 19, No. 3, pp. 593-622.
- Wightman, David (1963). Toward Economic Co-operation in Asia: The UNITed Nations Economic Commission for Asia and the Far East. New Haven, Connecticut: Yale University Press for the Carnegie Endowment for International Peace.

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- Yong, Tan Tai (2005). The Garrison State: Military, Government and Society in Colonial Punjab, 1849-1947. New Delhi: Sage.
- R.K.Pruthi, Deepa Bhandari: Adhunik Asia ka Itihas (2017Arjun Publishing House, NewDelhi.
- Dhanpati Pandey, Motilal Banarasidas : Adhunik Asia ka Itihas (1997). Publication, Varanasi.
- Herald M. Vinake, Translated by Kumari Mishla Mishra : Purva Asia Ka Adhunik Itihas (1994), Uttar Pradesh Hindi Sansthan, Lucknow.
- Vidyanand Upadhyay: Dakshin Purva Asia Ka Rajneetik Itihas (1987), , Bihar Hindi Granth Akademi, Patna.

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HIS-C-322

History of Communication in India

Learning Outcome: This course will aware students of past of communication in India. This curriculum provides in depth study of various dimensions of communication in Indian Past

UNIT I Communication: Concept and History

I. Communication: Definition, concept, elements & scope.
II. Types of communication: Formal & Informal, Verbal and Non Verbal, Oral and Graphic (written/scripted) & Heritage.
III. Different Process, Functions, theories and philosophy of communication.
IV. History of communication: A brief Survey, primitives, petroglyphs, pictogram, ideograms, writing, printing.

UNIT II: Means of Communication

I. Art as means of communication : Painting, Sculpture, symbols, signals
II. Folk and community communication- folk songs, folklore, folk craft, Legends.
III. Performing Art as effective communication: Dance, Drama, Theater, Puppetry, and Storytelling.
IV. Changing dimensions of communication in modern times. Basic Knowledge of new means of communication: Telephone/ phonograph/ radio/ television/fax/ mobile /computer/internet/ digital.

UNIT III Writing and Language as Communication

I. Writing: Evolution and growth of writing, alphabet, script (knowledge of Indus Script and other ancient Scripts of India), Inscription as a source of communication
II. Evolution of Printing in India.
III. History of Newspaper in India.
IV. An Introduction of the History of Advertisement, Postal communication and Design.

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UNIT IV History of the Ideas of Communication in India

I. History of the Communication in India: Narad, Krishana, Buddha, Shankar, Vivekananda and Gandhi.
II. Literature as communicators in India: Myth and legends, Natyashastra, Meghdoot, Panchtantra, Gurugranth Sahib, Ramcharita Manas.
III. Live examples of Visual arts in India: Bhitti chitra, Rock Art and Potteries.
IV. Visual art Literature: Chitrasutra in Vishnudhamottra Purana, Rasik Priya, Bihari Satsai.

UNIT V: Museum & Archive Communication

I. Museum and archives as a source of historical and cultural communication.
II. Museum: Artifacts, Galleries, Exhibition and outreach programme.
III. Monument as a living Museum.
IV. Case study of any Art Museum.

Suggested Readings:

- Singhal & E. M Rogers: Indian Communication Revolution: From Bullock Cart to Cybers Marts, Sage Publication New Delhi
- Ajit Mukherji: Folk Art of India 1986, Clarion Books
- B.N Ahuja: History of India Press, Subject publication, 1988, New Delhi
- David Diringer: The Book before printing, Ancient, medieval and Oriental, Couries Dover Pub. 1982
- Durga das Mukhopadhyay: Folk Arts and Social Communication, Publication Division, Ministry of information & Broadcasting, Govt. of India
- H. Zimmer: Myth and Symbolism in Indian Art and civilization, Princeton Press, New Zersey
- J Severin Werner and James W Tankard Jr: Communication Theories Origin Method, Uses. Longman Pub. 1988
- Mason Bim: Street Theater and other outdoor Performance, knowledge, 1992
- Rajbali Pandey: Indian Rocks painting: Their Chronology, Technique and Preservation, 1968
- S.K. pandey : Indian Rock Art, Aryan Book ltd, New Delhi, 1993
- Somnath Chakravartey: Interpreting Rock Art in India, A holistic and Cognitive Approach: XXIII Valcamonica Symposium, 2009

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- Sukumar Das: The Book Industry in India: Context, Challenges and Stratergy, The Federation of publishers and Book Dwellers Association in India, 2004
- V.S Wakankar: Painted Rock shelters of India, Revista de Science Prehistoric 17, (1-4) p. 237-253
- William Raymond: Communication, Culture and Media, Oxford university Press, New York, 1976

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DISCIPLINE SPECIFIC ELECTIVE (ANY FOUR)

HIS-D-313a

History of United States of America I (c.1776- 1945)

Learning outcome: Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

UNIT I The Background:

I. The land and indigenous people: settlement and colonization by Europeans
II. Early colonial society and politics
III. Indentured labor: White and Black

UNIT II Making of the Republic:

I. Revolution Sources of conflict: Revolutionary groups, Ideology: The War of Independence and its historical interpretations
II. Processes and Features of Constitution making: Debates, Historical interpretations.

UNIT III- Evolution of American Democracy:

I. Federalists: Jeffersonianism: Jacksonianism, Rise of political parties- 18401960; judiciary-role of the Supreme Court
II. Expansion of Frontier: Turner's Thesis; Marginalization, displacement and decimation of Native Americans; Case histories of Tecumseh; Shawnee Prophet.
III. Limits of democracy: Blacks and women.

UNIT IV Early Capitalism:

I. Beginnings of Industrialization.
II. Immigrants and changing composition of Labour; Early Labour Movements.

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UNIT V The Agrarian South:

I. Plantation economy.
II. Slave Society and Culture: Slave resistance.

UNIT VI Ante Bellum Foreign Policy:

I. War of 1812: Monroe Doctrine and the Manifest Destiny

UNIT VII Civil War:

I. Abolitionism and Sectionalism.
II. Issues and interpretations, and
III. Rise of Republicanism, Emancipation and Lincoln

Suggested Readings:

- Bernard Bailyn, The Great Republic. Bernard Bailyn, The Ideological Origins of the American Revolution.
- Charles Beard, An Economic Interpretation of the American Constitution.
- Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
- Peter Carroll and David Noble, Free and Unfree: A New History of the UNITed States.
- David B. Davis, The Problem of Slavery in the Age of Revolution. 31
- U. Faulkner, American Economic History.
- Robert Fogel, Railroads and American Economic Growth.
- Eric Foner, America's Black Past. John Hope Franklin, From Slavery to Freedom.
- Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and perspectives, 2 Vols.
- Richard Hofstadter, the Age of Reform, from Bryan to FDR Linda Kerber, Women's America: Refocusing the Past.
- David M. Potter, The Impending Crisis. W. Pratt, a History of the UNITed states Foreign Policy. James Randail, The Civil War and Reconstruction. J. G. Randall and David Donald, the Civil War and Reconstruction.

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- Kenneth Stamp, The Peculiar Institution, Slavery in the Antebellum South.
- Federick Jackson Turner, The Frontier in American History. Robert Wiebe, The Search for Order.
- Lee Benson, The Concept of Jackson Democracy. Ray A. Billington, Westward Expansion.
- Paul Boyer, Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American
- Thomas Cochran, The Inner Revolution. A. O. Craven, The Growth of Southern Nationalism, 1848 - 1861. Lance E. Davis (ed.), American Economic Growth.
- Carl N. Degler, At Odds: Women and Family in America from the Revolution to the Present.
- Fogel and Engerman? Time on the Cross-. Lewis L. Gould (ed.), The Progressive Era. John D. Hicks, The Federal Union: A History of USA Since 1865. R.P. Kaushik, Significant Themes in American History.

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HIS-D-313b

North-East India (From Earliest Time to 1824)

Learning outcome: This course offers an opportunity to come to grips with the history of north-east India from the earliest times to the coming of the British.

Unit –I : Introduction of NE India

a) Geographical features
b) Ethnic groups

Unit – II : Sources

a) Archeology and Literary sources
b) Purana
c) Buddist-Literature
d) Buranjis

Unit-III: Political and Social Development in Brahmaputra Valley

a) Emergence of Kingdoms in Brahmaputra Valley
b) Varnashrama Dharma
c) Land settlement, Taxation system
d) The advert of Ahom

Unit-IV : Administration of Ahom

a) Policy of conciliation and confrontation
b) Paik and Khel System
c) Posa System and Icololies

Unit-V : Political Formation

a) Khasi, Jantia, Garo and Mizo
b) Early British Policies.

Suggested readings:

1. Gait E.A : History of Assam.
2. Bose M.L : British Policy in North East Frontier Agency.
3. Bhuyan S.K : Anglo-Assamese Relations.
4. Borpujari H.K : Problem of the Hills Tribes of North East Frontier (3 vols).
5. Baruah S.L : A Comprehensive History of Assam.
6. Mackenzie A. : The North East Frontier of India.
7. Hamilton A. : In Abor Jungles.
8. Dutta, S. (ed) : Studies in the History, Economy and Culture of Arunachal Pradesh.
9. Panda. S. : Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh
10. Verma. Rajesh : History of North East India (Modern Period).

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HIS-D-314a

History of South East Asia- The 19th Century

Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Chronologically the 'past' covered in the subject is from 'earliest times'.

UNIT I Pre-Colonial Structures of Power and authority c. 1800.
UNIT II Economy and Society in early 19th c.:

I. Patterns of Production in agriculture and the crafts.
II. Organization of trade and banking.
III. Cultural expressions: Folk and Classical.
IV. Islam and popular culture.

UNIT III. Colonization and Colonial Transformations:

I. Processes of colonial control and the Informal Empire in Thailand.
II. Peasant society and agrarian transformations, plantations, forests, mining.
III. Urbanization: Colonial cities in Plural Societies.
IV. Culture: (i) Colonial Discourses and the Creation of National Culture.

(ii) Oral traditions, literacy and the case of Malay Hikayats.
(iii) Creation of Perfect Natives
(iv) Education

Suggested readings:

- B. Anderson: Imagined CommUNITies. H. Benda: The Crescent and the Rising Sun. Furnivall: Colonialism and the Plural Society.
- G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- East Asia. J. Kemp, ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast. Asian Models.
- Milton Osborne, South East Asia: An Introductory History. Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol.II
- B. Anderson: Mythology and the Tolerance of the Javanese.
- C. Van Dijk, Trousers, Sarongs and Jubbahs.
- C. Dobbin, Islamic Revivalism in a Changes Peasant Economy (1784-1847).
- Charles F. Keys, The Golden Peninsula. Daniel S. Lev and Ruth T. McVey, eds., Making

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Indonesia û Essays on Modern Indonesia.

- Victor Purcell, The Chinese in Southeast Asia. Tongchai Winichakul; Siam Mapped. 42

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HIS-D-314b

History of North-East India (1824-1972)

Learning outcome: This course offers an opportunity to come to grips with the history of north-east India. The period is from the second quarter of the 19th century to the third quarter of 20th.

Unit- I: Rise of British

I. Expansion and Consolidation
II. First Anglo-Burmese War
III. Treaty of Yandaboo

Unit- II: Expansion of British

I. Annexation of Khasi
II. Annexation of Cachar
III. Annexation of Jaintia

Unit-III: British Policies

I. Social and Economic changes
II. Land Rev enue and Tea Plantation Introduction of Railways
III. Introduction of Railways

Unit –IV: National Movement in N.E India

I. Revolt of 1857 and Agrarian Movement
II. Non-Cooperation and civil Disobedience Movement
III. Quit India Movement, Cabinet Mission and Independence

Unit –V: Political Developments since Independence

I. Bordoloi Committee Report
II. The Sixth Schedule

Suggested readings:

1. Gait E.A : History of Assam.
2. Bose M.L : British Policy in North East Frontier Agency.
3. Bhuyan S.K : Anglo-Assamese Relations.
4. Borpujari H.K : Problem of the Hills Tribes of North East Frontier (3 vols).
5. Baruah S.L : A Comprehensive History of Assam.
6. Mackenzie A. : The North East Frontier of India.
7. Hamilton A. : In Abor Jungles.
8. Dutta, S. (ed) : Studies in the History, Economy and Culture of Arunachal Pradesh.
9. Panda. S. : Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh

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10. Verma. Rajesh : History of North East India (Modern Period).

HIS-D-323a

History of South East Asia- The 20th Century

Learning outcome: This course offers an opportunity to come to grips with the history of region that we now know as Southeast Asia - Indonesia, Malaysia, Thailand, Burma, Vietnam, Cambodia and the Philippines. Chronologically the 'past' covered in the subject is from 'earliest times' to 2oth Century.

UNIT I Migration: Indian and Chinese Labour and Capital

UNIT II Movements of Resistance and the making of new identities

I. Peasant resistance.
II. Radicalism and the Origins of the Vietnamese Revolution, 1920-1946. III. Indonesian Revolution, 1945-1949.

UNIT III Emergence of Modern Nations and States

I. The Union of Burma (Myanmar), 1948-1962. II. Indonesia, the Sukarno Era, 1949-1965.
III. Cambodia under Norodom Sihanouk, 1955-1970.

Suggested readings:

- B. Anderson, Imagined CommUNITies.
- H. Benda, The Crescent and the Rising Sun. Furnivall, Colonialism and the Plural Society. G. Hart, ed., Agrarian Transformations: Local Processes and the State in South- east Asia.
- J. Kemp ed., Peasants and Cities, Cities and Peasants: Rethinking Southeast.
- Asian Models. Milton Osborne, South East Asia: An Introductory History. Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol. II
- B. Anderson, Mythology and the Tolerance of the Javanese.
- C. Van Dijk, Trousers, Sarongs and Jubbahs.
- C. Dobbin, Islamic Revivalism in a Changes Peasant Economy, 1784-1847.
- Charles F. Keys: The Golden Peninsula.
- Daniel S. Lev and Ruth T. McVey eds., Making Indonesia û Essays on Modern Indonesia.
- Victor Purcell, The Chinese in Southeast Asia.

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- Tongchai Winichakul; Siam Mapped.

HIS-D-323b

History of Arunachal Pradesh (up to 1826)

Learning outcome: This course offers an opportunity to learn about the history of Arunachal Pradesh from the earliest times to the coming of the British.

Unit – I: Sources

I. Oral
II. Literary
III. Archaeological & Archival

Unit- II: Indigenous Religion and Culture

I. Indigenous Religion
II. Indigenous Social Institution

Unit – III: Traditional Economy and Polity

I. Economy: Agriculture, Barlin, Crafts etc.
II. Border Trade & Trade routes
III. Traditional Political and Administration Institution.

Unit- IV: Ahom Tribal relation

I. Posa, Kotokies Knots
II. Policy of conformatation with the tribes.

Unit – V: Religion Movements in Assam

I. Neo- Vaishamism
II. Neo vaishamism among the tribes of Arunachal Pradesh

Books Recommended:

1. Bose, M.L. : History of Arunachal Pradesh.
2. Ashraf A.A : Pre Historic of Arunachal University.
3. Raikar Y.A. & Chatterjee : Archaeology in Arunachal University.
4. Devi, L. : Ahom-Tribal Relations.
5. Mackenzie, A. : The North East Frontier.
6. Elwin,V. : Myths of North East Frontier.
7. Luthra, P.N : Constitutional Administrative growth of North East Frontier Agency.
8. Dutta, S. (ed.) : Studies in the History, Economy and Culture of Arunachal Pradesh
9. Nyori, T. : History and Culture of the Adis.

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10. Mibang, T. : Social Change in Arunachal Pradesh (reference to Minyongs).
11. Showren, T. : The Nyishi of Arunachal Pradesh: An Ethnographical Study
12. Panda, S. : Imperial Dynamics of India's North East Frontier: A Case Study of Arunachal Pradesh.

HIS-D-324a

History of United States of America II (c.1776- 1945)

Learning outcome: Students will enhance their knowledge of the history of America. It will help them understand, synthesize and analyze the major themes and debates in the historiography of America.

UNIT I Reconstructions: Political changes and agrarian transformation:

I. Conservative and Radical phases.
II. The New South: Participants and Reactions, Carpetbaggers; Scalawags,

UNIT II Industrial America:

I. Growth of Capitalism and Big Business.
II. Business cycles; Depression.

UNIT III Resistance and Reform:

I. Labour movements and Unionization.
II. Agrarian crises and populism. Urban corruption and progressivism.
III. New Deal

UNIT IV U.S. Imperialism:

I. Spanish-American War
II. Expansion in the Far East and Latin America
III. World War I and Fourteen Points
IV. Isolationism
V. Americans in World War II: Bombing of Hiroshima and Nagasaki

UNIT V Afro-American Movements:

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Black Movements: Booker T. Washington, W.E.B. Dubois; NAACP and Marcus Garvey.

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UNIT V I Women's Movements:

I. Rise of the Lowell Factory System
II. Abolitionists and Women's rights movement
III. Suffrage
IV. Afro-American Women

UNIT VII Religious, Cultural and Intellectual Trends

I. Religious movements; Early Revivalism; Puritans, Quakers; Mormons; Temperance.
II. Mass culture (circa 1900 - 1945)
III. Major literary trends (circa 1900 - 1945).

Suggested Readings:

- Bernard Bailyn, The Great Republic.
- Bernard Bailyn, The Ideological Origins of the American Revolution.
- Charles Beard, An Economic Interpretation of the American Constitution.
- Dee Brown, Bury My Heart at Wounded Knee, An Indian History of the American West.
- Peter Carroll and David Noble, Free and Unfree: A New History of the UNITed States.
- David B. Davis, The Problem of Slavery in the Age of Revolution. U. Faulkner, American Economic History.
- Robert Fogel, Railroads and American Economic Growth.
- Eric Foner, America's Black Past. John Hope Franklin, From Slavery to Freedom.
- Gerald N. Grobb and Geogre A. Billias, Interpretations of American History: Patterns and Prespectives, 2 Vols.
- Richard Hofstadter, The Age of Reform, From Bryan to FDR Linda Kerber, Women's America: Refocusing the Past.
- David M. Potter, The Impending Crisis. W. Pratt, A History of the United states Foreign Policy.
- James Randail, TheCivil War and Reconstruction. J. G. Randall and David Donald, The Civil War and Recontruction. Kenneth Stampp, The Peculiar Institution, Slavery in the Ante-bellum South.
- Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols. Donald Shihan, The Making of American History: The Emergence of the Nation, Vols. I & II.
- Dwijendra Tripathi and S.C. Tiwari, Themes and Prespectives in American History. James Weinstein, The Corporate Ideal in the Liberal state.

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HIS-D-324b

ORAL TRADITIONS AND UNDERSTANDING HERITAGE

Learning outcomes: This course will enable learners to understand the two different concepts of Oral Traditions and Heritage knowledge and with variant significance. It will inculcate among the students the meaning and characteristic of Oral Traditions and institutional framework for Heritage preservation and protection in India. The course will be mandatory project-based curriculum and will require visits to sites, monument and oral recordings. The students will prepare the Semester Projects of the field works.

Unit I : Defining Oral Traditions: Meaning and characteristics of Oral Traditions.

Unite II : Defining Heritage:

Meaning of antiquity, archaeological site, tangible and intangible Heritage.

Unit III : Oral Traditions and Oral History:

Written and non-written traditions, treatment of Oral Traditions in ethnographical literature.

Unit IV : Evolution of Heritage Legislation and the institutional framework:

Conventions and Acts- national and international, Heritage related government department, museums, regulatory bodies and conversation initiatives.

Unit V : Writing of Project Report either on Oral Tradition or Heritage.

Mode of evaluation :This course shall be of five credits with one credit (25) marks for preparing Semester Project Report based on the visits of sites, monuments or Oral Traditions documentation and recording, while remaining four credits (75) marks shall be for writing examination

Essential Readings:

Jan Vansina, Oral Tradition: A Study in Historical Methodology, Transaction Publishers, 2006.

----------, Oral Tradition as History, University of Wisconsin Press, 1985.

Tana Showren, The Nyishi of Arunachal Pradesh: An Ethnohistorical Study, Regency Publications, Delhi, 2009.

_____, "Investigating Myth of the Aabhu Thanyi: A Preliminary Note", in Proceedings of North East India History Association, thirty fourth sessions, 2013.

John Miles Foley (ed.) Teaching Oral Traditions, Modern Language Association, 1998.

Clifford Geertz, The Interpretation of Cultures, Basic Books, Inc., Publishers, New York, 1973.

David Lowenthal, Possessed by the Past: The Heritage Crusade and The Spoils of History.

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Cambridge University Press, 2010.

Layton, R.P. Stone & J.Thomas, Destruction and Conservation of Cultural Property, Routledge, London, 2001.

Lahiri, N, Ranikhet, Marshalling the Past: Ancient India and Ist Modern Histories, Permanent Black,2012, Chapters 4 & 5.

S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions), New Delhi, INTACH, 1999.

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Generic Elective

HIS-G-114a

Delhi: Ancient

Learning outcome: This paper will give students knowledge about the historical evolution of Delhi. They will get aware of significant archaeological sites and cities of Delhi from the prehistoric to the contemporary period.

UNIT I Stone Age Sites in Delhi area.

UNIT II Pre-historic early historical period, settlements: Later Harrappan remains in Bhorgarh and Mandoli.

UNIT III Archaeology &Legends: The Purana Qila excavations and the Mahabharata Legends, Painted Grey Ware sites.

UNIT IV The early historical period: The Ashokan rock edict at Srinivaspuri, Bahapur.

UNIT V Remains of the 4th-6th centuries: The Mehrauli Iron Pillar.

UNIT VI The Early medieval period: Lal Kot &Anagpur.

UNIT VII The Medieval &Modern history of ancient remains: The Ashokan Pillar, Delhi-Meerut &Delhi-Topra Pillars & the worship of ancient images in modern village shrines.

Suggested Readings

- A.K.Grover & P.L. Balkiwal, "River migration and the floods-A study of Yamuna River through remote sensing" Man & Environment, 9(1985) PP.151-153.
- A.K.Sharma, Prehistoric Delhi & Its Neighbourhood, New Delhi, 1993.
- UpeinderSingh, Ancient Delhi, New Delhi, 1999, PP 1-20.
- B.R. Mani: Delhi: The thresh hold of the Orient, Studies in Archaeological Excavations, New Delhi, 1997.
- R.C Thakran," Protohistoric archaeological remains in the Union Territory of Delhi", Proceedings of the Indian History Congress, Calcutta Session, 199 800-806.
- Indian Archaeology: A Review, 1954-55, PP 13-14,1969- 70, PP4-6, 1970-71, PP8-11.

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- M.C. Joshi & B.M. Pande, “A newly discovered Inscription of Ashoka at Bahapur Delhi” Journal of the Royal Asiatic Society of Great Britain & Ireland, 1967, parts 3-4.
- M.C. Joshi ed. King Chandra &the Mehrauli Pillar, Merrut, 1989.
- B.R. Mani, Excavations at Lalkot, 1991 &further explorations in Delhi, 1991, Puratava, No.22, 1991-2, pp 75-77. Y.D. Sharma, Delhi and its neighourhood, New Delhi, ASI, 1990, pp1-2,8-11. 51

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HIS-G-114b

Environmental Issues in India

Learning Outcome: It prepares students for careers as leaders in understanding and addressing complex environmental issues from a problem-oriented, interdisciplinary perspective. They will learn to appreciate the ethical, cross-cultural, and historical context of environmental issues and the links between human and natural systems. Also understand the transnational character of environmental problems and ways of addressing them, including interactions across local to global scales.

UNIT I Environment Issues: Introduction and Importance

I. Factors and multidisciplinary Nature of the studies of environmental issues
II. Scope and importance of the study of Environmental Issues: Environmental Education in present day context.
III. Understanding of Environment and Environmental issues.
IV. Environment and Man: Importance of Environment.

UNIT II Earth, Ecology, Culture and Environment

I. The three realms of Earth: Lithosphere, Hydrosphere, Atmosphere
II. Eco-pathway in Ecosystem
III. Geography of India
IV. Manmade and Natural Resources

UNIT III Indian Environmental Tradition and Colonial Intervention

I. Environmental communication and public awareness in Indian Culture: historical perspective.
II. British Colonialism: Technological Development, Industrial Development and it's impact on land use, agriculture, forest.
III. Colonial policies, Acts and resistance of peasants.

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IV. Colonial Inheritance and development and deprivation in free India: Dams, Mines, Hydro Project, Electric Project.

UNIT IV Environmental Ethics and Movements

I. Social issues and environment: Concept of sustainability
II. Concept of Environmental Ethics and Ethical Theories
III. Environmental regulation and policies in India
IV. Current Environmental issues and emergence of environmental movement in India: Chipko movement, Narmada Bachao movement, Silent Valley in Kerela, Mining, River Protection and water disposal Group.
V. Women and Environment.

UNIT V Global Environmental Concern and its impact on India

I. Global Environmental Problems: Climate Change, Ozone layer Depletion, Global Warming, Nuclear Disaster.
II. Global Awareness and Emergence of environmental management protection Act, International Agreement and conventions.
III. Introduction to Environmental Planning, India's Action Plan and rehabilitation policies in India.
IV. Concept of Disaster Management and its emergence and growth in India.

Suggested Readings:

- A. Roseneranz, S. Divan and M.l. Noble : Environmental law and Policy in india: cases, material and statutes, Oxford University Press, 2002
- Agrawal Anil, edited: The State of India's Environment, The Second citizen Report, Delhi, 1985
- Arnold David and Ramchandra Guha Ed. : Nature, Culture and Imperialism: Essay on Environmental History of South Asia, New Delhi, 1995
- Baviskar Amita edited: Contested Grounds: essays on nature, Culture and Power, New Delhi, 2008
- Kiran B. Chhokar: Understanding Environment, Sage Publication, 2004.
- Pankaj Jain: Dharma & Ecology in Hindu CommUNITies, Ashgate 2011
- Rangarajan Mahesh edited: Environmental issues in India, Pearson, New Delhi, 2006
- S.P Misra ed. Essential Environmental Studies, Ane Books, New Delhi, 2008

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- Vandana Shiva: Staying Alive, Women, Ecology and Development, London, 1989
- World Commission on Environment and Devlopment 1987, Our common future, Oxford University press, U.S.A
- Worster ed. : The End of Earth: Perspective of Modern Environmental History, NewYork, 1988.

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HIS-G-124a

Delhi: Medieval

Learning outcome: Students will acquire knowledge of the medieval history of cities of Delhi which is associated with the Sultanate &the Mughals with the Sufis, the Courtiers and the people who resided here. It discusses the connection with the artisanate, the commercial groups and the brokers, the bazaar and their hinterlands that created a glittering emporium & a culture of urbanity that seized the imagination of the people of age

UNIT I An account of many Cities,

UNIT II Delhi as Imperial Camp &City,

UNIT III Delhi as Economic Centre,

UNIT IV Delhi as Social &Cultural Centre.

Suggested Readings:

- R.E Frykenberg, Delhi Through the Ages: Essays in Urban History, Culture and Society, Delhi, OUP, 1986(Relevant Chapters
- Burton Page, Dilhi: "History, Monuments "IN Encyclopedia of Islam, Second Edition, 1956, PP, 255-66 Ebba Koch, "The Delhi of the Mughals prior to Shajahanabad as reflected in the pattern of Imperial visits" IN Ebba Koch, Ed Mughal Art &Imperial Ideology, Delhi, OUP, 2001.
- Mohd Habib," Introduction to Elliot &Dowson's History of India, Vol.- 11, in Khaliq Nizami, Ed, Politics &Society during the Early Mughal Period, Collected Works of Irfan Habib, PPH, 1974,PP, 80-84
- Sunil Kumar, "Qutab &Modern Memory" in Sunil Kumar, Ed, The Present in Delhi's Past,Delhi, The Three Essays Press, 2002, PP1-6
- Francois Bernier, Travels in the Mughal Empire, AD, 1656-68, Delhi, OUP,1989,
- Shama Mitra Chenoy, Shahjahanabad: ACity of Delhi: 1638- 1857,Delhi, 1998

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HIS-G-124b

History of North-East India (1824-1947)

Learning Outcome: The course will enable students to know about the various facets of the history of north-east India since the coming of the British in Assam to the period of India's independence.

Unit- I: Rise of British Power

I. First Anglo-Burmese War
II. Treaty of Yandaboo
III. Administration and Report: David Scott and Robinson

Unit- II: Expansion and Consolidation

I. Khasi
II. Cachar
III. Jaintia

Unit-III: Colonial Policies Towards North Eastern Hills

I. Early Relations with Frontier Tribes: Northern Frontier, Lushai Hills, Naga Hills
II. Inner Line, Outer Line & Mc Mahon Line
III. Administrative Developments prior to Independence

Unit –IV: Freedom Struggle

I. Revolt of 1857
II. Agrarian Movements
III. Civil Disobedience Movement
IV. Quit India Movement

Unit –V: Impact of Colonial Rule

I. Society
II. Economy
III. Polity

Suggested readings:

1. Gait E.A : History of Assam.
2. Bose M.L : British Policy in North East Frontier Agency.
3. Bhuyan S.K : Anglo-Assamese Relations.
4. Borpujari H.K : Problem of the Hills Tribes of North East Frontier (3 vols).
5. Baruah S.L : A Comprehensive History of Assam.
6. Mackenzie A. : The North East Frontier of India.
7. Hamilton A. : In Abor Jungles.
8. Dutta, S. (ed) : Studies in the History, Economy and Culture of Arunachal Pradesh.

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9. Panda. S. : Imperial Dynamics in India's North-East Frontier: A Case Study of Arunachal Pradesh
10. Verma. Rajesh : History of North East India (Modern Period).

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HIS-G-215a

Delhi: Modern

Learning outcome: The paper is designed to develop a thorough understanding among the students of the transformation that had taken place in Delhi during and afterthe period of India's independence.

UNIT I Delhi: From the battle of Parpatganj to the Revolution of 1857: An overview.

UNIT II Literary Culture of Delhi.

UNIT III The Revolution of 1857 & its aftermath in the life of Delhi of 1857: An overview

UNIT IV The making of New Delhi.

UNIT V National movement in Delhi

UNIT VI Delhi: Partition &aftermath.

UNIT VII Violence, Dislocation and Expansion.

Suggested Readings

- Pavan Verma, Ghalib, the Man, His Times, Penguin, 1989.
- Frykenbergh, ed Delhi through the Ages: Essays in urban history, culture &society, Delhi, OUB, 1996. Narayani Gupta, Delhi between the Empires.
- Urvashi Butalia,The Other side of Silence

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HIS-G-215b

Making of Contemporary India

Learning outcome: Students will be able to comprehend wide ranging topics of compelling contemporary interest in the context of India from the 1950s to the 2000s

UNIT I Emergence of Republic

I. Government of India Act, 1935.
II. Indian Constitution of 1950 and significant amendments up to 2000 A.D.
III. Reorganization of States in I 956/Linguistic and regional strains.
IV. Legacy of Partition with special reference to the problem of rehabilitation of refugees.

UNIT II Indian Democracy in Work:

I. Democratic experiment in India/role of political parties.
II. Growth of civic society.
III. Caste and Regional Electoral Politics and changing Party System.
IV. Threats to Indian democracy.

UNIT III Indian Democracy in Progress

I. An assessment of India's foreign policy - Non-alignment, Panchsheel, SAARC.
II. New trends and achievements in the field of literature and arts: Painting, theatre, dance, music, films, Media, Cultural Trends.
III. Movements and Legislation.
IV. Globalization and its impact on India.

UNIT IV Economy, Society in New India

I. Study of agrarian reforms, Bhudan movement and green revolution.
II. Beginnings of planned economy - an appraisal of five year plans.
III. Industrialization - policies, progress and problems.
IV. Liberalization of Indian economy post 1990.

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UNIT V New India

I. Progress in Science and Technology. Revolution in Information Technology.
II. Educational Policies.
III. The Women Question.
IV. New Institutions.

Suggested Readings:

- Gadgil: Planning and Economic Policy in India, Poona, 1961.
- Mukerjee: CommUNITy Development of India, Bombay, 1961.
- K.P. Mishra Edited: Readings in Indian Foreign Policy, Delhi, 1969.
- Karunakaran, K.P.: India in World Affairs (1947-50), London, 1958.
- Morris Jones, W.H..: Government and Politics of India, London, 1964.
- H.V. Hodson (ed.): The Great Divide: Britain, India, Pakistan, London, 1986.
- C.H. Philips (ed.): Transfer of power
- Paul Brass: The Politics of India since Independence, The Cambridge,History of India, Vol. IV-1, U.K. 1976.
- R.P. Dutt: India Today, 1949.
- Durgadas: India: From Curzon to Nehru and After, Delhi, 2004.
- B.K.Sharma: Samsamyik Bharat (In Hindi), Jaipur, 2007.
- Bipin Chandra: Samkaalin Bharat (In Hindi), N. Delhi, 2011.
- Granville Austin: Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011.
- Francine Frankel: India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.
- Paul Brass: The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.
- Ram Chandra Guha: India after Gandhi: The History of the World's Largest Democracy, NewDelhi: Picador, 2007
- Bipan Chandra, et al (ed): India after Independence, New Delhi: Penguin Books, 1999
- Appadurai: Domestic Roots of India's Foreign Policy 1947-1972. New Delhi: Oxford University Press, 1979.
- Rajni Kothari: Politics in India, New Delhi: Orient Longman, 1970.
- Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67,Cambridge: Cambridge University Press, 2007.
- Sunil Khilnani : The Idea of India, Penguin Books, New Delhi, 2004.

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HIS-G-225

Issues in Contemporary World

Learning outcome: this paper enables students to identify the contemporary challenges like social transformation, liberalization, privatization and globalization.

UNIT I Colonialism and Nationalism**:** a Synoptic view; Social Transformationafter

the Second World War; United Nations and UNESCO; NAM, Cold War: the character of

Communist States

UNIT II Perspectives on Development and Underdevelopment**:**

Globalization-- a long view

UNIT III Social Movements in the North and the South:Ecological, Feminist,Human Rights issues

UNIT IV Modernity and Cultural Transformation:Emerging trends in Culture,Media and Consumption

Suggested Readings:

- E.J. Hobsbawm, The Age of Extremes, 1914 – 1991, New York: Vintage, 1996Carter

  V. Findley and John Rothay, Twentieth-Century World.
- Boston: Houghton-Mifflin, 5th ed. 2003Norman Lowe, Mastering Modern World

  History, and London: Palgrave Macmillan, 1997.
- Mark Mazower, The Balkans: A Short History [especially chap. 4], New

  York: ModernLibrary, 2000: paperback, 2002 Basil Davidson,
- Modern Africa: A Social and PoliticalHistory, 3d edn. London / New Jersey: Addison

  – Wesley, 1995
- I Rigoberta Menchu, An India Woman in Guatemala [Memoir of 1992 Nobel Peace

  Prize Winner, London: Verso.1987 {Hindi translation available}
- Jonathan Spence, The Gate of Heavenly Peace: The Chinese and Their Revolution,

1895 – 1980, Penguin, 1982

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SKILL ENHANCEMENT COURSE
HIS-S-214a

Understanding Heritage

Learning outcome: Students will get to understand the different facets of heritage and their significance. They also understand about the legal and institutional frameworks for heritage protection in India as the challenges facing it.

UNIT I Defining Heritage

Meaning of 'antiquity', 'archaeological site', 'tangible heritage', 'intangible heritage' and 'art treasure'

UNIT II Evolution of Heritage Legislation and the Institutional framework:

Conventions and Acts— national and international Heritage-related government departments, museums, regulatory bodies etc. Conservation Initiatives

UNIT III Challenges facing Tangible and Intangible Heritage:

Development, antiquity smuggling, conflict (to be examined through specific case studies

UNITIV Heritage and Travel:

Viewing Heritage Sites, The relationship between cultural heritages, and 55 landscape and travel recent trends.

Suggested Readings

- David Lowenthal, Possessed By The Past: The Heritage Crusade and The Spoils of History, Cambridge, 2010 Layton, R. P. Stone and J. Thomas. Destruction and Conservation of Cultural Property. London: Rutledge, 2001
- Lahiri, N. Marshaling the Past - Ancient India and its Modern Histories.Ranikhet: Permanent Black. 2012, Chapters 4 and 5.
- S.S. Biswas, Protecting the Cultural Heritage (National Legislations and International Conventions). New Delhi: INTACH, 1999.
- Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

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- Agrawal, O.P., Essentials of Conservation and Museology, Delhi, 2006Chainani, S. 2007. Heritage and Environment. Mumbai: Urban Design Research Institute, 2007

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HIS-S-214b

Archives and Museums

Learning outcome: Students will learn how to maintain documentary, visual and material remains of the past either in house or Institutions. It helps them to understand the importance and significance of such institutions to build the history of India.

UNIT I

I. Definition of Archives and allied terms like Manuscripts, Documents, Records, Library, Gallery.
II. Physical forms of Archival Materials like Clay tablets, Stone inscription, Metal Plates, Palm leaves and Paper records, Photographs, Cartographic Records Film, Video tapes and other electronic records.

UNIT II

I. Types of Archives.
II. History of Archives.
III. History of Setting up Archives in India with some specific example like National Archives, New Delhi and any regional example of the local archive.

UNIT III

I. Definition of Museum.
II. Aim, Function, History of Museum.
III. History of setting up Museum in India with special reference to Indian Museum, Calcutta, National Museum.

UNIT IV

I. Types of Museum and Emergence of New Museums and allied institutions.
II. Understanding of Collection, Conservation, Preservation and their policies, ethics and procedure.

UNIT V

I. Museum, Archives and Society: Exhibitions, Public Relation.
II. Education and Communication through Outreach activities.
III. Make a Project with visit and access to Museum and Archives in nearby place.

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Suggested readings:

- Saloni Mathur : India by Design : Colonial History and Cultural Display, University of California, 2007.
- Sengupta, S. : Experiencing History Through Archives, Delhi : Munshiram Manoharlal, 2004.
- Guha, Thakurta, Tapati : Monuments, Objects, Histories : Institution of Art in ColonialIndia, New York, 2004.
- Kathpalia, Y.P.: Conservation and Restoration of Archive Materials, UNESCO, 1973.
- Choudhary, R.D.: Museums of India and their maladies, Calcutta: Agam Kala, 1988.
- Nair, S.M.: Bio-Deterioration of Museum Materials, 2011.
- Agrawal, O.P.: Essentials of Conservation and Museology, Delhi, 2007.
- Guha-Thakurta, Tapti: The Making of a New Modern Indian Art : Aesthetics and Nationalism in Bengal, 1850-1920, Cambridge University Press, 1992.
- Mitter, Partha: Indian Art, Oxford History of Art Series, Oxford University Press, 2001.
- Ray Niharranjana: An Approach to Indian Art, Calcutta, 1970.
- Basu, Purnendu; Records and Archives, What are they, National Archieve of India, 1960, Vol II, No. 29.
- Roy Choudhary D and Others: Sangrahalaya Vigyan (Hindi) New Delhi, 1965.
- Jain Sunjaya: Museum and Museology : Ek Parichaya (Hindi), Kanika Prakashan, 1999.
- Grace Morely: Museum Today, Uni. of Baroda, 1981.
- Abhilekh Patal Web Portal.
- Archivavia, Research Journal.
- The Indian Archives, Journal.

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HIS-S-224a

Art Appreciation: An Introduction to Indian Art

Learning outcome: Students will learn about the Indian art, from ancient to contemporary times, in order to understand and appreciate its diversity and its aesthetic richness. As well as students will equip with the ability to understand art as a medium of cultural expression.

UNIT I Definition, Concept and Categorization of Art.

I. Definition, Concept and Categorization of Art.
II. The Theory of Rasa and Bhava in India Art.
III. Visual Elements of Indian Art: Color, Form, Space, Symbols, Texture etc.
IV. Prehistoric and Prehistoric Art: Rock Painting, Harappan Art and Craft.

UNIT II Understanding of Architecture

I. Understanding of the Features of India Architecture: Plan, Elevation, Section, Arches, Vaults, Domes, Pillars, Capitals, stupas
II. Indus Valley town planning: Rock cut Architecture, Major Styles of Temple
III. Mughal Architecture: Tomb, Places, Garden, Chttris.
IV. Modern and Contemporary Architecture: Colonial Building: Neoclassical Architecture, British Forts, Churches, High Courts, University, Rashtrapati Niwas etc. Contemporary Structures Across India: Lotus Temple, New Delhi; Jawahar Kala Kendra, Jaipur; British Council, Delhi; Capital complex, Chandigarh; The Light box restroom, Mumbai.

UNIT III Understanding of Indian Sculpture

I. Types of Sculpture based on media: Stone, Clay, Metal
II. Stone Sculpture: From Prehistoric to modern times: Ancient Sculpture and Terracotta's; Shunga, Mathura, Gandhar: Medieval: Chalukya, pallav, Chola, Orissa; Modern Indian Sculpture: Well Known Marble and Ceramics Sculpture and some Modern Maestra of Indian Sculpture.
III. Metal Sculpture: Indus metal Figure, Gupta Metal Sculpture, pala and Chola Bronze, Modern Bronze and Metal icons and well Known Artist.
IV. Iconographic Classification and Identification of Buddhist, Brahmanical, Jain and Other Sculpture.
V. Wall Relief sculpture: History and Types

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UNIT IV Understanding of Indian Painting

I. Cave Painting: Prehistoric Rock Painting, Ajanta, Alora and Bagh.
II. Major Styles of Paintings: Mughal, Rajasthani, Deccan, Pehari, Modern, Company
III. Early illustrated Manuscripts
IV. Mural Tradition of Paintings
V. Major School and Artist in Modern Times

UNIT V Project

I. Write up about any local art heritage site and prepare a report about its History, Art, Feature and Condition.
II. Viva-Voce.

Suggested Readings:

- Agarwal V.S: Indian Art, Varanasi, 1965
- Archer W.G: Indian Painting for the British, 1770-1880. Oxford University
- Beach M.C :Rajput painting for the British, 1770-1880. Oxford University Press.
- Brown P.: Indian Painting under Mughals, 1550 A.D. to 1750 A.D.
- Chandra Moti: Studies in Early Indian Painting, Asia Pub. Home
- Coomarswamy A.K: Transfoormation of nature in Art, Dover Pub. 1956, Reprint1995
- Fergussion, J: History of Indian and Eastern Architecture, Delhi 1999.
- Goswamy B.N Essence of Indian Art, Asian Art Museum of San Francisco, 1986
- Kramrisch Stella: Indian Sculpture, Ancient, Classic and Medieval, Motilal Banarasi
- Majumdar R.C Edited: History and Culture of Indian People (Relevant Volumes and Chapters), Bhartiya Vidya Bhawan, Bombay
- R.S Gupta: Iconography of Hindu, Buddhist and Jain, Advent Book, New Delhi, 1980
- Rowland, B: Art and Architecture of India, Harmondswarth, 1970
- Saraswati S.K: A survey of Indian Sculpture, Calcutta, 1957
- Sivarammurti. C Indian painting, Delhi 1970

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HIS-S-224b

Understanding Popular Culture of India

Learning outcome: This paper provides students opportunity to explore various aspect of Indian cultural heritage and cultural diversity in a historical perspective that speak of numerous cultural practices that have evolved over centuries.

UNIT I Introduction

I. Meaning, Usage and Definitions
II. Perspectives and Approaches to the study of Popular Culture
III. Western Classical Views on Popular Culture

UNIT II Performed expressions

I. The audio-visual: Cinema and Television, Theatre, Documentary Films
II. Nautanki
III. Music: Folk, Classical and Contemporary
IV Dance: Folk, Classical and Contemporary

UNIT III Visual expressions

I. Folk Art and Crafts
II. Contemporary Art and Calendar Art
III. Digital Art and Photography
IV. Architecture
V. Textile and Ornaments

UNIT IV Fairs, Festivals and Tirthas

I. Fairs and Festivals: Cultural, Seasonal, Religious and Regional
II. Popular Ritualistic Practices
III. Pilgrimage and Tirthas
IV. Regional Variations: Folk Elements and their Contemporary Adaptations

UNIT V Popular Culture in a Globalized World

I. Impact of the Internet and Mass media
II. Language and Literature

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III. Cuisine

IV. Textile and Ornaments

Suggested Reading:

- Vinay Lal, Ashis Nandy: Fingerprinting Popular Culture: The Mythic and the Iconic in Indian Cinema, Oxford University Press, 2006.
- K. Moti Gokulsing and Wimal Dissanayake (Editor): Popular Culture in a Globalised India 1st Edition
- Routledge, 2008.
- Romila Thapar: Indian Cultures as Heritage: Contemporary Pasts,Aleph, 2018.
- J.Chakkittammal: Television and Popular Culture in India-A study of the Mahabharat
- Shalu Sharma: Introduction to India: Culture and Traditions of India, India Guide Book Kindle Edition
- S.P.Sharma, Seema Gupta: Fairs & Festivals of India (REP),Pustak Mahal, New Delhi, 2006.

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ABILITY ENHANCEMENT COURSE

HIS-A-123

ENVIRONMENTAL STUDIES

UNIT I Environment and Environmental Science: Introduction

I. Historiography: Multidisciplinary approaches to study Environmental Science
II. Relevance and Need for public awareness to environment and study of Environment Science.
III. Environment: Meaning, Definition, Scope, Structure and Importance
IV. Types/ Realms of Environment: Lithosphere, Hydrosphere, Atmosphere.

UNIT II Natural Resources and Challenges

I. Types of Natural Resources: Land, Energy, Water, Forest
II. Renewable and Non renewable resources
III. Use and abuse of Natural Resources and Associated Problems
IV. Role of Individual in Conservation of Natural Resources.

UNIT III Ecosystem and Biodiversity

I. Concept, structure and Function of Ecosystem
II. Types of Ecosystem: Forest, Grassland, Desert, Water
III. Ecological Succession
IV. Definition of Biodiversity and Biodiversity at Global, National and Local Level
V. Treats to Ecosystem and Biodiversity

UNIT IV Environmental Pollution and Control Measure

I. Environmental Pollution (Air, Water, Thermal, and Noise) cause, effects and controls.
II. Solid Waste Management: Control measures of Urban and industrial waste
III. Role of Individual, Society and Government in Prevention and control of Pollution.
IV. Disaster Management: Flood, Earthquake, Cyclone and Landslide.

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UNIT V Global Environmental Issues, Policies and emergence of Ethics, Laws and administrative amendments in India.

I. Climate Change, Global Warming, Nuclear War and Their impact on International Action Plan: International Agreement and Earth Summit.

II. Environmental Ethics in India: History of Social Cultural Awareness in IndianSociety and Colonial Intervention.

III. Environment Movements: Chipko Movements, Protest of Bishnoi of Rajasthan, etc.

IV. Field Work: i) Visit to Biodiversity Park or Natural History of Meuseum and prepare a report.

ii) Visit a Local polluted site and make a report.

Suggested Readings:

- Agrawal Anil, edited : The State of India's Environment, The Second citizen Report, Delhi, 1985
- Arnold David and Ramchandra Guha edited: Nature, Culture and Imperialism : Essays on the Environmental History of South Asia, New Delhi, 1995.
- Baviskar Amita edited : Contested Grounds : Essays on Nature, Culture and Power, New Delhi, 2008.
- Chhokar, Kiran B.: Understanding Environment, Sage Publication, 2004.
- Jain Pankaj : Dharma and Ecology in Hindu CommUNITies, Ashgate 2011.
- Misra S.P. ed. Essential Environmental Studies, Ane Books, New Delhi, 2008.
- Rangarajan M. and K. Sivaram Krishnan : India's Environmental History, Vol. 1 and 2, Delhi, 2011.
- Rangarajan Mahesh edited : Environmental issues in India, Pearson, New Delhi, 2006.
- Roseneranz A., Divan S. and Noble M.L. : Environmental Law and Policy in India : Cases, Material and Statutes, Oxford University Press, 2002.
- Vandana Shiva: Staying Alive, Women, Ecology and Development, London, 1989.
- World Commission on Environment and Development 1987, Our Common Future, Oxford University Press, USA.
- Worster ed.: The End of Earth: Perspective of Modern Environmental History, New York, 1988.

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7. Teaching learning process

The pedagogic methods adopted, involves direct lectures, tutorial discussions, as well as technology- supported presentations. We believe that education is interactive and all sessions between students and teachers are based upon reciprocity and respect.

1) The lectures (of one hour each) delivered to one whole class at a time systematically deal with the themes of the syllabus. This constitutes the core of the teaching- learning process. The students are provided with bibliographic references and encouraged to go through at least some readings so that they could be more interactive and ask more relevant questions in the class.
2) For tutorials, the class is divided up into smaller groups of eight to ten students who interact with respective teacher once every week for each course. Teaching in the tutorial sessions is customized to the specific needs of the individual students, where the latter can raise a series of question ranging from what s/he could not follow in the class, the everyday implications of what the teacher said in the lectures or what the students read in a prescribed reading and so forth. Indeed, tutorial discussions are a crucial and indispensable part of the teaching learning process of B.A History (Honours) programme offered in colleges. This is the site where the teachers and students are able to establish a more relaxed relationship that go a long way in creating the ideal atmosphere for free and fearless exchange of ideas and information. Tutorials are also the place where a teacher may keep an eye over the social dynamics among the students and ensure that nobody feels marginalized or side lined in the class due to gender, region, class or any other reason.
3) Wherever needed, teachers use audio-video based technology devices (e.g. power point) to make their presentations more effective. Some courses require that students see a documentary or feature film and course themes are structured so that discussions of these will further nuance the critical engagement of students with ideas introduced in their textual materials.

8. Assessment methods

Graded assessment of all papers is broadly carried out in two forms:

a) There is an end of semester (theory) examination which covers the entire syllabus. Students are asked ten questions and are required to answer five in three hours. The end of semester examination comprises 75% of the final grade.
b) The second assessment is through internal evaluation of term papers, presentations. Exams and project work which is carried out throughout the term and comprises 25% of the final grade.

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Department of Political Science
Rajiv Gandhi University
Rono Hills, Doimukh – 791112
(Arunachal Pradesh)

Under Choice Based Credit System, UGC-Learning Outcomes based Curriculum Framework (LOCF) for (Political Science) Undergraduate Programme.

Preamble

The undergraduate course in Political Science has been designed to train the students in the subject and enable them to use the skills and disciplinary insights to critically examine, assess, and explain political phenomenon. Woven into a coherent structure, with a wide range of disciplinary, interdisciplinary and trans-disciplinary modules and themes, the course provides a solid foundation to the students who can take forward their learned skills and knowledge for higher research in the discipline and its associated domains. Like many other knowledge domains, political science also engages with relevant ethical and normative questions towards building a better society; a free, fair, equitable, enabling, and a just society to live in. The students would also be exposed to research methods and empirical research-driven modules, which would help them getting employment in the system. And above all, it would produce an active, participatory, and responsible citizen strengthening the functioning of the democratic system.

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PROGRAMME STRUCTURE

FIRST SEMESTER

Core Courses		Ability Enhancement Compulsory Course (AECC)		General Elective (GE)	
C1	**POL-C-112** Understanding Politics	AECC-1	**ENG-A-111** English for communication or HIN-A-111 Hindi Shikshan	**GE-1**	**POL-G-114** Globalization and Politics
C2	**POL-C-113** Indian constitution				

SECOND SEMESTER

Core Courses		Ability Enhancement Compulsory Course (AECC)		General Elective (GE)	
C3	**POL-C-122** Political Theory	AECC-2	EVA-A-121 Environmental Studies	**GE-2**	**POL-G-124** Feminism: Theory and Practice
C4	**POL-C-123** Political Process in India				

THIRD SEMESTER

Skill enhancement Course (AECC)		Core Courses		General Elective (GE)	
C5	**POL-C-211** Comparative Government and Politics	**SEC-1**	**POL-S-214** Democratic awareness with legal literacy	**GE-3**	**POL-G-215** Governance: Issues and Challenges
C6	**POL-C-212** Perspectives on Public Administration				
C7	**POL-C-213** Perspectives and International Relations and World History				

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FOURTH SEMESTER

Core Courses		Skill enhancement Course (AECC)		General Elective (GE)	
C8	**POL-C-221** Political Processes and Institutions in Comparative Perspective	**POL-S-224**	Legislative Practices and Procedures	**GE-4**	POL-G-225 Understanding Gandhi
C9	**POL-C-222** Public Policy and Administration in India				
C10	**POL-C-223** Global Politics				

FIFTH SEMESTER

Core Courses		DISCIPLINE SPECIFIC ENHANCEMENT COURSE (DSE)	
C11	**POL-C-311** Classical Political Philosophy	**DSE-1**	**POL-D-313** Comparative Constitution-I Or Understanding Global Politics
C12	**POL-C-312** Indian Political thought-I	DSE-2	**POL-D-314** Freedom movement and constitutional development OR Humans Rights in a comparative Perspective

SIXTH SEMESTER

Core Courses		DISCIPLINE SPECIFIC ENHANCEMENT COURSE (DSE)	
C13	**POL-C-321** Modern Political Philosophy	**DSE-3**	Government and Politics in Arunachal Pradesh Or Public Policy in India
C14	POL-C-322 Indian Political Thought-II	**DSE-4**	Party Politics in India Or India's Foreign Policy in a Globalizing world

The Department of Political Science is expected to convene BUGS meeting at the earliest and prepare the final course structure of other semester as per the LOCF. The syllabus of first semester is enclosed.

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CORE PAPERS

POL-C-112: UNDERSTANDING POLITICS (C-1)

Course Objectives and Learning outcome:

This course is designed to develop a sound understanding of Political Science with the different meaning of politics and how is it interpreted differently by people holding different ideological positions. The critical engagements with ideologies will allow the students to develop their own understanding of politics.

UNIT I: Introduction to Politics

- What is Politics?
- Different approaches to understand politics

UNIT II: State

- Meaning of State
- Changing role of state in the era of Globalization

UNIT III: State and Nations

- How state is different from nations?
- Concept of Nationalism

UNIT IV: Democracy

- Meaning
- Theories of Democracy

UNIT V: Political Communication and Mass Media

- Meaning of Political Communication
- Role of Mass Media

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Basic Readings:

Arblaster, A. (1994). *Democracy*. (2nd edition). Buckingham: Open University Press.

Barrington, L. (1997). Nation and Nationalism: The Misuse of Key Concepts in Political Science. *PS: Political Science and Politics, 30*(4), pp. 712-716.

Bhargava, R., & Acharya, A. (Eds.). (2008) *Political Theory: An Introduction*. New Delhi: Pearson Longman.

Calhoun, C. (1988). Populist Politics, Communications Media and Large Scale Societal Integration. *Sociological Theory, 6*(2), pp. 219-241.

Gordon, G. (1986). *Politics in its Place- A Study of Six Ideologies*. Oxford: Clarendon. Haque, M. (1998). Impacts of Globalization on the Role of the State and Bureaucracy in Asia. *Administrative Theory & Praxis, 20*(4), pp. 439-451.

Kohli, A. (Ed.). (2001). *The Success of India's Democracy*. Cambridge University Press. Macridis, R. C. (1985). *Contemporary Political Ideologies*. Boston: Little Brown and Co.

Newton, K., & Deth, J. (2010). The Development of the Modern State. In *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge, pp. 13-33.

Omagu, D. (2012). State, Politics, and Globalisation. *Journal of the Historical Society of Nigeria, 21*, pp. 70-98.

O'Conner, W. (1994). A Nation is a Nation, is a State, is a Ethnic Group. In Hutchinson, J., & Smith, A. (Eds.), *Nationalism*. Oxford: Oxford University Press.

Page, B. (1996). The Mass Media as Political Actors. *PS: Political Science and Politics,29*(1), pp. 20-24.

Sathyamurthy, T. (1997). Indian Nationalism: State of the Debate. *Economic and Political Weekly, 32*(14), pp. 715-721.

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POL-C-113: INDIAN CONSTITUTION(C-2)

Course Objective and Learning outcome:

The purpose of the course is to familiarize the students with the key elements of Indian constitution and enable them to critically assess the working of government institutions in the broader framework of constitutionality and factors and forces which attempts to influence them.

UNIT I: India at the Time of Independence

- Independence and integration of Indian states
- Case study of Goa, Kashmir and Hyderabad

UNIT II: Making of Indian Constitution and Constituent Assembly

- Philosophy and Preamble of Indian Constitution
- Fundamental Rights and Directive Principles of State Policy
- Procedure in the Constitutional Amendment

UNIT III: Structure and Relations of the Central and State Governments in India.

- President and Governor
- Parliament and State Legislature
- Prime Minister and Chief Minister
- Legislative, Executive and Financial Relation.

UNIT IV: Judiciary in India

- Supreme Court: Structure and Functions
- High Courts: Structure and functions
- Judicial activism and Legal Aid.

UNIT V: Centre State Relations in India

- Legislative Relation
- Executive Relation
- Financial Relation

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Basic Readings:

Ahmad, S., & Ali, M. (2006). Social Justice and the Constitution of India. *The Indian*

Journal of Political Science, 67(4), pp. 767-782.

Austin, G. (1999). *The Indian Constitution: Cornerstone of a Nation*. Oxford University

Bagchi, A. (2000). 'Rethinking Federalism': Overview of Current Debates with Some

Reflections in Indian Context. *Economic and Political Weekly, 35*(34), pp. 3025-3036.

Dhavan, R. (2006). Governance by Judiciary: Into the Next Millennium. In Dua, B.D.,

Singh, Godbole, M. (2008). *The Judiciary and Governance in India*. Delhi: Rupa.

Khatkhate, D., & Bhatt, V. (1970). Centre-States Financial Relations in Context of

Planned Development. *Economic and Political Weekly, 5*(8), pp. 367-376.

Manor, J. (Ed.). (1994). *Nehru to the Nineties: The Changing Office of Prime Minister in India.* New Delhi: Viking.

Palanithurai, G. (1990). Legislative Institutions in India: Decline or Change. *The Indian*

Journal of Political Science, 51(3), pp. 424-434.

Rochana, B. (2000). Constituent Assembly Debates and Minority Rights. *Economic and Political Weekly, 35*(21/22), pp. 1837-1845.

Ready, S. (1980). Fundamentalness of Fundamental Rights and Directive Principles in the Indian Constitution. *Journal of the Indian Law Institute, 22*(3), pp. 399-407.

Sack, P. (1990). Legal Technology and Quest for Fraternity: Reflections on Preamble of Indian Constitution. *Journal of the Indian Law Institute, 32*(3), pp. 294-308.

Singh, M. P. (2017). Discretionary Powers of the President and Governors in India in Constitution and Practice. *Indian Journal of Public Administration*, *63*(3), vii–xviii.

Sathe, S. P. (2002). *Judicial Activism in India: Transgressing Borders and Enforcing Limits.* New Delhi: OUP.

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GENERIC ELECTIVE (GE)

POL-G-114: GLOBALIZATION AND POLITICS (GE-1)

Course Objective and Learning outcome:

The purpose of this course is to enable students to understand and critically analyze the phenomenon of globalization which entails interconnectivity and transportation of local with the global and vice versa.

UNIT I: Introduction to Globalization

- Meaning of Globalization
- Debates on Globalization in India: School of Liberal, Swedshi and Marxists.

UNIT II: Economic and Technological Drivers of Globalization

- World Trade Organization, World Bank, IMF
- Communication Technology

UNIT III: Globalization and Social Movements

- Environmental Movement
- Human Displacement
- Peasant Movements

UNIT IV: Globalization and Nation-State

- Globalization and the issues of National Security
- Notion of Citizenship in Globalizing world

UNIT V: Globalization, Culture and Market

- Globalization and Domestic Market
- Globalization and its impact on Culture

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Basic Readings:

Agnew, J. (2009). *Globalization and Sovereignty.* Maryland: Rowman & Littlefield
Publishers, Inc., pp. 1-46.

Buzan, B. (2017). Universal Sovereignty. In Tim Dunne and Christian Reus-Smit. (Eds.),
The Globalization of International Society. Oxford: Oxford University Press, pp. 304-322

Cabrera, L. (2010). *The Practice of Global Citizenship.* Cambridge: Cambridge
University Press, pp. 1-10; 13-33, pp. 258-262.

Held, D. (1997). Democracy and Globalization. *Global Governance, 3*, pp. 251-267.

Held, D., & McGrew, A. (Eds.). *The Global Transformations Reader: An Introduction to*
the Globalization Debate. (2nd edition), Cambridge: Polity Press. (Part I: Understanding
Globalization, pp. 51-119).

Margaret, P. K., & Karen, A. M. (2010). Protecting the Environment. In *International*
Organizations: The Politics and Process of Global Governance. (2nd edition), London:
Lynne Rienner Publishers, pp. 497-534.

Mitra, D., & Ranjan, P. (2012). The Globalization Debate and India. In Ghate, C. (Ed.),
The Oxford Handbook of the Indian Economy. Oxford: Oxford University Press, pp. 785-
809.

Moghadam, V. M. (2013). Introduction and Overview: Social Movements and
Contemporary Politics. In *Globalization and Social Movements*. Lanham: Rowman and
Littlefield, pp. 1-30.

Moghadam, V. M. (2013). The Global Justice Movement. In *Globalization and Social*
Movements. Lanham: Rowman and Littlefield, pp. 171-202.

Nayyar, D. (2015). Globalization and Democracy. *Brazilian Journal of Political*
Economy, *35* (3), pp. 388-402.

Robertson, R., & White, K. E. (2007). What Is Globalization? In Ritzer, G. (Ed.), *The*
Blackwell Companion to Globalization. Oxford: Blackwell, pp. 54-66.

Robinson, W. I. (2007). Theories of Globalization. In Ritzer, G. (Ed.), *The Blackwell*
Companion to Globalization. Oxford: Blackwell, pp. 125-143.

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Rodrik, D. (2011). Bretton Woods, GATT, and the WTO: Trade in a Politicized World.

The Globalization Paradox. New York: Norton, pp. 67-88.

Sparks, C. (2007). *Development, Globalization and the Mass Media*. New Delhi: Sage.

pp. 126-148.

Rantanen, T. (2005). *The media and globalization* London: SAGE Publications Ltd.

Tomlinson, J. (2007). Cultural Globalization. In Ritzer, G. (Ed.), *The Blackwell*

Companion to Globalization. Oxford: Blackwell, pp. 352-366.

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