

1



Syllabi (Suggestive) Secondary Stage

Integrated Teacher Education Programme (ITEP)



गुरुगुरुतमो धाम
NCTE

National Council for Teacher Education
(A Statutory Body of the Government of India)
G-7, Sector-10, Dwarka, New Delhi-110075

[Handwritten signature]

Syllabi (Suggestive) Secondary Stage

Integrated Teacher Education Programme (ITEP)



गुरुर्गुरुतमो धाम
NCTE

राष्ट्रीय अध्यापक शिक्षा परिषद
(भारत सरकार का एक सांविधिक निकाय)

National Council for Teacher Education
(A Statutory Body of the Government of India)

[Handwritten signature]

[Handwritten mark]

Table of Contents

S.No.	Components	Page No.
1.0	Two-Weeks Student Induction Programme	1
2.0	Foundations of Education	2
2.1	Evolution of Indian Education	2
2.2	Child Development & Educational Psychology	5
2.3	Philosophical and Sociological Perspectives of Education – I	8
2.4	Assessment & Evaluation	11
2.5	Inclusive Education	14
2.6	Perspective on School Leadership and Management	17
2.7	Curriculum Planning & Development (textbooks, material development, etc.) – (Stage Specific)	20
2.8	Philosophical & Sociological Perspectives of Education – II	22
2.9	Education Policy Analysis	25
2.10	Education for Mental Health	27
2.10	Education for Sustainable Development	29
2.10	Emerging Technologies in Education	31
2.10	Gender Education	34
2.10	Guidance and Counselling	37
2.10	Peace Education	40
2.10	Sports and Fitness Education	42
2.10	Adolescence Education	45
2.10	Art in Education	48
3.0	Disciplinary/ Inter-disciplinary Courses (to be developed by the University concerned in line with regular 4-year Undergraduate Programme - FYUP)	50
4.0	Stage – Specific Content-cum-Pedagogy Courses	51
4.4	Stage-Specific Content-cum-Pedagogy Courses at Secondary Stage	51
4.4.1	Basic Pedagogy Courses at Secondary Stage	53
4.4.2	Content cum Pedagogy of language 1 & Language 2 at Secondary Stage	58
4.4.3	Content cum Pedagogy of Mathematics at Secondary Stage	65
4.4.4	Content cum Pedagogy of Physical Sciences at Secondary Stage	73
4.4.5	Content cum Pedagogy of Biological Sciences at Secondary Stage	82
4.4.6	Content cum Pedagogy of Social Sciences at Secondary Stage	90
4.4.7	Content cum Pedagogy of Commerce at Secondary Stage	99
4.4.8	Content cum Pedagogy of Computer Science at Secondary Stage	108
4.4.9	Content cum Pedagogy of Arts at Secondary Stage	117
4.4.10	Content cum Pedagogy of Vocational Education at	126

Handwritten signature
X

	Secondary Stage	
4.4.11	Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage	135
4.4.12	Content cum Pedagogy of Agriculture at Secondary Stage	144
4.4.13	Content cum Pedagogy of Home Science at Secondary Stage	151
5.0	Ability Enhancement & Value-Added Courses	162
5.1	Language - 1 (as per the 8 th schedule of Constitution of India)	163
5.2	Language - 2 (Other than Language – 1)	167
5.3	Art Education (Performing and Visual)	169
5.4	Understanding India (Indian Ethos and Knowledge Systems)	180
5.5	Teacher and Society	186
5.6	ICT in Education	190
5.7	Mathematical & Quantitative Reasoning	193
5.8	Sports, Nutrition and Fitness	195
5.9	Yoga and Understanding Self	197
5.10	Citizenship Education, Sustainability and Environment Education	199
6.0	School Experience	201
6.1	Pre-Internship Practice (Demonstration Lessons, Peer Teaching)	203
6.2	School Observation (Field-Practice)	207
6.3	School-Based Research Project	212
6.4	Internship in Teaching	214
6.5	Post Internship (Review and Analysis)	222
6.6	Creating Teaching Learning Material/ Work Experience (Educational Toy making, local/traditional vocations, etc.)	224
7.0	Community Engagement and Services	226
7.1	Community Engagement and Service (Participation in NSS-related activities, New Literacy Programme etc.)	226

Table 1: ITEP Structure

S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits	
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8			
1.	1. Student Induction Programme	Two-Week Student Induction Programme		--	--	--	--	--	--	--	--	--	--
2.1	2. Foundations of Education	Evolution of Indian Education	4	--	--		--	--	--	--		4	30
2.2		Child Development & Educational Psychology	--	--	4	--	--	--	--	--		4	
2.3		Philosophical & Sociological Perspectives of Education -I	--	--	--	4	--	--	--	--		4	
2.4		Assessment & Evaluation	--	--	--	--		2	--	--		2	
2.5		Inclusive Education	--	--	--	--	--	2	--	--		2	
2.6		Perspectives on School Leadership and Management		--	--	--	--	--	2	--		2	
2.7		Curriculum Planning & Development (textbooks, material development, etc.) - (Stage Specific)	--	--	--	--	--	--	2	--		2	
2.8		Philosophical & Sociological Perspectives of Education -II	--	--	--	--	--	--	--	4		4	
2.9		Education Policy Analysis	--	--	--	--	--	--	--	2		2	
2.10			One Elective from the offered courses as per the choice of student-teachers (e.g., Adolescence Education, Education for Mental Health, Education for Sustainable Development, Emerging Technologies in Education, Gender Education, Guidance and Counselling, Human Rights Education, Peace Education, Sports and Fitness Education, Tribal Education, Economics of Education, or any other relevant course decided by the University/Institution)	--	--	--	--	--	--	--	4			4
3.1	3. Disciplinary / Inter-disciplinary Courses	One/two discipline(s) from any of the school curricular areas. i) Languages ii) Physical Sciences (Physics, Chemistry, etc.) iii) Biological Sciences (Zoology, Botany, etc.) iv) Mathematics v) Social Sciences & Humanities (Economics, History, Geography, Psychology, Political Science etc.) vi) Business Studies, Accountancy, etc. vii) Arts (Visual and Performing) viii) Physical Education and Yoga ix) Vocational Education x) Computer Science xi) Agriculture xii) Home Science xiii) Any other school subject	8	12	12	12	12	8	--	--		64	64

Table 1: ITEP Structure

S. No	Curricular components	Courses	Credits per semester								Total credits per course	Total credits
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8		
4.1	4. Stage-Specific Content-cum-Pedagogy	Stage-Specific Content-cum-Pedagogy Courses	--	--	4	4	4	4	--	--	16	16
5.1	5. Ability Enhancement & Value-Added Courses	Language-I (as per the 8th schedule of constitution of India)	4		--	--	--	--	--	--	4	28
5.2		Language-II (Other than Language-I)	--	4	--	--	--	--	--	--	4	
5.3		Art Education (Performing and Visual)	2	--	--	--	--	--	2	--	4	
5.4		Understanding India (Indian Ethos and Knowledge Systems)	2	2	--	--	--	--	--	--	4	
5.5		Teacher and Society	--	2	--	--	--	--	--	--	2	
5.6		ICT in Education	--	--	--	--	2	--	--	--	2	
5.7		Mathematical & Quantitative Reasoning	--	--	--	--	--	2	--	--	2	
5.8		Sports, Nutrition and Fitness	--	--		--	--	--	2	--	2	
5.9		Yoga and Understanding Self	--	--		--	--	--	--	2	2	
5.10		Citizenship Education, Sustainability and Environment Education	--	--	--	--	--	--	--	2	2	
6.1	6. School Experience	Pre-internship Practice (Demonstration lessons, Peer teaching)	--	--	--	--	2	--	--	--	2	20
6.2		School Observation (Field Practice)	--	--	--	--	--	2	--	--	2	
6.3		School-based Research Project	--	--	--	--	--	--	2	--	2	
6.4		Internship in Teaching	--	--	--	--	--	--	10	--	10	
6.5		Post Internship (Review and Analysis)	--	--	--	--	--	--	--	2	2	
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy making, local/traditional vocations, etc)	--	--	--	--	--	--	--	2	2	
7.1	7. Community Engagement and Service	Community Engagement and Service (Participation in NSS-related activities, New India Literacy Programme etc.)	--	--	--	--	--	--	--	2	2	2
		Total	20	20	20	20	20	20	20	20	160	




1.0 STUDENT INDUCTION PROGRAMME

(Two -Weeks Student Induction Programme)

To be evolved by the Institution concerned



2.0 FOUNDATIONS OF EDUCATION

2.1 Evolution of Indian Education

Credits: 4
Semester: S-1

2.1.1 About the Course

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

2.1.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I

Ancient Indian Education: Vedic Period

- A. Vision, objectives and salient features of Vedic Education System.
- B. Teaching and Learning Process.
- C. Development of educational institutions: Finances and Management.
- D. Famous Educational institutions and Guru-Shishya.
- E. Education at the time of Epics: Ramayana and Mahabharata.

UNIT - II

Ancient Indian Education: Buddhist and Jain Period

- A. Vision, objectives and salient features of Buddhist and Jain Education System.
- B. Teaching and Learning Process.
- C. Finance and Management of Educational Institutions.
- D. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- E. Famous Guru-Shishya.

UNIT - III

Post-Gupta Period to Colonial Period

- A. Vision, objectives, brief historical development perspective as well as salient features of Education in India.
- B. Teaching and Learning Process.
- C. Finance and Management of educational institutions.

Handwritten signature and initials in blue ink.

UNIT - IV
Modern Indian Education

A. Colonial Education in India

- Woods Despatch, Macaulay Minutes and Westernization of Indian Education

B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)

(Bird's eye view of their contribution)

- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.

C. Education in Independent India

- Overview of Constitutional values and educational provisions.
- Citizenship Education:
 - Qualities of a good citizen.
 - Education for fundamental rights and duties.
- Overview of 20th Century Committees, Commissions and Policies.
- UEE, RMSA, RTE Act 2009: Overview and impact.
- NEP 2020: vision and implementation for a vibrant India.

2.1.3 Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

2.1.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with

educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

2.1.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.1.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

X

1302

2.2 Child Development & Educational Psychology

Credits: 4
Semester: S-3

2.2.1 About the Course

To enable student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

The course seeks to provide an understanding of the developmental characteristics of a child:

- during infancy that ranges from birth to 24 months of age,
- during Early Childhood stage which begins around age 3 and usually extends up to 6-7 years of age,
- Middle to Late Childhood stage which begins around 6-7 years to 10-11 years of age, and
- Adolescence stage which begins at approximately the age of 12 years, and which is a period of transition from childhood to early adulthood.

The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child.

Educational Psychology component of the course:

Informs student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning. It provides opportunities to student teachers to explore the behavioral, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process.

2.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

UNIT - I

Child Development

- A. Meaning and significance of understanding the process of Child Development
 - Biological, cognitive, socio-emotional, and moral.
- B. Developmental characteristics of a child during:
 - Infancy stage
 - Early Childhood stage
 - Middle to Late Childhood stage

- Adolescence stage
- C. The Indian concept of self: Mind (मनस्), Intellect (बुद्धि), Memory (चित्त). Panch-koshiya Vikas (पञ्चकोशीय विकास).
- D. Educational Implications.

UNIT - II

Developmental Process

- A. Development across domains:
- Physical Development
 - Cognitive Development
 - Language Development
 - Socio-Emotional Development
 - Aesthetic Development
 - Moral Development

During each of the above-mentioned developmental stages of a child.

- B. Factors affecting development.
- C. Individual differences:
- Children with special needs including developmental disorders.
 - Tools and Techniques for Identifying Learner with different abilities.
- D. Teachers' role and strategies to address the needs of learners with different learning abilities.

UNIT - III

Process of Learning

- A. Conceptual Clarity and significance.
- B. Approaches:
- Behaviorist
 - Cognitivist
 - Constructivist
 - Developmental
 - Information processing Model of learning
 - Shri Aurobindo's Integral approach
- C. Problem Solving and Learning Strategies: Inquiry and problem-based learning, Steps and Strategies in problem solving, Factors hindering problem solving.
- D. How to Learn: Significance and Strategies

UNIT - IV

Motivation and Classroom Management

- A. Motivation
- Conceptual clarity, nature, and significance
 - Intrinsic and Extrinsic Motivation
 - Strategies for Motivation
- B. Classroom management
- Creating a positive learning environment
 - Planning space for learning

- Managing behavioral problems
- C. Group dynamics:
- Classroom as a social group
 - Characteristics of group
 - Understanding group interaction-sociometry
 - Strategies to facilitate group learning.

2.2.3 Suggestive Practicum

1. Spending day with a child and preparing a report based on our observations of children for:
 - A day from different economic status (low and affluent)
 - Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.
2. Observing children to understand the styles of children learning process.
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties.
5. Plan to use advanced technology to encourage talented / gifted children.
6. Encouraging gifted / talented students beyond the general school curriculum.
7. Familiarization and Reporting of Individual Psychological Tests.

2.2.4 Suggestive Mode of Transaction

The course content transaction will include the following:

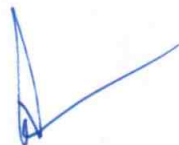
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.2.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.2.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.2 Philosophical & Sociological Perspectives of Education – I

Credits: 4
Semester: S-4

2.3.1 About the Course

The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course also would provide an analysis of the Western schools of philosophy and their approaches etc.

2.3.2 Learning Outcomes

- To encourage students to explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- To engage the prospective teachers to read and acquaint themselves with the meaning of terms like Vidya, Avidya, Shiksha, Education etc. and to facilitate them to understand and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- To facilitate prospective teachers to engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- To orient and engage prospective teachers to read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance.

UNIT - I

Education and Philosophy

- A. Conceptual clarity, nature and relationships.
- B. Aims of studying philosophical perspective of education.
- C. Branches of Philosophy and their educational implications: Metaphysics (तत्त्वमीमांसा), Epistemology (ज्ञानमीमांसा), Axiology (मूल्यमीमांसा)
- D. Understanding Indian Perspective of Education
 - Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.
 - Understanding the terms Darshana, Para and Aparā Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya.
- E. Understanding Western Perspective of Education
 - Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and Developmental theories of Education.

UNIT - II

Philosophical Schools and Education

- A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices:
- **Bharatiya:** Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta
 - **Western:** Idealism, Naturalism, Pragmatism, Progressivism.

UNIT - III

Educational Thinkers

- A. Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners:
- **Bharatiya:** Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka.
 - **Western:** J. Rousse, Maria Montessori, Friedrich Froebel, John Dewey.

UNIT - IV

Value Education

- A. Conceptual Clarity, Significance and Types of Values.
B. Indian Traditional Values.
C. Guru-Shishya-Parampara and Educational Values.
D. Convocation message in Taittiriya Upanishad.
E. Values enshrined in Indian Constitution.
F. NEP, 2020 and Values with special reference to 21st Century.
G. Pedagogical Issues.

2.3.3 Suggestive Practicum

1. Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
3. Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
4. Identification and reporting of Indian perspective related to educational aims, student-teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

2.3.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Organized lectures using variety of media.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.

- Critically examining their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective. They will engage prospective teachers in the development of comparative educational charts related to vision, aims, process, institution etc. They will also lead to reading-based interactions and critical reflections related to process and significance of entry/admission rituals, convocation system etc.

2.3.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.3.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.4 Assessment and Evaluation

Credits: 2
Semester: S-6

2.4.1 About the Course

The main thrust of this course on assessment and evaluation is to equip student teachers with the knowledge and capacities required to develop and implement approaches to assessment that is more regular and formative, is more competency-based, is appropriate for assessing learning outcomes relating to all domains of learning, is appropriate for testing not only subject-related learning but also generic learning outcomes such as problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning etc.

2.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- use different approaches to assess and evaluate of student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva voce interviews; computerized adaptive testing; peer and self-assessment etc.,
- develop and use informal and formal diagnostic, formative, and summative assessment strategies to monitor student learning levels and help the teacher continuously revise teaching-learning processes to optimize learning and development for all students,
- develop an understanding among student teachers of the approaches to provide timely, effective, and appropriate feedback to students about their performance relative to the expected learning outcomes and organizing learning enhancement initiatives that are required to bridge the gap in student learning levels,
- present report on student achievement, making use of accurate and reliable records etc.
- develop assessment “as”, “of”, and “for” learning that are aligned to the expected learning outcomes,
- design the progress card of students based on school-based assessment to make it a holistic, 360-degree, multidimensional report that reflects the progress as well as the performance of learners assessed through self-assessment and peer assessment, project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment that would provide students with valuable information on their strengths, areas of interest, and needed areas of improvement.

UNIT - I

Assessment and Education

A. Assessment and Evaluation

- Meaning and significance of assessment and evaluation in educational field.
- Conceptual Clarity and purpose of Measurement, Assessment, Examination, Appraisal and Evaluation in Education.
- Learning outcomes across the stages and assessment.
- Taxonomy of Objectives (Revised in 2001) and Implications.

B. Forms of Assessment

- Formative, Summative, diagnostic, prognostic.

- Internal and External assessment.
 - Assessment For learning, of learning and as learning.
 - Authentic Assessment; Online Assessment.
- C. Improving Assessment and Evaluation in Schools: Brief Historical Review (1975, 1988, 2000, 2005, 2020)

UNIT - II

Process of Assessment and Evaluation

- A. Formative and Summative Assessment: Concept and Characteristics.
- B. Approaches to assess and evaluate student performance such as time-constrained examinations; closed/open-book tests; problem-based assignments; practical assignment reports; observation of practical skills; individual and group project reports; oral presentations; viva-voce interviews; computerized adaptive testing; peer and self-assessment etc.
- C. Assessing Higher Order Thinking Abilities: Problem solving, critical thinking, creative thinking, communication skills, judgement and decision making, ethical and moral reasoning.
- D. Tools and Techniques
- Observation, rating scale, check list, anecdotes, interviews.
 - Assessment of attitudes and interests.
 - Socio-metric techniques.
 - Criteria for assessment of social and personal behaviour.
 - Self-assessment and Peer Assessment.

UNIT - III

Analysis and Interpretation

- A. Analysis of students' performance and scores: credit and grading
- B. Graphical representation (Histogram, Frequency Curves)
- C. Interpretation of student's performance based on the analysis and their further uses in improving learner's performance: credit and grading, constructive feedback.
- D. Reporting student's performance: 360-degree progress reports, cumulative records and their uses, portfolios, PTA meetings, qualitative reporting based on the observations, descriptive indicators in report-cards.

2.4.3 Suggestive Practicum

1. Review of various education commission, Policies and reports and NCF 2005 to get a brief view of the recommendations on Assessment and Evaluation.
2. Constructing a unit test using table of specifications.
3. Construction of any one of the tools (rating scale, check list, observation schedule, etc.) and administering it to group of students or using it to observe the school and classroom environment and interpreting it.
4. Analysis of question papers of various Boards.
5. Analysis of report cards - State and Central (CBSE)
6. Preparing format of 360-degree report Card.
7. Review of learning outcomes by NCERT in different subject areas.

8. Interviews with teachers and students to study the assessment practices, issues and problems related to it followed by presentation.
9. Reviewing Assessment Discussions in NPE (2020).

2.4.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.4.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

A

pm

2.5 Inclusive Education

Credits: 2
Semester: S-6

2.5.1 About the Course

This course seeks to orient student teachers to the approaches to bridging gender and social category gaps in terms of participation rates and student learning levels at all levels of school education. The course will provide orientation to the strategies pursued and required to improve participation and learning levels of children from Socio-Economically Disadvantaged Groups (SEDGs) that can be broadly categorized based on gender identities, particularly female and transgender individuals, socio-cultural identities (such as Scheduled Castes, Scheduled Tribes, OBCs, and minorities), geographical identities (such as students from remote locations, villages, small towns, and aspirational districts), disabilities (including learning disabilities), linguistic identities, and socio-economic conditions (such as migrant communities, low income households, children in vulnerable situations, including orphans and the urban poor).

2.5.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- ensure inclusion and equal participation in education of children with disabilities in the regular schooling process that allows students with and without disabilities learn together, ensuring their retention in the school system, and enabling them to achieve the defined learning outcomes,
- adapt teaching and learning process to meet the learning needs of different students with disabilities, including providing education and opportunities for participating in arts, sports, and vocation-related activities, making school buildings and compounds as well as other facilities barrier free and accessible for children with disabilities, supporting activities that help the provision of individualized learning environment and learning activities/resources, making available assistive devices and appropriate technology-based tools, as well as adequate and language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille) to help children with disabilities integrate more easily into classrooms and engage with teachers and their peers, using appropriate modes and means of communication, detecting specific learning disabilities in children at the earliest and taking appropriate measures to overcome them, monitoring completion of education and learning levels of students with disabilities etc.

UNIT - I

Inclusion and Education

A. Conceptual Clarity, relation, and significance with special reference to:

- UNCRPD, 2006,
- RPWD Act, 2016,

With special reference to Indian Context.

B. Clarity of various terms and phrases associated with Inclusive Education:

Integrated Education, Special Education, Impairment and Disability, Assessment and Evaluation, Curriculum, adaptation, modification and differentiation, universal design of learning

C. Shifting from Disability to the Inclusive view.

- D. Shifting Paradigms from Bio centric to Human Rights.
- E. Introductory reference of Policies/Acts with reference to educational implications for Children with Disabilities: Right to Education Act, 2009/ 2012, RPWD Act, 2016, UNCRPD, National Trust Act, 1999, National Educational Policy, 2020.

UNIT - II

Children with Disabilities and Marginalized Groups

- A. Nature and needs of children with sensory impairments: cognitive impairments and intellectual disability, physical disabilities, cerebral palsy, multiple disabilities.
- B. Specific needs of children with behavioral, emotional learning disabilities
- C. Health Problems.
- D. Educational needs of children belonging to Marginalized Groups.

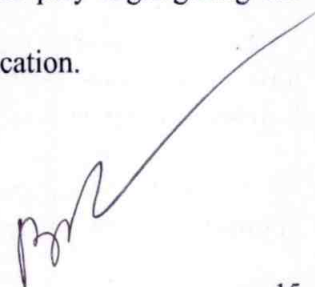
UNIT - III

Pedagogical Issues

- A. Conceptual clarity and significance.
- B. Meeting the specific needs of Children with Disabilities with special reference to:
 - education and opportunities for participating in arts, sports, and vocation-related activities,
 - making school buildings and compounds as well as other facilities barrier free and accessible
 - supporting the learning activities and resources for individualized learning environment
 - making available assistive devices and appropriate technology-based tools,
 - language-appropriate teaching-learning materials (e.g., textbooks in accessible formats such as large print and Braille)
 - assessing strategies
- C. Designing strategies assessment for inclusive classrooms.

2.5.3 Suggestive Practicum

1. Developing a checklist for identifying the various needs of children with disabilities.
2. Visiting schools of different categories and talking to parents, teachers, and Children with and without disabilities and listing the problems faced by these children and the families at the local level in gaining access to education.
3. Analyzing RPWD Act 2016 and list its implications for CWD in inclusive settings.
4. Outlining the problems faced by children with Visual Disabilities while learning mathematics and EVS.
5. Giving a few exemplary adaptations based on the Preparatory Level textbooks.
6. Outlining the problems faced by children with hearing impairments while learning language. Give a few exemplar adaptations based on the primary level textbooks.
7. Students work in small groups of 10 or so to prepare a street play highlighting the meaning and provisions of inclusive education.
8. Analyzing the Context of NPE 2020 in the light of Inclusive Education.



2.5.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.5.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.5.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.6 Perspectives on School Leadership and Management

Credit: 2
Semester: S-7

2.6.1 About the Course

Amidst the changing policy landscape, the new curriculum framework, the challenge of accommodating and adapting to the changing demands and the increasing expectations that come with the culture of performativity. The role of the school leader has never been more complex. School leaders are key change agents and as instructional leaders are responsible for improving practice while navigating an increasingly challenging school environment. Understanding the school system, its nuances, the social, cultural, and political contexts and leading schools requires a strong foundation of knowledge and skills to effectively manage improvement and lead successful schools. The course on 'Perspectives on School Leadership and Management' is designed to equip student teachers with the competencies they need to drive school transformation and help diverse stakeholders establish priorities and improve practice.

2.6.2 Learning Outcomes

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

- describe the diversity of schools in India, its structure, its governance, issues, challenges and school leadership needs,
- critically examine the different leadership theories and practices and its relationship with the governance structures, the autonomy and accountability mechanisms and the larger educational policy context,
- critically think in relation to education leadership and its potential application to different contexts,
- reflect critically on school-based data for reflection and improvement,
- develop a culture of cooperation collaboration and teamwork,
- synthesise effectively to develop coherent and compelling arguments in the area of study,
- develop school vision, mission, goals, and School Development Plans.

UNIT - I

Understanding Indian School System

- A. School as a normative organization vis-a-vis school as a socio-emotional-cultural space for learning.
- B. Studying the diversity of schools in India; their structure, governance, socio-political and cultural context, funding, management, autonomy and accountability mechanisms, support systems.
- C. Relationship between school leadership and school diversity issues, challenges, and needs.
- D. Engagement with diversity discourses, educational policies, reforms and practices and role in developing inclusive schools.

UNIT - II

Understanding School Leadership

- A. School Leadership: concept as defined, and concept as practiced.

- B. Being a School Leader: exploring the multiple roles and responsibilities, issues and challenges of school leadership in the Indian context.
- C. What works in schools: sharing National and International best practices on School leadership.

UNIT - III

Schools as Learning Organizations: Role of School Leadership

- A. Schools as motivating learning spaces: Developing inspiring school ethos.
- B. Schools as learning organization: promoting personal mastery, examining mental models, and developing a shared vision, team learning and a system's thinking perspective.
- C. Development of a shared vision and shaping of the school culture.
- D. Use of data for school improvement focused on students' learning, addressing equity challenges, and building an equitable school culture that promotes excellence for all.
- E. Nurturing school belongingness: engaging students, teachers, staff, parents, SMC, and community in the formulation of a whole school development plan.
- F. Designing professional and collaborative learning opportunities for self and others (teachers, parents, and SMC members) and improving teaching and learning.

2.6.3 Suggestive Mode of Transaction

Perspectives on school leadership and management is a practitioner-centric course and aims to enable future teachers to be efficient school leaders. The approach to curriculum transaction therefore would include a blend of lectures, tutorials, group-work, case-based approaches, and enquiry-based learning.

- Student teachers would engage in case-based learning on topics like improving student learning, classroom observation and feedback, planning and budgeting for school improvement, leadership in diversified school contexts and such others.
- Exposure of student teachers to virtual case studies featuring leaders from a representative cross-section of Schools in India and analyze their experiences, insights, and best practices.
- Learning activities that help student teachers to understand the entire structure and functioning of school organization through interactive lectures and panel discussion with education officers who hold leadership positions at different levels from schools to cluster, block, and district and state levels and understand their leadership issues, challenges and needs and thus get a perspective of the school ecosystem.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

2.6.4 Suggestive Mode of Assessment

Being a practitioner centric course, the assessment would largely include application-based tasks. This includes exploring the work and life of a school principal and writing a detailed report on the observations and the learning. The following are some exemplars. The institutes may choose either of these or think of other innovative assignment that would enhance the leadership learning experience:

- Preparing school vision, mission, goals, and school development plan.
- Shadowing school principals: a critical observation of the principal's daily work life.

- A critical examination of the diversity of schools; their governance structure, leadership, autonomy and accountability mechanisms, issues and challenges and work life of the school principal

2.6.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

A

Boh

2.7 Curriculum Planning and Development

Credits: 2
Semester: S-7

2.7.1 About the Course

The course on curriculum planning and development will introduce to student teachers to the process of designing and organizing the curriculum i.e., the totality of learning experience provided to learners through a deliberate and organized set of arrangements (the selection of subjects that are to be taught, the pedagogical approaches and practices to be pursued, books and other teaching-learning-material to be used, examinations and other forms of learning assessment, school culture and processes etc.) that contribute to the development of the knowledge, capacities, and values and dispositions that help fulfill the aims of school education derived from the purposes and goals articulated in NEP 2020.

2.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss aims of education,
- identify and formulate of desirable values and dispositions,
- explain capacities and knowledge,
- outline curricular areas,
- demonstrate teaching-learning assessment processes and
- practice the relevance in terms of achieving the aims of school education.

UNIT - I

Education and Curriculum

- A. Meaning, need, relationship and significance.
- B. Types of Curriculums: subject-centered, activity-centered, environmental centered, community-centered
- C. Relationship and difference between curriculum, curriculum framework, syllabus and textbooks.

UNIT - II

Developing the Curriculum

- A. Basic principles of Curriculum Development
- B. Concerns for developing the Curriculum - aims to be achieved, structure and nature of discipline, different perspectives on learning and their implications to curriculum development, socio-cultural aspects and aspirations of society, value transitions, social efficiency and needs, environmental concerns, gender concerns, inclusiveness, technological advancement.
- C. Impact of Globalization.

UNIT - III

Approaches, Planning, and Implementation

- A. Approaches to Curriculum Development: Learner and activity centered, Constructivist, Knowledge Construction
- B. Curriculum planning as a cyclic process.

- C. Curriculum Implementation: Operationalizing curriculum into learning situations, Converting curriculum into syllabus, Curriculum engagement activities, Role of school at Regional, State and National level for implementation.
- D. Role of teachers in operationalizing and evaluating the curriculum with special reference to: textbooks and teachers handbooks, source books, workbooks and manuals, other learning material such as kits, AV and software materials, library, laboratory, playground, neighborhood etc.

2.7.3 Suggestive Practicum

1. Arranging discussion on:
 - Basis of National curriculum frame works (1975, 1988, 2000, and 2005).
 - Document: Learning without burden” by Prof. Yashpal
2. Preparing of Report based on observation of:
 - Facilities and infrastructure to implement the present curriculum.
3. Interviewing teachers to understand their role in:
 - Implementing and assessment of the curriculum.
4. Analysis of the following in the context of principles of developing the Curriculum:
 - Guidelines of NEP, 2020.
 - Curriculum of 4 Years B.Ed. Integrated Programme
 - Learning without Burden, MHRD, and India.
 - Position paper (2006). National Focus Group on ‘Curriculum, Syllabus, Textbooks’, NCERT.
 - NCERT (1988) National Curriculum for Elementary and Secondary Education: A framework.
 - NCERT (2000) National Curriculum Framework for school Education.
 - NCERT (2005) National Curriculum Framework. NCERT publications.

2.7.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.7.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.7.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.8 Philosophical and Sociological Perspectives of Education – II

Credits: 4
Semester: S-8

2.8.1 About the Course

Sociological Perspectives of Education seek to encourage students to explore the relationship between social structures and educational provision. The course focuses on the study of the social behavior of individuals, groups, and societies. It provides opportunities for student teachers to examine relationships among individuals, as well as relationships between people and their societies.

2.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- recognize the social context of education,
- outline the meaning, nature, and scope of educational sociology,
- establish the link between education and socialization,
- analyze the main agents of socialization, such as family, school, community and peer groups,
- analyze the impact of culture on education through a study of dimensions of culture and their importance to education practices,
- recognize the different aspects of social stratification,
- identify the close relationship between education and modernization, the role of education in Modernization, and factors and constraints to social change.

UNIT - I

Education and Society

- A. Conceptual clarity, relationship, significance and aims of studying relationship between these two.
- B. Educational sociology and social perspective of education: meaning and functions.
- C. Education as a Social System.
- D. Conceptual clarity of the following terms: society, social behavior, status, institution, ideology, system, sub-system, socialization, social system, social values and norms, conflict, modernization.
- E. Understanding the relation between individual and group behavior with special reference to purpose of education.

UNIT - II

Education and Social Change

- A. Meaning, relation, and dimensions of Social Change.
- B. Factors affecting Education and Social Change: technology, social and educational movements, curricular innovations, value conflict, legal provisions.
- C. Constitution of India and Education.
- D. Education and Modernity.
- E. Role of education with reference to social change.

UNIT - III
Education, Culture and Socialization

- A. Relationship between Education and Culture.
- B. Education as a process of Socialization.
- C. Impact of following on Culture and Educational Process: Social Welfare, Social Reform Movements, Legal interventions on Child Marriage and child labor Act, Educational Policies and Acts, Adult Literacy, New Technology of communication, Equality.
- D. Constitutional Provisions and Education with special reference to Social Equality and Equity.

UNIT - IV
Education and Values

- A. Conceptual Clarity, Relationship and Significance.
- B. Types of Values.
- C. Constitutional Values and its impact on our Education.
- D. Human Rights and Values.
- E. Environment and Education.
- F. Pedagogical issues.

2.8.3 Suggestive Practicum

1. Critical/Reflective study of contemporary aims of education and their social determinants.
2. Observation and critical study on how textbooks determine every activity of teacher and learner in the school.
3. A critique of textbook culture in school.
4. Observing the process of knowledge construction by children in structured and unstructured environments to appreciate their learning processes and nature.
5. A critical analysis of Constitution of India in the context of process of Education in India / Educational Policies / Educational Commissions)
6. Critically observing nearby society/ locality in groups of 4-5 students and sharing observations related to cultural/ social influences on educational practice.
7. Analyzing social purpose of NEP, 2020.

2.8.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.8.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.8.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

A

for

2.9 Education Policy Analysis

Credits: 2
Semester: S-8

2.9.1 About the Course

This course on Education Policy Analysis aims at orienting student teachers to the theoretical frameworks and methodology that will help assess and evaluate the effectiveness of policies at the national, state and programme levels.

2.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss knowledge and capacity to engage in education policy analysis and evaluate their effectiveness,
- explain processes involved in policy analysis including undertaking situation analysis and research.
 - To identify possible policy options,
 - Describing these possible options,
 - Comparing the potential policy options,
 - Ranking the possible policy options and
 - Choosing the most effective option that could address issues and problems confronting school education.

UNIT - I

Planning an Educational Policy

- A. Meaning and significance of 'Policy on Education'.
- B. Purpose and Dimensions of an Educational Policy at local and Global level.
- C. Philosophical and Sociological Perspective of planning an Educational Policy.
- D. Historical development of Educational Policies in India.
- E. Basic steps involved in planning.
- F. Constitutional provision for Policy on Education.
- G. Fundamental principles for analyzing an Educational Policy.

UNIT - II

Educational Policies in India

- Critical analysis of Policies on Education since Independence: 1968, 1986 (Modified in 1992), 2020 in the context of: need and significance, goals and frameworks of educational policies, content of policies, issues raised in policies, constitutional provisions, special stress, modification of policies, implementation strategies.
- Issue of modifying an Educational Policy.

UNIT - III

Implementation of an Educational Policy

- A. Meaning, need and significance.
- B. Mechanism of Policy Implementation.
- C. Strategies to Implement an Educational Policy.

- D. Programme of action and implementation: conceptual clarification and significance.
- E. Role of different Organization / Groups: Legislature/ Judiciary/ Political Will and Parties/ Voluntary Organizations/ Non-governmental organizations (NGOs)/ Pressure Groups/ Public.
- F. Challenges for Implementation.

2.9.3 Suggestive Practicum

1. Reviewing and presenting report on NEP, 2020 in reference to Policy Implementation.
2. To present a critical review of the Programme of Action (1987).
3. Preparing a list of challenges to implement the present new National Education Policy, 2020 in our States.
4. Preparing a list of Measures to be taken or taken to implement National Education Policy, 2020 in our State.

2.9.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children and schools.

2.9.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.9.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.10 Education for Mental Health

Credits: 4
Semester: S-8

2.10.1 About the Course

This course on Education for Mental Health will give a comprehensive understanding on the concept of meaning and determinants of Mental Health. The course will further enhance the student teacher's ability to know different stress management and adjustment techniques. The course aims to introduce historical and contemporary developments of Mental Health Education programs in Indian and Global perspectives.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- express the meaning and significance of mental health,
- describe social and psychological determinants of mental health,
- analyze the causes of stress and process of stress management,
- analyze the significance of adjustment in life,
- analyze the needs and importance of global mental health education programme,
- explain the special role of teachers and parents to maintain the good mental health of children,
- suggest prevention and promotional measures to maintain good mental health of society,
- express the need for health policies globally.

UNIT - I Mental Health

- A. Meaning and determinants of Mental Health.
- B. Mental Health Vs Mental Hygiene.
- C. Mental disorders: Characteristics and Types.
- D. Causes of poor Mental Health.
- E. Myths Vs Facts about Mental Health.
- F. Legal perspectives of Mental Health in India.
- G. Concept of Healthy Personality

Unit-II Stress, Stress Management and Adjustment

- A. Stress: meaning, nature and symptoms, types of stress, social and psychological perspectives, remedial measures.
- B. Stress management and adjustment: meaning and significance of stress management and adjustment, prevention and promotion, role of parents, peer group and teachers.

UNIT - III Mental Health Education Programme

- A. Meaning and significance of Mental Health Education Programme.
- B. Dimensions of Mental Health Education Programme in India.
- C. Historical development of Mental Health Education Programmes in India.
- D. Local and Global Perspective of Mental Health Education Programme.
- E. Organizations at local and international level.

- F. Characteristics of a good Mental Health Education Programme.
- G. Role of Educational Institutions.

UNIT - IV

Challenges to Pedagogical Issues

- A. Home Vs. school
 - Diverse school and home contexts
 - Lifestyles of teachers and parents
 - Stereo-type roles
 - Mental health concerns of teachers and parents
 - Material availability/ production
- B. Guidance and Counselling Programme:
 - Concept, need and techniques.
 - Teacher as a counselor
- C. Designing and evaluating Mental Health Programmes

2.10.3 Suggestive Practicum

1. Visiting of Mental hospital and preparing list of four cases admitted in Hospital.
2. Preparation of two case histories on causes of abnormal behavior.
3. Critical analysis of laws and Public Health Policies.
4. Critical analysis of National Educational Policy, 2020 in the context of Health of children at school.
5. Critical analysis of Legal perspectives Mental Health Education in India.
6. Preparing comprehensive report on Mental Health Education Programme in India.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.10 Education for Sustainable Development

Credits: 4
Semester: S-8

2.10.1 About the Course

This course is designed to highlight the meaning, nature and significance of Education and Sustainable Development in the light of 17 sustainable development goals envisaged in United Nations agenda. The course is designed to make student teachers aware and understand SDG 4 goal of Inclusive and Quality Education in the light of NEP 2020. The course also highlights the politics and policies involved in Sustainable Development.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- clarify the meaning and significance of sustainable development,
- explore the relationship among education, development and environment,
- appreciate the relation between education and sustainable development,
- describe the characteristics of ESD,
- explain the role of education in sustainable development,
- critically analyze the meaning and importance of education in the context of sustainable development.,
- explain the role of education to achieve sustainable development,
- analyze the pedagogical issues related to ESD.

UNIT - I

Education and Sustainable Development

- A. Meaning, relationship, goals, and significance.
- B. Characteristics of ESD
- C. Education for Sustainable Development: Historical Perspective
- D. Philosophical, Sociological and Psychological Perspective.
- E. Role of Education for Sustainable Development.
- F. Decolonizing Knowledge for Sustainable Development.
- G. Challenges of Education for Sustainable Development.

UNIT - II

Sustainable Development Goals (SDGs)

- A. Meaning, nature and significance of SDGs.
- B. 17 Sustainable Development Goals (SDGs): UNESCO agenda.
- C. SDGs and Social Transformation as Universal Commitment.
- D. Education as a Human Right to achieve Sustainable Development.
- E. Sustainable Development and Peace.
- F. Role of Educational Institutions and Challenges to achieve SDGs.

UNIT - III

SD Goal-4: Quality Education for All

- A. Meaning, Nature, and Significance.
 - NEP, 2020 on SDG-4: Sustainable lifestyle, Gender equality, Promotion of peace & non-violence, Global citizenship, Good mental health & wellbeing, Justice in society.
- B. Pedagogical issues for SDG-4.

UNIT - IV

Sustainable Development: Politics and Policies

- A. Understanding the Policy-Making Process.
- B. Policy Analysis.
- C. Democratizing Science and Technology.
- D. Globalization and the Environment: Capitalism, Ecology and Power.
- E. Perspectives, Methods, and Skills.
- F. Innovation for Sustainability.
- G. Key Issues from an International perspective.
- H. Critical issues involved in sustainability.

2.10.3 Suggestive Practicum

1. To present critical review on NEP, 2020 in the context of SDGs.
2. Critical study of Delors Commission Report, 1996: **Learning: The Treasure within** with reference to SDGs.
3. To review and present a critical report on legal perspective on SDGs.
4. To prepare Toolkit for Educations for Sustainable Development.
5. To organize discussions/ seminars of Teachers of all streams to present their views on SDGs and to present Action Plan for this.
6. To prepare and present a short Video/film to promote SDGs.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

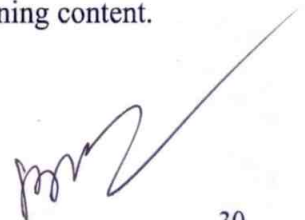
- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.10 Emerging Technologies in Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to use Information and Communication Technology in a classroom as an important 21st century skill and an important step for ICT enabled education of the country. The course explores various ICT approaches and its integration in Pedagogy, Assessment and Management. The course will help student teachers to know and apply online and offline software applications and it will enhance their understanding related to social, economic, and ethical issues associated with the use of ICT.

2.10.2 Learning Outcome

After studying this course, student teachers will be able to:

- describe the need and uses of technology in the field of education,
- use various digital technologies for creating the resources,
- provide learning experiences for all types of learners including differently abled.
- create learning environment in the class room,
- understand the role of ICT to enhance the creativity of students,
- view the use of massive open online courses (MOOCs),
- explain the role of ICT in authentic and alternative assessment,
- discuss the social, economic, and ethical issues associated with the use of ICT.

UNIT - I

Education and Technology

- A. Relationship between Education and Technology.
- B. Conceptual clarity of Technology of Education and Technology in Education.
- C. Meaning, Nature, and significance of Technology in Education.
- D. Historical Development of use of Technology in Education.
- E. Principles of using Technology in Education.
- F. Emerging trends in Technology in Education.

UNIT - II

Information and Communication Technology

- A. Meaning, nature, and types.
- B. Fundamentals of Information and Communication Technology.
- C. ICT Tools and application.
- D. Hardware and Software: meaning, difference and types.
- E. System software and Application software.
- F. ICT application and multiple intelligence.
- G. Social, Economic, and Ethical issues associated with the use of ICT.

UNIT - III

Technology in Education and Pedagogy

- A. Approaches of integration of Technology in teaching and learning.
- B. Subject specific ICT tools for creating and facilitating learning.
- C. Subject specific online resources and their uses in lesson Planning.
- D. Technology integrated learning experiences and creating learning Environment.
- E. Use of Technology for children with special needs: Tools and processes; Universal Design for Learning.
- F. Massive Open Online Courses (MOOC)-Concept and use.
- G. ICT for Assessment and Management.

UNIT - IV

Online and Offline Software Applications

- A. Application software- meaning and types.
- B. Word processing, spreadsheet, presentation: Features and educational applications.
- C. Drawing tools – diagrams, concept maps, timelines, flow charts. Educational applications of these tools.
- D. Web 2.0 technology and tools: meaning characteristics and types.
- E. Social networking and social book marking: Educational Applications.
- F. Blog and micro blog – reflective journaling and other educational applications.
- G. Web, YouTube, TED, Skype – collaborative authoring and projects.
- H. Instant messaging and its educational applications.
- I. Online forums/discussion groups and chats: educational applications.
- J. Social media sharing – video, presentations, audio (podcasts), graphics, and text.
- K. Web 2.0 tools for creating, sharing, collaborating, and networking.

UNIT - V

Instructional Design and E-content

- A. Instructional Design: concept, principles, models, and stages.
- B. E-learning courseware (e-content) design.
- C. Identifying and organizing course content: need analysis (learner, content, and task), learning objectives and course sequence.
- D. Designing instructional media, evaluation, and delivery strategies.
- E. Creating interactive content: story board, courseware outline, interactivity, and interface
- F. Courseware delivery and evaluation.
- G. Multimedia tools: Audio editing, video editing, screen casting, graphic editing, and basics of animation, and creating interactive media.
- H. Reusable learning objects (RLO) – meaning, types and characteristics, RLO repositories, metadata and standards.
- I. E-content authoring tools- open source and proprietary alternatives.
- J. Open Educational Resources – Meaning and importance, various OER initiatives, creative common licensing.

2.10.5 Suggestive Practicum

1. Creating an account in [wikispace/wikipedia/mediawiki](http://wikispace.wikimedia.org/wiki/mediawiki) and adding/editing content.
2. Developing an educational blog in www.blogger.com, www.wordpress.com.

2.10.7 Suggestive Exercises

1. Create an account in [wikispace/wikipedia/mediawiki](http://wikispace.wikimedia.org/wiki/mediawiki) and adding/editing content.

3. A critical study of some *e-learning* course.
4. Developing a multimedia e-content for a topic.
5. Field visits to the EDUSAT center and take part in teleconferencing.
6. Planning and creating digital rubrics for any topic
7. Organizing web conferencing using Skype/Yahoo/ Messenger/ Google+.
8. Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance, and up gradation
9. Review of NEP, National ICT policy and curriculum in the context of Technology in Education.
10. Enrolling and completing some MOOC courses of interest.
11. Developing technology integrated unit/lesson plans and trying them out in schools.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

2.10 Gender Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course Gender Education seeks to develop understanding and interlinkages between gender and education. The course is designed to develop a conceptual understanding of the overall gender discourse with special emphasis on issues such as gender bias, gender stereotypes in school, curriculum and in textual materials. The course also addresses gender sexuality, sexual violence, abuse, and legal perspectives.

2.10.2 Learning Outcomes

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

- clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy,
- explain the shifting from women studies to gender studies,
- clarify gender issues in school, curriculum, and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion, and region,
- examine school environment, curriculum, and pedagogy with reference to gender related issues,
- address issues related to sexuality, sexual violence, and abuse,
- draw framework for gender sensitized classroom and school environment.

UNIT - I

Gender and Education

- A. Meaning, relationship, and significance of studying.
- B. Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment.
- C. Gender as the basis in school education.
- D. Constitutional Provisions with special reference to equity and equality, rights of girls.
- E. Education and women's empowerment.
- F. Shifting from women's studies to Gender Studies.

UNIT - II

Learning Gender Roles

- A. Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/ agencies
- B. Socialization and learning gender roles.
- C. Gender stereotyping/Role models.
- D. Preventing Measures: role of school and home

UNIT - III

Gender, Sexuality, Sexual Violence and Abuse

- A. Development of sexuality and its impact on children with reference to gender, body image, role-models.
- B. Sexual violence in formal and informal institutions.



- C. Child sexual abuse from pre-primary stage to secondary stage: providing accurate information on child sexual abuse, helping, and identifying signs of sexual abuse in children.
- D. Providing dos and don'ts about sexual abuse.
- E. Legal perspective: Laws for safety and Security of girls and women, Implementation of the POCSO Act.

UNIT - IV
Pedagogical Issues

- A. Analyzing classroom practices.
- B. Creating gender friendly classrooms and school environment.
- C. Analyzing Curriculum from gender perspective: learning outcomes, textual material, teaching-learning processes, language used, teaching aids, assessment strategies.
- D. ICT pedagogy for gender sensitive school curriculum.
- E. Challenges for pedagogical issues.

2.10.3 Suggestive Practicum

1. Preparing a Report on National Educational Policies, (1986/1992 and 2020) in the context of gender issues in Education.
2. Preparation of projects on:
 - Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials.
 - Recommendations of commissions and policies on education to empower girls/women.
 - Mahila Samakhya Programme.
 - Women Role Models in various fields with emphasis on women in unconventional roles.
 - Video clipping on portrayal of women.
 - Folklores reflecting socialization process.
 - How students perceive sexuality and their own body images.
3. Field visits to schools to observe the schooling processes from a gender perspective.
4. Preparing Analytical Report on portrayal of men and women in print and electronic media.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.





2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.10 Guidance and Counselling

Credits: 4
Semester: S-8

2.10.1 About the Course

This course comprises of four units aiming to develop the understanding about the concept, need and significance of guidance and counselling. It will give a comprehensive understanding of guidance and counselling principles, techniques, and real-world applications. This course also deals with psychological testing and diagnosis in counselling. It examines the factors affecting guidance and counselling along with ethical considerations. The importance of counselling for individuals with disabilities, visual impairment, and hearing impairment is also emphasized in this course along with challenges related to providing counselling services in schools.

2.10.2 Learning Outcomes

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

- explain the basic meaning, need and significance of Guidance and Counseling in the context of education,
- differentiate between Guidance and Counselling with special reference to the purpose and strategies,
- clarify the general social, psychological, and historical perspective of Guidance and Counselling,
- describe the basic features of Guidance and Counseling with reference to students needs at school level,
- explain the basic principles of Guidance and Counselling,
- organize guidance program,
- analyze the reports of educational commission and educational policies with reference to Guidance and Counselling.

UNIT - I Guidance

- A. Meaning, need, nature and scope of Guidance.
- B. Brief historical background of Guidance movement in India.
- C. Individual and Group Guidance.
- D. Basic assumptions and principles of Guidance.
- E. Need to understand the needs of the individual and group in the context of Guidance.
- F. Essential information for Effective Guidance.
- G. Vocational Guidance and Role of teachers.

UNIT - II Counselling

- A. Meaning, importance, areas, and types of Counselling.
- B. Approaches to Counseling: directive, non-directive and eclectic, behaviorally, and cognitively oriented.
- C. Process of Counseling: initiating counseling, preparation, and intake procedures, establishing rapport, termination of and response to initial interview.

- D. Establishing Structure: attending behaviour, observation, non-verbal behaviour, listening, verbal patterning and communication responses, silence, use of questions. transference and countertransference. regarding and respect in counseling relationships. involuntary clients, client expectation.
- E. Role of family and community.

UNIT - III

Tools and Techniques to Collect Data

- A. Psychological Testing and Diagnosis: Need and Nature.
- B. Test use and interpretation, appraisal techniques.
- C. Counseling Interview: Essential aspects, basis procedures, problems, and their handling.
- D. Personality Assessment: Historical perspective
- E. Material administration, scoring, interpretation, and evaluation of frequently used personality inventories/ questionnaire and projective tests. Personal Orientation Tests and Rating Scales: Type a behaviour, Locus of Control, Attitude scale, ST AI etc., and other clinical rating scales.
- F. Case Study: Need and Importance.

UNIT - IV

Issues Related to Guidance and Counselling

- A. Factors affecting Guidance and Counselling.
- B. Ethical issues in Guidance and Counseling.
- C. Limitation of diagnosis with special reference to Counselling.
- D. Challenges to organize Guidance and Counselling programmes in schools.
- E. Counselling and Guidance of persons with learning disabilities, visual and hearing impairment.
- F. Challenges related to counselling services in schools.

2.10.2 Suggestive Practicum

1. Prepare a case study on students with learning difficulties.
2. Prepare a report on challenges of organizing guidance and counselling programmes in school.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

Handwritten signature and checkmark in blue ink.

2.10 Adolescence Education

Credits: 4
Semester: S-8

2.10.1 About the Course

The course is designed to develop a comprehensive understanding and knowledge about Adolescence and Adolescence education with special references of Adolescence Education programmes in India at School level. There is an attempt to develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing up and to inculcate healthy attitude towards sex and sexuality, respect for the opposite gender and understanding of responsible social behaviour. The course highlights core life skills and their significance in adolescence life period and try to know about the various Adolescence Education programmes undergoing for Adolescence in India.

2.10.2 Learning Outcomes

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

- develop sensitivity, understanding and knowledge about Adolescence and Adolescence Education,
- know the historical development of Adolescent Educational Programme in India,
- know the role of local as well as international agencies towards Adolescent Educational Programme,
- develop a positive attitude towards the importance of Adolescence Education Programmes at the school level,
- develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues,
- develop understanding about intellectual, emotional, physiological, socio-cultural, and interpersonal issues related to the processes of growing-up,
- inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior,
- develop an understanding about the desired life skills,
- acquire pedagogical related skills for Adolescence Education Programmes.

UNIT - I

Adolescence and Adolescence Education

- A. Understanding Adolescence: intellectual, emotional, social, and physiological aspects of Adolescence, issues and challenges during Adolescence, myths and realities.
- B. Adolescence Education: concept, nature, and significance of Adolescence Education in Indian context, aims and objectives of Adolescence Education.
- C. Role of school, family, media, and community as social agencies in Adolescence Education.
- D. Challenges of Adolescence Education.

UNIT - II

Life Skills and Adolescence Education

- A. Concept, nature, and significance of Life Skills for Adolescence Education.
- B. Relationship between Life Skills and Adolescence Education.
- C. Core Life Skills and their significance.
- D. Understanding sexual and reproductive health.
- E. STIs and HIV/AIDS: causes, prevention, cure, and skills of coping.

UNIT - III

Adolescence Education Programme in India (AEP)

- A. Historical Development of Adolescence Education Programme in India.
- B. Goals and Significance of Adolescence Education Programme in India.
- C. Role of Teachers in Adolescence Education in India (AEP).
- D. Challenges to Educational Programmes in India.
- E. Myths / Misconceptions

UNIT - IV

Pedagogical Issues

- A. Meaning, goals and significance.
- B. Challenges of teaching adolescence education: understanding student's behavior, dealing with personal self-constraints, socio- cultural issues, class-room issues and challenges, material production, methodology
- C. Preparation of teachers
- D. Approaches to adolescence education: case studies and critical incidents, brainstorming, role-playing, gaming, value clarifications, question box, discussions and debates, puppet shows, role reversal, video shows.

2.10.3 Suggestive Practicum

1. Study of Case studies and Critical Incidents. a) Field visit/s
2. Review and analysis of the work done by Government and Non-Government.
3. Study of Organizations (NGO) at national and international level.
4. A research study or detailed case study: Adolescents' behavior in different socio-economic settings, a study on child abuse victims, adolescents in drug rehabilitation centers, adolescents residing in the precincts of industrial areas and factory establishments, adolescents in the educational regions showing either higher or lower drop-out rate, adolescents belonging to communities in which social evils affecting them are manifested like child marriages, conducting Adolescence Education sessions in School.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with

educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2.10 Art in Education

Credits	4
Semester	S-8

2.10.1 About the Course

The course seeks to develop an understanding of Art with special reference to its relevance in human life in general and Education in particular. It will further develop imagination and sense of appreciation and aesthetic of art. The theoretical considerations of Art Education are highlighted from Indian and western perspectives of art in Life. The course talks about the fundamental principles of Art Education at school level. The pedagogical issues of art education and approaches to teaching-learning process are also discussed.

2.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- develop art appreciation with special reference to relevance and place of Art in human life,
- acquaint with conceptual understanding of the key ideas of Art Education,
- discuss critically the value development in Art Education.,
- understand the implications of Art in Education,
- sensitize towards the problems and issues in Art Education,
- sensitize towards pedagogical issues of Art Education,

UNIT - I

Art and Education

- A. Conceptual clarity, relationship, and significance of studying art education with special reference to place of art in Human life.
- B. Historical development of art education in school education.
- C. Goals of studying art education in school curriculum at different stages.
- D. Studying art education across the curriculum.
- E. Perspective of NEP, 2020 on Art Education.

UNIT - II

Theoretical Consideration of Art Education

- A. Philosophical, psychological and sociological perspective of Art Education.
- B. Formal and informal theories of art.
- C. Indian perspective of art in life.
- D. Western perspective of art in life.
- E. Critical analysis of theories of Art Education.

UNIT - III

Fundamentals of Art Education

- A. Literature of Art Education
- B. Conceptual clarity of the following basic concepts of art at school level: aesthetics, criticism and judgement at school level, beauty, reality, idea, truth, taste, sense.

- C. Basic requirements of teaching-learning art at school across stages.
- D. Question of social ethics.

UNIT - IV

Pedagogical Issues of Art Education

- A. Approaches to teaching-learning process of Art Education.
- B. Curriculum of art education with special to challenges of developing curriculum.
- C. Material production and its challenges.
- D. Assessment and Evaluation strategies with special reference to challenges.
- E. Criterion of analyzing: curriculum of Art Education, teaching-learning material, assessment and evaluation strategies, teaching strategies of art at school level.
- F. Values in Art teaching.

2.10.3 Suggestive Practicum

1. Preparing multimedia material for Art Education in senior secondary schools.
2. Preparation of instructional material for education in the arts for secondary school.
3. Organizing the Art Club.
4. Case studies of the children's work of art and their understanding of the concept of Art.

2.10.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

2.10.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

2.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

3.0 DISCIPLINARY/ INTER-DISCIPLINARY COURSES

**(To be developed by the University/
Institution concerned in line with regular-
Year Undergraduate Programme – FYUP
within prescribed credits as outlined in
Curriculum Framework)**



STAGE SPECIFIC CONTENT CUM PEDAGOGY COURSES

4.4 Content Cum Pedagogy Courses at Secondary Stage

NEP 2020 envisages that teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy. Aligning with this, the four-year Integrated Teacher Education Programme (ITEP) envisions the creation of passionate, motivated, qualified, professionally trained, and well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education and seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, and practice.

Pedagogy of a school subject can be referred to as a teacher's understanding of how the students learn. Pedagogy demands a variety of quality classroom interactions between the teacher and students which motivates students to learn. The use of appropriate pedagogy manifests in visible student enthusiasm and a desire to engage constructively in the learning process. The involvement of students is the key aspect of teaching learning process and the pedagogical decisions and responses made by the teachers have a significant effect on the student's participation. Consequently, the selection of teachers' learning experiences and implementation will have a significant influence both on student academic performance and motivation. At the Secondary level, the challenge for the teacher intensifies due to the nature of adolescence to understand and employ pedagogies that effectively support all three important dimensions of student's behaviour i.e., emotional, cognitive and conative as NEP 2020 lays emphasis on the holistic development of students.

The secondary stage of school education occupies a crucial position in the entire system of education because it is the terminal stage of school education. The secondary stage of teacher preparation involves four years of multidisciplinary study but with greater depth, greater critical thinking, and greater attention to life aspirations (Curriculum Framework, ITEP, 2023). It covers Grades 9–12 covering ages from 14–18. It emphasizes a pedagogy that is based on a combination of peer-facilitated, expert-led and self-learning processes with an emphasis on promoting conceptual understanding, collaboration, and creativity both in teacher education classrooms and school classrooms. Teachers' pedagogical expertise and subject matter expertise both are critical to successful teaching and student understanding.

Students develop greater disciplinary knowledge and approaches in the secondary stage. By locating the theoretical concepts within the overall conceptual framework of the disciplines, explaining them using the most recent, accepted theories of the discipline, and connecting these concepts to theoretical concepts in other disciplines, would help them understand the deeper meanings.

The Pedagogy courses at the secondary stage extend from semester III to VI covering 16 credits. There are four contents cum pedagogical courses across all subject-specific pedagogies. The first course, offered in the III semester is an introductory course entitled, Basics of Pedagogy, which is 4 credits course common to all subject disciplines such as Languages, Commerce, Sciences, Social Sciences, Home Science, Computer Science, Physical Education, Arts Education, Vocational Education and Agriculture. In Semesters IV, V and VI, subject-specific pedagogy courses are being offered, each with 2 credits. The student teachers of this stage have to choose

two contents cum pedagogical courses in semesters IV, V and VI. The subject-specific pedagogical courses are designed to effectively integrate theory and practice for attaining higher goals of preparing quality teachers as enshrined in NEP 2020.

In addition to being well-versed in the most recent developments in pedagogy and education, a student who completes these courses will have a solid foundation in Indian values, languages, knowledge, ethos, and culture. The requirement for 21st century skills has been addressed by these courses. These courses will be a pre-requisite of the internship of a student teacher and direct linkage to subject-specific school practices.

The following pedagogy courses are designed to realize the curricular objectives of the Secondary Stage:

S.No.	Discipline of the school curricular area	Courses	Semester	Credits
1.	General Pedagogy - For all curricular areas	Basics of Pedagogy at Secondary Stage - <i>This course shall be offered as common compulsory course across all the pedagogy courses.</i>	3	4
2.	Languages L1: Any one Language from Schedule 8 L2: Any one Language other than L1	Content cum Pedagogy of Language 1 at Secondary Stage – Course (I)	4	2
		Content cum Pedagogy of Language 2 at Secondary Stage- Course (I)		2
		Content cum Pedagogy of Language 1 at Secondary Stage- Course (II)	5	2
		Content cum Pedagogy of Language 2 at Secondary Stage- Course (II)		2
3.	Mathematics	Content cum Pedagogy of Language 1 at Secondary Stage- Course (III)	6	2
		Content cum Pedagogy of Language 2 at Secondary Stage- Course (III)		2
4.	Sciences (Physical Sciences)	Content cum Pedagogy of Mathematics at Secondary Stage – Course (I)	4	2
		Content cum Pedagogy of Mathematics at Secondary Stage – Course (II)	5	2
		Content cum Pedagogy of Mathematics at Secondary Stage - Course (III)	6	2
5.	Sciences (Biological Sciences)	Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (III)	6	2
5.	Sciences (Biological Sciences)	Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (II)	5	2

		Content cum Pedagogy of Biological Sciences at Secondary Stage - Course (III)	6	2
6.	Social Sciences (Economics, Geography, History and Political Science)	Content cum Pedagogy of Social Sciences at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Social Sciences at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Social Sciences at Secondary Stage - Course (III)	6	2
7.	Commerce, Accountancy & Business Studies	Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage- Course (I)	4	2
		Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Commerce, Accountancy and Business Studies at Secondary Stage - Course (III)	6	2
8.	Computer Science	Content cum Pedagogy of Computer Science at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Computer Science at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Computer Science at Secondary Stage - Course (III)	6	2
9.	Arts (Visual & Performance)	Content cum Pedagogy of Arts at Secondary Stage: - Course (I)	4	2
		Content cum Pedagogy of Arts at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Arts at Secondary Stage - Course (III)	6	2
10.	Vocational Education	Content cum Pedagogy of Vocational Education at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Vocational Education at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Vocational Education at Secondary Stage - Course (III)	6	2
11.	Physical Education & Yoga	Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (I)	4	2

		Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Health, Physical Education and Yoga at Secondary Stage - Course (III)	6	2
12.	Agriculture	Content cum Pedagogy of Agriculture at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Agriculture at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Agriculture at Secondary Stage - Course (III)	6	2
13.	Home Science	Content cum Pedagogy of Home Science at Secondary Stage - Course (I)	4	2
		Content cum Pedagogy of Home Science at Secondary Stage - Course (II)	5	2
		Content cum Pedagogy of Home Science at Secondary Stage - Course (III)	6	2

*Note: Pedagogy courses are developed as per curricular areas. HEIs may further develop as per their subject specific needs based on the syllabi.




4.4.1 Basics of Pedagogy at Secondary Stage

Credit: 4
Semester: S-3

4.4.1.1 About the Course

This course deals with diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

4.4.1.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- build comprehensive understanding of secondary stage learners,
- assess the physical, mental, social, and emotional growth of secondary stage learners,
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner,
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies,
- create enriching and inclusive learning environments to foster values-based education,
- develop a deeper understanding of various pedagogical approaches and their impact on learners,
- determine the knowledge to make informed decisions about instructional practices,
- explain the crucial role of pedagogy in facilitating effective learning experiences for students,
- outline knowledge and skills necessary for continuous professional development.

UNIT - I

Understanding Secondary Stage Learners

- A. Understanding the learners and learner background
- i. The physical, mental, social, and emotional growth of learners
 - ii. Thought processes and cognitive skills of learners.
 - iii. Psychological and social orientations of learners
 - iv. Social and academic lives of learners
 - v. Conflicts and challenges of secondary learners

- vi. Characteristics of secondary stage learners
- B. Observing the unique capabilities of a child

UNIT - II

Strategies of Teaching and Learning

- A. Understanding teaching and learning strategies:
 - i. Concept, characteristics and functions of teaching
 - ii. Making abstract concepts enjoyable by relating them to real-life situations,
 - iii. Promoting multidisciplinary learning through integration of different disciplines
 - iv. Promoting learner participation and engagement in learning
 - v. Building values through art integrated activities, community engagement etc.
 - vi. Promoting multidisciplinary learning through integration of different disciplines
 - vii. Promoting health and social sensitivities
 - viii. Developing respect toward cultural heritage
 - ix. Making classrooms inclusive and joyful learning spaces
- B. Relationship between Aims and Values of Education, Curriculum and Pedagogy

UNIT - III

Pedagogical Approaches

- A. Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry- based approach; other contemporary approaches, art-integrated learning, sports- integrated learning.
- B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.
- C. Role of pedagogy in effective learning: how does pedagogy impact the learner?

UNIT - IV

Continuous Professional Development of Teacher

- A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.
- B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.
- C. Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example covid-19).

4.4.1.3 Suggestive Practicum (Any Three)

1. Analyze NEP 2020 with reference to pedagogical aspects of the concerned subject.
2. Analyze and reflect on the qualities of an 'Innovative Teacher' in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher's Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.



4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by HEI.

4.4.1.4 Suggestive Mode of Transaction

Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

4.4.1.5 Suggestive Mode of Assessment

Portfolio creation, written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations (As per UGC norms).

4.4.1.6 Suggestive Reading Materials

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.2.1 About the Course

Interventions from quality teachers are vital in view of the objectives of NEP 2020. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Research clearly shows that children pick up language very quickly. It is also a well-known fact that students learn and grasp abstract concepts more quickly through their mother tongue or local language. Therefore, for teaching-learning any language, maximum exposure of the language needs to be given. This course comprises of three units emphasizing the knowledge of developing the teaching skills of language for the student-teacher. The course also focuses on the understanding of nature, scope, importance, and functions of a language. It also deals with the historical/policy perspectives along with the approaches, methods of teaching the language for development of language skills among the children.

4.4.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- outline the aims and objectives of teaching Language at the secondary level,
- identify and relate values of the Language with other disciplines,
- summarize the historical perspective of the Language,
- discuss methods, approaches, and materials for teaching Language at the secondary stage in the Indian context,
- appraise the Language diversity of the surroundings.

UNIT - I

Nature, Scope, and Historical Perspective of Language

- A. Nature, scope, and importance of the Language; Linguistic features of the Language.
- B. Functions of Language, Language learning, and Language acquisition.
- C. Historical perspective of the Language with a special focus on inclusivity in classrooms to learn the Language, evolution of Language with the power dynamics.
- D. Language as discourse: Language - Identity and Gender.
- E. Recommendations/suggestions of various committees, commissions, and policies on teaching-learning the Language in school education.
- F. Universality of Languages.

UNIT - II

- A. Aims and objectives of teaching the Language (L1 and L2).
- B. Linkages of the Language with other school subjects.
- C. Linkages between literature and society.
- D. Place of the Language in school curriculum at the national and international scenario.
- E. Values of Language: functionality, fluency, coherence.

UNIT - III

Pedagogical Aspects of Language

- A. Approaches of teaching Language – inductive deductive, constructivist, experiential learning, art-integrated learning, blended learning, interdisciplinary and multidisciplinary approaches.
- B. Critical and analytical pedagogical concerns related to teaching Language with special focus on Higher-Order Thinking skills (HOTs).
- C. Methods of teaching Language: learner-centric and group-centric, lecture-cum-demonstration, grammar-cum-translation method, direct method, audio-lingual method, task-based learning, lexical approach, activity-based discussion, problem-solving, hands-on activity, concept-mapping, collaborative and cooperative learning.
- D. Capabilities of students in Language skills and reflection.

4.4.2.3 Suggestive Practicum (Any Three)

1. Prepare a report on any one Language of your neighborhood focusing on how it has evolved.
2. Enumerate values of the Language and prepare a write up.
3. Write an article on the recommendations of NEP 2020 in context to Language development.
4. Prepare relevant resource materials of the Language at the secondary level.
5. Prepare a report on various pedagogical activities to teach the Language.
6. Any other project assigned by the HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, and terminal semester examinations (As per UGC norms).

4.4.2.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/ Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.2.1 About the Course

Building on the previous level's knowledge of the philosophy of the Language, the course will introduce students to the core knowledge of pedagogy and planning in Language education at the secondary level. It is designed to make student-teacher aware of the teaching-learning aids and other resources available as well as created for making Language learning meaningful and joyful. It will also help them to know the effectiveness of such resources and the impact on the children's Language skills. It also focuses on textbook analysis and planning for teaching Language and Literature and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain teaching-learning materials related to Language education with reference to NEP 2020,
- apply different types of teaching-learning aids during classroom teaching,
- make use of multimedia in Language teaching. Acquire knowledge about Language through online resources,
- develop lesson plan for effective teaching of Language,
- summarize the meaning and need of how to learn concepts of Language,
- identify the role of a teacher in facilitating learning of the Language.

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, role, and importance in classroom teaching learning of Language.
- B. Types of teaching learning aids/ materials: print media such as textbook, scrambled books, teachers' manual/ handbook and other print materials., non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)
- C. Identification and use of teaching aids/teaching learning materials from the environment.
- D. Language laboratory – types, design, management, and practices; Virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Language

- A. Concept, types and importance of unit and lesson planning.
- B. Pedagogical analysis of content taking examples from topics of Language textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art integrated) of Languages.

UNIT - III

ICT Integration and Application

- A. Scope and importance of using ICT in learning process of Languages.
- B. Use of ICT in the classroom: artificial intelligence, machine learning, smart boards, for enhancing learning.
- C. Tools, software and platform for teaching learning of Language at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

4.4.2.3 Suggestive Practicum (Any Three)

1. Prepare a teaching learning resource for developing Language skills.
2. Develop an e-content on any one topic from Language textbooks at secondary stage.
3. Develop a list of Literature which can play instrumental role in curriculum enrichment.
4. Prepare a write-up on pedagogical aspects of Language teaching in reference to NEP 2020.
5. Prepare outcome-based lesson plans on Prose, Poetry, and Grammar of Language.
6. Any other project assigned by the HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

4.4.2.6 Suggestive Reading Materials

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/Hindi).
- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.2 Content cum Pedagogy of Language 1/ Language 2 at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.2.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. The students will be exposed to research and innovative practices in teacher education. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Language and Literature. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Language and Literature. Finally, the instructor will enable the students to understand the concepts of assessment and evaluation as well as differentiate between assessment and evaluation for Language learning.

4.4.2.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- list the different concepts related to assessment and evaluation in Language Teaching,
- enumerate the characteristics of innovative practices in the teaching-learning process of the Language,
- discuss tools and techniques of assessment and evaluation in Language Teaching,
- examine issues in Language assessment and their impact on classroom teaching,
- apply ICT in the teaching-learning process of Language,
- develop e-content of Language using Language lab and virtual lab.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Language.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Language.
- C. Qualities of a Language teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Language.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Languages.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Languages.

UNIT - III

Research and Innovative Practices in Teaching Languages

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Language.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Language.
- E. Effective communication with special reference to multilingualism using Language lab and virtual lab.

4.4.2.3 Suggestive Practicum (Any Three)

1. Design devices for assessment of Listening, Speaking, Reading, and Writing skills of Language through activities such as debate, extempore, group discussion, Speech, etc.
2. Assess the peers in the Language and prepare an analytical report.
3. Write a reflective note on two editorial pieces on the same topic from different newspapers from multilingualism perspective.
4. Complete an online certificate course on Language from SWAYAM portal.
5. Develop a write-up on the power of Language in regard to NEP 2020 recommendations.
6. Any other project assigned by HEI.

4.4.2.4 Suggestive Mode of Transaction

Lecture-cum-discussion, project-based method, problem-solving method, experiential learning, inquiry approach, ICT integrated learning, interactive methods such as group discussions, peer tutoring, team teaching, workshops, observations and presentations.

4.4.2.5 Suggestive Mode of Assessment

Written tests, classroom presentations, seminars, assignments, practicum, sessional, terminal semester examinations will be used to assess the course outcomes (As per UGC norms).

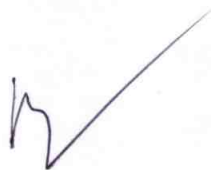
4.4.2.6 Suggestive Reading Material

- National Curriculum Framework for School Education, Government of India
- National Education Policy 2020 (NEP 2020). Government of India. (English/

Hindi).

- National Policy on Education (With Modifications Undertaken In 1992). Ministry of Human Resource Development: New Delhi.
- The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.3 Content cum Pedagogy of Mathematics at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.3.1 About the Course

Mathematics is an important school subject and students are expected to master computational and problem-solving skills with the help of mathematical concepts and reasoning during study. Teaching of Mathematics is not only concerned with the computational know-how of the subject but is also concerned with pedagogical content knowledge and communication leading to its meaningful learning amongst students. This course enables the student-teachers to understand the nature of mathematical knowledge and the mathematics curriculum at secondary stage. The objectives of teaching Mathematics should not be limited to the development of computational skills but to enable mathematical reasoning to solve problems of life. Student teachers will develop skills to formulate classroom objectives as well as plan for development of the values through Mathematics. Student teachers will have a thorough understanding of Mathematics content and their relevant specific pedagogy for the effective learning of Mathematics. They would be exposed to various pedagogical approaches, methods, and techniques so that they will be able to create a learner friendly classroom environment.

4.4.3.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- appraise the contribution of Indian Knowledge Systems in development of Mathematics,
- explain the nature of Mathematics as an important subject for human development,
- interpret the recommendation of the various policy documents in reference to Mathematics education,
- classify the aims and objectives of teaching Mathematics,
- formulate objectives based on learning outcomes for Mathematics teaching,
- select and demonstrate various approaches and methods of teaching Mathematics,
- plan strategies to inculcate values through teaching Mathematics.

UNIT - I

Nature, Scope and Historical Perspective of Mathematics

- A. Development of Mathematics from a historical perspective.
- B. Nature of Mathematical Knowledge – Axioms and Postulates, Conjectures, Proofs in Mathematics: inductive - deductive reasoning, theorems, mathematical modeling.
- C. Importance of Mathematics knowledge in everyday life.
- D. Recommendations of various committees, commissions and policies related to Mathematics education at Secondary stage (especially in National Education Policies and National Curriculum Frameworks).

UNIT - II

Aims and Objectives of Teaching Mathematics

- A. Aims and objectives of teaching Mathematics at secondary stage.
- B. Learning outcomes and competencies of teaching Mathematics at secondary stage.
- C. Linkages of Mathematics with other school subjects and place in school curriculum.

- D. Inculcation of values through teaching of Mathematics.

UNIT - III

Pedagogical Aspects of Mathematics

- A. Implication of various approaches of teaching Mathematics – inductive deductive, analytical synthetical, constructivist, blended learning, experiential learning, transdisciplinary, interdisciplinary, and multidisciplinary.
- B. Learner-centric and participative methods of teaching of Mathematics: lecture cum demonstration, problem-solving, laboratory, project based.
- C. Analytical pedagogical concerns in teaching of Mathematics for higher order thinking skills such as critical, creative, decision making, reflective, collaborative, and cooperative.
- D. Techniques of teaching learning Mathematics: oral, written, drill work, homework, self-study, group study, supervised study, concept-mapping, learning, art and sports integrated learning.

4.4.3.3 Suggestive Practicum (Any Three)

1. Prepare a collage/ biographic sketch on the contribution of Indian mathematician.
2. Present a paper on comparison of nature of mathematical knowledge with other school subjects.
3. Formulate objectives based on learning outcomes and experiential learning for any one unit of secondary Mathematics.
4. Develop strategy to connect any three topics for value inculcation in teaching of Mathematics.
5. Analyze the content of one chapter of Mathematics textbook and develop concept maps at secondary stage.
6. Select and list approaches and methods for teaching various topics of secondary stage Mathematics.
7. Any other project assigned by HEI.

4.4.3.4 Suggestive Mode of Transaction

Demonstration, field-based experience, library visits, classroom discussions, self-study, field observations, assignment preparation, classroom presentations, discussion forums, observation, research report, engaging in dialogue, flipped classroom.

4.4.3.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination (As per UGC norms).

4.4.3.6 Suggestive Reading Material

- MESE 001(2003) Teaching and Learning Mathematics. IGNOU series
- NCERT Publications: Pedagogy of Mathematics (Code-13074)

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.3 Content cum Pedagogy of Mathematics at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.3.1 About the Course

The teaching learning of Mathematics is a complex activity, and many factors determine the success of this activity. The nature and quality of instructional material, the presentation of content, the pedagogical skills of the teacher, the learning environment. Students at this stage are keen in exploring and constructing their own knowledge, so facilitating with resources is important for the schoolteacher. This course will provide illustrative exposure to the resource materials for Mathematics teaching learning. Teaching Mathematics requires a thorough understanding of the pedagogical content knowledge. It is the integration or the synthesis of teachers' pedagogical knowledge and their subject matter knowledge that comprises pedagogical content knowledge. Planning of the learning experiences is a must for the quality learning outcome and the better use of resources. This course provides skills to develop the planning of Mathematics teaching learning for classroom. This course also extends the support of technology integration for enhancement of pedagogical planning. The course will be helpful for Student teachers in knowing how the mathematical content knowledge is organized and used in the teaching learning process with support of technological tools.

4.4.3.2 Learning Outcomes

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

- discuss the nature and functions of various instructional resources,
- explore and utilize the teaching learning resources to support pedagogical experiences of Mathematics,
- organize and manage supportive activities for development of mathematical aptitude of secondary school students,
- plan appropriate experiences for teaching Mathematics,
- explore diverse backgrounds and interests' children bring to set up the inclusive classroom for Mathematics learning,
- elaborate technological tools for teaching and learning of Mathematics,
- integrate technology to judiciously facilitate learning for enhancing inclusive environment.

UNIT - I

Teaching Learning Resources

- A. Teaching learning materials: meaning and importance for secondary school Mathematics.
- B. Types of teaching learning resources: print media (Mathematics textbook, teachers' manual/ handbook, laboratory manual), non-print and digital media (charts, 2-D and 3-D models, games, web resources, interactive boards, animations, videos, images, simulations) for offline/ online classroom teaching and learning
- C. Identification and use of learning resources in Mathematics from the local environment, community resources and pooling of resources.
- D. Mathematics resource room/ laboratory – equipment and management, concept of virtual laboratories.

- E. Organization of Mathematics club, fairs, exhibitions, learner community.

UNIT - II

Content Analysis and Planning for Teaching Mathematics

- A. Analysis for identification of axioms, concepts, rules, formulas, theorems, corollaries; pedagogical content knowledge of arithmetic, algebra, geometry, mensuration, and trigonometry of secondary stage.
- B. Planning and evaluating learning experiences in an inclusive setup based on learning outcomes and competencies, building a community of mathematicians in classrooms.
- C. Developing annual plan, unit plan, lesson plan – need, main consideration, and format.
- D. Strategies for method-based lesson plan for secondary classes - inductive-deductive, analytical- synthetical, lecture cum demonstration, problem-solving, laboratory, and project based.

UNIT - III

ICT Integration and Applications in Teaching of Mathematics

- A. Scope and importance of ICT for teaching and learning Mathematics.
- B. Use of ICT (digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources, open education resources, blogs, forums, interactive boards, and devices) in the teaching learning, assessment and resource management of secondary Mathematics.
- C. Use of tools, software, and platforms such as GeoGebra, Khan Academy along with national teacher's portal, DIKSHA, SWAYAM.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for Mathematics classroom and online teaching.

4.4.3.3 Suggestive Practicum (Any Three)

- 1. Develop learning resources for Mathematics teaching learning.
- 2. Prepare annual plan for any secondary class.
- 3. Prepare a unit plan from the Mathematics textbook at secondary stage.
- 4. Prepare learning outcomes-based lesson plan using experiential learning for any one topic of Mathematics at secondary stage.
- 5. Develop a lesson plan on a topic of Mathematics at secondary stage by integrating ICT tools.
- 6. Write script for developing e-content on any one topic of Mathematics for online teaching.
- 7. Any other Project assigned by HEL.

4.4.3.4 Suggestive Mode of Transaction

Lecture cum discussion, group work, ICT enabled methods, Activity based and Art Integrated Demonstration, Field-based experiences, Library Visits, Self-study, Field observations, Assignment preparation. Classroom presentations, Discussion forums, Observation, Flip classroom, Use of digital platform.

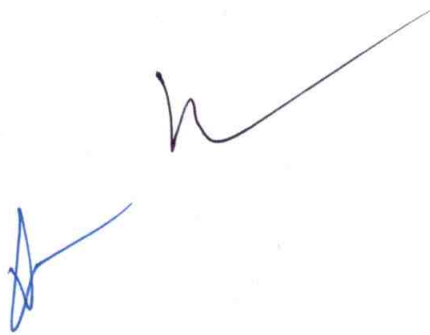
4.4.3.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional, and terminal semester examination (As per UGC norms).

4.4.3.6 Suggestive Reading Materials

- NCERT: A Handbook for Designing Mathematics Laboratory in Schools (Code- 1555)
- NCERT: Manual for Higher Secondary Mathematics Kit (Code- 3165)

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.3 Content cum Pedagogy of Mathematics at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.3.1 About the Course:

Development of 21st century skills are important for Mathematics teaching learning. Learning the imagination, spatial visualization, mathematical reasoning is important for novice learners. The course comprises three units describing 21st century skills for learning, assessment and evaluation and research and innovative practices in teaching learning Mathematics. This course also aims to improve skills and competencies required for Mathematics teachers to conduct effective learner assessments. The course describes various evaluation strategies and devices which can be efficiently used in the teaching learning of Mathematics and in the development of skills among the student teachers for improving student outcomes, conduct action research and school-based research in the teaching of Mathematics.

4.4.3.2 Learning Outcomes

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

- analyze the sources of the development of 21st century skills through Mathematics teaching and learning,
- determine role of teacher in facilitating learning and creating dynamic learning environment of Mathematics,
- describe need for and importance of assessment in the learning process of Mathematics,
- develop various types of tests for assessing students learning in Mathematics,
- design and develop innovative strategies and techniques for successful inteaching and learning Mathematics,
- conduct school- based research in Mathematics teaching,
- explain the various methods of exploring knowledge,
- explore innovative ideas for teaching and learning of Mathematics,
- assess the steps of action research.

UNIT - I

21st Century Skills for Learning Mathematics

- A. Need for and importance of how to learn 21st century skills such as practicing imagination, spatial visualization, mathematical reasoning, problem solving for learners and teachers of Mathematics.
- B. Psychological, sociological, and philosophical perspective of teaching learning and development of Mathematics.
- C. Qualities of a Mathematics teacher as professional.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Mathematics.

UNIT - II

Assessment for Learning in Mathematics

- A. Meaning, need and organization of oral, written, and practical assessment in Mathematics.
- B. Construction of types of questions in Mathematics: objective, short answer, long answer, considerations for the marking different types of questions in Mathematics.

- C. Planning and developing teachers made tests in Mathematics - Table of Specification (TOS), question paper setting and preparing answer key.
- D. Tools to identify learning difficulties and provide corrective measures in Mathematics, concept of 360° assessment, holistic progress card and assessment of mathematical aspects of students.

UNIT - III

Research and Innovative Practices in Teaching of Mathematics

- A. Divergent thinking for innovation in psychological, sociological, and philosophical perspectives of Mathematics for quality learning experiences.
- B. Innovative practices in Mathematics.
- C. Research on issues of gender, class and culture in Mathematics learning and achievement - expectations, attitudes and stereotypes; access to higher Mathematics; interrogating the notion of 'Achievement Gap'; construction of learners' identity in a Mathematics classroom.
- D. Recent trends and research related to teaching learning of Mathematics – digital gaming, digital storytelling, using Artificial Intelligence for Mathematics teaching and learning.
- E. Action research for solving problems of teaching and learning of Mathematics: meaning, significance, steps, and planning.

4.4.3.3 Suggestive Practicum (Any Three)

1. List 21st century skills with reference to various topics of school Mathematics.
2. Writing a paper on recent trends and research related to teaching learning of Mathematics.
3. Prepare a scrap book for 'Mathematics in Print Media'.
4. Prepare a small video for recent trends of Mathematics in social media.
5. Plan a teacher made test for a unit of secondary Mathematics.
6. Prepare a report after using an innovative idea to teach a difficult topic of secondary Mathematics.
7. Plan for action research on any one problem of teaching learning Mathematics.
8. Any other project assigned by HEL.

4.4.3.4 Suggestive Mode of Transaction

Lecture cum discussion, group work, ICT enabled methods, activity based and art integrated demonstration, field-based experiences, library visits, self-study, field observations, assignment preparation, classroom presentations, discussion forums, observation, flip classroom, use of digital platform.

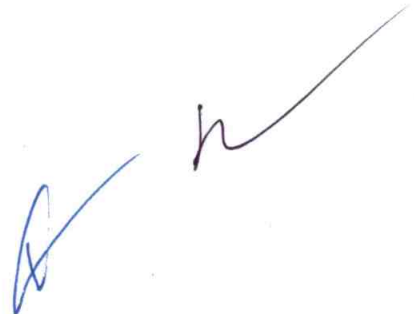
4.4.3.5 Suggestive Mode of Assessment

Written test, classroom presentation, workshop, assignments, practicum, sessional and terminal semester examination (As per UGC norms).

4.4.3.6 Suggestive Reading Material

- NCERT (2012). Pedagogy of Mathematics
- NCERT: Manual for Higher Secondary Mathematics Kit (Code- 3165)

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.4 Content cum Pedagogy of Physical Sciences at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.4.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Physical Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Physical Sciences and the aims and objectives of teaching Physical Sciences and its linkages with other disciplines. Historical/policy perspectives of Physical Sciences are discussed in unit second. Physical Sciences is conceptualized in very broad terms by relating it to technology, society, humans, and sustainable development. It also focuses on the place of Physical Sciences in school curriculum including an emphasis on how to build inclusive classrooms. It focuses on pedagogical concerns of Physical Sciences. Critical, creative, and analytical pedagogical concerns in teaching Physical Sciences with special reference to higher-order thinking are also placed in unit third.

4.4.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain nature, scope and importance of Physical Sciences,
- illustrate aims and objectives of teaching Physical Sciences for sustainable development of society,
- outline linkages between Physical Sciences and other subjects,
- identify the values and importance of Physical Sciences and alternative knowledge systems,
- summarize the historical/policies perspective of Physical Sciences,
- examine pedagogical concerns of Physical Sciences,
- categorize approaches and methods of teaching learning Physical Sciences,
- apply appropriate pedagogy in teaching learning the concepts of Physical Sciences.

UNIT - I

Nature, Scope and Historical Perspective of Physical Sciences

- A. Nature, scope, and importance of Physical Sciences.
- B. Historical perspective of Physical Sciences.
- C. Contributions of Indian (ancient and modern) and other scientists.
- D. Physical Sciences, society and human and sustainable development.
- E. Recommendations/suggestions of various committees, commissions, and policies in reference to Physical Sciences.

UNIT - II

Aims and Objectives of Physical Sciences

- A. Aims and objectives of teaching Physical Sciences.
- B. Learning outcomes and competencies of teaching Physical Sciences at secondary stage.
- C. Linkages of Physical Sciences with other school subjects and place of the Physical Sciences in school curriculum.
- D. Values of Physical Sciences: scientific attitude and appreciating other systems of knowledge / alternative knowledge systems.

UNIT - III

Pedagogical Aspects of Physical Sciences

- A. Implication of various approaches - inductive deductive, constructivist, experiential learning, art integrated learning, sports integrated learning, blended learning, interdisciplinary and multidisciplinary approaches in Physical Sciences.
- B. Analytical pedagogical concerns in teaching of Physical Sciences for higher order thinking skills such as critical, creative, communication, decision making, reflective.
- C. Methods of teaching learning Physical Sciences: learner-centric and group-centric, lecture cum demonstration, activity based, discussion, problem-solving, laboratory, stem and steam, project based, scientific inquiry, hands on activity, discovery, experimentation, concept-mapping, collaborative and cooperative learning.

4.4.4.3 Suggestive Practicum (Any Three)

1. Explore contributions of Indian scientists in the development of Physical Sciences and make presentations on historical development of Physical Sciences.
2. Analyze recommendations of policies/commissions in context of Physical Sciences.
3. Develop concept maps on different concepts of Physical Sciences.
4. Identify and integrate values in Physical Sciences concepts.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Physical Sciences.
6. Prepare write-ups on the teaching of science using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
7. Any other project assigned by HEI.

4.4.4.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, experiential learning, art and environment integrated learning, sports integrated learning.

4.4.4.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.4.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.

- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Physical Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

A ✓ W ✓

4.4.4 Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.4.1 About the Course

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of physical sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of physical sciences. It focuses on learning resources in physical sciences to enable student teachers to make use of available learning resources and how to generate new resources for teaching learning the concepts of physical sciences. It also focuses on textbook analysis and planning for teaching physical sciences. and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning and outcomes, find out about various activities and experiments. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching.

4.4.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify teaching learning aids / materials and illustrate their importance in teaching learning the concepts of Physical Sciences,
- categorize teaching aids/materials/learning resources,
- develop teaching learning aids/material/kits/learning resources for teaching learning the concepts of Physical Sciences,
- utilize teaching aids/materials/learning resources for teaching learning the concepts of Physical Sciences,
- analyze the content of physical sciences textbooks at secondary stage,
- develop lesson plan based on learning outcomes and experiential learning using appropriate strategies.

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role and importance in classroom teaching learning the physical sciences.
- B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning reflective journals, charts, 2-D and 3-D models, games, cards, worksheets, multimedia.
- C. Identification and use of learning resources in physical sciences from the local environment.

- D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, physical sciences clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Physical Sciences

- A. Pedagogical analysis of content taking examples from topics of physical sciences textbooks at secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit and lesson planning.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of physical sciences at secondary stage.

UNIT - III

ICT Integration and Applications

- A. Scope and importance of ICT in physical sciences.
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment, and resource management.
- C. Tools, software, and platforms for teaching learning of physical sciences at secondary stage.
- D. Developing ICT integrated lesson plans by taking topics of physical sciences at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.4.3 Suggestive Practicum (Any Three)

1. Develop e-content for the concepts of Physical Sciences at Secondary Stage.
2. Analyze the content of textbooks of Physical Sciences (Classes 9-12).
3. Identify the learning resources for transiting the concepts of Physical Sciences.
4. Develop teaching aids/teaching materials for teaching concepts of Physical Sciences at secondary stage.
5. Develop learning outcomes for the concepts of Physical sciences at the secondary stage.
6. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Physical Sciences.
7. Develop a project on the concepts of Physical Sciences using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
8. Any other project assigned by HEI.

4.4.4.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, demonstration, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning and ICT integrated approach.

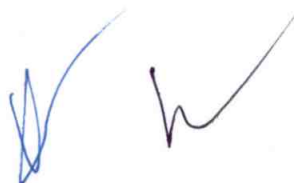
4.4.4.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.4.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- Laboratory Manual of Science (Grade 9 & 10), NCERT.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Laboratory Manuals.
- NCERT Textbooks, Chemistry for Class XI and XII.
- NCERT Textbooks, Physics for Class XI and XII.
- NCERT Textbooks, Science for Class IX and XI.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.4 Content cum Pedagogy of Physical Sciences at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.4.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Physical Sciences. The importance of planning science learning and teaching in secondary schools. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Physical Sciences. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Physical Sciences.

4.4.4.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the significance of acquiring 21st-century skills for Physical Sciences teaching,
- outline the need for and importance of assessment and evaluation in the teaching of Physical Sciences,
- appraise with various assessment strategies for continuous assessment in reference to teaching of Physical Sciences,
- utilize appropriate tools and techniques for assessment and evaluation in teaching learning of Physical Sciences,
- identify recent trends in research related to the teaching and learning and its implications in teaching learning of Physical Sciences,
- prepare unit test item based on TOSS and develop different types of test items,
- construct and administer different type of tests,
- plan offline and online activities for testing higher order thinking skills in teaching learning of Physical Sciences,
- relate ICT integration and elaborate its use in classroom situations,
- identify a problem in the context of Physical Sciences teaching learning and plan action research.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Physical Sciences.



- B. Psychological, sociological, and philosophical perspective of teaching and learning Physical Sciences.
- C. Qualities of a Physical Sciences teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Physical Sciences.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Physical Sciences.
- B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360° assessment.
- C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of laboratory skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation - unit test based on Table of Specification (TOS) and its importance, basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the content of Physical Sciences.

UNIT - III

Research and Innovative Practices in Physical Sciences

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Physical Sciences.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Physical Sciences.

4.4.4.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio for a student of Secondary Stage.
3. Conduct Simulated Teaching session for the concepts of Physical Sciences and observation by self, peer, and teacher.
4. Explore development of multidisciplinary projects and present using PowerPoint.
5. Interpret the concept of Physical Sciences with Psychological, Sociological and Philosophical Perspective.
6. Apply innovative practices in classroom teaching learning of Physical Sciences.
7. Make a presentation on the role of Physical Sciences in sustainable development of society.
8. Plan action research for Continuous Professional Development (CPD) of Physical Sciences teacher.
9. Any other project assigned by HEI.



4.4.4.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, demonstration, discovery approach, project approach, inquiry approach, problem-solving, experiential learning.

4.4.4.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.4.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft ~ National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.5 Content cum Pedagogy of Biological Sciences at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.5.1 About the Course

Biology is an inseparable part of human life and is hence learning biological concepts and principles is given ample importance in school curricula. Knowledge of Biological Sciences enables students to recognize and value the diverse living forms, their structure and method of functioning, co-existence and how they harmoniously blend with other natural/physical factors that constitutes the complex environment. To enable school students adequately learn these aspects, teachers must design and adopt appropriate teaching-learning methods for teaching Biological Sciences. Biological Sciences offer us the unique facility of seeing, touching and observing materials. This course aims to educate the student teachers to learn the various methods and strategies in teaching Biological Sciences. The course comprises of three units describing the aims and scope of Biological Sciences in Secondary level. A glimpse of the history of Biological Sciences is dealt with ancient and modern Indian and international contributions in the study of biological methods and practices in building the modern-day Biological Sciences. Salient features of selected earlier curricular exercises with special reference to biology at secondary level are also emphasized.

4.4.5.2 Learning Outcomes

After completion of this course, Student teachers will be able to:

- explain nature, scope, and importance of Biological Sciences,
- illustrate aims and objectives of teaching Biological Sciences for sustainable development of society,
- outline linkages between Biological Sciences and other subjects,
- identify the values and importance of Biological Sciences and alternative knowledge systems,
- summarize the historical/policies perspective of Biological Sciences,
- examine pedagogical concerns of Biological Sciences,
- categorize approaches and methods of teaching learning Biological Sciences,
- apply proper pedagogy in teaching learning the concepts of Biological Sciences,
- realize the importance of studying Biological Sciences as part of the school curriculum,
- identify the values and significance of Biological Sciences in School curricula,
- apply appropriate method/s in teaching concepts of Biological Sciences.

UNIT - I

Nature, Scope and Historical Perspective of Biological Sciences

- A. Nature, scope, and importance of Biological Sciences.
- B. Historical perspective of Biological Sciences.
- C. Contributions of Indian (ancient and modern) and other scientists.
- D. Biological science for sustaining self, society, environment, and world.
- E. Recommendations/suggestions of various committees, commissions, and policies in reference to Biological Sciences.

UNIT - II

Aims and Objectives of Biological Sciences

- A. Aims and objectives of teaching biological science as a component of multidisciplinary science.
- B. Learning outcomes and competencies of teaching Biological Sciences at secondary stage.
- C. Linkages of Biological Sciences with other school subjects and place of the Biological Sciences in school curriculum.
- D. Values of Biological Sciences; ethical, environmental and sustainability concerns.

UNIT - III

Pedagogical Aspects of Biological Sciences

- A. Implication of various approaches – inductive deductive, constructivist, experiential, art-integrated, blended learning, interdisciplinary and multidisciplinary approaches, stimulating the spirit of investigation and enquiry.
- B. Analytical pedagogical concerns in teaching of physical sciences for higher order thinking skills such as critical, creative, communication, decision making, reflective.
- C. Methods of teaching learning Biological Sciences: learner-centric and group-centric, lecture cum demonstration, activity based, discussion, problem-solving, laboratory and hands on activity based, sports- integrated, project based, inquiry, discovery, experimentation, concept-mapping, collaborative and cooperative learning; stem and steam concept.

4.4.5.3 Suggestive Practicum (Any Three)

1. Plot a timeline of development of Biological Sciences from ancient to modern times mentioning the important developments.
2. Analyze and prepare a report on pedagogy of Biological Sciences with reference to NEP 2020.
3. Prepare a write up on ancient Indian contributions and practices in Ayurveda/Herbal medicines.
4. Develop concept maps on different concepts of Biological Sciences.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Biological Sciences.
6. Any other project assigned by HEI.

4.4.5.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia.

4.4.5.5 Suggestive Mode of Assessment

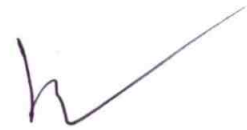
Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.5.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.

- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.5 Content cum Pedagogy of Biological Sciences at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.5.1 About the Course

A wide array of teaching-learning resources is available to modern day teachers. This course comprises of three units which aims to introduce various resources and discuss their appropriate utilization in teaching. In this course, student teachers are introduced to different units and lesson plan based on learning outcomes and experiential learning. Requisite skills such as the use of print media, non-print media and digital resources are discussed in the course. This course also focuses on familiarizing student teachers in ICT integration in teaching and preparing ICT based lesson plans for online teaching using suitable tools. This course aims to prepare student teachers for teaching Biological Sciences using different dimensions pedagogical and technological aspects.

4.4.5.2 Learning Outcomes

After completion of this course, Student teachers will be able to:

- categorize different teaching learning resources and plan their appropriate usage in teaching learning of concepts of Biological Science,
- develop simple teaching learning materials using easily available/local materials,
- analyze the content of Biological Science textbooks at secondary stage,
- review various methods and strategies for teaching Biological Sciences,
- develop learning outcome-based lesson plan to promote experiential learning and higher order thinking skills,
- develop unit plans and lesson plans on different chapters in biology (Grades IX to XII).

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning the Biological Sciences.
- B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual and other print materials, non-print and digital media such as museum, aquarium, terrarium, games, toys, radio, TV, websites, animations, audios, videos, images, simulations; Biological Sciences mobile apps, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-d and 3-d models, games, cards, worksheets, multimedia etc.
- C. Identification and use of learning resources in Biological Sciences from the local environment - using nature as a laboratory; biology laboratory - designing, management and safe practices; virtual laboratories and museums.
- D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, Biological Sciences clubs, fairs, exhibitions, science parks, zoo, botanical gardens, excursions community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Biological Sciences

- A. Pedagogical analysis of content taking examples from topics of Biological Sciences textbooks at secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit and lesson planning.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Biological Sciences at secondary stage.

UNIT - III

ICT Integration and Application

- A. Scope and benefits of using IT in teaching learning process; Artificial Intelligence, machine learning, smart boards.
- B. Specific features and limitations of using ICT.
- C. Open Educational Resources in Biological Sciences – BIOIDAC, MOOC, National Teachers Portal, DIKSHA, SWAYAM.
- D. Developing ICT integrated lesson plans by taking topics of physical sciences at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.5.3 Suggestive Practicum (Any Three)

- 1. Analyze the content of textbooks of Biological Sciences (Classes 9-12).
- 2. Develop e-content for the concepts of Biological Sciences at Secondary Stage.
- 3. Develop unit plans of selected chapters of Textbooks of Biological Sciences.
- 4. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Biological Sciences.
- 5. Developing ICT integrated lesson plans for offline and online classes.
- 6. Explore a course of Biological Sciences of MOOC and prepare a write up.
- 7. Any other project assigned by HEI.

4.4.5.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, Hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia.

4.4.5.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.5.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.5 Content cum Pedagogy of Biological Sciences at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.5.1 About the Course

Assessment and Evaluation are an inseparable component of teaching learning of Biological Sciences. In this course, student teachers will be exposed to various assessment practices that can be followed in assessment of Biological Sciences. The course also deals with planning action research in classroom situations. It focuses on Psychological, Sociological and Philosophical Perspective of Learning of Biological Sciences. The importance of planning science learning and teaching in secondary schools. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Biological Sciences.

4.4.5.2 Learning Outcomes

After completion of this course, Student teachers will be able to:

- appraise different types of assessment and strategies for continuous assessment,
- distinguish between assessment and evaluation,
- compare merits and demerits of different types of assessment,
- develop unit test item based on TOS and develop different type of test items,
- construct and administer the achievement test,
- familiarize with basic statistical methods for analyzing performance in tests,
- plan offline and online activity for testing higher order thinking skills,
- recognize challenges in modern day classrooms and plan appropriate strategies,
- relate ICT integration and elaborate its use in classroom situations.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Biological Sciences.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Biological Sciences.
- C. Qualities of a Biological Sciences teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Biological Sciences.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: concept, need for and importance of teaching learning the Biological Sciences.
- B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal, and 360-degree assessment.

- C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations based on the concepts of Biological Sciences.
- D. Unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting of Biological Sciences, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the concepts of physical science at secondary stage.

UNIT - III

Research and Innovative Practices in Biological Sciences

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences, creating a sensitive and conducive classroom environment for learning and practicing life skills.
- B. Recent trends in research related to teaching learning of Biological Sciences.
- C. Action research: meaning, significance, steps, and planning.
- D. Evidence-based practices and reflection, school-based research in Biological Sciences.

4.4.5.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio for a student of Secondary Stage.
3. Identify a topic and Plan action research at secondary stage.
4. Conduct Simulated Teaching session for the concepts of Biological Sciences and observation by self, peer, and teacher.
5. Apply innovative practices in classroom teaching learning of Biological Sciences.
6. Any other project assigned by HEI.

4.4.5.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, Hands-on activities, experiential learning, inquiry, Group work, Presentations, multimedia.

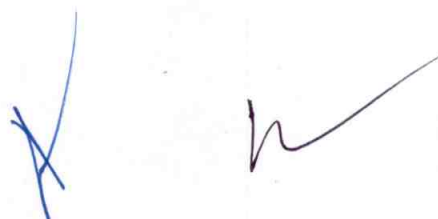
4.4.5.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.5.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Textbooks of Biological Sciences at Secondary Stage.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.6.1 About the Course:

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Social Sciences is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Social Sciences and the aims and objectives of teaching Social Sciences and its linkages with other disciplines. Historical/policy perspectives of Social Sciences are discussed in unit second. Critical, creative, and analytical pedagogical concerns in teaching Social Sciences with special reference to higher-order thinking are also placed in unit third.

4.4.6.2 Learning Outcomes

After completion of this course, student teacher will be able to:

- explain the nature and scope of Social Sciences,
- examine the pedagogical aspects of the Social Sciences,
- elaborate the aims and objectives of the Social Sciences,
- analyze the historical perspective and inherent values in Social Sciences,
- identify the importance/significance of Social Sciences in daily life,
- develop learning objectives and outcomes,
- differentiate between Social Sciences and social studies,
- determine the suitability of the methods for teaching learning Social Sciences,
- apply approaches and strategies of teaching learning Social Sciences at the secondary stage.

UNIT - I

Nature, Scope, and Historical Perspective of Social Sciences

- A. Nature of Social Sciences.
- B. Historical development of Social Sciences, scope, and role of Social Sciences in daily life.
- C. Disciplines of Social Sciences and their interrelationship.
- D. Concept of Social Sciences and Social Studies.
- E. Recommendations and suggestions of various committees, commissions, and policies in reference to Social Sciences.

UNIT - II

Aims and Objectives of Teaching Social Sciences

- A. Aims and objectives of teaching Social Sciences at secondary stage.
- B. Learning outcomes and competencies of teaching Social Science at secondary stage.
- C. Linkages of Social Sciences with other subjects and its place in school curriculum.
- D. Values of Social Sciences such as intellectual, utilitarian, moral and aesthetic and environmental.

UNIT - III

Pedagogical Aspects of Social Sciences

- A. Implication of various approaches- inductive deductive, constructivist, experiential learning, art-integrated learning, sports integrated learning, field visit, discovery, project methods for learning of the selected chapters/concepts in Social Sciences textbooks.
- B. Moving towards more holistic, interdisciplinary, and multidisciplinary approaches of learning Social Sciences, learning exclusive of pre-conceptions and misconceptions, blended learning.
- C. Methods of teaching Social Sciences: learner-centric and group-centric, activity based, discussion, problem-solving, role play, inquiry approach, problem-solving, concept mapping, collaborative & cooperative learning approach, field based experiential learning and applications of suitable methods for learning the selected chapters/concepts in Social Sciences textbooks.
- D. Critical, creative and analytical pedagogical concerns in teaching the Social Sciences with special reference to higher-order thinking.

4.4.6.2.3 Suggestive Practicum (Any Three)

1. Develop write-ups on the teaching of Social Sciences using interdisciplinary and multidisciplinary approaches as suggested in NEP 2020.
2. Develop learning objectives and learning outcomes for the concepts of Social Sciences at the secondary stage.
3. Design an excursion activity to transact concepts of Social Sciences.
4. Prepare a detailed project on the curricular integration of skills, capacities, and values in Social Sciences.
5. Demonstrate different pedagogical approaches and strategies for transacting concepts of Social Sciences
6. Analyze the different recommendations of policies/commissions in context to Social Sciences.
7. Any other project assigned by HEI.

4.4.6.4 Mode of Transactions

Lectures with discussion, Hands-on activities, project approach, problem-solving, concept mapping, collaborative & cooperative approach, experiential learning, and toy/art/sports integrated learning.

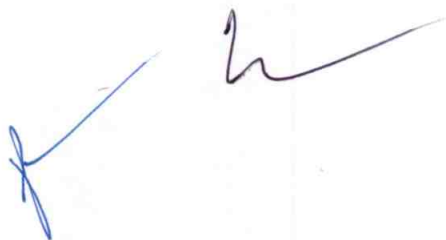
4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggestive Reading Material:

- NCERT Textbooks of Social Sciences for Classes IX - XII
- Epistemology of Social Sciences, the scientific status, values and Institutionalisation, Vol. XXXVI, UNESCO publications, (1984)
- National Policy on Education 1968, 1986 and 2020.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.6.1 About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Social Sciences at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Social Sciences. It focuses on learning resources in Social Sciences to enable student teachers to make use of available learning resources and also process to generate new resources for teaching learning the concepts of Social Sciences. It also focuses on textbook analysis and planning for teaching Social Sciences and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning outcomes, find out about various activities. Accordingly, they are expected to develop lesson plan based on learning outcomes and experiential learning for classroom and online teaching. Pedagogy must evolve to make education more experiential, holistic, integrated, inquiry-driven, discovery-oriented, learner-centered, discussion-based, flexible, and enjoyable. This pedagogical course of Social Sciences enhances the pedagogical knowledge and skills of prospective teachers through different learning approaches. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on psychological, sociological and philosophical perspective of Social Sciences. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes on how to integrate and use ICT in Social Sciences' classroom.

4.4.6.2 Learning Outcomes

After completion of this course, student teacher will be able to:

- utilize online and other resources in the teaching-learning process of Social Sciences,
- prepare lesson plans based on learning outcomes,
- identify learning resources from the local environment and apply the concepts of Social Sciences in daily life,
- utilize teaching learning resources effectively in teaching Social Sciences content at the secondary stage,
- prepare ICT integrated lesson plans for online classroom teaching using digital resources and multimedia.

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning Social Sciences.
- B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook and other print materials, non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom

teaching learning (reflective journals, charts, 2-D and 3-D models, games, toys, flash cards, worksheets, multimedia etc.)

- C. Identification and use of learning resources in Social Sciences from the local environment
- D. Social Sciences projects, clubs, fairs, exhibitions and visits places of historical and geographical importance, Social Sciences laboratory and museum as a learning resource including virtual laboratories, community resources and pooling of learning resources.

UNIT - II

Content Analysis and Planning for Teaching Social Sciences

- A. Concept, types and importance of unit and lesson planning.
- B. Pedagogical analysis of content taking examples from topics of subject textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning (art and sports integration) of Social Sciences.
- D. Need for enrichment of content knowledge in Social Sciences.

UNIT - III

ICT Integration and Application

- A. Scope and importance of using ICT in learning process of Social Sciences.
- B. Use of ICT in the classroom: Artificial Intelligence, machine learning, smart boards for student development.
- C. Tools, software, and platform for teaching learning of Social Science at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching using digital resources and multimedia.

4.4.6.3 Suggestive Practicum (Any Three)

1. Prepare one working model/toy/game on the concepts of Social Sciences.
2. Create an e-content on any two concepts of Social Sciences at secondary stage.
3. Prepare a lesson plan keeping in view blended learning approach for the concepts of Social Sciences followed by presentation in the class.
4. Select a topic for teaching learning of Social Science and develop a write up (name of unit, name of theme/topic, learning outcomes, material used and procedure).
5. Identify and use learning resources from the surroundings in Social Sciences and write a detailed report.
6. Prepare lesson plans based on learning outcomes and experiential learning by selecting two topics from the Social Sciences textbooks at secondary stage.
7. Any other project assigned by HEI.

4.4.6.4 Suggestive Mode of Transaction

Lectures, hands-on activities, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning, art integrated learning, sport integrated learning.

4.4.6.5 Suggestive Mode of Assessment

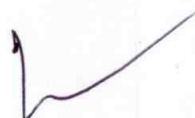
Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional

and terminal semester examinations (as per UGC norms).

4.4.6 Suggestive Reading Material

- *National Policy on Education, 1968, 1986 and 2020*
- NCERT (2023) *National Curriculum Framework of School Education (Draft)*
- NCTE (2009) *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. NCTE, New Delhi.
- UNESCO, (1984) *Epistemology of Social Science, the Scientific Status, Values and Institutionalization*, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.6 Content cum Pedagogy of Social Sciences at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.6.1 About the Course:

This course focuses on the need and scope to know how to learn the concepts of Social Science. They will also understand the role of a teacher as facilitator. They will reconcile themselves as per National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM). The teacher will enable the students to understand the importance of continuous professional development to meet the current challenges. The students will get motivated to participate in professional development activities to develop 21st century skills to deal with various issues. They will also understand action research and will be able to conduct it for the improvement of Social Science practices. They will develop leadership attributes to lead for a good cause keeping in view Indian values and ethos. This course focuses on how to learn Social Science along with psychological, sociological, and philosophical perspective. It also emphasizes innovative practices to enhance effective communication to be a dynamic and innovative Social Science teacher. Therefore, the course highlights the need and significance of continuous professional development of a teacher to meet the current and forthcoming challenges. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. National Education Policy (NEP) 2020 emphasizes on the formative assessment, which is more competency based, promotes learning and holistic development of the students, and tests higher order skills such as analysis, critical thinking and conceptual clarity. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. This pedagogical course of Social Sciences aims to provide details about the concepts of assessment and evaluation, tools and techniques of assessment in Social Sciences.

4.4.6.2 Learning Outcomes

After completion of this course, student teacher will be able to:

- discuss the meaning and need of how to learn the concepts of Social Science,
- identify the role of teacher in facilitating learning for Social Science,
- enumerate the characteristics of innovative practices in teaching-learning process of Social Science,
- plan action research to improve practices of Social Science,
- compare and apply the different types/modes of assessment,
- develop the learning indicators and construct test items to measure learning achievement,
- construct and administer achievement test,
- apply tools and techniques of assessment in teaching learning process.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Social Sciences.

- B. Psychological, sociological, and philosophical perspective of teaching and learning Social Sciences.
- C. Qualities of a Social Sciences teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Social Science.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Social Sciences.
- B. Development of learning indicators, performance-based assessment, learners' records of observations.
- C. Strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360o assessment.
- D. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- E. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Social Sciences.

UNIT - III

Research and Innovative Practices in Teaching Social Sciences

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Social Sciences.
- C. Action research: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Social Sciences.

4.4.6.3 Suggestive Practicum (Any Three)

1. Prepare, administer, and analyze scores of an achievement test.
2. Explore AI based assessment tools and prepare an E-Portfolio of a student of Secondary Stage.
3. Explore development of multidisciplinary projects and present using PowerPoint in Social Sciences.
4. Apply innovative practices in classroom teaching learning of Social Sciences.
5. Plan action research for Continuous Professional Development (CPD) of Social Sciences teacher.
6. Pilot new ways of assessment using educational technologies focusing on 21st century skills.
7. Organize a field trip and write a detailed report evaluating the learning processes.
8. Any other project assigned by HEI.

4.4.6.4 Suggestive Mode of Transaction

Lectures cum discussion, observation, project approach, field based, inquiry approach,

8 experimentation, problem-solving, concept mapping, collaborative & co-operative approach, experiential learning.

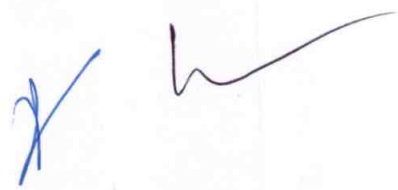
4.4.6.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.6.6 Suggested Reading Material

- National Policy on Education, 1968, 1986 and 2020
- NCERT (2023) National Curriculum Framework of School Education (Draft)
- NCTE (2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. NCTE, New Delhi.
- UNESCO, (1984) Epistemology of Social Science, the Scientific Status, Values and Institutionalization, Vol. XXXVI, UNESCO Publications.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.7 Content cum Pedagogy of Commerce at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.7.1 About the Course:

Commerce is an important school subject and students are expected to master knowledge and skills related to business, accounts, Finance, and allied areas during study. Commerce subject deals with economic issues and concerns of a society thus this course focuses on the real-life situations and primary sources of information so that the student-teachers can grasp concepts and develop thinking skills. 'Teaching of Commerce' at school level has a great relevance to acquaint prospective schoolteachers with various pedagogical aspects and interventions in commerce. This course encompasses three units focusses on the scope of Commerce (Business studies and accountancy) and allied subjects and the purpose of teaching Commerce in schools, nature, scope and importance of Commerce teaching, its historical perspective. The course emphasizes the aims, objectives and learning outcomes of teaching Commerce at the secondary level.

4.4.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss contribution of Indian (ancient and modern) and other expert in development of commerce,
- explain the nature and scope of Commerce as an important subject for civil society,
- interpret the recommendation of the various policy documents about Commerce education,
- outline linkages between Commerce and other subjects,
- classify the aims and objectives of teaching commerce,
- examine pedagogical concerns of Commerce,
- demonstrate various approaches and methods of teaching commerce,
- apply proper pedagogy in teaching learning the concepts of Commerce,
- plan strategies to inculcate values through teaching of Commerce.

UNIT - I

Nature, Scope, and Historical Perspective of Commerce

- A. Nature, scope, and importance of Commerce as a school subject.
- B. Historical perspective of development of Commerce as a subject.
- C. Contributions of Indian (ancient and modern) and other experts.
- D. Commerce, society and human and sustainable development.
- E. Recommendations and suggestions of various committees, commissions, and policies in reference to Commerce education.

UNIT - II

Aims and Objectives of Teaching Commerce

- A. Aims and objectives of teaching Commerce at secondary stage.
- B. Learning outcomes and competencies of teaching Commerce at secondary stage.

- C. interrelationships within Commerce and allied subject knowledge (accountancy, business studies, management, finance, economics)
- D. Linkages of Commerce with other disciplines and place of Commerce in school curriculum.
- E. Inculcation of values through teaching of commerce.

UNIT - III

Pedagogical Aspects of Commerce

- A. Implication of various approaches- inductive deductive, constructivist, art integrated learning, sports integrated learning, blended learning, interdisciplinary and multidisciplinary approaches in commerce.
- B. Analytical pedagogical concerns in teaching of Commerce for higher order thinking skills such as critical, creative, communication, decision making, reflective.
- C. Methods of teaching learning commerce: learner-centric and participative, demonstration, case study, discussion, problem-solving, laboratory, project based, scientific inquiry, discovery, experimentation, concept-mapping, seminar, collaborative and cooperative learning.
- D. Experiential learning in Commerce – industry trips, real field experiences, dalton method, simulations, role play.

4.4.7.3 Suggestive Practicum (Any Three)

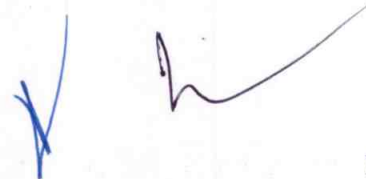
1. Participate in the discussion (class level) on any recent development in the field of Commerce and prepare a report.
2. Make a report on activities performed by any one company regarding its social responsibility.
3. Prepare learning outcomes for any two units of Commerce at secondary stage.
4. Explore contributions of Indian experts in the development of Commerce and make presentations on historical development of commerce.
5. Analyze recommendations of policies/commissions in context to commerce.
6. Develop Concept maps on different topics of commerce.
7. Demonstrate different pedagogical approaches and strategies for transacting concepts of commerce.
8. Prepare write-ups on the teaching of Commerce using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
9. Any other project assigned by HEI.

4.4.7.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, experiential learning, art and environment integrated learning, sports integrated learning.

4.4.7.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).



4.4.7.6 Suggestive Reading Material

- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- Draft National Curriculum Framework for School Education,
- NCERT Textbooks, Business Studies for Class XI and XII
- NCERT Textbooks, Accountancy for Class XI and XII

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.7 Content cum Pedagogy of Commerce at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.7.1 About the Course:

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Commerce at secondary stage. This course discusses different types of teaching aids/materials for teaching learning concepts of Commerce. It emphasizes learning resources in Commerce to enable student teachers to make use of available learning resources and how to generate new resources for teaching learning the concepts of Commerce. It also focuses on textbook analysis and planning for teaching Commerce. and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning and outcomes, find out about various activities and experiments. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify teaching learning aids / materials and illustrate their importance in teaching learning the concepts of Commerce,
- categorize teaching aids/materials/learning resources,
- develop teaching learning aids/material/kits/learning resources for teaching learning the concepts of Commerce,
- utilize teaching aids/materials/learning resources for teaching learning the concepts of commerce,
- analyze the content of Commerce textbooks at secondary stage,
- develop lesson plan based on learning outcomes and experiential learning using appropriate strategies.

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role, and importance in classroom teaching learning the commerce.
- B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials.), non-print and digital media (such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, cards, worksheets, multimedia etc.)
- C. Identification and use of learning resources in Commerce from the local environment.
- D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, Commerce clubs, fairs, exhibitions, excursions, community resources and pooling of resources.



UNIT - II

Content Analysis and Planning for Teaching Commerce

- A. Pedagogical analysis of content taking examples from topics of Commerce textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit and lesson planning.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Commerce at secondary stage.

UNIT - III

ICT Integration and Application

- A. Scope and importance of ICT in commerce.
- B. Use of ICT (such as Artificial Intelligence, machine learning, smart boards) in teaching learning, assessment and resource management.
- C. Tools, software, and platforms for Commerce specific online learning, e-commerce, m-commerce.
- D. Developing ICT integrated lesson plans by taking topics of Commerce at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.7.3 Suggestive Practicum (Any Three)

1. Develop e-content for the concepts of Commerce at Secondary Stage.
2. Analyze the content of textbooks of Commerce.
3. Identify the learning resources for transiting the concepts of Commerce.
4. Develop teaching aids/teaching materials for teaching concepts of Commerce at secondary stage.
5. Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Commerce.
6. Develop a project on the concepts of Commerce using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
7. Any other project assigned by HEI.

4.4.7.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, hands-on activities, demonstration, discovery approach, project approach, inquiry approach, experimentation, problem-solving, concept mapping, experiential learning and ICT integrated approach, Flip classroom, Use of digital platform.

4.4.7.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.7.6 Suggestive Reading Material

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks, Accountancy for Class XI and XII
- NCERT Textbooks, Business Studies for Class XI and XII

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.7 Content cum Pedagogy of Commerce at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.7.1 About the Course:

The 21st century skills are the major concerns for a progressive society. Development of 21st century skills are important for a Commerce teacher and learner. This course comprises three units and a practicum. The first unit emphasizes professional and skill development of the teachers of the Commerce. The second unit focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based 360° assessment. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Commerce. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in the classroom of Commerce. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. The course describes various evaluation strategies and devices which can be efficiently used in the teaching of Commerce and in the development of skills among the student teachers for improving student outcomes, conduct action research and school-based research in the teaching of Commerce.

4.4.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- appraise different types of assessment and strategies for continuous assessment,
- compare merits and demerits of different types of assessment in Commerce,
- prepare unit test item based on TOS and develop different type of test items,
- construct and administer the diagnostic and achievement test,
- plan offline and online activity for testing higher order thinking skills,
- analyze NEP 2020 with special reference to activity-oriented classrooms,
- relate ICT integration and elaborate its use in classroom situations.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Commerce.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Commerce.
- C. Qualities of a Commerce teacher as professional in enhancing learning.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Commerce.



UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Commerce.
- B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360° assessment.
- C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of laboratory skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation - unit test based on Table of Specification (TOS) and its importance, basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the content of Commerce.

UNIT - III

Research and Innovative Practices

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Commerce.
- C. Action research for improvement in the learning of Commerce: meaning, significance, steps and planning.
- D. Evidence-based practices and reflection, school-based research in Commerce.

4.4.7.3 Suggestive Practicum (Any Three)

- Prepare, administer, and analyze scores of an achievement test.
- Explore AI based assessment tools and prepare an E-Portfolio for a student of Secondary Stage.
- Conduct Simulated Teaching session for the concepts of Commerce and observation by self, peer, and teacher.
- Explore development of multidisciplinary projects and present using PowerPoint.
- Interpret the concept of Commerce with Psychological, Sociological and Philosophical Perspective.
- Apply innovative practices in classroom teaching learning of Commerce.
- Make a presentation on the role of Commerce in sustainable development of society.
- Conduct action research for Continuous Professional Development (CPD) of Commerce teacher.

4.4.7.4 Suggestive Mode of Transaction

Lecture cum discussion/demonstration, demonstration, discovery approach, project approach, inquiry approach, problem-solving, experiential learning.



4.4.7.5 Suggestive Mode of Assessment

Written test, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.7.6 Suggestive Reading Material

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.8 Content cum Pedagogy of Computer Science at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.8.1 About the Course

Computer Science is a rapidly evolving discipline that lies at the core of the modern technological era. It is the study of algorithms, data structures, and the principles of computation, encompassing a wide range of topics related to computing and information technology. As a discipline, it blends theory and practice, fostering innovation and problem-solving in diverse fields. This course on the pedagogy of Computer Science comprises of three units and a practicum. It aims to provide student teachers with a comprehensive understanding of the Computer Science discipline's nature, historical context, evolving trends, and its correlation with other school subjects. It focuses on defining the aims and objectives of teaching Computer Science, along with the development of learning outcomes and competencies for student teachers. The course also explores different pedagogical approaches and teaching methods to foster higher-order thinking skills and prepare student teachers for the practical, social, disciplinary, and cultural aspects of Computer Science. By the end of the course, student teachers will be equipped with effective strategies to engage learners and facilitate their learning in the field of Computer Science.

4.4.8.2 Learning Outcomes

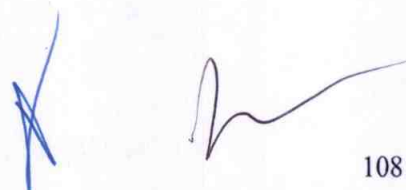
After completion of this course, student teachers will be able to:

- identify the nature, scope, and Importance of Computer Science,
- explain aims and objectives of teaching Computer Science,
- recognize the multidisciplinary nature of Computer Science and its linkages with other school subject,
- summarize the historical and policy perspective of Computer Science,
- demonstrate the practical, social, disciplinary, and cultural values of teaching learning Computer Science,
- discuss the policy recommendations and suggestions in regard to Computer Science,
- examine the implications of different pedagogical approaches of teaching Computer Science,
- analyze different methods of teaching Computer Science.

UNIT - I

Nature, Scope and Historical Perspective of Computer Science

- A. Nature, scope and importance of Computer Science.
- B. Historical perspective of Computer Science.
- C. Computer Science as an evolving discipline.
- D. Recommendations/suggestions of various committees, commissions, and policies in reference to Computer Science.



UNIT - II

Aims and Objectives of Teaching Computer Science

- A. Aims and objectives of teaching Computer Science.
- B. Learning outcomes and competencies of teaching Computer Science at secondary stage.
- C. Linkages of Computer Science with other school subjects and its place in school curriculum.
- D. Values of teaching Computer Science: practical, social, disciplinary, and cultural values.

UNIT - III

Pedagogical Aspects of Computer Science

- A. Implication of various approaches - inductive deductive, constructivist, experiential learning, computer/ web supported pedagogical approaches such as personalized adaptive learning and Computer Managed Learning (CML), multimedia approach, interdisciplinary and multidisciplinary approaches in Computer Science.
- B. Analytical pedagogical aspects in teaching of Computer Science for higher order thinking skills such as critical, creative, communication, decision making and reflective.
- C. Methods of teaching the Computer Science: learner-centric and group-centric, lecture cum demonstration, problem-solving, laboratory, and project based, analytic and synthetic, flipped classrooms, Computer Assisted Instructions (CAI), mobile learning and online learning.

4.4.8.3 Suggestive Practicum (Any Three)

1. Analyze recommendations of policies/commissions in context to Computer Sciences.
2. Prepare a write-up on any two topics of Computer Science regarding their learning outcomes and competencies at Secondary Stage.
3. Create an interactive multimedia presentation, including videos, animations, and simulations, to explain complex Computer Science concepts.
4. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Computer Sciences.
5. Identify the challenges and benefits of implementing CAI in educational settings and prepare a report.
6. Identify and integrate values in Computer Science concepts and prepare a PowerPoint presentation.
7. Any other project assigned by HEI.

4.4.8.4 Suggestive Mode of Transaction

Lecture cum demonstration method, discussion method, laboratory method, project method, inquiry approach, problem solving, experiential learning approach, flipped classrooms, mobile apps and interactive methods such as group discussions, peer tutoring, workshops, observations and presentations.


4.4.8.5 Suggestive Mode of Assessment

Seminars, demo lessons, case studies, practical tasks, hands-on activities in laboratories, written tests, classroom presentations, workshops, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.8.6 Suggestive Reading Materials:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT (2019). Computer Science: Textbook for class XI – XII.
- NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.8 Content cum Pedagogy of Computer Science at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.8.1 About the Course

This course aims to equip student teachers with the necessary knowledge and skills to effectively teach Computer Science at the secondary stage. The course comprises of three units and a practicum. The course focuses on various teaching-learning resources, content analysis and planning, as well as the integration of Information and Communication Technology (ICT) to enhance the teaching-learning experience. The primary objective is to create a dynamic and inclusive learning environment that enables learners to grasp fundamental concepts in Computer Science while keeping up with the rapid advancements in technology. Furthermore, the course will explore the significance and organization of Computer Science laboratories and libraries, as well as the integration of social media platforms as valuable teaching-learning resources. Student teachers will learn how to identify core concepts, list learning outcomes and competencies, and effectively plan and evaluate inclusive learning experiences. Student teachers will also gain insights into educational software, mobile apps, and websites specifically designed for Computer Science education at the secondary stage. The course also emphasizes the development of ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for both traditional classroom settings and online teaching.

4.4.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify various types of teaching learning aids/materials and illustrate their importance in teaching of Computer Science,
- analysis the content of Computer Science textbooks at secondary stage,
- develop lesson plans based on specified learning outcomes,
- assess the potential of social media platforms as teaching learning resources in the context of teaching of Computer Science,
- utilize virtual laboratories, Computer Science clubs, fairs, exhibitions, excursions, community resources, and pooling of resources effectively to enhance Computer Science learning experience,
- explore and categorize educational software, mobile apps and websites catering to Computer Science topics for secondary stage learners,
- apply the concept of Technological Pedagogical Content Knowledge (TPCK) to create ICT-integrated lesson plans for effective implementation in online teaching learning environments.

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role, and importance in teaching learning of Computer Science.
- B. Types of teaching learning aids/ materials: print media such as textbook, teachers' manual/ handbook, laboratory manual, worksheets and other print materials, non-print and digital media such as charts, 2-D and 3-D models, radio, TV, websites, multimedia (animations, audios, videos, images, digital text), simulations, digital repository,

Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online teaching learning of Computer Science.

- C. Identification and use of learning resources in Computer Science from the local environment.
- D. Resource rooms, Computer Science laboratory – layout, management, and practices; Computer Science library – importance and its organization; social media as teaching learning resources, virtual laboratories and e-library, Computer Science clubs, fairs, exhibitions, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Computer Science

- A. Pedagogical analysis of content taking examples from topics of Computer Science textbooks at secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit planning and lesson planning.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Computer Science at secondary stage.

UNIT - III

ICT Integration and Applications

- A. Scope and importance of ICT in Computer Science.
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment process and resource management of Computer Science.
- C. Tools, software, and platform for teaching learning of Computer Science at secondary stage,
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.8.3 Suggestive Practicum (Any Three)

1. Explore different learning resources inside and outside the school and document the findings.
2. Collaborate with local Computer Science clubs, fairs, exhibitions, and consolidate outcomes in the form of a report.
3. Critically analyze two chapters of Computer Science textbooks at secondary stage.
4. Develop an e-Content on any one topic from Computer Science textbook at secondary stage.
5. Develop an outcome-based lesson plan on a topic of Computer Science at secondary stage by integrating ICT tools.
6. Plan judicious use of technology in inclusive classrooms and prepare a PowerPoint presentation.
7. Any other project assigned by HEI.

4.4.8.4 Suggestive Mode of Transaction

Lecture cum demonstration method, discussion method, laboratory method, project method, inquiry approach, problem solving, experiential learning approach, flipped classrooms, mobile

apps, and interactive methods such as group discussions, peer tutoring, workshops, observations and presentations.



4.4.8.5 Suggestive Mode of Assessment

Seminars, demo lessons, case studies, practical tasks, hands-on activities in laboratories, written tests, classroom presentations, workshops, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.8.6 Suggestive Reading Materials

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT (2019). Computer Science: Textbook for class XI – XII.
- NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.8 Content cum Pedagogy of Computer Science at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.8.1 About the Course

This course comprises of three units and a practicum. It lays the foundation of research by focusing on the significance of 21st-century skills in the context of teaching learning of Computer Science. It explores the essential skills that student teachers need to acquire and apply in the ever-evolving technological landscape. The course examines the psychological, sociological, and philosophical perspectives that influence teaching and learning Computer Science. Moreover, it identifies the qualities of a competitive Computer Science teacher, emphasizing their role in enhancing the learning experience. In this course, student teachers will recognize how assessment plays a crucial role in ascertaining learners' understanding and progress. The course will emphasis on fostering innovation and research in the teaching of Computer Science. Student Teachers will explore the concept of divergent thinking and its application in constructing quality learning experiences in teaching and learning of Computer Science. They will also review recent trends and research findings related to teaching and learning in the field of Computer Science. The course will introduce the concept of action research and school-based research to student teachers, and they will explore evidence-based practices and the importance of reflective practices in improving teaching methodologies.

4.4.8.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the significance of acquiring 21st-century skills for Computer Science teaching,
- outline the need for and importance of assessment and evaluation in the teaching of Computer Science,
- appraise with various assessment strategies for continuous assessment in reference to teaching of Computer Science,
- utilize appropriate tools and techniques for assessment and evaluation in teaching learning of Computer Science,
- identify recent trends in research related to the teaching and learning and its implications in teaching learning of Computer Science,
- prepare unit test item based on TOSS and develop different types of test items,
- construct and administer different type of tests,
- plan offline and online activities for testing higher order thinking skills in teaching learning of Computer Science,
- relate ICT integration and elaborate its use in classroom situations,
- identify a problem in the context of Computer Science teaching learning and plan action research.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Computer Science.
- B. Psychological, sociological, and philosophical perspective of teaching and learning Computer Science.
- C. Qualities of a Computer Science teacher as professional for enhancing teaching learning skills.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Computer Science.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Computer Science
- B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment, formal, informal and 360° assessment.
- C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning of Computer Science.

UNIT - III

Research and Innovative Practices in Teaching of Computer Science

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Computer Science.
- B. Recent trends in research related to teaching learning of Computer Science.
- C. Action research: meaning, significance, steps, and planning.
- D. Evidence-based practices and reflection, school-based research in Computer Science.

4.4.8.3 Suggestive Practicum (Any Three)

- 1. Prepare, administer, and analyze the scores of an achievement test.
- 2. Prepare an assessment tool on any one topic at Secondary Stage using E-Resources.
- 3. Take a real-life case study where Computer Science played a vital role in solving problems and analyze its impact in such scenario and present your findings as a report.
- 4. Analyze the ethical dilemmas related to Computer Science, such as data privacy, AI ethics and cyber security concerns. Reflect on the broader societal impact of these issues and prepare a PowerPoint presentation.
- 5. Apply innovative practices in classroom teaching learning of Computer Science and prepare an e-portfolio.
- 6. Plan action research for continuous professional development of Computer Science teacher.
- 7. Any other project assigned by HEI.

4.4.8.4 Suggestive Mode of Transaction

Lecture cum demonstration method, discussion method, laboratory method, project method, inquiry approach, problem solving, experiential learning approach, flipped classrooms, mobile apps, and interactive methods such as group discussions, peer tutoring, workshops, observations and presentations.

4.4.8.5 Suggestive Mode of Assessment

Seminars, demo lessons, case studies, practical tasks, hands-on activities in laboratories, written tests, classroom presentations, workshops, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.8.6 Suggestive Reading Materials:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT (2019). Computer Science: Textbook for class XI – XII.
- NCERT (2019). Information and Communication Technology: A Textbook for Class IX - X.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.9 Content cum Pedagogy of Arts Education at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.9.1 About the Course

The term 'Art' refers to a wide range of human endeavors and the resulting works that reflect technical mastery, aesthetic beauty, emotional heft, or mental concepts. Through the involvement of the hearts, mind, and hand, the education of Arts, craft, and design plays a special role in the holistic development of human beings, empowering them to construct their own world with wisdom and to comprehend and value the work of others. This course comprises three units related to the nature, scope and historical perspective of Arts Education, aims and objectives of Arts Education teaching and pedagogical aspects of Arts Education. The course deals with knowledge of Indian Arts which will enable the students to appreciate the diversity and richness of artistic traditions, as well as to become liberal, original thinkers, and responsible citizens of the country, provisions in NEP 2020 in reference to Arts Education, learning outcomes and competencies of teaching arts at the secondary stage and the inculcation of associated values. It emphasizes the implication of various approaches to teaching arts, the development of high order thinking skills, to adapt different methods and techniques for effective teaching and develop skills for providing varied student-centric, participatory quality learning experiences to the students.

4.4.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss the modern meaning of arts and design,
- reflect on Indian arts and its relevance in secondary school,
- interpret the need of arts education in nation development,
- explain arts education as a curricular discipline and its evolution as a subject,
- discuss significance of arts education in school and its relationship with other school subjects,
- outline aims, objectives and learning outcomes of teaching arts at school level,
- select objectives and competencies for teaching of Arts,
- adapt various methods for teaching of Arts,
- maximize the reflection on values inculcation.

UNIT - I

Nature, Scope, and Historical Perspective of Arts Education

- A. Appreciation of arts, the modern concept of Arts, interdependence of arts, craft, and design, forms of Arts.
- B. The scope of arts and its importance in the development of nation and as a profession.
- C. Knowledge of Indian arts – from earliest to the contemporary as a subject, historical perspective, and major landmarks in the evolution of arts (visual and performing arts) as a subject.
- D. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Arts Education.

UNIT - II

Aims and Objectives of Arts Teaching

- A. Aims and objectives of teaching Arts at secondary stage.
- B. Learning outcomes and competencies of teaching Arts at secondary stage.
- C. Understanding arts/craft (visual and performing) traditions of India and its relevance in secondary school, traditional crafts as a pedagogy assimilating with other school subjects.
- D. Inculcation of different values through teaching of Arts.

UNIT - III

Pedagogical Aspects of Arts Education

- A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Arts.
- B. Analytical pedagogical aspects in teaching of arts for the development of high order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
- C. Methods of teaching arts: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, hands on activity, field-based observations, assignments, brainstorming as a thinking strategy, design thinking skills, divergent thinking, meta-cognition, artistic expression, exploration and creation, experimentation, collaborative and cooperative learning, peer learning.

4.4.9.3 Suggestive Practicum (Any Three)

- 1. Organize a workshop on how Art forms can be integrated in teaching and learning of other school subjects and prepare a report.
- 2. Report on how the Artist design their products, manage their resources, including raw materials, its marketing and other challenges they face.
- 3. Explore traditional Art forms in the community or neighborhood and prepare a report.
- 4. Make puppets and their costumes and prepare a write up of the entire process.
- 5. Applied Arts activities: Design the school magazine and bulletin boards, make posters, and greeting/invitation cards, stage scenes for music, dance, and drama performances.
- 6. Analyze NEP 2020 with reference to emphasis on Arts Education.
- 7. Write learning outcomes and competencies for two topics of Arts Education at Secondary Stage.
- 8. Visit any monumental place and observe its aesthetics. Prepare a report based on your observations relating it to different forms of Art.
- 9. Any other project assigned by HEI.

4.4.9.4 Suggestive Mode of Transaction

Lecture cum demonstration, Experimental method, Field-based experiences, Project method, Laboratory method, Hands on Activity, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, Brainstorming and Experiential method.

4.4.9.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance based, sessional and terminal examination (As per UGC Norms).

4.4.9.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Art Education
- UNESCO, (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Peace, Paris, November 3 {No.99-241}UNESCO PRESSE. http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO, (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Road_Map_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.9 Content cum Pedagogy of Arts Education at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.9.1 About the Course

Art focuses on the presentation of ideas, sentiments, and visual aspects. A person who produces or develops Arts by applying deliberate skill and imaginative creativity is called an Artist. It's crucial to comprehend content analysis if one wants to teach Arts. It gives teachers the ability to gather and compare variations in the subjects being taught, as well as student perceptions and relevant trends. This course encompasses three key areas of Arts Education, Teaching Learning Resources for Arts Teaching, Content Analysis and Planning for Teaching Arts and ICT Integration and Applications in Arts Education. The course deals to develop the skills of student teachers related to effective teaching such as listing behavioural outcomes, planning activities and experiments, evaluation procedures, identification and selection of teaching learning resources, and how integrating various pedagogical techniques in the teaching of content related to Arts Education. It emphasizes the skill of developing lesson plans for the teaching of Arts (Visual and Performing).

4.4.9.2 Learning Outcomes



After completion of this course, student teachers will be able to:

- distinguish learning resources and e-resources for Arts teaching,
- classify, identify, and use learning resources from the local environment,
- analyze different contents from textbooks for pedagogical aspects,
- apply Artificial Intelligence in various fields of Arts education,
- develop skills of meaningful observation and judgements,
- design and maintain portfolios,
- value Arts and TPCK and provide ICT based opportunity to learn,
- develop unit and lesson plans for the content of Arts education,

UNIT - I

Teaching Learning Resources for Arts Teaching

- A. Teaching learning resources: concept, characteristics, and importance in teaching of Arts.
- B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, posters, charts, 2-D and 3-D models, worksheets, multimedia etc.
- C. Identification and use of learning resources from the local environment in teaching of arts.
- D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, excursions, community resources and pooling of resources; management of resource center for arts crafts and design, maintaining report, records and registers.



UNIT - II

Content Analysis and Planning for Teaching Arts

- A. Pedagogical Analysis of Content Taking Examples from Topics of Arts Textbooks of Secondary Stage, Identification of Concepts, Listing Learning Outcomes and Competencies, Planning and Evaluating Learning Experiences in an Inclusive Setup.
- B. Concept, Types and Importance of Unit Planning and Lesson Planning. Essential components of lesson plan for the teaching of Arts.
- C. Developing Unit Plans and Lesson Plans based on Learning Outcomes (topics to be taken from textbooks). Experiential Learning in Arts Teaching.

UNIT - III

ICT Integration and Applications in Arts Education

- A. Scope and importance of ICT in arts education.
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of arts, assessment process and resource management.
- C. Use of tools, software, and platforms for teaching learning of arts at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face to face and online teaching.

4.4.9.3 Suggestive Practicum (Any Three)

1. Analyze Arts Education textbooks and prepare a suggestive report.
2. Prepare a report on the pedagogical analysis of any two topics from Arts textbook.
3. Organize activities such as Drama, Theatre, Poster designing, sketching and land escapes and prepare a report.
4. Maintain a diary on Arts interactions.
5. Develop an e-content for teaching learning of Arts.
6. Critically evaluate the available MOOCs on Arts Education and prepare a report.
7. Any other project assigned by HEI.

4.4.9.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, field-based experiences, project method, laboratory method, hands on activity, problem solving method, inquiry method, success stories, discussions, self-study, brainstorming and experiential method.

4.4.9.5 Suggestive Mode of Assessment

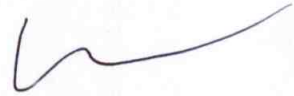
Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance based, sessional and terminal examination (As per UGC Norms).

4.4.9.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Art Education

- UNESCO, (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Peace, Paris, November 3 {No.99-241} UNESCO PRESSE. http://www.unesco.org/education/ecp/Arts_edu.htm, 19.09.2019, 20:20.9.
- UNESCO, (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Road_Map_en.pdf, 13.08.2019, 09(PDF) 3.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.9 Content cum Pedagogy of Arts Education at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.9.1 About the Course

Art is a window to the imagination. Art can help students develop the kind of creativity, ingenuity, communication, and performance skills that will assist them throughout their education and career. Any teacher of Art must be skilled in the various approaches, strategies, and techniques for the assessment and evaluation. The Teacher must be competent to provide quality feedback and know the process of reporting. They should know how to enhance learning and plan future activities. The course includes three units based on 21st Century Skills for Learning, Assessment and Evaluation in Teaching of Arts, Research, and Innovative Practices in Teaching of Arts. The course focuses on the development of skills associated with the measurement of learning outcomes, providing feedback, reporting, constructing achievement tests, planning action research projects and school-based research in the teaching of Arts. The course emphasizes the versatility of Arts for a wide range of prospective career options in different fields, including writing, photography, fine Arts, animation, digital media, spatial design, fashion, jewellery and graphic design and promoting entrepreneurship.

4.4.9.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the need for and importance of how to learn,
- summarize 21st century skills for learners and teachers of Arts Education,
- discuss the qualities required for teachers of Arts Education,
- observe and evaluate learning in an inclusive setup,
- discuss the importance of evaluation and assessment in Arts teaching,
- construct table of specialization and write items,
- assess and reflect on evaluation devices for arts teaching,
- adapt performance-based evaluation,
- plan action research project in the teaching of Arts Education.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn, 21st century skills for learners and teachers of Arts Education, creative and imaginative expression of the learners.
- B. Psychological, sociological, and philosophical perspective of teaching and learning of arts education, application of arts and aesthetics in day-to-day life in the institute and in the community.
- C. Qualities of arts teachers as professionals, role of a teacher in facilitating learning and creating dynamic learning environment for Arts Education.

UNIT - II

Assessment and Evaluation in Teaching of Arts

- A. Assessment and evaluation: need for and importance of Arts Education.

- B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360° assessment in Arts Education.
- C. Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation in arts education; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Arts.

UNIT - III

Research and Innovative Practices in Teaching of Arts

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Arts, promoting creativity and innovation.
- B. Recent trends in research related to teaching learning of Arts.
- C. Action research in arts education, meaning, significance, steps, and planning.
- D. School based research in arts education, evidence-based practices and reflection, arts & design and skill development and entrepreneurship.

4.4.9.3 Suggestive Practicum (Any Three)

1. Prepare a report on Indian local Arts after meaningful observation and judgement.
2. Prepare a write-up on the quality of experiences for teaching of Arts.
3. Construct a Table of Specification/Achievement test.
4. Prepare a Portfolio/e-portfolio.
5. Prepare a plan for action research.
6. Conduct School Based Research and prepare an evidence-based report.
7. Conduct Case Studies/ Market Surveys/ Field visit and prepare a report.
8. Any other project assigned by HEI.

4.4.9.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, field-based experiences, project method, laboratory method, hands on activity, problem solving method, inquiry method, success stories, discussions, self-study, brainstorming and experiential method.

4.4.9.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, performance based, sessional and terminal examination (As per UGC Norms).

4.4.9.6 Suggestive Reading Materials:

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Art Education

- UNESCO, (2006), Appeals for the Promotion of Arts Education and Creativity at School to help Construct a Culture of Peace, Paris, November 3 {No.99-241} UNESCO PRESSE. http://www.://www.unesco.org/education/ecp/Arts_edu.htm,19.09.2019, 20:20.9.
- UNESCO, (2006), Road Map for Arts Education. The World Conference on Arts Education: Building Creative Capacities for the 21st Century, Lisbon, 6-9 March 2006, http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CLT/CLT/pdf/Arts_Edu_Road_Map_en.pdf,13.08.2019,09(PDF) 3.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.10 Content cum Pedagogy of Vocational Education at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.10.1 About the Course

Vocational Education is a critical aspect of education and training that prepares individuals for the workforce. It provides practical skills and knowledge necessary for specific trades and professions, and it plays a significant role in the economy's growth. The objective is to provide students with the tools they need to become self-sufficient and productive members of society. This course encompasses three units related to the nature, scope, and relevance of Vocational Education, nature, scope and historical perspective of Vocational Education, Aims and Objectives of Vocational Education Teaching and Pedagogical Aspects of Vocational Education. The course emphasizes the formulation of objectives in behavioural terms, learning outcomes and competencies of teaching Vocational Education, place, and significance of Vocational Education at the secondary stage. It focuses on the implication of various approaches for the development of higher order thinking skills and different methods of teaching learning Vocational Education.

4.4.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the nature and scope of Vocational Education,
- interpret the need of Vocational Education and skill development,
- list the aims and objectives of Vocational Education at the secondary stage,
- discuss significance of Vocational Education in school and its relationship with other subjects,
- select learning outcomes and competencies for teaching of Vocational Education,
- analyze pedagogical aspects in Teaching of Vocational Education for development of Higher Order Thinking Skills,
- make use of methods and approaches of teaching Vocational Education
- maximize the reflection on values inculcation,

UNIT - I

Nature, Scope, and Historical Perspective of Vocational Education

- A. Meaning and types of Vocational Education such as agriculture, beauty and wellness industry, apparel, furnishing, jewellery designing, plumbing, electronics and automotive.
- B. Nature, scope and relevance of Vocational Education.
- C. Historical perspective and major landmarks in the evolution of Vocational Education as a subject.
- D. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Vocational Education.

UNIT - II

Aims and Objectives of Vocational Education Teaching

- A. Aims and objectives of teaching Vocational Education at the secondary stage, formulation of objectives in behavioural terms.
- B. Learning outcomes and competencies of teaching Vocational Education at secondary stage.
- C. Place and significance of Vocational Education in secondary school; its linkages with other school subjects.
- D. Identify and integrate values in Vocational Education concepts.

UNIT - III

Pedagogical Aspects of Vocational Education

- A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Vocational Education.
- B. Analytical pedagogical aspects in teaching of Vocational Education for the development of higher order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
- C. Methods of teaching Vocational Education: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, scientific inquiry, hands on activity, real experiences, making field-based observations, apprenticeships, and internships, case study, assignments, discovery, experimentation, collaborative and cooperative learning, peer learning.

4.4.10.3 Suggestive Practicum (Any Three)

1. Analyze recommendations of NEP 2020 with reference to emphasis on Vocational Education.
2. Prepare a report on skill development in relation to achievement of Make in India.
3. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Vocational Education.
4. Write learning outcomes and competencies for two topics of Vocational Education at Secondary Stage.
5. Conduct a short survey to know the expectations of students, parents, industries, and society about Vocational Education and compile a report.
6. Any other project assigned by HEI.

4.4.10.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, industry visit, real-world experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.10.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).



4.4.10.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- FICCI. (n.d.). *Reimagining vocational education in India: The missing piece.*
<https://www.globalskillsummit.com/2.pdf>
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.10 Content cum Pedagogy of Vocational Education at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.10.1 About the Course

Teaching Vocational Education is a challenging but rewarding endeavour that requires careful planning and preparation. The aim of Vocational Education is to prepare students for successful careers in their chosen fields. Instructors must develop effective lesson plans tailored to their student's needs and interests while ensuring that they have the most up-to-date and relevant resources available. The course covers three units focusing on teaching learning resources for Vocational Education teaching, content analysis and planning for teaching Vocational Education and ICT integration and applications in Vocational Education teaching learning. The course deals with types of teaching learning resources, identification and utilizing of learning resources, pedagogical analysis of content, and developing art integrated unit plans and lesson plans. The course emphasizes on importance and use of ICT in Vocational Education and plans using Technological Pedagogical Content Knowledge (TPCK) for face-to-face and online teaching.

4.4.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify and use learning resources from the local environment,
- discuss the importance of teaching learning resources in the teaching of Vocational Education,
- classify teaching resources and use e-resources for Vocational Education teaching,
- analyze the content of Vocational Education for integration in pedagogical activities,
- identify concepts, list learning outcomes and plan teaching learning process in an inclusive setup,
- utilize tools, software, and platforms for online teaching learning,
- integrate art and TPCK to develop lesson plans for face to face and online teaching learning.

UNIT - I

Teaching Learning Resources for Vocational Education Teaching

- A. Teaching learning resources: concept, characteristics, and importance in teaching of Vocational Education.
- B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, industry catalogue, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, multimedia etc.
- C. Identification and use of learning resources from the local environment in teaching of Vocational Education, industry-oriented learning resources.
- D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, fairs, exhibitions, industry excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Vocational Education

- A. Pedagogical analysis of content taking examples from topics of Vocational Education from textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit planning and lesson planning, essential components in the lesson plan of Vocational Education.
- C. Developing art integrated unit plans and lesson plans based on learning outcomes (topics to be taken from Vocational Education textbooks), experiential learning in Vocational Education teaching.

UNIT - III

ICT Integration and Applications in Vocational Education Teaching

- A. Scope and importance of ICT in Vocational Education.
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of Vocational Education, assessment process and resource management.
- C. Use of tools, software, and platforms of Vocational Education at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face to face and online teaching.

4.4.10.3 Suggestive Practicum (Any Three)



1. Organize a workshop on 'Methods and Materials for Vocational Education Teaching' in which every student teacher will be assigned a topic to make presentation using a specific method and material.
2. Visit to Vocational Education institutions/industry/workplaces to explore and prepare a report.
3. Develop e-Content for teaching Vocational Education.
4. Search MOOCs available in the field of Vocational Education and prepare a report mentioning link and their appropriateness.
5. Critically evaluate a textbook of Vocational Education and prepare a report.
6. Any other Project assigned by HEI.

4.4.10.4 Suggestive Mode of Transaction

The course will be transacted through Lecture cum demonstration, Field observations, Experimental method, Industry Visit, Real-World Experiences, Project method, Laboratory method, Discovery, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, and Experiential method.

4.4.10.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).



4.4.10.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- FICCI. (n.d.). *Reimagining vocational education in India: The missing piece.*
<https://www.globalskillsummit.com/2.pdf>
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.10 Content cum Pedagogy of Vocational Education at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.10.1 About the Course

Vocational Education focuses on hands on training which allows the students to develop necessary skills required for their chosen profession. The objective is to provide students with the tools they need to become self-sufficient and productive members of society, ultimately helping individuals to achieve career success, financial stability and developing entrepreneurship skills. As an educator, there are many factors to be considered while planning for teaching learning Vocational Education. This course is designed to incorporate three key areas of Vocational Education teaching associated with 21st Century Skills for Learning, Assessment and Evaluation in Teaching of Vocational Education and Research and Innovative Practices in Teaching Vocational Education. This course focuses on the assessment and evaluation of essential Vocational Education components using different assessment tools. The course deals with the Need for and Importance of 21st Century Skills and Creating a Dynamic Learning Environment, Qualitative Assessment, 360° Assessment, Action Research and School Based/Industry Based Research.

4.4.10.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- discuss the need for and importance of how to learn,
- appraise 21st century skills for learners and teachers of Vocational Education,
- list the characteristics of Vocational Education teachers as professionals,
- create dynamic learning environment for Vocational Education teaching,
- summarize the need and importance evaluation and assessment Vocational Education teaching,
- construct Table of Specification and write items,
- identify and plan action research in the teaching of Vocational Education,
- adapt performance-based assessment for improving outcomes.

UNIT - I

21st Century Skills for Learning

- A. Need for and Importance of How to Learn, 21st Century Skills for Learners and Teachers of Vocational Education.
- B. Psychological, Sociological and Philosophical Perspective of Teaching and Learning of Vocational Education.
- C. Qualities of Vocational Education Teachers as Professionals. Role of a Teacher in Facilitating Learning and Creating Dynamic Learning Environment of Vocational Education.

UNIT - II

Assessment and Evaluation in Teaching of Vocational Education

- A. Assessment and Evaluation: Need for and Importance of Vocational Education.
- B. Assessment Based on Learning Outcomes, Strategies for Continuous Assessment, finding gaps in learning and planning further activities for improvement, Qualitative Assessment, 360° Assessment.
- C. Performance based Assessment, Assessment of Group Activities, Field Observations, Recording and Reporting, Creating Platform and Portfolio Management, Assessment of Lab Skills and industry visit, Assignments, Projects, and Presentations.
- D. Tools and Techniques of Assessment and Evaluation; Unit Test Based on Table of Specification (TOS) and its Importance; Basic Steps of Question Paper Setting, Types of Test Items and Preparing Answer Key and Criteria for School, Assessment and Feedback Mechanism in Teaching of Vocational Education.

UNIT - III

Research and Innovative Practices in Teaching of Vocational Education

- A. Divergent Thinking and Innovation in Psychological, Sociological and Philosophical Perspectives for Quality Learning Experiences in teaching of Vocational Education.
- B. Recent Trends in Research Related to Teaching Learning of Vocational Education.
- C. Action Research in Vocational Education, Meaning, Significance, Steps and Planning.
- D. School Based/Industry Based Research in Vocational Education, Evidence-Based Practices and Reflection.
- E. Vocational Education, skill development, Make in India, and Entrepreneurship.

4.4.10.3 Suggestive Practicum (Any Three)

1. Construct an Achievement test/ Table of Specialization.
2. Prepare a portfolio/kit of any Vocation.
3. Find success stories related to skill development and entrepreneurship in Vocational Education and appreciate their uniqueness in the form of a report.
4. Identify a problem and plan action research project for Vocational Education.
5. Conduct School Based Research/ case study/ industry and market related surveys and prepare an evidence-based report.
6. Prepare a write up on quality of learning experiences for teaching Vocational Education.
7. Any other project assigned by HEI.

4.4.10.4 Suggestive Mode of Transaction

The course will be transacted through Lecture cum demonstration, Field observations, Experimental method, Industry Visit, Real-World Experiences, Project method, Laboratory method, Discovery, Problem solving method, Inquiry method, Success stories, Discussions, Self-study, and Experiential method.

4.4.10.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

● 4.4.10.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- FICCI. (n.d.). *Reimagining vocational education in India: The missing piece.*
<https://www.globalskillsummit.com/2.pdf>
- National Education Policy 2020, MoE, Government of India (Hindi and English).
- National Steering Committee for National Curriculum Frameworks, (2023).

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.11 Content cum Pedagogy of Physical Education and Yoga at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.11.1 About the Course

The focus of the National Education Policy (NEP) 2020 is on the holistic development of students. To achieve the objectives, interventions from quality teachers are vital. Sound pedagogical content knowledge and teaching methods are the determinants of a teacher's quality and professionalism. Teacher education programme strongly emphasizes pedagogy, its principles, and the practices of teaching and learning. Pedagogical knowledge and approaches refer to the specialized knowledge of the teacher for creating an active, child-centered, and inclusive teaching-learning environment for the students and need to be developed among the student teachers. This pedagogical course in Physical Education and Yoga is intended to enhance the pedagogical content knowledge of student teachers through different learning approaches and methods. This course comprises three units and a practicum. The course is devoted to developing an understanding of the nature and scope of Physical Education and Yoga, aims, and objectives of teaching Physical Education and Yoga and its linkages with other disciplines. Historical/policy perspectives of Physical Education and Yoga are discussed in unit second. Physical Education and Yoga is conceptualized in very broad terms by relating it to technology, society, humans, and sustainable development. It also focuses on the place of Physical Education and Yoga in school curriculum including an emphasis on how to build inclusive classrooms. It focuses on pedagogical concerns of Physical Education and Yoga. Critical, creative, and analytical pedagogical concerns in teaching Physical Education and Yoga with special reference to higher-order thinking are also placed in unit third.

4.4.11.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain nature, scope and importance of Physical Education and Yoga,
- discuss aims and objectives of teaching Physical Education and Yoga at secondary stage,
- outline linkages between Physical Education and Yoga with other school subjects,
- appraise the values inculcation for Physical Education and Yoga,
- summarize the historical perspective of Physical Education and Yoga in policies/commissions,
- make use of pedagogical aspects of Physical Education and Yoga,
- categorize approaches and methods of teaching learning Physical Education and Yoga,
- apply appropriate pedagogy in teaching learning the concepts of Physical Education and Yoga.

UNIT - I

Nature, Scope and Historical Perspective of Physical Education and Yoga

- A. Nature, scope, and importance of Physical Education and Yoga.
- B. Historical perspective of Physical Education and Yoga.
- C. Contributions of Indian (ancient and modern) and other personalities.

- D. Role of Physical Education & Yoga in society and sustainable development.
- E. Recommendations/suggestions of various committees, commissions, and policies.

UNIT - II

Aims and Objectives of Teaching Physical Education and Yoga

- A. Aims and objectives of teaching Physical Education and Yoga.
- B. Learning outcomes and competencies of teaching Physical Education and Yoga at secondary stage.
- C. Linkages of Physical Education and Yoga with other school subjects and place of the Physical Education and Yoga in school curriculum.
- D. Inculcation of values through teaching of Physical Education and Yoga.

UNIT - III

Pedagogical Aspects of Physical Education and Yoga

- A. Implication of various approaches- inductive-deductive, constructivist, experiential learning, art integrated learning, interdisciplinary and multidisciplinary approaches in Physical Education and Yoga.
- B. Analytical pedagogical concerns in teaching of Physical Education and Yoga for high order thinking skills such as critical, creative, communication, decision making.
- C. Methods of teaching learning Physical Education and Yoga: learner-centric and group-centric, lecture cum demonstration, activity based, imitation, drill and practice, discussion, problem-solving, project based, hands on activity, discovery, experimentation, field activities, collaborative, cooperative and peer learning.

4.4.11.3 Suggestive Practicum (Any Three)

1. Explore and prepare a write up on the contributions of Indian personalities in the development of Physical Education and Yoga.
2. Make a presentation on the historical development of Physical Education and Yoga.
3. Analyze recommendations of policies/commissions in context of Physical Education and Yoga.
4. Identify and analyze the types of values inculcated through teaching of Physical Education and Yoga concepts and prepare a report.
5. Prepare write-ups on the teaching of Physical Education and Yoga using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
6. Any other project assigned by HEI.

4.4.11.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, art integrated learning, field activities.

4.4.11.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.11.6 Suggestive Reading Material:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Health and Physical Education. Textbook for IX-XII class New Delhi.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.11 Content cum Pedagogy of Physical Education and Yoga at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.11.1 About the Course

This course comprises three units and the practicum. The course is devoted to introducing various teaching aids material types and uses for teaching the concepts of Physical Education and Yoga at secondary stage. Enough space is provided to discuss different types of teaching aids/materials for teaching learning concepts of Physical Education and Yoga. It focuses on learning resources in Physical Education and Yoga to enable student teachers to make use of available learning resources and how to generate new resources for teaching learning the concepts of Physical Education and Yoga. It also focuses on textbook analysis and planning for teaching Physical Education and Yoga and its pedagogical issues in the light of NEP 2020. Student teachers are expected to identify various concepts and processes, list learning and outcomes, find out about various activities and experiments. Accordingly, they are expected to develop lesson plans based on learning outcomes and experiential learning for classroom and online teaching.

4.4.11.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- identify teaching learning aids / materials and illustrate their importance in teaching learning the concepts of Physical Education and Yoga,
- categorize teaching aids/materials/learning resources,
- develop teaching learning aids/material/kits/learning resources for teaching learning the concepts of Physical Education and Yoga,
- utilize teaching aids/materials/learning resources for teaching learning the concepts of Physical Education and Yoga,
- analyze the content of Physical Education and Yoga textbooks at secondary stage,
- develop lesson plan based on learning outcomes and experiential learning using appropriate strategies.

UNIT - I

Teaching Learning Resources

- A. Teaching learning aids/materials: concept, definition, role and importance in classroom teaching learning the Physical Education and Yoga.
- B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials.), non-print and digital media (such as radio, tv, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classroom teaching learning (reflective journals, charts, 2-D and 3-D models, games, cards, worksheets, multimedia etc.)
- C. Identification and use of learning resources in Physical Education and Yoga from the local environment.

- D. Resource room/ laboratory/ library, virtual laboratories, teaching learning kits, Physical Education and Yoga clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources.

UNIT - II

Content Analysis and Planning for Teaching Physical Education and Yoga

- A. Pedagogical analysis of content taking examples from topics of Physical Education and Yoga textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit and lesson planning.
- C. Developing unit plans and lesson plans based on learning outcomes and experiential learning by selecting topics from textbooks of Physical Education at secondary stage.

UNIT - III

ICT Integration and Applications

- A. Scope and importance of ICT in Physical Education and Yoga.
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching learning, assessment and resource management.
- C. Tools, software, and platforms for Physical Education and Yoga specific online learning.
- D. Developing ICT integrated lesson plans by taking topics of Physical Education and Yoga at secondary stage using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.11.3 Suggestive Practicum (Any Three)

- Develop e-content for the concepts of Physical Education and Yoga at Secondary Stage.
- Analyze the content of textbooks of Physical Education and Yoga (Classes 9-12)/ Materials/Resources/Syllabi.
- Identify the learning resources for transiting the concepts of Physical Education and Yoga.
- Develop teaching aids/teaching materials for teaching concepts of Physical Education and Yoga at secondary stage.
- Develop learning outcomes for the concepts of Physical Education and Yoga at the secondary stage.
- Prepare learning outcomes and experiential learning-based lesson plan for the concepts of Physical Education and Yoga.
- Develop a project on the concepts of Physical Education and Yoga using interdisciplinary and multidisciplinary approaches as recommended in NEP 2020.
- Any other project assigned by HEI.

4.4.11.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, art integrated learning, field activities.

4.4.11.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.11.6 Suggestive Reading Material:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Health and Physical Education. Textbook for IX-XII class New Delhi.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.11 Content cum Pedagogy of Physical Education and Yoga at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.11.1 About the Course

This course comprises three units and a practicum. It focuses on assessment and evaluation. It also focuses on assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, formative and summative assessment including 360° assessment. Student teachers are expected to identify various concepts and processes, list learning and behavioral outcomes, find out about various activities and experiments, and identify relevant evaluation techniques and strategies. It focuses on Psychological, Sociological and Philosophical Perspective of Activity Oriented Classrooms in Physical Education and Yoga. the importance of planning science learning and teaching in secondary schools. In this course student teachers will learn how to plan different types of activities in online and offline mode. It emphasizes how to integrate and use ICT in classroom of Physical Education and Yoga. Assessment serves the dual purpose of tracking the performance of the learners as well as feedback mechanism for effectiveness of teaching. Today's scenario emphasizes competency-based assessment practices and also tests higher order thinking skills and conceptual clarity. Major reforms in assessment are need of the hour to stay vibrant and effective in the process of teaching learning of Physical Education and Yoga.

4.4.11.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- appraise different types of assessment and strategies for continuous assessment,
- distinguish between assessment and evaluation,
- compare merits and demerits of different types of assessment,
- prepare unit test item based on TOS and develop different type of test items,
- construct and administer the diagnostic and achievement test,
- plan offline and online activity for testing higher order thinking skills,
- analyze NEP 2020 with special reference to activity-oriented classrooms,
- relate ICT integration and elaborate its use in classroom situations.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Physical Education and Yoga.
- B. Psychological, sociological and philosophical perspective of teaching and learning Physical Education and Yoga.
- C. Qualities of a Physical Education and Yoga teacher as professional in enhancing learning.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Physical Education and Yoga.

UNIT - II

Assessment and Evaluation

- A. Assessment and evaluation: need for and importance of Physical Education and Yoga.
- B. Assessment based on learning outcomes, strategies for continuous assessment, school-based assessment, qualitative assessment; formative and summative assessment, formal, informal and 360° assessment.
- C. Performance assessment: assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of laboratory skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation - unit test based on Table of Specification (TOS) and its importance, basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching learning the content of Physical Education and Yoga.

UNIT - III

Research and Innovative Practices

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences.
- B. Recent trends in research related to teaching learning of Physical Education and Yoga.
- C. Action research: meaning, significance, steps, and planning.
- D. Evidence-based practices and reflection, school-based research in Physical Education and Yoga.

4.4.11.3 Suggestive Practicum (Any Three)

- 1. Prepare, administer, and analyze scores of an achievement test.
- 2. Conduct Simulated Teaching session for the concepts of Physical Education and Yoga and observation by self, peer, and teacher.
- 3. Explore development of multidisciplinary projects and present using PowerPoint.
- 4. Interpret the concept of Physical Education and Yoga with Psychological, Sociological and Philosophical Perspective.
- 5. Apply innovative practices in classroom teaching learning of Physical Education and Yoga.
- 6. Make a presentation on the role of Physical Education and Yoga in sustainable development of society.
- 7. Conduct action research for Continuous Professional Development (CPD) of Physical Education and Yoga teacher.
- 8. Any other project assigned by HEI.

4.4.11.4 Suggestive Mode of Transaction

Lecture cum discussion, demonstration, hands-on activities, experiential learning, art integrated learning, field activities.

4.4.11.5 Suggestive Mode of Assessment

Written tests, classroom presentations, workshops, seminars, assignments, practicums, sessional and terminal semester examinations (as per UGC norms).

4.4.11.6 Suggestive Reading Material:

- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.
- NCERT, Health and Physical Education. Textbook for IX-XII class New Delhi.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.12 Content cum Pedagogy of Agriculture at Secondary Stage – Course (I)

Credit: 2
Semester: S-4

4.4.12.1 About the Course

Agriculture is based on the life cycle of all living things. Aside from the fact that Agriculture is generally relevant to our daily lives, there are other advantages to making it a required subject in schools. Agriculture is a field based practical-orientated subject; hence, the learners are expected to actively participate in the learning process. The purpose of teaching Agriculture is to integrate education, research, and extension to provide the human resources, skills, and technology needed for the sustainable development of agriculture. It is helpful in achieving food security and SDGs 1 & 2. Quality teaching can change beliefs and approaches to Agriculture and empower dedicated teachers to teach Agriculture in more scientific ways. Keeping this in mind, the course comprises three units focused on the concept of Modern and Sustainable Agriculture, the history of Agriculture in India, the purpose of teaching Agriculture in schools, its correlation with other subjects and the Pedagogical aspects of teaching Agriculture. The course deals with approaches, different methods and techniques for providing varied student-centric, participatory learning experiences to the students.

4.4.12.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- describe the meaning of agriculture, modern and sustainable Agriculture and its importance in a country like India,
- interpret the need of Agriculture in nation development,
- explain Agriculture as a curricular discipline and its evolution as a subject,
- discuss significance of Agriculture in school and its relationship with other subjects,
- outline aims, objectives and learning outcomes of teaching Agriculture at school level,
- select objectives and competencies for teaching of agriculture,
- reflect upon and adopt various methods for teaching of agriculture,
- reflect on values inculcation.

UNIT - I

Nature, Scope, and Historical Perspective of Agriculture

- A. Agriculture: nature, scope and its importance in national economy, modern and sustainable agriculture, Agriculture as a discipline and profession.
- B. Historical perspective and major landmarks in the evolution of Agriculture in India as a subject.
- C. Recommendations/suggestions of various committees, commissions and policies, provisions in NEP 2020 in reference to Agriculture.

UNIT - II

Aims and Objectives of Agriculture Teaching

- A. Aims of teaching Agriculture at school level.
- B. Objectives of teaching Agriculture at secondary level.
- C. Learning outcomes and competencies of teaching Agriculture at secondary stage.
- D. Place and significance of Agriculture in secondary school; its linkages with other school subjects.
- E. Inculcation of values through teaching of Agriculture.

UNIT - III

Pedagogical Aspects of Agriculture Teaching

- D. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, blended learning, interdisciplinary and multidisciplinary approaches in teaching of Agriculture.
- E. Analytical pedagogical aspects in teaching of Agriculture for the development of higher order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
- F. Methods of teaching agriculture: learner-centric and participatory methods. lecture cum demonstration, activity based, discussion, problem-solving, project based, scientific inquiry, hands on activity, making field-based observations, direct observation of agricultural practices, collecting field specimens, case study, assignments, discovery, experimentation, collaborative and cooperative learning, peer learning.

4.4.12.3 Suggestive Practicum (Any Three)

- 1. Prepare a report on Sustainable Agriculture in relation to achievement of sustainable development goals.
- 2. Analyze NEP 2020 with reference to emphasis on Agriculture Education.
- 3. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Agriculture.
- 4. Write learning outcomes and competencies for two topics of Agriculture at Secondary Stage.
- 5. Collect Field Specimens and prepare herbarium.
- 6. Any other project assigned by HEI.

4.4.12.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, field-based experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.12.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.12.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Agriculture.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.12 Content cum Pedagogy of Agriculture at Secondary Stage – Course (II)

Credit: 2
Semester: S-5

4.4.12.1 About the Course

For becoming an effective teacher in Agriculture, it is important to understand pedagogical content analysis. It enables teachers to compile and analyze differences in the subject matter, student perceptions, and pertinent trends. The course comprises three units highlighting the types of teaching-learning resources and their importance for the teaching of Agriculture, the process of Pedagogical Analysis of Content and application of ICT in teaching of Agriculture. The course focuses on types of learning resources used in the teaching of Agriculture, laboratory organization and its maintenance, developing the abilities related to listing behavioural outcomes, planning activities, experiments, observing, and evaluating by developing pedagogical content analysis skills. Also, it develops the skills related to selecting content in textbooks, teaching-learning resources, and applying TPCK in the teaching of Agriculture. The course deals with agricultural teaching and lesson planning. It explains how to integrate various pedagogical techniques in the content related to Agriculture.

4.4.12.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- distinguish learning resources and e-resources for Agriculture teaching,
- identify and use learning resources from the local environment.
- analyse different contents from textbooks for pedagogical aspects,
- plan instructional process and adopt the child centered approaches of teaching,
- explain Technological Pedagogical Content Knowledge (TPCK),
- apply Artificial Intelligence in various fields of Agriculture,
- integrate arts and TPCK and provide ICT based opportunity to learn,
- develop unit and lesson plans for varied contents of Agriculture,
- observe Agriculture fields as learning place and write field notes.

4.4.12.3 Learning Outcomes

After completion of this course, student teachers will be able to:

UNIT - I

1. Importance of Teaching Learning Resources for Teaching Agriculture

- A. Teaching learning resources: concept, characteristics, and importance in teaching of Agriculture
- B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, flip charts etc.
- C. Identification and use of learning resources from the local environment in teaching of Agriculture, agricultural field notes, reports and records.
- D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions,

community resources and pooling of resources, Agriculture field as a learning center, tools of Agriculture and their importance.

UNIT - II

Content Analysis and Planning for Teaching Agriculture

- A. Pedagogical analysis of content taking examples from topics of agricultural from textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning and evaluating learning experiences in an inclusive setup.
- B. Concept, types and importance of unit planning and lesson planning.
- C. Developing unit plans and lesson plans based on learning outcomes (topics to be taken from textbooks), art and sports integrated lesson plan, experiential learning in Agriculture teaching.

UNIT - III

ICT Integration and Applications

- A. Scope and importance of ICT in Agriculture
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in the teaching of Agriculture, assessment, and resource management.
- C. Use of tools, software, and platforms for Agriculture specific online learning.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face to face and online teaching.

4.4.12.3 Suggestive Practicum (Any Three)

1. Develop e-Content for teaching Agriculture.
2. Critically evaluate the available MOOCs on Agriculture and prepare a report.
3. Use Platforms along with National Teacher's Portal, DIKSHA SWAYAM and prepare a report.
4. Critically evaluate a textbook for Agricultural components and prepare a report.
5. Any other project assigned by HEI.

4.4.12.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, field-based experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.12.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.12.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India.
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Agriculture.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.12 Content cum Pedagogy of Agriculture at Secondary Stage – Course (III)

Credit: 2
Semester: S-6

4.4.12.1 About the Course

An Agriculture teacher must know about the various approaches, strategies, and techniques for the assessment and evaluation of learning among students. Teachers must measure what, how, and how much students are learning in the classroom to determine their progress. The Teacher must be competent enough to weigh the achievements, provide quality feedback, know the process of reporting, and reiterate the progress of the students. They should know how to enhance learning and plan future activities. The course includes three units focusing on the 21st Century Skills for Learning, the Need for and Importance of How to Learn, the qualities of Agricultural Teachers as Professionals, and Research and Innovative Practices in the field of teaching Agriculture. It describes the role of teachers in facilitating learning and a dynamic learning environment and will make the pupil-teachers skilled in the measurement of learning outcomes, providing feedback, and reporting. Further, the course will help in the development of assessment and evaluation skills among the student teachers. They will develop the skills to construct achievement tests and conduct action research and school-based research in Agriculture teaching.

4.4.12.2 Learning Outcome

After completion of this course, student teachers will be able to:

- explain the need for and importance of how to learn,
- describe 21st century skills for learners and teachers of agriculture,
- discuss the qualities required for teachers of agriculture,
- observe and evaluate learning in an inclusive setup,
- discuss the importance of evaluation and assessment in agriculture teaching,
- provide feedback based on learning outcomes,
- write items and construct table of specialization,
- reflect on evaluation devices for agriculture teaching,
- adopt performance-based evaluation and improving student outcomes,
- conduct action research in the teaching of Agriculture.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn 21st century skills for learners and teachers of Agriculture.
- B. Psychological, sociological, and philosophical perspective of teaching and learning of Agriculture.
- C. Qualities of agricultural teachers as professionals, role of a teacher in facilitating learning and creating dynamic learning environment of Agriculture.

UNIT - II

Assessment and Evaluation in Agriculture Teaching

- A. Assessment and evaluation: need for and importance of Agriculture.

- B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360° assessment.
- C. Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Agriculture.

UNIT - III

Research and Innovative Practices in Teaching of Agriculture

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Agriculture.
- B. Recent trends in research related to teaching learning of Agriculture.
- C. Action research in agriculture, meaning, significance, steps, and planning.
- D. School based research in agriculture, evidence-based practices, and reflection.

4.4.12.3 Suggestive Practicum (Any Three)

1. Conduct School Based Research and prepare an evidence-based report.
2. Prepare a plan for action research.
3. Conduct Case Studies, Market Surveys or Field visit and prepare a report.
4. Enlist quality of experiences for teaching of Agriculture.
5. Construct an Achievement test/ Table of Specialization.
6. Any other project assigned by HEI.

4.4.12.4 Suggestive Mode of Transaction

Lecture cum demonstration, field observations, experimental method, field-based experiences, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.


4.4.12.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.12.6 Suggestive Reading Materials

- Draft National Curriculum Framework for School Education,
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023).
- NCERT Textbooks for Agriculture.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.13 Content cum Pedagogy of Home Science at Secondary Stage - Course (I)

Credit: 2
Semester: S-4

4.4.13.1 About the Course

Home Science is a multidisciplinary branch of study that makes the most use of the resources at hand to produce methodical and scientific information about various facets of family life. It involves every family member's health and happiness. This course encompasses three units describing the modern meaning of homemaking and the purpose of teaching Home Science in schools, nature, scope and importance of Home Science teaching, its historical perspective. The course emphasizes the aims, objectives and learning outcomes of teaching Home Science at the secondary level. The course deals with the implication of various approaches, development of high order thinking skills and various methods of teaching Home Science.

4.4.13.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- explain the modern meaning of Home Science and its nature,
- discuss evolution of Home Science as a school subject and its correlation with other subjects,
- examine the scope and importance of Home Science in daily life,
- outline the aims, objectives and learning outcomes of the teaching of Home Science,
- adapt appropriate teaching methods based on learning outcomes,
- select participatory method for teaching Home Science,
- improve high order thinking skills,
- demonstrate values related to Home Science.

UNIT - I

Nature, Scope, and Historical Perspective of Home Science

- A. Modern meaning of Home Science, nature of Home Science as a discipline.
- B. Historical perspective and major landmarks in the evolution of Home Science as a subject.
- C. Scope of Home Science and its importance in daily life and as a profession.
- D. Recommendations/suggestions of various committees, commissions and policies related to education of Home Science.

UNIT - II

Aims and Objectives of Home Science Teaching

- A. Aims and objectives of teaching Home Science.
- B. Learning outcomes and competencies of teaching Home Science at secondary stage.
- C. Place of Home Science in school curriculum, its correlation with other school subjects, economics in Home Science.
- D. Inculcation of associated values for teaching Home Science.

UNIT - III

Pedagogical Aspects of Home Science

- A. Implication of various approaches such as inductive-deductive, constructivist, experiential learning, interdisciplinary and multidisciplinary and blended learning approaches in Home Science teaching.
- B. Analytical pedagogical aspects in teaching of agriculture for the development of high order thinking skills such as critical, creative, communication, decision making, collaborative and reflective.
- C. Methods of teaching Home Science: one to one teaching and group teaching in Home Science, lecture cum demonstration, observation, activity based, discussion, problem-solving, laboratory, project based, hands on activity, discovery, inquiry, experimentation, exhibition and displays, collaborative and cooperative learning, peer learning and flipped classroom.

4.4.13.3 Suggestive Practicum (Any Three)

1. Prepare a report on the significance of Home Science in daily life.
2. Formulate objectives based on learning outcomes for two chapters of Home Science at secondary stage.
3. Analyze recommendations of NEP 2020 with reference to Home Science education.
4. Prepare a report on interdisciplinary and multidisciplinary approaches used in the practices of Home Science.
5. Identify and integrate values in Home Science concepts and prepare a write up.
6. Any other project assigned by HEI.

4.4.13.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, observation method, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.13.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.13.6 Suggestive Reading Materials:

- Food Safety and Standards Authority of India. Ministry of Health and Family Welfare, Government of India.
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.

4.4.13 Content cum Pedagogy of Home Science at Secondary Stage - Course (II)

Credit: 2
Semester: S-5

4.4.13.1 About the Course

Home Science is a subject that demands activities and practical learning. For becoming an effective teacher in Home Science, it is important to develop the skill of identifying and using teaching learning resources and understanding content analysis. There are certain components to the process of content analysis for teaching. It enables teachers to compile and analyze differences in the subject matter, student perceptions, and pertinent trends. The course consists of three units related to the importance and types of teaching-learning resources, development of the skill for pedagogical analysis of content for listing behavioural outcomes, planning activities, development of unit and lesson plan, and ICT integration and applications in the teaching of Home Science. The course provides a platform for student teachers to learn about varied kinds of resources which can be used in the teaching of Home Science, those available in the local environment and develops the skill of how to develop learning resources as well as the pool resources. It deals with the development of art and ICT-integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for face-to-face and online teaching of Home Science.

4.4.13.2 Learning Outcomes

After completion of this course, student teachers will be able to

- identify and use learning resources from the local environment,
- discuss the importance of teaching learning resources in the teaching of Home Science,
- classify teaching resources and use e-resources for Home Science teaching,
- analyze the content of Home Science for integration in pedagogical activities,
- identify concepts, list learning outcomes and plan teaching learning process in an inclusive setup,
- use of tools, software, and platforms for online learning,
- integrate art and TPCK to develop unit and lesson plans.

UNIT - I

Teaching Learning Resources for Home Science Teaching

- A. Teaching learning resources: concept, characteristics, and importance in teaching of Home Science.
- B. Types of teaching learning aids/ materials: print media (such as textbook, teachers' manual/ handbook, laboratory manual and other print materials), non-print and digital media such as radio, TV, websites, animations, audios, videos, images, simulations, digital repository, Augmented Reality (AR), Virtual Reality (VR) and Artificial Intelligence (AI) based digital resources and Open Educational Resources (OERs) for offline/ online classrooms, reflective journals, charts, 2-D and 3-D models, games, worksheets, multimedia etc.
- C. Identification and use of learning resources from the local environment in teaching of Home Science.



- D. Resource room/ laboratory/ library - management and practices; virtual laboratories, teaching learning kits, subject clubs, fairs, exhibitions, educational parks, excursions, community resources and pooling of resources, equipment in Home Science, their importance and maintenance.

UNIT - II

Content Analysis and Planning for Teaching Home Science

- A. Pedagogical analysis of content taking examples from topics of Home Science textbooks of secondary stage, identification of concepts, listing learning outcomes and competencies, planning, and evaluating learning experiences in an inclusive setup.
- B. Concept, types (theory and practical) and importance of unit and lesson planning in Home Science teaching, essential components in the lesson plan of Home Science.
- C. Developing unit plans and lesson plans based on learning outcomes (topics to be taken from Home Science textbooks of secondary level), art integrated lesson plan, experiential learning in Home Science teaching.

UNIT - III

ICT Integration and Applications in Home Science Teaching

- A. Scope and importance of ICT in Home Science.
- B. Use of ICT such as Artificial Intelligence, machine learning, smart boards in teaching learning, assessment, and resource management.
- C. Tools, software, and platform for teaching learning of Home Science at secondary stage.
- D. Developing ICT integrated lesson plans using Technological Pedagogical Content Knowledge (TPCK) for classroom and online teaching.

4.4.13.3 Suggestive Practicum (Any Three)

1. Develop e-Content for teaching Home Science.
2. Search MOOCs available in the field of Home Science and prepare a report mentioning link and their appropriateness.
3. Critically evaluate a textbook of Home Science and prepare a report.
4. Prepare a Home Science kit.
5. Organize an exhibition/ seminar and prepare a report.
6. Prepare an art integrated lesson plan based on experiential learning on any topic of Home Science.
7. Any other project assigned by HEI.

4.4.13.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, observation method, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

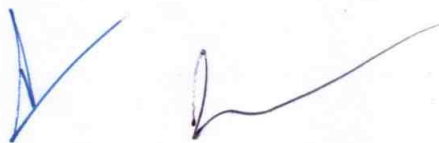
4.4.13.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.13.6 Suggested Reading Materials:

- Food Safety and Standards Authority of India. Ministry of Health and Family Welfare, Government of India.
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



4.4.13 Content cum Pedagogy of Home Science at Secondary Stage - Course (III)

Credit: 2
Semester: S-6

4.4.13.1 About the Course

A Home Science teacher must know about the various approaches, strategies, and techniques for the assessment and evaluation of learning among students. The Teacher must be competent to provide quality feedback and know the process of reporting. They should know how to enhance learning and plan future activities. The course comprises three units describing 21st Century Skills for Learning, Assessment and Evaluation in Teaching Home Science and Research and Innovative Practices in Teaching Home Science. The course deals with the role of teachers in facilitating learning and a dynamic learning environment, measurement of learning outcomes, providing feedback, reporting and construction of achievement tests. The course describes various evaluation strategies and devices which can be efficiently used in the teaching of Home Science and in the development of skills among the student teachers for improving student outcomes, conduct action research and school-based research in the teaching of Home Science. It focuses on the development of skills associated with Home Science and entrepreneurship.

4.4.13.2 Learning Outcomes

After completion of this course, student teachers will be able to

- discuss the need for and importance of how to learn,
- appraise 21st century skills for learners and teachers of Home Science,
- list the characteristics of Home Science teachers as professionals,
- create dynamic learning environment for Home Science teaching,
- summarize the need and importance evaluation and assessment in Home Science teaching,
- construct Table of Specification and write items,
- plan action research in the teaching of Home Science,
- adapt performance-based assessment for improving outcomes,
- design and maintain rubrics and portfolios.

UNIT - I

21st Century Skills for Learning

- A. Need for and importance of how to learn, 21st century skills for learners and teachers of Home Science.
- B. Psychological, sociological, and philosophical perspective of teaching and learning of Home Science.
- C. Home Science teachers as professionals, characteristics, networking, and ethics.
- D. Role of a teacher in facilitating learning and creating dynamic learning environment of Home Science.



UNIT - II

Assessment and Evaluation in Teaching of Home Science

- A. Assessment and evaluation: need for and importance of Home Science.
- B. Assessment based on learning outcomes, strategies for continuous assessment, finding gaps in learning and planning further activities for improvement, qualitative assessment, 360° assessment.
- C. Performance based assessment, assessment of group activities, field observations, recording and reporting, creating platform and portfolio management, assessment of lab skills, assignments, projects, and presentations.
- D. Tools and techniques of assessment and evaluation; unit test based on Table of Specification (TOS) and its importance; basic steps of question paper setting, types of test items and preparing answer key and criteria for school, assessment, and feedback mechanism in teaching of Home Science.

UNIT - III

Research and Innovative Practices in Teaching of Home Science

- A. Divergent thinking and innovation in psychological, sociological, and philosophical perspectives for quality learning experiences in teaching of Home Science.
- B. Recent trends in research related to teaching learning of Home Science, kinds of data in Home Science and its management.
- C. Action research in Home Science, meaning, significance, steps and planning.
- D. School based research in Home Science, evidence-based practices, and reflection.
- E. Home Science, skill development and entrepreneurship such as tailoring, knitting, cooking, baking, embroidery, jewellery designing, budgeting.

4.4.13.3 Suggestive Practicum (Any Three)

- 1. Construct an Achievement test/ Table of Specialization.
- 2. Prepare a portfolio.
- 3. Find success stories related to skill development and entrepreneurship in Home Science and present/appreciate its uniqueness in the form of report.
- 4. Identify a problem and plan action research.
- 5. Conduct School Based Research, case studies, market surveys and prepare an evidence-based report.
- 6. Prepare a write-up on quality of learning experiences for teaching Home Science.
- 7. Any other project assigned by HEL.

4.4.13.4 Suggestive Mode of Transaction

Lecture cum demonstration, experimental method, observation method, project method, laboratory method, discovery, problem solving method, inquiry method, success stories, discussions, self-study, and experiential method.

4.4.13.5 Suggestive Mode of Assessment

Written test, classroom presentations, discussion forums, observation, research/study report, assignments, practicum, sessional and terminal examination (As per UGC Norms).

4.4.13.6 Suggestive Reading Materials:

- Food Safety and Standards Authority of India. Ministry of Health and Family Welfare, Government of India.
- National Council of Educational Research and Training. (April 2022). Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India
- National Steering Committee for National Curriculum Frameworks, (2023). Draft National Curriculum Framework for School Education.

*Teachers may also suggest books/readings as per the need of the learners and learning content.



Suggestive Web Links

- http://14.139.60.153/bitstream/123456789/6857/1/AGRICULTURAL%20EDUCATION%20IN%20INDIA-CSL-IOD_IO112637.pdf
- http://Arts.brighton.ac.uk/_data/assets/pdf_file/0004/65308/Susan-Orr-Artsicle-Issue-10-pp-9-13.pdf
- <http://egyankosh.ac.in/bitstream/123456789/46799/1/BES-143B2-E.pdf>
- <http://egyankosh.ac.in/bitstream/123456789/6691/1/Unit-4.pdf>
- <http://pedagogybyvasu.blogspot.com/2015/08/unit-test.html>
- <http://www.bdu.ac.in/cde/docs/ebooks/B-d/I/TEACHING%20OF%20MATHEMATICS.pdf>
- <http://www.englishclub.com/>
- <http://www.language-education.com/eng/index.asp>
- <http://www.mocp.org/>
- http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_maths.pdf
- http://www.ncert.nic.in/oth_anoun/npe86.pdf
- <http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>
- <http://www.tnteu.in/pdf/3-maths.pdf>
- <https://actascientific.com/ASAG/pdf/ASAG-03-0669.pdf>
- <https://doi.org/10.1111/j.1476-8070.1990.tb00482.x>
- <https://doi.org/10.1201/9781003245759>
- <https://doi.org/10.5032/jae.2018.03001>
- <https://doi.org/10.5032/jae.2019.02085>
- <https://dpi.wi.gov/sites/default/files/imce/cal/pdf/planning-curriculum-in-Arts-and-design.pdf>
- <https://dse1.education.gov.in/sites/default/files/NCF2023.pdf>
- <https://egyankosh.ac.in/handle/123456789/46528>
- https://en.unesco.org/silkroad/sites/default/files/knowledge-bank-Artsicle/vol_IVb%20silk%20road_Arts%20and%20crafts%20BIS.pdf
- <https://files.eric.ed.gov/fulltext/ED484721.pdf>
- <https://indl.iitkpg.ac.in>
- https://link.springer.com/chapter/10.1007/978-94-011-2968-8_5
- https://link.springer.com/chapter/10.1007/978-94-011-2968-8_7
- <https://lup.lub.lu.se/luur/download?func=downloadFile&recordId=9028066&fileId=9028067>
- <https://mospace.umsystem.edu/xmlui/bitstream/handle/10355/14417/research.pdf?sequence=2&isAllowed=y>
- <https://ncert.nic.in/deaa/pdf/tpaev201.pdf>
- https://ncert.nic.in/desm/pdf/phy_sci_partI.pdf
- <https://ncert.nic.in/ncerts/l/hess404.pdf>
- <https://ncert.nic.in/pdf/Mandate-NCF.pdf>
- <https://ncert.nic.in/pdf/ncfse2023.pdf>
- <https://ncert.nic.in/science-laboratory-manual.php>

- <https://ncert.nic.in/textbook.php>
- <https://ncert.nic.in/textbook.php?jesc1=9-16>
- <https://ncert.nic.in/textbook.php?kecs1=0-11>
- <https://ncert.nic.in/textbook.php?khgv1=1-10>
- <https://ncert.nic.in/textbook.php?lefa1=1-8>
- <https://ncert.nic.in/textbook.php?lefa1=2-8>
- <https://ncert.nic.in/textbook.php?lefa1=3-8>
- <https://ncert.nic.in/textbook.php?lefa1=4-8>
- <https://ncert.nic.in/textbook.php?lefa1=5-8>
- <https://ncert.nic.in/textbook.php?lefa1=6-8>
- <https://ncert.nic.in/textbook.php?lefa1=7-8>
- <https://ncert.nic.in/textbook.php?lefa1=8-8>
- <https://ncert.nic.in/textbook/pdf/kecs1ps.pdf>
- <https://ncert.nic.in/textbook/pdf/lecs1ps.pdf>
- <https://ncert.nic.in/textbook/pdf/lehe103.pdf>
- <https://ncert.nic.in/textbook/pdf/lehe105.pdf>
- <https://ncert.nic.in/textbook/pdf/lehe106.pdf>
- <https://ncert.nic.in/vocational.php?ieft1=0-6>
- <https://ncert.nic.in/vocational.php?iepf1=0-8>
- <https://ncert.nic.in/vocational.php?iepg1=1-5>
- <https://ncert.nic.in/vocational.php?ievt1=1-3>
- <https://ncert.nic.in/vocational.php?ivas1=1-7>
- <https://ncert.nic.in/vocational.php?ivsm1=ps-5>
- <https://old.amu.ac.in/emp/studym/100008102.pdf>
- [https://sos.cg.nic.in/E-Books/12th/English/eng-book%20321%20Home%20Science/321_Home%20Science%20-%201%20\(Final%20Book\).pdf](https://sos.cg.nic.in/E-Books/12th/English/eng-book%20321%20Home%20Science/321_Home%20Science%20-%201%20(Final%20Book).pdf)
- <https://swayam.gov.in>
- https://ualresearchonline.Arts.ac.uk/id/eprint/629/1/cltd_learningoutcomes.pdf
- https://www.academia.edu/3188050/Formative_assessment_in_Arts_and_Design
- <https://www.biologyonline>
- https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf
- <https://www.education.gov.pg/TISER/documents/pastep/pd-tm-7-2-general-teaching-methods-student.pdf>
- <https://www.fao.org/3/i2516e/i2516e.pdf>
- https://www.granthaalayahpublication.org/journals/granthaalayah/article/view/IJRG2_2_A05_6154
- <https://www.mooc.org>
- <https://www.nsead.org/files/6f85ab8587bc53ce653702da1cc15690.pdf>
- <https://www.oecd.org/education/skills-beyond-school/LearningForJobsPointersfor%20PolicyDevelopment.pdf>




- <https://www.researchgate.net/publication/253504153> A Document Analysis Of The Pedagogical Knowledge Espoused In Agriculture Teaching Methods Courses
- <https://www.researchgate.net/publication/341659182> 3 The Role of Arts in School Education
- www.ibe.unesco.org
- www.teachtci.com



1.0 ABILITY ENHANCEMENT AND VALUE-ADDED COURSES

The Ability Enhancement and Value-Added Courses are designed to help student teachers acquire and demonstrate:

- knowledge and capacities in areas that are essential to a holistic education.
- capacities and values that are both useful to life as well as to a career in education.
- sensitivity, critical thinking and analytical capacities, reflection, sensibilities for dialogue and cooperative learning, aesthetic appreciation, and values for a sustainable world - all this in the context of India's rich and diverse cultural context.
- capacity to explore possibilities in different areas of learning, directly and indirectly connected to education.

Principles of Designing the Course

- The courses have a practical orientation in that they emphasize real-world application of ideas with special focus on application in the practice of education.
- Pedagogy across courses emphasize 'practice' and 'doing.'
- The courses facilitate breadth of knowledge rather than depth.
- The courses have emphasized on the capacities and values that are important for teachers.

5.1 Language 1 (As per the 8th Schedule of the Constitution of India)

Credits: 4
Semester: S-1

5.1.1 About the Course

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims at enabling student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and participating effectively in the world of work and creating sense in the everyday life. Through this course, the students will be able to enhance proficiency in reading with comprehension, understanding, thinking, and conceptualizing. The course seeks to enhance critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

5.1.2 Learning Outcomes

After completing the course, the student teachers will be able to:

- Demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.
- recognize the link between language and cognition and using linguistic knowledge and skills for effective communication of ideas and thoughts.
- build inter-personal relationships and enhance social skills.

UNIT - I

Understanding Language, Communication and Cognition

- A. Language, communication, and cognition; Definitions and functions of language. Types of communication, Language, culture and society, Bi-/Multilingualism in India, Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies. Language as a means of communication and language as a medium of cognition.
- B. Nature and process of communication: principles, Definition, and types; Language: Definition, characteristics, functions; Language and society: language variation, language and dialect, language policy and language planning, language standardization; Multilingualism in Indian context, Language as a means of communication and language as a medium of cognition.
- C. The process of communication, barriers to communication, written and oral

communication, the story of human communication from early times to new age; Language variation, Multilingualism.

- D. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

UNIT - II

Understanding Grammar

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences-simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- B. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- C. Identification of morphemes, word formation processes; Sentence formation, vocabulary formation; Pragmatics and speech acts.
- D. Sound production in the language; Coining new words, Speech acts.

UNIT - III

Reading Skills

- A. Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- B. Features that make texts complex, reading as an interactive process; Strategies for making students active readers and developing critical reading skills; Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- C. Reading discipline-based texts; vocabulary development

UNIT - IV

Writing Skills

- A. Speech versus writing; Types of writing; writing for specific purposes (essays, letters, and reports).
- B. Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)
- C. Summarizing and Paraphrasing techniques.

UNIT - V

Speaking skills

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations).
- B. Activities for developing speaking, role play; The impact of culture on speaking.
- C. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.

UNIT - VI
Listening Skills

- A. Why listening is important; kinds of listening; Listening strategies.
- B. Need for modelling good listening behaviour; Listening across the curriculum, note taking.
- C. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

UNIT - VII
Academic writing

- A. Academic writing components; development of academic language; Activities to develop academic writing skills.
- B. Developing Critical, analytical, and interpretive thinking skills.
- C. Learning to analyze.

UNIT - VIII
Critical thinking

- A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
- B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

5.1.3 Suggestive Practicum

- 1. How do you interpret every day and reflect what you read? Prepare a report.
- 2. Analyze a recorded video from the perspective of voice and pronunciation and write a report.
- 3. Observing, describing and frame a problem and evaluating it.

5.1.4 Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops, and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

5.1.5 Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

5.1.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.2 Language 2 (Other than L1)

Credit 4
Semester S-2

5.2.1 About the Course

The course aims to prepare the students to teach language at the school level. It focuses on training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

5.2.2 Learning Outcomes

After completing the course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills.

UNIT - I

Language, Society, and learning

- A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity; language and power; constitutional provisions and National Education Policy 2020.
- B. Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.

UNIT - II

Speech and Writing

- A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems.
- B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.

UNIT - III

Understanding Grammar

- A. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building.
- B. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.

UNIT - IV

Basic Communication Skills in L2

- A. Pronunciation and listening comprehension skills.
- B. Reading and reading comprehension skills.
- C. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.

UNIT - V

Critical Reading and Thinking Skills

- A. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.

5.2.3 Suggestive Practicum

- 1. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
- 2. Analyze sentences and their constituents as simple, complex, and compound sentences from written work.

5.2.4 Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in- class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

5.2.5 Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

5.2.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.3 Art Education (Performing and Visual) and Creative Expressions

Arts - Approach

1. Every student has to complete two courses in the Arts of 2 credits each across the Visual and Performing Arts.
2. There are many art forms within both the Visual and Performing Arts.
3. All these forms require teacher expertise as well as time and resources for the student to learn.
4. We have described **three exemplar arts courses** based on different forms of Visual and Performing Arts.
5. Institutions could choose to offer any specific art form based on the availability of faculty and resources. Institutions could then design their courses based on these three exemplars.



5.3 Art Education (Performing and Visual) and Creative Expressions

Exemplar 1 - Puppetry

Credits 2
Semester S-1 and S-7

5.3.1 About the Course

Engagement with various forms of art as self-expression and need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students of MA Education aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end in the first semester students will do one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative and artful in their expressions. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Puppetry

Puppetry is an integrated art form, which takes into its fold everything from fine arts to performance. Puppetry is one of the oldest forms of performing art. Puppetry has evolved over the years into a sophisticated form of art. The journey was very interesting with a lot of ups and downs. There are thousands of forms of puppetry from simple finger puppets to highly complex puppets played by more than 3 people. Each country has a puppet form, why country, each area in a country has a puppet form. Hence, in India you will find many, many forms of puppetry.

In puppetry there are two main aspects. One the designing and creating of puppets and the other playing or performing puppetry. These two skills are different. Designing will need a lot of thinking, visualization, and technical skills while performance will need high level

communication skills. Hence, together they make a consolidated a high range of skills. In this course, students are exposed to different forms of puppets and puppetry. There will be a discussion around the forms and the aesthetic sense of puppetry. Later the students are encouraged to prepare, design and create puppets. They then prepare script and play the puppets. This creation of the puppets together in small groups with a lot of discussions and give and take helps the students develop working together skills and conceptual understanding.

Learning Outcomes

After completion of this course, student teachers will be able to:

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of puppetry,
- design puppets,
- practice and create a short puppetry show.

UNIT - I

Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II

Designing Puppets (6 Sessions)

In this unit, students will learn about puppetry, its history and specifically about how puppets work. This unit will also discuss the imagination required to design puppets, visualize how puppets will be used and the technicalities of designing puppets. These will be learnt by designing puppets. Students will start with constructing finger puppets and move towards small shapes through papers, like Fish, birds, rat - then they will design masks, flat masks, and masks with dimensions. At the end they will design puppets with old newspaper. The puppets are designed with old newspapers and colour papers. They decorate it and design it in such a way that it can be played, performed. They prepare costumes and all other accessories.

UNIT - III

Performing the puppets (4 Sessions)

This unit will engage in performance of puppetry and the level of communication skills required to create a good engaging story and perform it with the help of puppets they have created. The performance will be expected to relate to some activity in the educational context. Students will perform the puppets they have designed. Initially each member will play their own puppets. Later they will play in pairs, later they will be formed into a small group and asked to prepare their own skits with the puppets. They conclude by performing in small groups. Their learning is consolidated and reflected.



Discussion is held on how different aspects of puppet making can be incorporated in class room processes of young children. Adapting the individual and group exercises done during the puppetry course will be discussed to be used in the classroom situation.

5.3.3 Pedagogy

The Pedagogy is basically hand-on training. More emphasis is given to experiential learning. They do things and through doing learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.

5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions			
Sl. no	Topics	Session flow	Remarks
1	Aesthetics and art, art in everyday life.	Based on their experience	
2	Importance of art. Appreciation of art.	Discussion	
3	Art for art sake. Art with social responsibility. art for social change	Debate	
4	The world of puppetry. Different forms of puppetry.	Presentations	
5	History of puppetry	Lecture	
6	Preparation- finger puppets	Hands on	
7	Preparation of masks	Hands on	
8	Preparing puppets	Hands on	
9	Performing individually	Practice	
10	Performing in pairs	Practice	
11	Performing in groups – 3, 4, 5.	Practice	
12	Assignments	Written.	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.3 Arts (Performing and Visual) and Creative Expressions

Exemplar 2 - Theatre

Credits 2
Semester S-1 and S-7

5.3.1 About the Course

The engagement with various forms of art as self-expression and the need to develop a sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective, and psycho-motor dimensions among children, as well as that through one or another art form that children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, an aesthetic judgment. This enables students as they grow into adults to have focused attention on making meaning of what surrounds them and in appreciating cultural productions.

Children are naturally tuned to appreciate art, as it activates their senses. Further, their psycho-motor skills get developed through art. It gives them space to think independently, create and reflect, while working with others. It is a unique space where all the three are involved- hand, head and heart.

Therefore, students who aim to be educational practitioners, will need to bring an element of art in educational practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful.

To this end in the first semester students will attend one course that aims to help them recognize and appreciate the importance of aesthetic judgment, develop familiarity with an art form and basic skills to be creative in their expressions. Skills develop from practice, therefore hands on training in doing art will be emphasised in this course. This course aims to help students develop a habit of improvising on theatrical performances that include following aesthetic judgement at all stages, which will contribute to other educational practices that they develop in the larger programme. Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and also producing content of other subject areas wherever possible.

Theatre

Theatre is a collaborative art form, and it is inherently interdisciplinary in its nature. It comprises many facets and skills like acting, directing, writing, designing the sets and costumes, make-up, production, lights, sounds and music. All these elements and skill sets come together and are stitched in the form of a 'play' which is performed live, in front of an audience. In the Indian context, theatre has a deep-rooted history with its classical, folk, and other cultural forms until other contemporary forms of theatre evolved in recent times.

Theatre education for children can play a vital role in their individual, social, and emotional development. It teaches them the values of trust and interdependence, makes them confident to express themselves and helps them learn to work in a collaborative environment. It develops their ability to contextualise, critique and discuss certain questions and thoughts they encounter in everyday life. It further helps them imagine, explore, and create their own narratives.

In this course, we will briefly talk about the aesthetics of theatre and how theatre exists in different forms. The students will learn some basic theatre tools that will help them create and perform a narrative they collaboratively arrive at.

In simple terms one can say theatre has two major aspects i.e., creating the script and then performing it. Body is the primary instrument in any theatrical performance accompanied by text, material, visual and sound. This course will introduce students to these aspects of any theatre performance, in the form of direct experience by doing this themselves.

5.3.2 Learning Outcomes

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

- articulate the importance of aesthetics and art in elementary education,
- demonstrate their familiarity with and appreciation of theatre,
- learn basic theatre tools of improvisation, ideation, and creation of a script,
- create a short performance with educational possibilities.

UNIT - I

Importance of Aesthetics and Art education (2 Sessions)

In this unit the basic idea of aesthetics and art, and ways in which the aesthetic dimension manifests itself in human life will be discussed. Using various examples of art, students will engage in identifying aesthetic aspects of daily life, develop aesthetic judgment, and gain familiarity with the role of art in education. Students will also be introduced to three aspects of art in education: The value of art itself and its use as an instrument in education; moral dimensions of works of art and the controversial distinction between the value of Popular art and High art.

UNIT - II

Introduction to Theatre, and Beginning with the body (3 Sessions)

We will discuss some core essentials in the aesthetics of theatre like the performance, the makers, the audience, and the context and how we relate this to the world around us, in everyday lives. In this unit, we will discuss examples of how theatre was used in social movements that have contributed to educating the larger population about important social issues. Additionally, we will also learn from practices and approaches of theatre groups like Budhan Theatre who work with denotified tribes, and Manalmagudi who work closely with physical nonverbal theatre. Exposing students to these approaches will lead to rich discussions on the role of theatre in pedagogy and practice.

In this unit, students will learn certain principles and awareness on how to use their body and voice in a given space and time, with respect to other bodies. There will be several games, exercises that will familiarise them with certain basics of movement, voice, acting and thereby create improvisations and images in a given context. The activities and tasks will be both in individuals and groups.

UNIT - III
Arriving at a script
(3 Sessions)

We will engage in some theatre making processes to arrive at a script by the end of this unit. How to adapt or devise a script with actors? How can we borrow from everyday experiences of memory, sound and visuals, without a written text or spoken word? Plays, stories, poems, newspapers articles, will be shared to read, reflect, analyse, and re-create like "Why, why Girl" by Mahashweta Devi, "Ratna Pakshi" by K Ramaiah, "Beyond the land of Hattamala and Scandal in Fairyland" by Baadal Sircar, and songs of Kabir etc. The texts chosen will have a direct relation with topics from social studies, moral and political education.

Students will use their skills of improvisation they learned in Unit 2 to explore, ideate, create, and finally arrive at a script. What kind of stories, narratives, and characters they choose to perform will lead back to the discussion of aesthetics. Students will mostly work in groups to choose or create a text, concept, or an idea which they want to perform. Students will be encouraged to use their perspectives on the education system, in converting the text into a script.

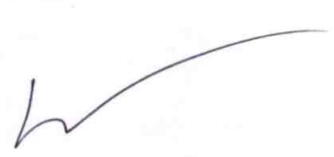
UNIT - IV
Performing the script

This unit will engage in the actual making of the final piece they choose to make. Students will have to visualise the final text on stage and start rehearsing in their groups. Apart from using their bodies to play characters, the students will also have to think about design and other aesthetic elements like sets, props, costumes, lights, music and sounds they want to use in the performance.

Students will have to practice beyond the six classes as the class time will be utilised to discuss and provide feedback as the work progresses. The last two classes in this unit will be utilised for the final rehearsals and assessments. The final performance will take place in front of a small audience followed by a brief post-performance discussion. Students will engage in discussing and reflecting on the views, questions and comments shared by the audience.

5.3.3 Pedagogy

The pedagogy is basically hands-on training. More emphasis is given to experiential learning. They do things and through doing, they learn about art and its connection to education. The process takes you through different forms of art- fine arts, playing with colours, costume designing, facial make -up, script writing, music, and performance.



5.3.4 Suggestive Mode of Assessment

Details to be determined by the faculty member as per applicable UGC norms.

Week wise break up of sessions		
Week	Topics	Session flow
1	UNIT - I: Aesthetics and art, art in everyday life. Importance of art. Appreciation of art	Based on their experience
2	Art for art's sake. Art with social responsibility. Art for social change	Discussion
3	UNIT 2: Aesthetics of Theatre	Discussion
4	Body work - Individual and group	Hands on
5	Body work – Improvisation	Hands on
6	UNIT - III: Adaptation of texts. Aesthetic choices.	Hands on, discussion
7	Story making and devising	Hands on
8	Arriving at a text	Hands on
9.	UNIT - IV: Visualising the final piece. Thinking about design and aesthetic elements.	Hands on, Discussion
10.	Rehearsals and feedback	Hands on
11.	Rehearsals and feedback	Hands on
12.	Final rehearsals and assessment	
13.	Finals rehearsals and assessment	
14.	Performance and audience discussion	

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.3 Arts (Performing and Visual) and Creative Expressions

Exemplar 3 - Collage-Making

Credits 2

Semester S-1 and S-7

5.3.1 About the Course

Engagement with various forms of art as self-expression and the need to develop sensibility to appreciate them has been an important concern in educational theory and practice. This concern is premised on the claim that forms of self-expression contribute immensely to the development of cognitive, affective and psycho-motor dimensions among children, as well as that through one or another art form, children come to explore ways of expressing themselves. Further, it is also the case that critical appreciation of art enables children to form judgments of a very special kind, namely, aesthetic judgment. This enables students as they grow into adults to have focused attention on making sense of and appreciating cultural productions.

Children enjoy artwork a lot. They explore and find meaning in artwork. Their psycho-motor skills get developed through art. The huge element of socialization is acquired through different forms of art. They get to know each other and understand each other and make friends through art. They develop their peer group through getting involved in art forms. Learning to work with others is also achieved through art. It gives them space to think independently, create and reflect. It is one space where all the three are involved- hand, head, and heart.

Therefore, educational practitioners that the students aim to be, will need to bring an element of art in practices that they engage in. To be able to do this, they need an appreciation of art in general, familiarity with one art form, and basic skills and capabilities to be creative and artful. Additionally, they should be familiar with some critical debates in art education, even if their work is in other subject areas.

To this end, students will do one course that aims to help them recognize and appreciate the *importance of aesthetic judgment, develop familiarity with an art form* and basic skills to be *creative and artful in their expressions*. Skills develop from practice, therefore hands-on training in doing art will be emphasized in this course. This course aims to help students develop a habit of performing skillful activities that are essentially aesthetic and artful which is expected to contribute to other educational practices that they develop in other courses in the programme.

Therefore, this course will explicitly relate this skill to activities that practitioners of education engage in, like teaching, development of teaching-learning material, and content of other subject areas wherever possible.

Collage as visual art medium

A major aspect of college, and one that is sometimes overlooked, is the incredibly diverse array of materials and objects that can be used. Collecting interesting materials is an ongoing activity for artists and for those who teach college. But it is just as important for young people to hunt for and make decisions about materials they would like to incorporate into their work. All materials, and the alterations that artists make to them, are suggestive of ideas and concepts based on their surfaces, forms, textures, degree of transparency and opacity, color, and other visual characteristics. Materials also connect us, through association and reference, to social and cultural worlds and places. What ideas might a scrap of newspaper, as a collage material,

176

express? How might these meanings differ from those of, say, feathers? Or twigs? Or a thin piece of plastic cut out from a plastic bag?

Working with and creating artwork in Collage involves various aspects: selecting materials, manipulating materials, investigating materiality, closely observing materials, discovering possibilities, composing, designing the artwork, planning, finding solutions, applying solutions, thinking flexibility, decision-making, research, using imagination, expressing, taking creative risks, develop perseverance, and much more. Students will also be introduced to various aspects of art in education: The value of art and artmaking by itself, art's use as an instrument in education, social and moral dimensions of art, and the controversial perceptions around good art and bad art.

This course aims for students to understand the importance of aesthetics and art in education, the role art can play in education, and mainly to appreciate, understand and gain skills with the medium of collage and its techniques.

5.3.2 Learning Outcomes

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

- articulate the importance and the role of aesthetics and art in education.
- understand the medium of collage and its versatility.
- design, plan, and create an expressive self-portrait collage by applying a variety of collage techniques.
- design and set up an interactive visual art exhibition to display their artworks.
- understand and appreciate art-based learning experiences.
- develop the ability to reflect and challenge their assumptions and beliefs around art and develop new understandings.

UNIT - I

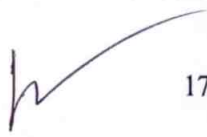
Understand the importance of Aesthetics and Art in Education (2 Sessions)

Students will be introduced to Aesthetics and Arts by engaging in experiences, discussions, and dialogues. Students will experience a session of 'Visual thinking strategy' (VTS) activity in which students will collectively view and engage in a series of artworks closely, share their observations, critically analyze their observations, listen to multiple perspectives from peers, suspend judgements, and draw their own understanding of the artwork. Students will recognize aesthetic and un-aesthetic experiences through compare and contrast. Through this activity and unpacking of the experience, students will start making connections and develop understandings around what aesthetics mean, aesthetic aspects of daily life, develop aesthetic judgment, and how arts evoke emotion and awaken.

UNIT - II

Exploring paper collage and its techniques (4 Sessions)

Students will be introduced to the medium of collage and open their minds to the possibilities within this medium. Students will view and discuss examples of collage artworks, artist process and artist interview videos. Students will get a chance to compare and contrast various ways collage as a medium is used. Students will reflect upon their own past art educational experiences and observations and engage in dialogue and discussions. Students will analyze effective and ineffective ways of using the medium of collage in educational and other settings.



Through inquiry-based participatory demonstrations, students will investigate and discover a variety of ways to manipulate paper and create individual and unique two-dimensional compositions in the medium of paper Collage. They will understand and learn the techniques, artistic terminologies of the collage medium. Students will reflect on their experience and engage in facilitated discussions to deepen their understanding on the role of art medium exploration and how it can foster various learning skills.

Students then use their knowledge and experience from the previous sessions and explore collage as a medium further. Students will investigate, discover, and learn to create visual textures, physical textures, and create their own unique patterns. They will understand the difference between textures and patterns. Students will use a variety of techniques to create unique textures and patterns, analyze their findings, give each other feedback, work in groups to problem solve, etc. They will understand how art medium explorations can be used as a pedagogical tool in learning environments.

Students will bring in various materials found around them like different kinds of paper, paper-based materials, natural materials, fabric, and explore these materials and use them as materials to create collage compositions. Students will explore a wide range of techniques and discover their own ways to manipulate these found materials to create interesting textures and patterns. Students will work in groups, problem solve, investigate, develop solutions on their own, and share their findings with each other. Through discussions, students will reflect upon this exploration experience and understand how art making processes can develop skills and abilities in a learner.

Resource Videos

1. *Works of Deborah Roberts, William Kentridge, Wangechi Mutu, etc*
2. *Marc, Cut paper collage artist - <https://www.youtube.com/watch?v=WgRZlWl-Oh0>*
3. *G. Subramanian: Collage art - <https://www.youtube.com/watch?v=ioRRi9R46a0>*
4. *Amber Fletschock, Collage artist - <https://www.youtube.com/watch?v=aa7p1vYqUc4>*
5. *Arturo Herrera, artist - https://www.youtube.com/watch?v=Oagx3_NZ5HU*

UNIT - III

Ideating for an Expressive Self-Portrait (2 Sessions)

In this session students will further explore and discover possibilities in Collage as a medium. Students will learn a variety of ways to make paper stands and create interesting paper sculpture compositions using 3D techniques. Students will draw from their previous experiences of using paper for 2D explorations and add more interest to their unique 3D explorations. Students will share their findings with peers and widen their understanding about the possibilities. Students will reflect on all the material exploration sessions thus far and participate in a facilitated dialogue around art making and education.

Students will engage in a close observation sketching and drawing activity. Through a guided process, students will create a well observed self-portrait drawing. Students will engage in discussions and dialogue to unpack the self-portrait drawing experience, the learnings, discoveries, challenges and more. Through this activity students will also be able to challenge assumptions around talent and art-making.



Resources: Handouts out on Collage techniques and artist examples

Resources: JR's Face to face project (videos and readings)
https://www.youtube.com/watch?v=4u_G0G6Jog4

UNIT - IV

Creation of an Expressive Self-Portrait Collage (3 Sessions)

Students will engage in a step-by-step process involving sketching, ideating, planning, applying their discoveries of using paper as a collage material, and finally create a large expressive self-portrait using the medium of paper collage. Throughout the process students will problem-solve, critically think, push their imagination, find multiple solutions, make independent decisions, receive and give peer feedback, use resources effectively, draw from their own experiences, apply their learnings into creating this unique and expressive self-portrait piece.

UNIT - V

Designing and setting up an Exhibition (2 Sessions and Exhibition Day)

Students will collectively start designing and planning for the exhibition to put up their artworks for a general audience to view and engage with. Students will be planning the various aspects of a visual art exhibition: ways to display artworks, designing the layout of the exhibition space and how the audience will move within the space, design invitations, ways that the audience can engage with the artworks, various ways the artists can talk about their art-making, and more. Students will divide the tasks among themselves, take on the various roles required, and set up the exhibition space.

Resources: Planning templates

5.3.3 Pedagogy

- Students will engage in hands-on art making activities.
- Students will engage in discussions and dialogues with peers.
- Students will engage in giving and receiving peer feedback.
- Students will continually reflect on their learning through journaling.
- Students will work independently and collaboratively throughout the course.
- Students will receive reference materials and resources to broaden and deepen their understanding.

5.3.4 Suggestive Assessment

Details to be determined by the faculty member as per applicable UGC norms.

5.3.5 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits: 2
Semester: S-1

5.4.1 About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.1 Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I

Introduction to the Knowledge of India

- A. Definition & scope; Relevance of this knowledge.
- B. Need to revisit our ancient knowledge, traditions, and culture.

UNIT - II

Culture - Art and Literature

- A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization);
- B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.,).
- C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc.



UNIT - III
Polity and Law

- A. Kingship & types of government (oligarchies, republics); Local administration (village administration);
- B. Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.

UNIT - IV
Economy

- A. Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing);
- B. Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy.
- C. Land ownership - land grants & property rights, land revenue systems.
- D. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.

UNIT - V
Environment & Health

- A. Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals.
- B. Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.).
- C. India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita;
- D. Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)

5.4.3 Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

5.4.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.

- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.4 Understanding India (Indian Ethos and Knowledge Systems)

Credits 2
Semester: S-2

5.4.1 About the Course

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.2 Learning Outcomes

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

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

UNIT - I

Introduction of Knowledge of India

- A. Recap of the previous semester's definition and introduction.
- B. Recap of previous knowledge.

UNIT - II

Philosophy, Ethics & Values: Schools of Philosophy

- A. Vaishesika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers) – and Jain, Buddhist, and Charvak traditions.
- B. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).
- C. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time.
- D. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times.

 183

- E. Using ethics in a technologically volatile world: leading an ethical and modern life.
- F. Practical Vedanta for well-being (mindfulness, inter-connectedness, society-self relationship, etc.).

UNIT - III

Culture- Lifestyle

- A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization).
- B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing).
- C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization).
- D. The lifestyle of Yoga; adapting ancient lifestyle – A path towards longevity.

UNIT - IV

Science & Technology

- A. Arithmetic and logic.
- B. Natural sciences: math, physics, metallurgy, and chemistry.
- C. Astronomy: India's contributions to the world.
- D. Indian notions of time and space.
- E. Technology in the economy: agriculture, transportation, etc.

UNIT - V

Linguistic Traditions

- A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.).
- B. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society
- C. Language: Identity, culture, and History.

5.4.3 Suggestive Practicum

The modes of curriculum transaction will include lectures, Tutorials, and Practicum.

- Practicum will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc. the elements of ancient architecture still existing in the city around them; organization of Individual and group presentations based on themes such as Polity, Law and Economy etc., organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that they would have been explored in lectures and tutorials; interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy etc.

5.4.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic

Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

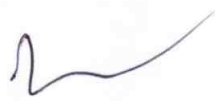
5.4.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

5.4.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.5 Teacher and Society

Credit: 2
Semester S-2

5.5.1 About the Course

Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasizing on the crucial role of teachers NEP 2020 states “teachers truly shape the future of our children - and, therefore, the future of our nation.” “The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation.” (NEP Para 5.1). The NEP in its introductory section states, “the teacher must be at the centre of the fundamental reforms in the education system” and highlights the need to “help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens”. (NEP 2020, Introduction). The policy also stresses the need to “do everything to empower teachers and help them to do their job as effectively as possible.” It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years in their life and shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.

The focus of the course on ‘Teacher & Society’ is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The

course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the socio-cultural and technological contexts of the teacher and how they impact the teaching-learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.

The course explores the agentic role of a teacher, how it gets influenced and how it influences the education system. It concludes with the re-calibrating of roles of teacher and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

5.5.2 Learning Outcomes

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

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

UNIT - I

Understanding the Teacher: Exploring the Personal and Professional Teacher

- A. Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education.
- B. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure.
- C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher.
- D. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.



UNIT - II

Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity

- A. Teaching: One profession, many roles
- B. Teaching Character: Nurturing Teachers for Human Flourishing.
- C. Holistic Teacher Development: Nurturing the Panchakoshas.
- D. Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue.
- E. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.

UNIT - III

Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow

- A. Teacher Agency: What is it and why does it matter?
- B. Individual, Cultural and Structural Dimensions of Teacher Agency.
- C. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination.
- D. Challenges and Issues inf fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others.
- E. Role of Teacher in shaping the educational policy, practice, and reforms

UNIT - IV

Teacher as an Architect of the New India: Shaping the Society of Tomorrow

- A. Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential.
- B. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.

5.5.3 Suggestive Practicum

- 1. Take up a case study of any one teacher education Institution.
- 2. Write a biography of any one of your favourite teachers/ Educationists.

5.5.3 Suggestive Mode of Transaction

Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.

▪ Learners would also be exposed to case studies featuring teachers from a representative cross-section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.



- Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school context.

5.5.5 Suggestive Mode of Assessment

Being a very thought-provoking course, the assessment would largely include critical thinking kind of assignments. The following are some exemplars.

1. Write your current teaching philosophy based on your beliefs and values.
2. Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.
3. Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others

These are just prototypes and institutes may choose either of these or think of other innovative assignments that would inculcate in the future teachers a sense of belonging for society.

5.5.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.6 Information & Communication Technology (ICT) in Education

Credit 2
Semester S-5

5.6.1 About the Course

The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student teachers interpret and adapt ICTs in line with educational aims and principles. The paper will orient the learners about the need for and importance of ICT in education. It will describe the importance of opensource software in education. Students will be given exposure to the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of the use of various computer software and ICT tools.

5.6.2 Learning Outcomes

On completion of this course, student teachers will be able to:

- explain the concept, nature, and scope of ICT in education,
- describe the importance of open-source software in education,
- list and explain various approaches to the adoption and use of ICT in education,
- describe the importance of various emerging technologies in education,
- See relationship between the social, economic, and ethical issues associated with the use of ICT,
- list out the challenges of educational technology in India,
- use various technological tools for improving teaching-learning- assessment processes.

UNIT - I

Introduction to (ICT) in Education

- A. Meaning, Nature, importance of Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology,
- B. Educational Technology and ICT in Education (Difference, Scope of ICT- Teaching, learning, Research & Publication Educational Administration and Assessment),
- C. Technology & Engagement: Internet, Collaborative learning through Online Discussion Forums, group assignments & Peer reviews,
- D. Meaning and Uses of Systems Approach in instructional design,
- E. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's),
- F. Flanders' Interaction Analysis Category System (FIACS),
- G. Challenges relating to Educational Technology.

UNIT - II

Emerging Technologies in Education

- A. E-learning Concept, methods, and media (LMS, Virtual Universities, Massive Open Online Course (MOOCs), Indian MOOCs, Types of MOOCs: cMOOCs, xMOOCs & LMOOCs).
- B. Open Education Resources (Creative Commons, Concept, and application).

- C. Augmented reality, Virtual reality, Artificial intelligence, Mixed Reality & Gamification in education (Meaning, history, importance, tools and uses).
- D. Cloud Computing & Internet of Things - Meaning, importance and uses.
- E. Ethical issues & safety in ICT- (Teaching, Learning and Research, Cyber bullying, Cyber security literacy & data protection, Online identity and privacy).

UNIT - III

ICT in Teaching-Learning & Assessment

- A. Concept, Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK), Technology Integration Matrix (TIM).
- B. Implication of Learning Theories in ICT in Education: Behaviourism, Cognitivism & Constructivism.
- C. Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art, Technological tools for Mind mapping etc.).
- D. ICT and Assessment- Electronic assessment portfolio – Concept and types; e-portfolio tools.
- E. Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank.
- F. ICT applications for Continuous and Comprehensive Evaluation (CCE).

5.6.3 Suggestive Practicum

1. Prepare an assessment tool on any one chapter of the textbook.
2. Explore any one online platform for MOOCs and prepare a report highlighting its structure and courses.

5.6.4 Suggestive Mode of Transaction

The pedagogy for the course ICT in Education should be designed to ensure that students have a good understanding of how to use technology for improving teaching-learning-assessment processes. It should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.
- Experiential learning involving Hands-on activities, field trips, and real-life scenarios that will give student teachers the opportunity to apply their knowledge and skills in a practical setting.
- Use of multimedia tools such as videos, interactive simulations, and animations that help enhance learning and make it more engaging.
- Self-directed and self-managed learning activities that encourage students to take charge of their learning process through independent research, self-reflection, and self-assessment which can promote lifelong learning.

5.6.4 Suggestive Mode of Assessment

The assessment for the course ICT in Education should evaluate students' knowledge, capacities, and attitudes towards the use of technology in education. The assessment methods will include the following:

- Project-based assessments involving projects that require student teachers to create an instructional/learning resource that incorporates ICT tools and then assess the quality of the resource.
- Peer assessment helps students develop their critical thinking and evaluative capacities through group tasks requiring assessment by a group of the work of another group.
- Reflective journals requiring student teachers to maintain a reflective journal and to reflect on their learning experience involving the use of ICT tools in education.
- Online quizzes and tests involving online quizzes and tests that can assess students' knowledge of the theoretical aspects of ICT in education.
- Observation and feedback involving observation of performance of student teachers during classroom activities and providing feedback that help assess their practical skills in using ICT tools for improving teaching-learning-assessment processes.

5.6.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.7 Mathematical and Quantitative Reasoning

Credits 2
Semester S-6

5.7.1 About the Course

This course introduces the student teachers to study the basic mathematical & quantitative reasoning for their practical usage. This course is designed to provide student teachers with the knowledge and capacities required to analyze, interpret, and communicate quantitative data. Student teachers will learn to think critically about data and use quantitative reasoning to solve real-life problems.

5.7.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- adapt mathematical reasoning to solve problems in the real world and explain some fundamental ideas and tenets in this field,
- analyze and interpret quantitative data,
- interpret & deduce the right conclusions from numerical representations like formulas, graphs, or tables,
- demonstrate critical thinking and problem-solving skills using mathematical and quantitative reasoning methods,
- evaluate operational matrix,
- analyze educational data and create educational model & use them in decision making,
- analyze and evaluate mathematical and quantitative reasoning problems and solutions.

UNIT - I

Introduction to mathematical and quantitative reasoning

- A. Meaning, nature and scope of mathematical and quantitative reasoning.
- B. Importance of mathematical and quantitative reasoning in various fields.
- C. Types of quantitative reasoning.
- D. Usage of mathematical and quantitative reasoning.
- E. Concept of mathematization.

UNIT - II

Introduction to data in Education

- A. Data requirement, different sources of data
- B. School enrolment: gross enrolment ratios, net enrolment ratios, educational progression: dropout rate, literacy: measures of literacy
- C. Indian censuses, details of different items on which Indian censuses collect data.
- D. Nationwide sample surveys, National family health survey, District level household survey, UDISE

UNIT - III

Data Analysis & Interpretation

- A. Concept of data interpretation (equation, diagram, graph, tables)
- B. Statistical analysis of data in educational context and its applications (measures of central tendency, measures of variability, percentile)
- C. Visual and numerical representation of data and its application (bar diagram, histogram, pie charts)
- D. Learning analytics: concept, significance, types, levels, and its applications in educational context.

5.7.3 Suggestive Practicum

1. Take last 5 years of UDISE data and analyze various indicators related to schools, teachers, and students.

5.7.4 Suggestive Mode of Transaction

The approaches to curriculum transaction will focus on developing the analytical and critical thinking skills of students, as well as their ability to apply mathematical and quantitative reasoning in real-life situations. Some of the approaches to curriculum transaction will include the following:

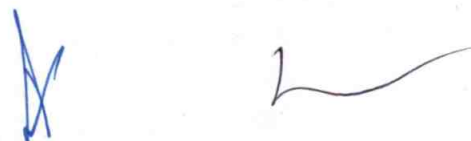
- Active Learning which involves active participation of student teachers in problem-solving situations, group discussions, and hands-on activities that help student teachers engage with the material and apply mathematical thinking and reasoning to solve problems.
- Real-World Applications involving the use of real-world examples to demonstrate the practical applications of mathematical concepts that help student teachers see the relevance of what they are learning and how it can be applied in various fields.
- Collaborative learning encourages student teachers to work together in small groups, where they can share ideas and help each other learn. This fosters a sense of community in the classroom and helps students develop teamwork and communication skills.
- Technology Integration involves the incorporation of technology tools such as calculators, spreadsheets, and interactive software to help student teachers visualize and solve mathematical problems more easily.
- Overall, a pedagogy that combines active learning, real-world applications, collaborative learning, technology integration, and effective assessment strategies that help student teachers develop a strong foundation in mathematical and quantitative reasoning.

5.7.4 Suggestive Mode of Assessment

Use of a variety of assessment methods such as quizzes, exams, group projects, and presentations to evaluate student learning. Providing timely feedback and offering opportunities for students to revise their work and improve their understanding.

5.7.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



5.8 Sports, Nutrition and Fitness

Credits 2
Semester S-7

5.8.1 About the Course

This course aims at enabling student teachers to recognize the importance of good health, fitness, and the right nutrition to live a healthy life. It also provides students with the experience of organizing and participating in sports and games.

5.8.2 Learning Outcomes

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

- explain the importance of sports, and the need and impact of sport for maintaining,
- discuss physical fitness, and the methods of teaching and organization of different types of sports,
- explain the importance of physical fitness, describe different components of physical fitness, and identify activities that help maintain physical fitness,
- Recognize the importance of basic health and nutrition and healthy lifestyles and identify food items that help maintain basic health and nutrition among children of different age groups.

UNIT - I

Sports

- A. Meaning of sports, importance of sports, types of sports.
- B. Different stages of sports (primary and secondary).
- C. Psychology of sports, methods of teaching different sports (indoor, outdoor, team and individual), different sports activities (individual and team games).
- D. Sports for children with disabilities and inclusion.

UNIT - II

Physical Fitness

- A. Meaning and importance of Physical fitness, components of physical fitness, Muscular Strength, Endurance, Flexibility, Body Composition, Cardiovascular Endurance, importance of healthy lifestyle.
- B. Coordination of Health and Fitness.

UNIT - III

Nutrition

- A. Meaning of nutrition, types of nutrition, importance of nutrition, need of nutrition, methods for teaching nutrition,
- B. Nutrition for different age group, nutritious food for sports personalities and common individuals, nutrition and health, nutrition and fitness, nutritious food in schools (midday meals), hostels.

5.8.3 Suggestive Practicum

Reflective Reading of different Sports Personalities. Collections of different types of games (Indoor, Outdoor, Individual, Team); Organizing different games (Play) for different age-groups,

Organizing Group Games for cooperation, Organizing fitness programmes, Exercises at various levels. Collection of different nutritious items food. (Charts, Things, Objects, Models). Programmes organized to promote the use of nutritious food.

5.8.4 Suggestive Mode of Transaction

The mode of transaction should be designed to ensure that should provide a balance between theoretical knowledge and practical skills. The approaches to curriculum transaction may include the following:

- Active learning encourages student teachers to participate in discussions, brainstorming sessions, and problem-solving activities that help them develop critical thinking and problem-solving skills.
- Collaborative learning involves group projects and tasks that encourage student teachers to work collaboratively and learn from each other.

5.8.5 Suggestive Mode of Assessment

Assessment of theoretical aspects and Practicum.

5.8.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

5.9 Yoga and Understanding Self

Credits 2
Semester S-8

5.9.1 About the Course

This course focuses on the benefits of Yoga for healthy living and the importance of the practice of yoga for promoting the optimal state of physical, emotional, intellectual, social, and spiritual wellbeing of a person. Yoga as a way of life is characterized by peace and tranquillity, harmony and health, love and happiness, precision, and efficiency. The course seeks to engage student teachers with these ideas. The focus of the course is on being mindful of self (body, mind, emotions, thoughts, and actions). Course components will include brief history of yoga, principles and different types and streams of yoga, practices (Kriyas, Āsana, Prāṇāyāma, Bandha & mudra, Dhāraṇa & Dhyāna, etc), meditation and reflective practices, and the importance of these aspects in becoming an effective teacher. It lays equal weightage to the theory and practicum.

5.9.2 Learning Outcomes

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

- explain the importance of Yoga and how it helps an individual in understanding Self
- describe the importance of practicing Yoga Asana,
- practice basic Yoga Asanas/ Kriyas.

UNIT - I

Philosophy and Historical Perspective of Yoga

- A. Concept and Meaning of Yoga, Philosophy of Yoga,
- B. Brief history and development of Yoga (Classical Yoga, Post Classical Yoga and Modern Period)
- C. Importance of Yoga for healthy living, Yoga and its relevance in the modern times, Traditions in Yoga.

UNIT - II

Schools of Yoga

- A. Different streams \schools of Yoga (Gnana, Bhakthi, Karma)
- B. Construction of Yoga Practice for all round development.
- C. Principals of Yoga: - Ahimsa, Satya, Asteya, Brahmacharya, Aparigraha, Shoucha, Santhosha, Tapas, swadyaya and Isvara Paridhana.

UNIT - III

Modern Principles of Yoga and Meditation

- A. Modern Principles: Human Body is a holistic entity, Individuals and their need are Dhāraṇa & Dhyāna, etc, meditation and reflective practices, and the importance of these aspects in becoming an effective teacher, unique Self-empowering, the quality and state of an individual mind is crucial to healing.

B. Meditation: - its Importance, Types, and Process, Pranayama: its importance, types and process, Yoga as a Way of life for Peace, Harmony, Health love and happiness. Yoga in Indian philosophy for understanding Self.

5.9.3 Suggestive Practicum

1. Practice of Basic Yoga Asanas/ Kriyas.

5.9.4 Suggestive Mode of Transaction

Reflective reading of different Yoga practicing Personalities, Learning by doing, Relaxation Techniques for imparting concentration, Understanding Self and personality development.

5.9.5 Suggestive Mode of Assessment

Assessment of practicum; Assessment of practice of basic Yoga Asanas/ Kriyas; Assessment of Reflective level Readings.

5.9.6 Suggested Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.



2

5.10 Citizenship Education, Sustainability, and Environmental Education

Credits 2
Semester S-8

5.10.1 About the Course

This course seeks to orient student teachers to the Constitution of India with a particular emphasis on Fundamental Rights and Fundamental Duties, and to prepare them for their roles and responsibilities as responsible, productive, and effective citizens of India. The course also seeks to enable student teachers to understand the interconnected and interdependent world, India's rich heritage and philosophical foundation of "Vasudaiva Kutumbakam" (Whole world is one family), acquire the knowledge, capacities, values, and dispositions needed to understand global issues and become active promoters of more peaceful, harmonious and sustainable societies. The course also seeks to create among student teachers an awareness of responsible global citizenship required for responding to contemporary global challenges.

The sustainability aspect of the course seeks to develop among student teachers an understanding of the idea of 'Sustainability' in all fields of human activities, including achieving sustainable development in its three dimensions – economic, social, and environmental – in a balanced manner. The environmental education component of the course aims at creating an awareness among student teachers of environmental issues, including actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living. The course will also deepen the knowledge and understanding of India's environment in its totality, their interactive processes, and effects on the future quality of people's lives.

5.10.2 Learning Outcomes

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

- explain the concept of citizenship and citizenship education,
- describe the aims of and approaches to citizenship education,
- explain the concept and aims of Global Citizenship and Global Citizenship Education,
- describe the aims of and approaches to global citizenship education,
- explain the concept of 'Sustainability' in all fields of human activities, and approaches to achieving sustainable development in its three dimensions – economic, social and environmental – in a balanced manner,
- demonstrate an awareness of environmental issues, and actions required for mitigating the effects of climate change, environmental degradation and pollution, and initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.

UNIT - I

Citizenship Education

- A. Concept of citizenship and citizenship education.
- B. Aims of and approaches to citizenship education.
- C. Concept of Global Citizenship and Global Citizenship Education.

- D. Aims of and approaches to global citizenship education.
- E. Concept of *Vasudhaiva Kutumbakam*, its importance in development of a holistic perspective towards local and global communities.

UNIT - II

Sustainability

- A. Concept of 'Sustainability' in all fields of human activities.
- B. Approaches to achieving sustainable development in its three dimensions – economic, social, and environmental.
- C. Sustainable development goals.
- D. Sustainable management of natural resources.
- E. School- and community-based activities.
- F. Education for sustainable development

UNIT - III

Environmental Education

- A. Environmental issues.
- B. Actions required for mitigating the effects of climate change, reducing environmental degradation, pollution etc.
- C. Initiatives required for effective waste management, conservation of biological diversity, management of biological/natural resources, forest and wildlife conservation, and sustainable development and living.
- D. Approaches to delivering Environmental Education
- E. Role of Mass Media and Technology in delivering environmental education.
- F. Roles Governmental and Non-Governmental Organizations in promoting Environmental Education.
- G. School and community-based environmental education activities.

5.10.3 Suggestive Practicum

1. Write a report on the roles of governmental and non-governmental organizations in promoting Environmental Education.

5.10.4 Suggestive Mode of Transaction

Lecture-cum- discussion, Focus Group discussions, in-class seminars, Library Work, Assignments, Project Work, Lesson Plan Development, Interaction with different stakeholders, ICT based educational materials, Group Work, critical reflections, group-work, case-based approaches, and enquiry-based learning.

5.10.5 Suggestive Mode of Assessment

Assessment of practicum and assessment of reflective level readings.

5.10.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the need of the learners and learning content.

6.0 SCHOOL EXPERIENCE

Field engagement is an integral part of a teacher education programme. In field engagement of a pre-service teacher education programme, the student teachers are engaged in different kinds of practical tasks or activities relating to the teaching profession in a supervised condition. Through field engagement, the student teachers understand school processes, participate in activities, and internalize school-related ethics, values, and norms. School experience is integral to the Integrated Teacher Education Programme (ITEP); it allows student teachers to experience the school environment and apply theoretical learning.

Objectives

The School Experience will help the student teachers:

1. To understand on the roles of different personnel associated with the academics, resources, and the school system's management.
2. To be conscious of their duties as teachers concerning students, school, community, and other stakeholders.
3. To reflect on diverse school contexts and to appreciate the role of school teachers.
4. To understand and participate in different curricular activities like school assemblies, games and sports, cultural activities, and other events.
5. To participate in different programmes of school like parental engagement, motivating the students from the socio-economically disadvantaged group, and promoting inclusion and equity.
6. To develop skills associated with the profession - adaptation, collaboration, problem-solving, and participative decision-making.
7. To develop contextual learning competencies, skills, and attitudes for becoming effective teachers.
8. To develop ICT and research skills.

Table 1: Outline of Activities under School Experience

Course	Credits	Semester	Description
Pre-Internship	2	5	Orientation and preparation in the institute
School Observation	2	6	Two weeks visit to different types of schools
Internship	10	7	12 weeks of working in school(s) as an integral part of the system
School-based research projects	2	7	Identification of the issue, research design, intervention during the school internship and preparation of the research report
Creating TLM	2	8	Visit different types of local vocational artists/professions, design learning resources using local traditions and connect artists to school.

Post Internship	2	8	In the institute: Sharing of experiences with other student teachers and submission of the report
Total	20 Credits		



6.1 Pre-Internship Practice

Credits 2
Semester: S-5

6.1.1 About the Course

Pre-Internship is a vital component of the Teacher Education Programme. It is a prerequisite for the student teachers to experience a simulated classroom environment to prepare them for real-life situations. Student teachers get exposure in a conducive, guided environment to manage a classroom and learn pedagogic and classroom management skills and get an opportunity to have hands-on experience.

6.1.2 Learning Objectives:

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

- acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
- get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
- develop lesson plans to transact them using appropriate pedagogies and learning resources,
- develop and practice teaching skills in a guided environment to be an effective teacher,
- be prepared for the school internship.

6.1.3 Suggestive Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

6.1.4 Content

The pre-internship will include activities relating to the stage-specific pedagogy courses, ability enhancement and value-added courses and foundation courses transacted during previous semesters. It will also include knowledge of pedagogy, formats of lesson plans, different ICT tools, schooling systems in India, principles of classroom management, assessment, and other relevant content.

6.1.5 Activities to be conducted:

- Observation of lessons transacted by teacher educators to identify pedagogic skills.
- Exposure to various types of lesson plans through workshops.
- Development of relevant Teaching Learning Materials (TLMs).
- Participation in screening and discussion of educational videos on pedagogy and assessment.
- Learning about inclusiveness in school education
- Orientation for Action Research/case study

6.1.5.1 Foundational Stage

Orientation of student teachers to different pedagogic (flexible, multilevel, play/activity/story-based learning) and classroom management skills

- Observation of the lessons demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Foundational Stage Learning Standards in the NCF-FS
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Develop a one-day teaching plan that caters to all domains of development and record the difference in children's engagement before and after implementing the new plan.
- Transaction of demonstration lesson plan in a guided situation in the institute in the macro group (get the feedback from the mentor and TE)
- Collection and development of warmup activities and trials with the student trainee for rapport building with the young children.
- Exploring available learning resources, local traditional stories, rhymes, riddles, and educational videos
- Developing local, low-cost, and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like '*Divaswapna*'

6.1.5.2 Preparatory Stage

- Orientation of student teachers to different pedagogic (play, discovery, and activity/project-based) and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Preparatory Stage Learning Standards from the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like '*Divaswapna*'

6.1.5.3 Middle Stage

- Orientation of student teachers to different pedagogic practices like experiential learning, inter-relationship amongst different subjects, integration of Indian Knowledge Systems (IKS) and values in school subjects, and classroom management skills
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities for each class/subject based on learning outcomes.
- Study Middle Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts

- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices

6.1.5.4 Secondary Stage

- Orientation of student teachers to different pedagogic approaches like storytelling, art-integrated, sports-integrated, project-based, and ICT-integrated for developing critical thinking, attention to life aspirations, and greater flexibility and classroom management skills.
- Observation of the lesson demonstrated by teacher educators/experts in the institute.
- Designing guided activities, including a laboratory for each class/subject based on learning outcomes.
- Study Secondary Stage Learning Standards in the NCF
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Participate in discussions/reflective sessions for conceptualizing teaching-learning practices.
- Exploring available learning resources and educational videos
- Developing local, low-cost, and innovative TLM s
- Reading and reflecting on inspiring books on pedagogic practices

6.1.6 Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Classroom teaching skills and assessment tools (including learning standards)	Simulated Presentation	Teacher-Educator	1
Reflective group discussions/workshop	Observations	Teacher-Educator	0.5
Artefacts (Lesson Plans, TLM, Curated Videos) and action research procedures.	Evaluation	Teacher-Educator	0.5

6.1.7 Outcomes

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

1. describe the prerequisites of the internship,
2. demonstrate knowledge of pedagogic practices, classroom management skills, assessment tools and learning standards,
3. develop lessons plans and relevant Teaching Learning Materials (TLMs),
4. develop readiness to take up an internship programme.



A handwritten signature in black ink, consisting of a stylized 'L' shape followed by a horizontal line.

6.2 School Observation

Credit: 2
Semester: S-6

6.2.1 About the Course

As school is the heart of the teacher education programme, the student teachers need to gain hands-on experiences from various activities organized by the school. School observation offers an opportunity to learn the processes and practices in a school setup. To expose the student teachers to various schooling systems (urban, rural, tribal, residential, non-residential, government, private, affiliated to different school boards like Central Board, State Board, International Board) prevailing in the country. School observation will also prepare the student teachers to build relationships with various stakeholders. The school observation by the student teachers is aimed at helping them build perspective in the schooling system, student needs, pedagogies, and assessment.

6.2.2 Learning Objectives

After completion of school observation program, student teachers will be able to:

- get acquainted with various schooling systems.
- experience the processes, practices, and overall environment of the school.
- establish a rapport with all the stakeholders of the school system.
- observe the process of conducting different activities in the school.
- study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- observe and document the availability and usage of TLM, including ICT.
- study the available physical and digital documents, including UDISE data.
- study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- prepare and present a comprehensive profile of the schools observed (including classroom processes)
- study the engagement of parents and other community members in school activities.

6.2.3 Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

Preparation for school observation

- Orientation on the school observation process
- Development of the observation formats/tools

School Observation (minimum three types of schools)

- Student teachers will go for school observation in small groups to observe and collect data by using the developed formats/tools.
- Analysis of the collected data
- Preparing a comprehensive profile of the schools observed

Post-school observation session

- Group-wise presentation of the school profile
- Discussion and Feedback
- Reflection on the understanding of various types of schooling systems.

6.2.4 Content

The school observation as a field-based activity will cover observation of school and classroom processes. The student teachers under the mentorship of teacher educators will visit schools, interact with teachers and students and other stakeholders, and relate the observation with the courses studied during the previous semesters, i.e. Foundations of Education, Disciplinary Courses, Pedagogy courses and Ability Enhancement & Value-Added Courses.

- Meaning and Nature of school observation process
- Difference between monitoring and observation
- Theory and practices of school observation components such as:
 1. Schooling system
 2. Rapport with all the stakeholders
 3. Office management procedures of different types of schools
 4. School environment in all perspectives
 5. Process of conducting curricular activities in the schooling process
 6. Existing infrastructure available in the school
 7. Utility of ICT and TLM facilities
 8. Interpersonal relationships among the stakeholders
 9. Various assessment processes adopted in different types of schools.
 10. Engagement of parents and other community members in school activities.

6.2.5 Activities to be conducted.

6.2.5.1 Foundational Stage

- Visit to preschool, Balvatika, and classes I and II (foundational stage/ standalone Anganwadi, standalone preschool, co-located Anganwadi and preschools/Balvatika sections in school set up)
- Collect information on the demography of students in preschool, classes I and II, linkage of foundational with the preparatory stage through interaction with teachers, students, and staff.
- To study the use of print materials like collages, flashcards and activities related to foundational literacy and numeracy through classroom observation.
- Observe the activities related to FLN, use of mother tongue as medium of instruction and handling classrooms with children from different home languages.
- Observation of pedagogic practices at preschool, classes I and II



- Observe the use of local/traditional toys, stories, rhymes, songs, games, riddles in the class.
- Observation of availability and usage of reading corners, fun zones,
- Observation of play areas across the foundational stage (both indoor and outdoor)
- Study the practices followed by the school for the growth and health of children- provision of supplementary nutrition, immunization, health check-ups, and referral services.
- Presentation of the classroom observations (play activities and FLN practices) and discussions in groups
- Observation of assessment tools and practices at foundational stage

6.2.5.2 Preparatory Stage

- Visit three types of schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information on the demography of students in classes III to V, the link of the preparatory stage with the foundational and middle stages through interaction with teachers, students, and staff.
- Observation of classroom practices to study toy-based, art-integrated, and sports-integrated pedagogy.
- Observe the activities related to holistic assessment as recommended in NEP 2020 and NCFSE.
- Observation of play areas across the preparatory stage (both indoor and outdoor)
- Observe school processes and the extent of transaction of the curriculum through play, discovery, and activity-based and prepare a report.
- Reflect on effective classroom teaching learning strategies.

6.2.5.3 Middle Stage

- Visit three types of middle schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes VI to VIII and understand the linkage of the middle stage with the secondary and preparatory stages through interaction with teachers, students, and staff.
- Observe school processes and curriculum transactions through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and skill development courses.
- Reflect on effective classroom teaching learning strategies.
- Observe integration of IKS, values, local resources in teaching learning process
- Observe practice and assessment of vocational education in the school.
- Observe the availability and usage of library resources, laboratories (General Science, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, scouts and guides, and health and wellness programme.

6.2.5.4 Secondary Stage

- Visit three types of secondary schools with observation formats developed in the institute and get acquainted with various schooling systems. Establish rapport with all stakeholders.
- Collect information about the demography of students in classes IX to XII and understand the linkage of the secondary stage with the middle stage and higher education through interaction with teachers, students and staff.
- Observe school processes and transactions of the curriculum through experiential learning and prepare a report.
- Interact with teachers and students and report on implementing ten bag-less days and internship opportunities to learn vocational subjects.
- Study the available opportunities for learning interdisciplinary subjects.
- Observe the availability and usage of library resources, laboratories (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports facilities, and art and music learning facilities.
- Study the provision of other student support services- guidance and counselling, NCC, NSS, health and wellness programme.
- Observe the organization of various activities like classroom teaching-learning processes, laboratory activities, library activities, sports and games, debate/elocution/essay writing and other competitions.
- Interact with School heads and subject teachers to understand how students are evaluated by following different tools and techniques of evaluation, how examinations are conducted, how answers are assessed, and how the result is communicated to parents in at least two different types of schools.

6.2.6 Assessment

Competence/Artifact	Method of assessment	Assessed By	Credits
Involvement and active participation during the school visit	Observations	Teacher Educator	0.5
Comprehensive school profile	Presentation & reflection	Teacher-Educator	1.5

6.2.7 Outcomes

Student teachers will be able to:

- describe various schooling systems,
- describe the processes, practices, and overall environment of the school,
- establish rapport with the stakeholders of the school system state the process of conducting different activities in the school,
- describe the available school infrastructure (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting),
- describe the availability and usage of ICT and TLMs,

- summarize the available documents in both physical and digital modes, including UDISE data,
- reflect upon relationships among the stakeholders,
- analyze various assessment processes adopted in different types of schools,
- prepare and present a comprehensive profile of the schools observed (including classroom processes).

6.2.8 Suggested Components for school observation report

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
 - Academic plan
 - Classroom activities
 - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
 - Maintenance of students' records
 - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating and controlling)
- Challenges faced and overcoming them.

6.3 School-Based Research Projects

Credit: 2
Semester: S-7

6.3.1 About the Course

Action research enables teachers to reflect on their wisdom to bring the desired changeover and explore the system when necessary. They may experiment with practices in a controlled environment to improve the transactional processes. Learning about classroom research in action research and case studies practices promotes opportunities to improve the student-teacher learning environment in teacher education institutions. Their involvement in the learning processes during their stay in teacher education institutions becomes more fruitful. It could be individual or collaborative research among the student teachers. Action research and case studies are school-based research, which is acted upon as collective, self-reflective inquiry undertaken in social situations to improve the rationality and justice of their own contextual and educational practices. These two processes explore the answers to the problem and contribute towards theory development. These two methodologies foster critical thinking, problem-solving, collaboration and ethical decision-making skills. The student teachers are placed in schools for internships. School Internship provides the student teachers with a platform to apply theoretical knowledge understanding, techniques, methods, and approaches in an actual classroom situation. It enables them to gain intensive experience in teaching, planning, preparing support materials, and performing other school activities that a regular teacher is expected to do. The student teachers will systematically undertake school-based research to find solutions to contextual problems/challenges. During the school internship, the student teachers will identify school practices and challenges through involvement in different activities, design relevant interventions, analyze data and prepare reports.

6.3.2 Learning Objectives

The student teachers will:

- Identify contextual problems and formulate appropriate research design,
- Prepare the plan of action for undertaking school-based research,
- Develop and use tools and techniques for the collection of relevant data,
- Collect and analyze the data to identify the causes,
- Develop and implement need-based interventions for addressing the problems,
- Study the effectiveness of the intervention(s),
- Reflect and share school-based research experiences through reports and presentations.

6.3.3 Suggestive Mode of Transaction

The following strategies will be used during the school-based research project:

- Discussions with teacher educator, school head, mentors, and peers for identification of problem and development of intervention(s).
- Finalize the school-based research project proposal outline through discussion with mentor teachers/teacher educators.
- Document analysis, interaction with all stakeholders, and field visits.
- Sharing and presentation of the outcomes of school-based research.



6.3.4 Content:

The student teachers during previous semesters have studied different courses in Foundations of Education, Disciplinary Courses, Stage-specific pedagogy courses, Ability Enhancement and Value-Added Courses. The required knowledge of action research and case study includes- the concept and importance of action research/case study, the steps of conducting action research/case study (objectives, methods, research design, design tools, data collection, and data analysis) and report writing.

The research problem will be taken from the day-to-day teaching-learning process of the school. Some of the significant areas may cover:

- Learning progress and outcomes in different subjects
- School-based assessment
- Learners' diversity and inclusion
- Participation in arts, games, sports

6.3.5 Suggestive Mode of Assessment



The assessment of the school-based research project will be continuous. The teacher educators, as well as mentors, will be involved in the assessment of the activities. The following rating scale may be used to assess the student teachers:

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation during the execution of action research	Observation	Teacher-Educator	0.5
Research Report	Presentation of Report	Teacher-Educators (panel of three experts)	1.5

6.3.6 Learning Outcomes

The student teachers will:

- present contextual problems, an appropriate research design and the plan of action for undertaking school-based research,
- demonstrate the tools and techniques used for the collection of relevant data,
- summarize the analyzed data used to identify the causes,
- demonstrate the interventions used for addressing the problems,
- present the effectiveness of the intervention(s),
- share the school-based research experiences through reports and presentation.



6.4 Internship in Teaching

Credit: 10
Semester: S-7

6.4.1 About the Course

Teacher preparation is a reflective and experiential process, and internship is vital to connecting student teachers with school, teachers, students and other stakeholders in various ways. It provides a platform and actual field experience for the student teachers to apply theoretical knowledge and teaching methods. During the internship, student teachers are placed in schools in groups as an integral part of all school activities. This provides them with the opportunity to observe classes taken by school teachers, take independent classes, develop a relationship with students, contribute to everyday school activities (e.g., conducting the assembly, assisting in the mid-day meal scheme, organizing school events) and get exposure to all school administrative practices (e.g., maintaining administration records, creating an annual calendar). This enables them to get intensive experience in all aspects of teaching- preparation, planning, developing/collecting/localizing Teaching Learning Materials, classroom transactions, assessment, reflection, and review of their experience. The student teachers are exposed to situations where they can observe different roles played by the teacher in the field, which they will also have to undergo. After completing the internship, student teachers will be ready to take up a teacher's responsibility independently.

6.4.2 Suggestive Structure

ITEP 7th semester has an internship programme where student teachers are expected to go to the participating schools and visit the Institute for completion of other courses. ITEP institute can choose suitable option based on their context.

- Four days in schools and two days at ITEP Institute
- Six weeks in one school, three weeks in the institute and six weeks in another school (preferably in two different types of schools)
- Three weeks in the institute and 12 weeks in two types of schools
- Any other option can be adopted by the institute depending on their local conditions keeping 12 weeks of school internship.

6.4.3 Learning Objectives:

On completion of the school internship, student teachers will be able to:

1. explain the overall functioning of the school.
2. describe and appreciate the different roles played by a teacher in the school.
3. experience the importance of teacher-student relationships for effective teaching.
4. develop age-appropriate pedagogic skills.
5. use different pedagogies learnt in real-life classrooms.
6. create appropriate teaching-learning materials.
7. develop necessary planning and execution skills to conduct school activities (assembly, celebrations, cultural programmes).
8. express the school, teacher, parents, and community relationships.
9. create rapport with the stakeholders and understand their roles in the school system.
10. create student portfolios and comprehensive 360-degree (holistic) progress reports.
11. discuss the importance of maintaining different types of records in the school system.

12. develop research aptitude and ability to conduct action research for the situations/problems faced during their school internship experience.

6.4.4 Suggestive Mode of Transaction

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

6.4.5 Content

1. Pedagogies' different methods and strategies
2. Scheme of lessons
3. Peer lesson observation
4. Management of substitute classes
5. Various TLMs (including ICT tools) and their uses in teaching-learning.
6. Achievement test
7. Diagnostic tests
8. Analysis of the result of the achievement test
9. Assembly activities
10. Action research and case studies.

6.4.6 Activities:

Student teachers are required to undertake the following stage specific activities:

6.4.6.1 Foundational stage

1. Meet the subject-based mentors, collect timetables of preschool, Balvatika, and classes I and II and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should derive their inspiration from NCF-FS documents.
 - Lesson plans should include a theme/ web chart/concept map for integrating early learning activities related to FLN.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports activities and arts and crafts activities.



7. Participate in student support services- guidance and counselling, bunny, health and wellness programmes.
8. Create age and developmentally appropriate TLM that caters to different domains of development, for example, picture reading posters, letter-sound dominoes, number-object dominoes, stories, rhymes, toys, and number puzzles.
9. Identify the toys and TLM available for 3 to 8-year-olds. and map them with different concepts and skills.
10. Develop differential assessment plans based on interest and expected goals/competencies.
11. Identify children with special needs and address their learning needs.
12. Experience classes as a substitute teacher.
13. Participate in the reading corners, fun zones, gallery walks and other activities.
14. Participate in teacher development and training activities.
15. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
16. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
17. Attend School Management Committee (SMC) meeting if held during the internship.
18. Study the process of parent and community engagement for the school development programme.
19. Conduct action research /case study.
20. Prepare a sample student portfolio,
21. Write a reflective diary daily and prepare a report of each activity.

6.4.6.2 Preparatory Stage

1. Meet the subject-based mentors, collect timetables of classes III to V and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports, arts and crafts activities.
7. Participate in student support services- guidance and counselling, clubs and bulbs, health, and wellness programmes.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.




11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.6.3 Middle Stage

1. Meet the subject-based mentors, collect timetables of classes VI to VIII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include activities to promote creativity, inquiry, inquisitiveness, experimentation, exploration, analytical thinking, synthesis to understand the coherent whole, problem-solving, and application of knowledge in real-life situations.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Science, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.

16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.6.4 Secondary Stage

1. Meet the subject-based mentors, collect timetables of classes IX to XII and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include the components to develop critical and reflective thinking, problem-solving, differential learning, synthesis, and application of knowledge in real-life situations.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian knowledge systems and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct laboratory activities (Atal Tinkering Lab, Physics, Chemistry, Biology, Mathematics, Languages, Social Science, Computer), sports, and arts and crafts activities.
7. Participate in student support services- guidance and counselling, NCC, NSS, health and wellness programme.
8. Create teaching-learning materials, including ICT tools for opted pedagogic courses.
9. Plan assessment, prepare material and formative and summative assessment tools, and analyze the results.
10. Prepare and conduct diagnostic tests to identify learning difficulties, analyze data and prepare learning enhancement plan.
11. Experience classes as a substitute teacher.
12. Participate in library functioning and literary activities.
13. Participate in teacher development and training activities.
14. Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
15. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
16. Attend School Management Committee (SMC) meeting if held during the internship.
17. Study the process of parent and community engagement for the school development programme.
18. Conduct action research /case study.
19. Prepare a sample student portfolio,
20. Write a reflective diary daily and prepare a report of each activity.

6.4.7 Suggestive Mode of Assessment:

The activities conducted / skills acquired during the internship by the student teachers will be assessed as per the following scheme:

Competence/Artifact	Method of assessment	Assessed By	Credits
Observation of classroom practices	<ul style="list-style-type: none">• Observation of a Minimum of 6 lessons of School Teachers (3+3)• Observation of a Minimum of 10 lessons of Peers (5+5)	Teacher-Educator	Non-evaluative
Unit planning, Lesson Planning & Transaction	40 lessons transaction for each pedagogical subject * Unit plans and lesson plans * Minimum 2 Innovative lesson plans in each pedagogy subject (Eg: Storytelling, Drama based, Arts and crafts, Use of Technology)	Teacher-Educator, School Mentor	6.0
Assessment Planning and execution	Preparation of report on assessment plan in each lesson transacted i.e., within lesson transaction and lesson end activities. Preparation of a Blue Print (For one/two Pedagogical course/s) and preparation of Assessment tools Conduct of Unit Test & analysis of results (for both Pedagogical course/s) Development of plan for learning enhancement of students related to subjects (for both Pedagogical course/s)	Teacher-Educator, School-Mentor	1.5
Participation/Organization of assembly and other school-level activities, PTM & SMC Meetings	Observation & Interaction	School Mentor	0.5
Preparation of Logbook /Teachers diary Min 5 lessons for each pedagogical method	Review	Teacher-Educator, School Mentor	0.5
Overall feedback on student-teacher performance by School	Observation and Interaction	School Head	0.5

Head			
Test lesson (one in each pedagogical method)	Presentation	Teacher-Educator	1.0

6.4.8 Stakeholders Responsibilities

Role of Head of ITEP Institution

- Identification of the adequate number of internship schools
- Signing the MoU with the schools
- Sharing of mutual expectations of ITEP institutions and the participating schools
- Identification of the internship programme coordinator
- Monitor the progress of the entire School Experience Programme

Role of Teacher-Educators of the ITEP Institution

- Guide the student teachers in preparing lessons and activities, assessment, observation of lessons on peer teaching, action research, and case studies conducting school activities preparation and report writing on Teaching Learning Materials.
- Conduct pre- and post-lesson discussions regularly.
- Assess the transaction of lessons for the complete duration of the lesson in the rating proforma developed by the teacher education institute and give feedback/remarks to the student teachers for lesson improvement.
- Submission of monitoring and supervision reports to the institute in time.
- Discuss with the student teachers frequently and organize a phase-end meeting of the student teachers and mentors to assess the progress and performance of the student teachers.

Role of School Head

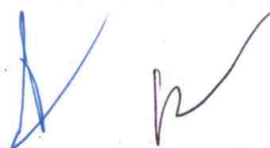
- To introduce the student teachers to the students and staff of the school in the assembly on the first day.
- To facilitate student teachers to take classes as per stage requirements- Foundational, Preparatory, Middle, and Secondary.
- Ensure the alignment of the timetable, scheme of lessons and plan of activities/ assignments of the student teachers to be carried out during the programme in the school.
- Countersign on the attendance register maintained by the group leader/ mentor of the school.
- Ensure that all facilities and provisions are available to the student teachers to teach their lessons and carry out their assignments smoothly.
- grant of leave applications of the student teachers in exceptional circumstances.
- Involve student teachers in different activities of the school.
- Facilitate phase-end meetings of the student teachers and the mentors to assess the progress and removal of difficulties.
- Countersign/ certify the report/ documents of the activities/ assignments conducted by the student teachers towards the end of the internship programme.
- Provide input about student-teacher performance.
- Provide suggestions for improvement of the programme to the ITEP institution.

Role of Mentors

- Guide student teachers to prepare detailed lesson plans, brief lesson notes and plans of activities/ assignments to be conducted by them in school.
- Review the lesson plan before a student-teacher transacts the lesson in the class.
- Observe the classes of student teachers.
- Assess each lesson on the prescribed proforma and write remarks in the lesson plan book provided by the student teachers.
- Give feedback continuously to the student teachers for their improvement in their teaching and other curricular activities.
- Conduct post-lesson discussions regularly.
- Countersign in the peer-teaching observation schedules after their observations in the classroom.
- Organize frequent meetings with the student teachers and supervisors to discuss the progress, difficulties faced, and experience gained by student teachers.

Role of Student-Teacher

- Report to the school head of the participating school at least one day before the start of the internship placement.
- Seek information about the classes, timetable, and topics to teach in stage-specific pedagogic courses from the mentors on the first day of the internship programme.
- Mark your attendance as per the school practice.
- Plan all the assignments/ activities with the help of the mentor/ supervisors.
- Seek cooperation from mentors and supervisors in case of difficulty.
- Prepare the lesson plan and get approval from the mentor/ supervisor before transacting every lesson.
- Take classes according to the timetable of the participating school.
- Take substitute classes and participate in other school duties assigned by the school.
- Follow the conduct and dress code of the participating school.
- Get prior leave approval from the head of the participating school in case of emergency.
- Maintain a diary and regularly list all the innovations, challenges faced and reflections for improvement.
- Check with your mentor before attempting learning activities that depart from routine classroom procedures.
- Carry out the activities you plan for school students according to your approved plans.
- Maintain cordial relationships with the students and staff of the school.
- Refrain from making negative comments about the school or the school's personnel, especially when talking with fellow student teachers.
- Submit student teaching profiles, one each, to the supervisor and mentor who supervises your teaching.
- Before the completion of the internship programme, make sure to return all textbooks and materials to the school.



6.5 Post Internship

Credit: 2
Semester: S-8

6.5.1 About the Course

After successful completion of internship programme in 7th semester, student teachers compile the learnings, discuss with peers about their experiences, reflect on the experiences, refine the artifacts developed during internship and prepare comprehensive internship report during post internship in 8th semester.

6.5.2 Learning Objectives

After completion of the activities, the student teachers will be able to:

- develop comprehensive understanding of the school ecosystem,
- describe their learning from internship with the peers and teacher educators,
- reflect on school internship sharing learning experiences on each activity undertaken.

6.5.3 Suggestive Mode of Transaction

- Discussion
- Presentation, Gallery walks and Exhibition.
- Report Writing

6.5.4 Activities:

6.5.4.1 Experience Sharing and Reflective Learning

- Presentation of reflective journal summary
 - My Learning Journey: by each student-teacher
- Gallery walks (Exhibition): TLMs, display of participation in school activities (photos/stories) and other artefacts created during the internship by student teachers.
- Sharing of best practices (PPTs, Videos.)
- Survey and collect the local stories and rhymes from the parents and community (in the context of the foundational stage)
- Holding a training workshop for the parents and community and encouraging them to act as volunteers.
- Awareness and advocacy programme in FLN for parents and community: Role play with parents and community on conducting specific FLN activities.
- Organizing a parents /community mela/fair on homemade TLM for FS children

6.5.4.2 Submission of Internship Report

- Reflective Journal
- Lesson Plans and TLMs
- Observation records (Teacher Educator, Mentor, school heads, Teachers, Parents)
- Assessment records and Student Portfolio
- Action research report/case study
- Comprehensive internship report.



i. **Suggestive Mode of Assessment**

Competence/Artifact	Method of assessment	Assessed By	Credits
Artefacts created during the internship. My Learning Journey	Exhibition & Presentation	Teacher-Educator	1
Comprehensive Internship Report	Review	Teacher-Educator	1

6.5.6 Learning Outcomes

The student teachers will be able to:

- demonstrate/Exhibit/Manifest comprehensive understanding of the school ecosystem.
- reflect on school internship experiences in a report.
- share their learning from school internship with peers and teacher educators.



6.6 Creating Teaching Learning Material (TLM)/Work Experience

Credit: 2
Semester: S-8

6.6.1 About the Course

Having developed an understanding of education's philosophical, sociological, and psychological perspectives and gained hands-on experiences from pre-internship school observation and internship phases, the student teachers have developed a comprehensive understanding of education. By utilizing these experiences and understanding, the Student teachers will be in a position to develop/create Teaching Learning Materials (in various forms, Programed Learning Materials, Educational videos, teachers' handbooks, flashcards, story books, toys, games, posters, collages, innovative lesson plans using different pedagogies, to mention a few) which in turn may be helpful to both the school students with whom he/she has interacted during school experiences and the student teachers. Schools provide a systematic teaching environment for the learners to acquire the knowledge, skills and attitude required to meet the varied aspirational needs and educational goals. Work experience fosters basic knowledge, skills and disposition among the students that prepare them to think of becoming skilled entrepreneurs. To orient the school students on work education, the student teachers need exposure to visit the local vocational artisans, crafts person and entrepreneurs and prepare learning resources to enhance their professional skills and competencies. Teaching Learning Materials of good quality with (i) innovations, (ii) the use of low-cost materials, (iii) local context and (iv) modern technology (for digital learning materials) will enhance students' engagement, interest, and practical learning.

6.6.2 Learning Objectives

After completion of the activities, the student teachers will be able to:

- Assess the need for Teaching Learning Materials and prepare innovative TLM,
- Develop an understanding of the importance of work experience and competencies of a local crafts person, artisans and entrepreneurs,

6.6.3 Suggestive Mode of transaction

- Workshop
- Group discussion
- Field visits and interaction
- Analysis of existing local-specific learning resources, toys
- Exhibition of TLM and presentation of reflective reports on the use of learning resources, including toys.

6.6.4 Content

- Understanding how students learn at different stages.
- Knowledge of toys and other TLMs from different parts of the countries
- Knowledge of relevant TLMs for specific groups of children- CWSN, kinesthetic learners, visual learners, auditory learners addressing individual differences.

6.6.5 Activities to be conducted.

The following are a few suggestive activities:

- Orientation workshop on work experience and development of learning resources
- Field visit for interaction with local artisans, craftspeople, and entrepreneurs.
- Observe Traditional work practices and their integration into Local Technologies and Ideas.
- Analysis of available local specific, indigenous learning resources, including toys and their use in the learning-teaching process
- Development of at least two low-cost learning resources as per the local contexts (foundational/preparatory/middle/secondary) and presentation/exhibition
- Prepare the manual of TLM highlighting the objectives that will be achieved by its use, the material used, the process of its development and its use during classroom transaction.

1.6.6 Suggestive Mode of Assessment

Assessment			
Competence/Artifact	Method of assessment	Assessed By	Credits
TLM developed	Presentation /Exhibition	Teacher Educators (panel of three experts including an external expert)	1.5
Manual	Presentation	Teacher Educator	0.5

6.6.7 Outcomes

The student teachers will:

- demonstrate the use of TLM for enhanced learning,
- explain the importance of work experience and competencies of local crafts person.

7.0 CURRICULAR COMPONENT: COMMUNITY ENGAGEMENT AND SERVICE

(This component is common to student teachers across Stage Specialization)

Credits: 2
Semester: S-8

7.1 About the Course

The curricular component of 'community engagement and service' seeks to expose student teachers to the socio-economic issues in society and community-supported development activities so that classroom learnings can be supplemented by life experiences to generate solutions to real-life problems. This course is designed to develop insights into the functions of the community, enhance the ability of student teachers to enlist community support to and participation in school-related activities, make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, initiatives for supporting lifelong education etc. It aims at sensitizing the student teachers to initiate actions with the support of the community members to address the social, cultural and educational problems, and develop social leadership skills through community service. The component seeks to enable student teachers to be acquainted with various community development initiatives and organize activities such as *street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives.

This curricular component envisages participation of student-teacher in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student the mentoring initiatives, etc. Some of the activities include: Survey of community resources for participation in different school activities, Study of the situation with regard to school dropout and the reason thereof (Stage wise); Survey of a specific settlement to study the socioeconomic and educational status; Survey of non-literates in a specific settlement, including identification of 4-5 non-literate adults who will be supported by student teachers to become literate; training of local youth in First-Aid and other relevant activities; assessment of the situation with regard to Health and wellness of children in a locality, creating awareness of the importance of sustainable development, making the community members aware of the importance of environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.

On successful completion of the 'Community Engagement and Service' programme, the student-teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,

7.2 Learning Outcomes

On successful completion of the programme, the student-teacher should be able to:

- suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- organize activities such as *street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris* etc. to mobilize community participation in development initiatives,
- demonstrate social leadership quality through community services,
- organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

7.3 Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)

- Orientation of student teachers on Community Engagement & Services through discussion and group activities.
- Workshop for developing tools for different activities during the programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community)

Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement, including identification of 4-5 non-literate youth and adults who will be supported by student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the community members aware of the need to support initiatives to ensure environmental protection, creating awareness of rainwater harvesting, mentoring school students with learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection (: In the Institution)

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report on the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

7.4 Assessment components and weightage

- Involvement and active participation in activities relating to Community Engagement and Service: (Assessment method: Observation by teacher educator, teacher and community members); Weightage: 75%; Assessed by the teacher educator, teacher and community members),
- Group Report & Reflections: Method of assessment: Presentation by student teachers); Weightage: 25% (Assessed by Teacher Educator)

7.5 Suggestive Links

- Ministry of Education (2021). Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India. https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.



Institute of Teachers Education
Pt. Ravishankar Shukla University,
Raipur- C.G.

Curriculum Structure of B.A. B.Ed. ITEP (4 Year Integrated Teacher Education Program B.A. B.Ed.)

Sl.	Curricular Components	Courses	Credits per semester								Total Credits	Total Credits		
			S-1	S-2	S-3	S-4	S-5	S-6	S-7	S-8				
	I. Student Induction Programme	Two Week Induction Programme		-	-	-	-	-	-	-	-	-	-	
1	2. Foundations of Education	Evolution of Indian Education	4	-	-	-	-	-	-	-	-	-	4	30
2		Child Development & Educational Psychology	-	-	4	-	-	-	-	-	-	-	4	
3		Philosophical & Sociological Perspectives of Education-I	-	-	-	4	-	-	-	-	-	-	4	
4		Assessment & Evaluation	-	-	-	-	-	2	-	-	-	-	2	
5		Inclusive Education	-	-	-	-	-	2	-	-	-	-	2	
6		Perspectives on School Leadership and Management	-	-	-	-	-	-	2	-	-	-	2	
7		Curriculum Planning & Development (textbooks, material development, etc.) - (Secondary Stage)	-	-	-	-	-	-	2	-	-	-	2	
8		Philosophical & Sociological Perspectives of Education-II	-	-	-	-	-	-	-	-	4	-	4	
9		Education Policy Analysis	-	-	-	-	-	-	-	-	2	-	2	
10		One Elective from the offered i. Emerging Technologies in Education ii. Guidance and Counseling iv. Education for Sustainable Development iii. Economics of Education	-	-	-	-	-	-	-	-	4	-	4	
	3. Disciplinary Courses*	Two disciplines from any of these school curricular areas: 1. History, Economics, Geography and Political Science 2. Hindi Literature, English Literature	12	12	12	12	12	12	-	-	-	-	72	72

Shyama
26/9/24

R. L. M.
26/9/2024

[Signature]
26/9/24

[Signature]

4.	4.Pedagogy Courses	Stage specific (Secondary Stage)content cum Pedagogy courses	-	-	4	4	4	4	-	-	16	16
5.1	5. Ability Enhancement & Value-added courses	Language 1- English	4	-	-	-	-	-	-	-	4	28
5.2		Language 2-Hindi	-	4	-	-	-	-	-	-	4	
5.3		Art Education (Performing and Visual)	2	-	-	-	-	-	2	-	4	
5.4		Understanding India /Indian Ethos and Knowledge system (IKS)	2	2	-	-	-	-	-	-	4	
5.5		Teacher and Society	-	2	-	-	-	-	-	-	2	
5.6		ICT in Education	-	-	-	-	2	-	-	-	2	
5.7		Mathematical & Quantitative Reasoning	-	-	-	2	-	-	-	-	2	
5.8		Sports, Nutrition and Fitness (Health and Well being)	-	-	-	-	-	-	2	-	2	
5.9		Yoga and Understanding self	-	-	-	-	-	-	-	2	2	
5.10		Citizenship Education, Sustainability and Environment Education	-	-	-	-	-	-	-	2	2	
6.1	6.School Experience	Pre-internship Practice (Demo lessons, Peer teaching)	-	-	-	-	2	-	-	-	2	20
6.2		School Observation (Field Practice)	-	-	-	-	-	2	-	-	2	
6.3		School based research project	-	-	-	-	-	-	2	-	2	
6.4		Internship in Teaching	-	-	-	-	-	-	10	-	10	
6.5		Post Internship (Review and Analysis)	-	-	-	-	-	-	-	2	2	
6.6		Creating Teaching Learning Material/Work Experience (Educational Toy Making Local/traditional vocations, etc.)	-	-	-	-	-	-	-	2	2	
7	Community Engagement	Community Engagement and Service (Adult Education/New India Literacy Programme etc.)	-	-	-	-	-	-	-	2	2	2
Total			24	20	20	22	20	22	20	20	168	168

Singhania
26/9/24

R. Z. ...
26/9/2024

[Signature]
26/9/24

Total Credits= 168

[Signature]

**Department of Higher Education,
Govt. of Chhattisgarh**



**FOUR YEARS UNDER GRADUATE PROGRAM (2024-28)
PROGRAMME : BACHELOR IN ARTS AND HUMANITIES
DISCIPLINE - HINDI**

Curriculum & Credit Scheme (Syllabus)

of

DISCIPLINE - HINDI

Certificate/Diploma/Degree /Honors Course

According to NEP-2020

Semester System for all Colleges of Chhattisgarh State
(As per UGC LOCF and Credit System)

w.e.f. 2024-25

FOUR YEAR UNDERGRADUATE PROGRAM UNDER NEP- 2020
PROGRAM : BACHELOR IN ARTS AND HUMANITIES (2024-28)

DISCIPLINE: HINDI

Session- 2024-25

DSC - 01 to 08		DSE - 01 to 12	
Code	Title	Code	Title
HNSC-01	हिन्दी साहित्य का इतिहास (आदिकाल से रीतिकाल तक)	HNSE-01	तुलसीदास
HNSC-02	हिन्दी साहित्य का इतिहास – आधुनिक काल	HNSE-02	छायावाद : प्रतिनिधि रचनाकार
HNSC-03	मध्यकालीन हिन्दी काव्य	HNSE-03	राष्ट्रीय काव्यधारा
HNSC-04	अर्वाचीन हिन्दी काव्य (भाग एक)	HNSE-04	भाषा विज्ञान एवं हिन्दी भाषा
HNSC-05	अर्वाचीन हिन्दी काव्य (भाग दो)	HNSE-05	भारतीय काव्य शास्त्र एवं साहित्यालोचन
HNSC-06	कथा साहित्य	HNSE-06	कार्यालयीन व व्यावहारिक हिन्दी
HNSC-07	कथेतर गद्य (नाटक, एकांकी, निबंध)	HNSE-07	छत्तीसगढ़ का लोक साहित्य
HNSC-08	जनपदीय भाषा और साहित्य (छत्तीसगढ़ी)	HNSE-08	अस्मितामूलक विमर्श और हिन्दी साहित्य
		HNSE-09	पाश्चात्य काव्यशास्त्र एवं साहित्यालोचन
		HNSE-10	अनुवाद : सिद्धान्त और प्रविधि
		HNSE-11	हिन्दी कहानी
		HNSE-12	भारतीय साहित्य
HNGE-01 TO 02		AEC	
HNGE-01	हिन्दी साहित्य का इतिहास (आदिकाल से रीतिकाल तक)	AEC-03	हिन्दी भाषा-1
HNGE-02	हिन्दी साहित्य का इतिहास – आधुनिक काल	HNSEC	
		HNSEC-01	संप्रेषण कला एवं सर्जनात्मक हिन्दी

Handwritten signature and name: (Dr. Manoj Kumar Dixit)

Handwritten signature and name: (Dr. Manoj Kumar Dixit) 11/6/2024

Handwritten signature and name: (Dr. Rajesh Kumar) 11-6-2024

Handwritten signature and date: 11-06-2024

Handwritten signature and name: (Dr. Anurag Mishra) 11/6/2024

Programme Outcome
for BA Certificate/Diploma/Degree/Honors Course

FOUR YEARS UNDER GRADUATE PROGRAM (2024-28)

PROGRAMME : BACHELOR IN ARTS AND HUMANITIES

DISCIPLINE HINDI

Session 2024-25

According to NEP-2020

4 वर्षीय स्नातक पाठ्यक्रम पूर्ण करने पर विद्यार्थी –

1. भाषा और साहित्य के व्यापक स्वरूप तथा उसके महत्व को समझने में सक्षम हो सकेंगे।
2. भारतीय ज्ञान परम्परा की निरंतरता, उसके महत्व एवं उस ज्ञान परम्परा से स्वयं एवं समाज को समृद्ध करने की दिशा में अग्रसर हो सकेंगे।
3. प्राचीन, मध्यकालीन एवं आधुनिक भारतीय साहित्य की अवधारणा को समझ सकेंगे।
4. अपने विचार एवं भावों को मौखिक और लिखित रूप में अभिव्यक्त करने हेतु सक्षम हो सकेंगे।
5. मानविकी और समाज विज्ञान के विषयों के अंतर्संबंधों को समझ कर अपना दृष्टिकोण व्यापक कर सकेंगे।
6. साहित्य और लोकतत्व एवं लोकजीवन से जुड़कर अपने व्यक्तित्व का विकास कर सकेंगे।
7. विद्यार्थियों में तर्कों एवं प्रमाणों द्वारा प्रत्येक क्षेत्र में निर्णय लेने की क्षमता का विकास हो सकेगा।
8. लैंगिक संवेदनशीलता एवं सद्भाव का विकास हो सकेगा।
9. नवीन संदर्भों में शोधदृष्टि विकसित होगी।
10. आधुनिक तकनीक के साथ हिन्दी के रिश्ते को समझने की क्षमता का विकास होगा।
11. साहित्य के साथ मानव जीवन, विज्ञान तथा पर्यावरण को परिभाषित कर सकेंगे।
12. रोजगार के अवसरों की तलाश, सौंपी गई जिम्मेदारियों के निर्वहन एवं स्वयं का व्यवसाय शुरू करने संबंधी क्षमताओं की समझ का विकास हो सकेगा।

(Dr. Rajeev Kumar)
11/06/2024

(Dr. Rajeev Kumar)
11/06/2024

(Dr. Manjula Upadhyay)
11/06/2024

(Dr. Manjula Upadhyay)
11/06/2024

(Dr. Manjula Upadhyay)
11/06/2024

(Dr. Manjula Upadhyay)
11-06-2024

(Dr. Manjula Upadhyay)
11-06-2024

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Certificate/Diploma/Degree/Honors		Semester - I	Session: 2024-25
1	Course Code	HNSC-01	
2	Course Title	हिन्दी साहित्य का इतिहास (आदिकाल से रीतिकाल तक)	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी साहित्येतिहास, काल विभाजन एवं नामकरण संबंधी ज्ञान से अवगत हो सकेंगे। 2. युगीन परिस्थितियों और साहित्यिक प्रवृत्तियों के आधार पर साहित्य और समाज के अन्तर्संबंधों को समझ पाने में सक्षम हो सकेंगे। 3. युगीन सामाजिक सांस्कृतिक परिस्थितियों के परिप्रेक्ष्य में व्यापक दृष्टिकोण की समझ का विकास हो सकेगा। 4. आदिकाल से रीतिकाल तक के सम्पूर्ण रचनाकारों की रचनाओं और उसके विविध विषयों पर विश्लेषणात्मक विचारशीलता का विकास हो सकेगा। 5. हिन्दी गद्य के आविर्भाव के प्रधान कारणों एवं परिस्थितियों को समझ सकेंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	हिन्दी साहित्य का इतिहास व काल विभाजन – अ. हिन्दी साहित्य के इतिहास लेखन की परम्परा, समस्या ब. हिन्दी साहित्य के इतिहास का कालविभाजन व नामकरण	15
II	आदिकाल – अ. आदिकाल : सामान्य परिचय प्रमुख प्रवृत्तियां व कवि, सिद्ध साहित्य, नाथ साहित्य ब. रासो काव्य, लौकिक साहित्य, जैन साहित्य	15
III	भक्तिकाल – अ. भक्तिकाल : सामान्य परिचय, प्रमुख प्रवृत्तियां व कवि । निर्गुण भक्तिधारा (प्रेममार्गी, ज्ञानमार्गी) ब. सगुण भक्तिधारा (रामकाव्य, कृष्णकाव्य)	15
IV	रीतिकाल – अ. रीतिकाल : सामान्य परिचय, प्रमुख प्रवृत्तियां व कवि ब. रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्यधारा	15
Keywords		

Signature of Convener & members (CBos) :

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, लोक भारती प्रकाशन, इलाहाबाद
2. हिन्दी साहित्य का इतिहास – डॉ. नगेन्द्र, राजकमल प्रकाशन, नई दिल्ली
3. हिन्दी साहित्य का आदिकाल – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
4. हिन्दी साहित्य उदभव और विकास – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
5. हिन्दी साहित्य युग और प्रवृत्तियां – डॉ. शिवकुमार शर्मा
6. हिन्दी साहित्य का विवेचनात्मक इतिहास – डॉ. सरयूकांत शास्त्री
7. हिन्दी साहित्य की भूमिका – हजारी प्रसाद द्विवेदी
8. हिन्दी साहित्य का आलोचनात्मक इतिहास – राम कुमार वर्मा, लोक भारती प्रकाशन प्रयागराज
9. हिन्दी भाषा साहित्य का इतिहास तथा काव्यांग विवेचन – डॉ. आर.के.पाण्डेय, शताक्षी प्रकाशन रायपुर

Online Resources -

1. epgpathshala
2. <https://www.hindwi.org>

PART -D : Assessment And Evaluation**Suggested Continuous Evaluation Methods :**

Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

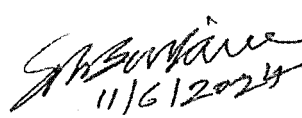
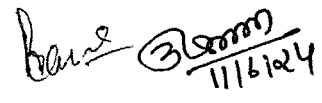
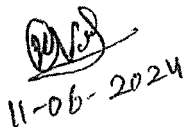
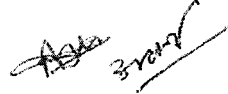
End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:



Date

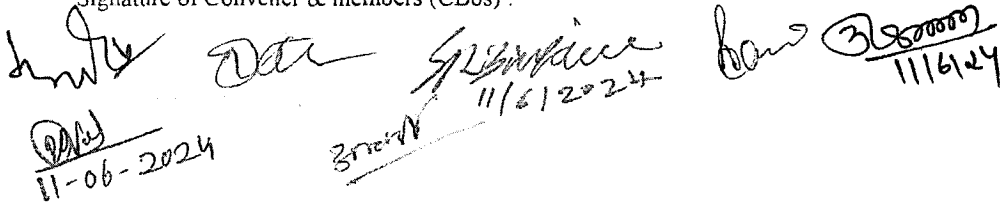

11/6/2024
11/6/24
11-06-2024
3/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Certificate/Diploma/Degree/Honors		Semester - II	Session: 2024-25
1	Course Code	HNSC-02	
2	Course Title	हिन्दी साहित्य का इतिहास – आधुनिक काल	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. युगीन परिस्थितियों और साहित्यिक प्रवृत्तियों के आधार पर विद्यार्थी पुनर्जागरण काल एवं जागरण सुधार काल के प्रमुख रचानाकारों की उपादेयता को गहनता से समझ सकेंगे। 2. हिन्दी पद्य के साथ गद्य के क्रमबद्ध विकास को समझ सकेंगे। 3. छायावाद एवं छायावादोत्तर काव्य के माध्यम से तद्कालीन स्वतंत्रता आंदोलन की पृष्ठ भूमि से विद्यार्थी अवगत होंगे। 4. स्वातंत्र्योत्तर पद्य और गद्य की विभिन्न विधाओं के माध्यम से विद्यार्थी बदलते हुए सामाजिक-सांस्कृतिक मूल्यों को समझने में सक्षम हो सकेंगे। 5. भूमण्डलीकरण के दौर में युगीन हिन्दी साहित्य को विश्व साहित्य के समानान्तर रख कर मूल्यांकनपरक दृष्टि एवं समझ का विकास हो सकेंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	आधुनिक काल व हिन्दी नवजागरण – भातेन्दु युग अ. आधुनिक काल की राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक पृष्ठभूमि, हिन्दी नवजागरण ब. भारतेन्दु युग – प्रमुख साहित्यकार, साहित्य एवं साहित्यिक विशेषताएं	15
II	द्विवेदी युग व छायावाद अ. द्विवेदी युग के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं ब. छायावाद के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं	15
III	छायावादोत्तर काल (विभिन्न प्रवृत्तियों) अ. प्रगतिवाद व प्रयोगवाद के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं ब. नई कविता व समकालीन कविता के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं	15
IV	हिन्दी गद्य का विकास अ. कहानी एवं उपन्यास का उद्भव एवं विकास, सामान्य प्रवृत्तियां व प्रमुख कथाकार, उपन्यासकार ब. निबंध एवं नाटक का उद्भव एवं विकास, सामान्य प्रवृत्तियां व प्रमुख निबंधकार तथा नाटककार	15
Keywords		

Signature of Convener & members (CBos) :



 11-06-2024

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
2. भारतेन्दु हरिश्चन्द्र और हिन्दी नवजागरण – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
3. छायावाद की प्रासंगिकता – रमेशचन्द्र शाह, वाग्देवी प्रकाशन विकानेर
4. नवजागरण की समस्याएं – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली
5. भारतेन्दु की रंग परिकल्पना – सत्येन्द्र तनेजा
6. छायावादोत्तर प्रतिनिधि कवि और उनकी कविताएं – विश्वविद्यालय प्रकाशन वाराणसी
7. हिन्दी गद्य का विकास – भारतेन्दु हरिश्चन्द्र
8. आधुनिक हिन्दी गद्य का इतिहास – आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली
9. भारतेन्दु युग – डॉ. सत्यपाल शर्मा
10. हिन्दी नाटक उदभव और विकास – दशरथ ओझा, राजपाल प्रकाशन
11. आधुनिक साहित्य की प्रवृत्तियां – नामवर सिंह, राजकमल प्रकाशन, दिल्ली

Online Resources -

1. E-Adhyayan
2. <https://epustakalay.com.book>
3. info@hindibook.com

PART -D : Assessment And Evaluation

Suggested Continuous Evaluation Methods :

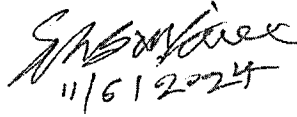
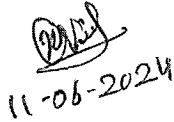
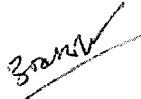
Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) :	Internal Test/Quiz-(2) : 20 &	Better marks out of the two
End Semester Exam (ESE) :	Two Section - A&B	

Name and Signature of Convener & Members of CBoS:

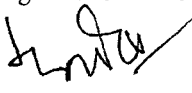

11/6/2024
11/6/24
11-06-2024


FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF HINDI
COURSE CURRICULUM - 2024-28

PART -A : Introduction			
Program: Bachelor in Arts Diploma/Degree/Honors		Semester - III	Session: 2025-26
1	Course Code	HNSC-03	
2	Course Title	मध्यकालीन हिन्दी काव्य	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी तात्कालीन सामाजिक- सांस्कृतिक पृष्ठभूमि से अवगत होंगे। 2. युगीन मूर्धन्य कवि - कबीरदास, तुलसीदास, सूरदास, घनानंद के काव्य के माध्यम से साहित्य और समाज के अन्तर्संबंधों को समझने की क्षमता का विकास हो सकेगा। 3. विद्यार्थी गौरवशाली मध्यकाल की काव्य प्रवृत्तियों से परिचित होंगे। 4. विद्यार्थियों में मध्यकालीन काव्य के प्रति आलोचनात्मक एवं व्यावहारिक दृष्टि की समझ विकसित हो सकेगी। 5. छात्रों में मानवतावादी मानवीय मूल्यों का विकास होगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	कबीरदास कबीर - कांतिकुमार जैन- प्रारंभिक 20 साखियां	15
II	सूरदास सूर - भ्रमरगीत सार - सं. आचार्य राम चन्द्र शुक्ल - प्रारंभिक 20 पद	15
III	तुलसीदास तुलसीदास - रामचरित-मानस (सुन्दरकाण्ड) प्रारंभिक 15 दोहे-चौपाई	15
IV	घनानंद घनानंद - सं. विश्वनाथ प्रसाद मिश्र, प्रारंभिक 15 छंद	15
Keywords		

Signature of Convener & members (CBos) :


11-06-2024


31/06/2024


11/6/24

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. प्राचीन हिन्दी काव्य – सं. डॉ. सत्यभामा आडिल, छ.ग राज्य हिन्दी ग्रंथ अकादमी
2. कबीर साहित्यिक परख – परशुराम चतुर्वेदी, भारतीय भण्डार इलाहाबाद
3. कबीर की विचारधारा – डॉ. गोविन्द त्रिगुणायत, साहित्य निकेतन
4. कबीर का व्यक्तित्व और कृतित्व – डॉ. सरनाम सिंह
5. सूरदास के काव्य का मूल्यांकन – डॉ. रामरतन भटनागर
6. सूरदास – डॉ. हरवंश लाल शर्मा
7. सूरदास – मैनेजर पाण्डेय
8. तुलसीदास और उनका युग संदर्भ – डॉ. भगीरथ मिश्र
9. तुलसीदास और साहित्य के नये संदर्भ – डॉ. एल.एन.दुबे
10. तुलसीदास – प्रो. सतीश कुमार
11. बिहारी – डॉ. विश्वनाथ प्रसाद मिश्र, डिजिटल लाईब्रेरी ऑफ इण्डिया
12. घनानंद ग्रंथावली – विश्वनाथ प्रसाद मिश्र
13. भ्रमरगीत सार – सं. आचार्य रामचन्द्र शुक्ल
14. कबीर – हजारी प्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली
15. घनानंद कवित्त – डॉ. राजकुमार उपाध्याय, विश्वविद्यालय प्रकाशन वाराणसी

Online Resources -

1. <https://kavitakosh.org>
2. <https://epustakalay.com.book>
3. info@hindibook.com

PART -D : Assessment And Evaluation

Suggested Continuous Evaluation Methods :



Maximum Marks : 100 Marks


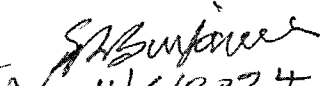
Continuous Internal Assessment (CIA) : 30 Marks



End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:



11-06-2024



11/6/2024



11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Diploma/Degree/Honors		Semester - IV	Session: 2025-26
1	Course Code	HNSC-04	
2	Course Title	अर्वाचीन हिन्दी काव्य (भाग एक)	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी द्विवेदी युगीन सामाजिक- सांस्कृतिक पृष्ठभूमि से अवगत होंगे। 2. छायावाद के काव्य के माध्यम से प्रकृति के विविध पक्षों से गहन लगाव और परिचय प्राप्त हो सकेगा। 3. विद्यार्थी काव्य के क्षेत्र में नवीन प्रयोगों को समझ सकेंगे। 4. नवीन संदर्भों में मूल्यांकन एवं शोध की दृष्टि विकसित होगी। 5. पाठ्य कृतियों के संदर्भ में समीक्षा की क्षमता का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	अ. मैथिलीशरण गुप्त 1 शिक्षा 2 शुभकामना ब. सूर्यकांत त्रिपाठी 'निराला' 1 बर दे, बीणा वादिनी 2 तोड़ती पत्थर 3 राजे ने अपनी रखवाली की	15
II	अ. सुमित्रानंदन पंत 1 ताज 2 परिवर्तन 3 भारतमाता ब. महादेवी वर्मा 1 मैं नीर भरी दुख की बदली 2 बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ 3 जो तुम आ जाते एक बार	15

[Signature]
 Date *[Signature]*
 11/6/2024
[Signature]

380000
 11/6/24

11-06-2024

III	<p>अ. जयशंकर प्रसाद</p> <ol style="list-style-type: none"> 1 बीती विभावरी जाग री 2 हिमाद्रि तुंग श्रृंग से 3 सब जीवन बीता जाता है <p>ब. अज्ञेय</p> <ol style="list-style-type: none"> 1 साम्राज्ञी का नैवेद्य दान 2 नदी के द्वीप 3 कलगी बाजरे की 	15
IV	<p>अ. माखन लाल चतुर्वेदी</p> <ol style="list-style-type: none"> 1 बलि पंथी से 2 उलाहना 3 निःशस्त्र सेनानी <p>ब. सुभद्रा कुमारी चौहान</p> <ol style="list-style-type: none"> 1 मेरा नया बचपन 2 जलियां वाला बाग में बसंत 3 स्वदेश के प्रति 	15
Keywords		

Signature of Convener & members (CBos) :

PART -C : Learning Resource
Text Books, Reference Books and Others
<ol style="list-style-type: none"> 1. सुमित्रानंदन पंत की विशेष कविताएं – पल्लव प्रकाशन 2. सुमित्रानंदन पंत निबंधों की दुनिया – पल्लव प्रकाशन 3. जयशंकर प्रसाद – नंद दुलारे बाजपेयी 4. जयशंकर प्रसाद – प्रेमशंकर 5. छायावाद – नामवर सिंह 6. निराला की साहित्य साधना – रामविलास शर्मा 7. निराला काव्य की छवियां – नंदकिशोर नवल 8. जयशंकर प्रसाद की श्रेष्ठ कविताएं – राजपाल प्रकाशन 9. सुभद्रा कुमारी चौहान की प्रतिनिधि रचनाएं – राजपाल प्रकाशन 10. माखनलाल चतुर्वेदी के काव्य में राष्ट्रीय चेतना – वाणी प्रकाशन 11. अर्वाचीन हिन्दी काव्य – सं. डॉ. पुनीत बिसारिया, श्री नटराजन प्रकाशन, दिल्ली
Online Resources -
<ol style="list-style-type: none"> 1. https://www.amarujala.com 2. exoticindiaart.com 3. vishwahindijan.blogspot.com, epathshala 4. kavitakosh.org

PART -D : Assessment And Evaluation
Suggested Continuous Evaluation Methods :
Maximum Marks : 100 Marks
Continuous Internal Assessment (CIA) : 30 Marks
End Semester Exam (ESE) : 70 Marks

[Signature]
11-06-2024

[Signature]
11/6/2024

[Signature]
11/6/24

[Signature]
11-06-2024

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]

DATE

[Signature]
11/6/2024

NAME: *[Signature]*
11/6/24

[Signature]
11-06-2024

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Degree/Honors		Semester - V	Session: 2026-27
1	Course Code	HNSC-05	
2	Course Title	अर्वाचीन हिन्दी काव्य (भाग दो)	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी छायावादोत्तर काव्य एवं प्रवृत्तियों से परिचित हो सकेंगे। 2. छायावादोत्तर काव्य के विकासक्रम को समझ सकेंगे। 3. कृतियों के माध्यम से युगीन परिस्थितियों से परिचित होंगे। 4. पाठ्य कृतियों के सदर्थ में समीक्षा की क्षमता का विकास हो सकेगा। 5. रचनाओं के आस्वादन, अध्ययन और मूल्यांकन की दृष्टि का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	अ. गजानन माधव मुक्तिबोध 1 भूल गलती 2 मैं तुम लोगों से दूर हूँ ब. नागार्जुन 1 अकाल और उसके बाद 2 बादल को घिरते देखा है	15
II	अ. त्रिलोचन 1 भाषा की लहरें 2 परिचय की गाँठ ब. रघुवीर सहाय 1 रामदास 2 किताब पढ़कर रोना	15

[Signature]

[Signature]
11/6/2024

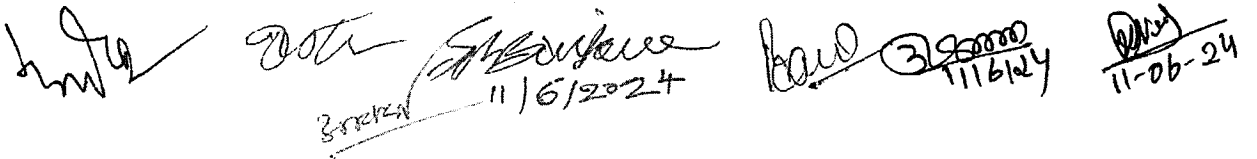
[Signature]
11/6/24

[Signature]
11-06-2024

III	अ. सर्वेश्वर दयाल सक्सेना 1 अंधेरे का मुसाफिर 2 देश कागज पर बना नक्शा नहीं होता ब. धूमिल 1 मोचीराम 2 कविता के द्वारा हस्तक्षेप	15
IV	अ. भवानी प्रसाद मिश्र 1 गीत फरोश 2 साधारण का आनंद ब. विनोद कुमार शुक्ल 1 हताशा से एक व्यक्ति बैठ गया था 2 वो मेरे घर कभी नहीं आएंगे	15
Keywords		

Signature of Convener & members (CBos) :

PART -C : Learning Resource
Text Books, Reference Books and Others
1. गजानन माधव मुक्तिबोध प्रतिनिधि कविताएं – राजकमल प्रकाशन 2. नागार्जुन की कविताएं – राजकमल प्रकाशन 3. नागार्जुन का रचना संसार – विजय बहादुर सिंह 4. मुक्तिबोध की काव्य प्रक्रिया – अशोक चक्रधर 5. भवानी प्रसाद मिश्र प्रतिनिधि कविताएं – राजकमल प्रकाशन 6. त्रिलोचन प्रतिनिधि कविताएं – राजकमल प्रकाशन 7. धूमिल की कविता में विरोध और संघर्ष – नीलम सिंह, राजकमल प्रकाशन 8. धूमिल की श्रेष्ठ कविताएं – सं. ब्रम्हदेव मिश्र, शिवकुमार मिश्र 9. धूमिल एक ठेठ कवि – सं. डॉ. रतनशंकर पाण्डेय, राजकमल प्रकाशन
Online Resources -
1. Hindwi 2. kavitakosh.org
PART -D : Assessment And Evaluation
Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks



 11/6/2024

Coninuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

huda
3/11/24

S. S. S. S. S.
11/6/2024

hawa 3/11/24

hawa
11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Degree/Honors		Semester - VI	Session: 2026-27
1	Course Code	HNSC-06	
2	Course Title	कथा साहित्य	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी कहानी और उपन्यास के तात्त्विक स्वरूप से परिचित होंगे। 2. कहानी और उपन्यास के विकासक्रम से परिचित होंगे। 3. विद्यार्थियों में भाषा और कथा साहित्य के रचनात्मक पहलुओं की समझ का विकास हो सकेगा। 4. कथा साहित्य के आस्वादन एवं विश्लेषण की क्षमता विकसित हो सकेगी। 5. विद्यार्थियों में सृजनात्मक क्षमता का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	उपन्यास 1 गोदान - प्रेमचंद	15
II	कहानी 1 कफन - प्रेमचंद 2 आकाशदीप - जयशंकर प्रसाद 3 उसने कहा था - चंद्रधर शर्मा 'गुलेरी'	15
III	कहानी 1 चीफ की दावत - भीष्म साहनी 2 तीसरी कसम - फणीश्वर नाथ 'रेणु' 3 मलबे का मालिक - मोहन राकेश	15
IV	कहानी 1 पाजेब - जैनेन्द्र कुमार 2 नथ - शिवानी 3 मैं हार गई - मन्नू भंडारी	15
Keywords		

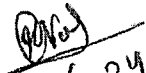
Signature of Convener & members (CBos) :



11/6/2024


PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. हिन्दी कहानी का विकास – मधुरेश, राधाकृष्ण प्रकाशन नई दिल्ली 2. हिन्दी कहानी का इतिहास – गोपाल राय 3. नई कहानी – नामवर सिंह, राजकमल प्रकाशन 4. हिन्दी साहित्य का इतिहास – सं. डॉ.सत्यभामा आडिल, छ.ग. राज्य हिन्दी ग्रन्थ अकादमी 5. प्रेम चन्द्र के उपन्यासों में समसामयिक परिस्थितियों का प्रतिफलन – प्रसाद, सरोज 6. उपन्यास का उदय – आयान बॉट 7. प्रेमचन्द्र की सर्वश्रेष्ठ कहानियां – सं. अमृत राय 8. मेरी प्रिय कहानियां – फणीश्वर नाथ रेणु, राजपाल प्रकाशन 9. कहानी का रचना विधान – रजगन्नाथ प्रसाद शर्मा 10. जैनेन्द्र कुमार, 10 प्रतिनिधि कहानियां – किताब घर प्रकाशन, नई दिल्ली 11. मेरी कहानियां – मोहन राकेश, भारतीय साहित्य प्रकाशन		
Online Resources -		
1. koutilya.in.products 2. https://hindisamay.com 3. https://gadyakosh.org 4. www.egyankosh.ac.in 5. https://hindikahani.hindikavita.com		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:




11-06-24


11/6/2024


11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VII	Session: 2027-28
1	Course Code	HNSC-07	
2	Course Title	कथेतर गद्य (नाटक, एकांकी, निबंध)	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी हिन्दी निबंध, नाटक एवं एकांकी विधाओं से परिचित होंगे। 2. निबंधकार, नाटककार, एकांकीकार एवं उनकी रचनाओं से परिचित होंगे। 3. विद्यार्थी निबंध, नाटक एवं एकांकी के माध्यम से सामाजिक समस्याओं से परिचित हो उनके समाधान हेतु प्रेरित होंगे। 4. विद्यार्थियों में लेखकों की लेखन शैली का परिचय एवं आलोचनात्मक दृष्टि का विकास हो सकेगा। 5. विद्यार्थियों में रचनात्मक क्षमता का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	नाटक 1 अंधेर नगरी – भारतेन्दु हरिश्चंद्र	15
II	नाटक 1 आषाढ़ का एक दिन – मोहन राकेश	15
III	एकांकी 1 औरंगजेब की आखिरी रात – रामकुमार वर्मा 2. एक दिन – लक्ष्मीनारायण मिश्र	15
IV	निबंध 1 क्रोध – आचार्य रामचन्द्र शुक्ल 2 बसंत आ गया है – डॉ. हजारी प्रसाद द्विवेदी	15
Keywords		

Signature of Convener & members (CBos) :

[Signature]

[Signature]

[Signature]
11/6/2024

[Signature]
11/6/24

[Signature]
11-06-24

PART -C : Learning Resource

Text Books, Reference Books and Others

1. हिन्दी नाटक उद्भव और विकास – डॉ. दशरथ ओझा
2. समसामयिक हिन्दी नाटको में चरित्र सृष्टि – डॉ. जयदेव तनेजा
3. हिन्दी एकांकी शिल्प विधि का विकास – डॉ. सिद्धनाथ कुमार, साहित्य भवन लिमिटेड इलाहाबाद
4. आधुनिक हिन्दी नाटकों में प्रयोगधर्मिता -- राधाकृष्ण प्रकाशन, नई दिल्ली
5. हिन्दी एकांकी उद्भव और विकास – साहित्य प्रकाशन, नई दिल्ली
6. हिन्दी निबंध और निबंधकार – विश्वविद्यालय प्रकाशन, वाराणसी
7. गद्य विन्यास और विकास – लोकभारती प्रकाशन, प्रयागराज
8. मोहन राकेश के सम्पूर्ण नाटक – सं. नैमीचंद जैन
9. आचार्य हजारी प्रसाद द्विवेदी के श्रेष्ठ निबंध – विनोद तिवारी, लोक भारतीय प्रकाशन
10. लक्ष्मी नारायण मिश्र का रचना संसार – सं. विश्वनाथ प्रसाद तिवारी

Online Resources -

1. www.hindwi.org
2. https://hindisamay.com
3. https://gadyakosh.org
4. www.hindwi.org

PART -D : Assessment And Evaluation

Suggested Continuous Evaluation Methods :

Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

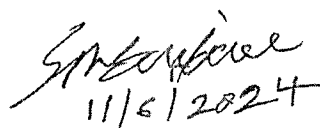
End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

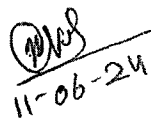
Name and Signature of Convener & Members of CBoS:

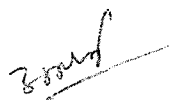





11/6/2024


11/6/24


11-06-24



FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VIII	Session: 2027-28
1	Course Code	HNSC-08	
2	Course Title	जनपदीय भाषा और साहित्य (छत्तीसगढ़ी)	
3	Course Type	DSC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थियों में छत्तीसगढ़ी भाषा एवं साहित्य के प्रति अभिरूचि का विकास हो सकेगा। 2. छत्तीसगढ़ी भाषा के रचनाकारों से परिचित होंगे। 3. छत्तीसगढ़ी कविता एवं अन्य गद्य विधाओं से परिचित होंगे। 4. छत्तीसगढ़ी साहित्य के प्रति आलोचनात्मक दृष्टि का विकास हो सकेगा। 5. विद्यार्थी छत्तीसगढ़ी भाषा एवं व्याकरण का ज्ञान प्राप्त कर छत्तीसगढ़ी में साहित्य सृजन के लिए प्रेरित हो सकेंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	छत्तीसगढ़ी भाषा एवं साहित्य अ. छत्तीसगढ़ी भाषा का सामान्य परिचय, प्रकार, व्याकरण ब. छत्तीसगढ़ी साहित्य का इतिहास व प्रमुख रचनाकार – (पं. सुन्दरलाल शर्मा, लोचन प्रसाद पाण्डेय, प्यारेलाल गुप्त, श्यामलाल चतुर्वेदी, नारायणलाल परमार, डॉ. खूबचंद बघेल)	15
II	छत्तीसगढ़ी कवि अ. प्राचीन कवि संत धर्मदास के तीन पद 1. गुरु पड़या लागव..... 2. नैनन आगे ख्याल घनेरा..... 3. भजन करो भाई रे..... ब. मुकुटधर पाण्डेय – मेघदूत का छत्तीसगढ़ी अनुवाद	15
III	छत्तीसगढ़ी काव्य अ. हरि ठाकुर – 1. संग समय के चलना परही, 2 बेरा नवनिर्मान के ब. द्वारिका प्रसाद तिवारी 'विप्र' – 1 धन धन रे मोर किसान, 2 सरद रितु आगे	15
IV	उपन्यास 1. परदेशी राम वर्मा – आवां	15
Keywords		

Signature of Convener & members (CBos) :

[Signature]

[Signature]

[Signature]
11/6/2024

[Signature]

[Signature]
11/6/24

[Signature]
11-06-24

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. छत्तीसगढ़ का इतिहास (प्राचीन काल से छत्तीसगढ़ राज्य निर्माण तक) – डॉ. गीतेश कुमार अमरोहित 2. लोक संस्कृति और लोक इतिहास – ब्रदीनाथ, लोक भारतीय प्रकाशन 3. छत्तीसगढ़ की लोक कथाएं – सं. परदेशी राम वर्मा, प्रभात प्रकाशन 4. छत्तीसगढ़ी लोक गीतों का लोकतात्विक तथा मनोवैज्ञानिक अनुशीलन – डॉ. हनुमंत नायडु, विश्वभारती प्रकाशन 5. छत्तीसगढ़ी लोक संस्कृति कला और साहित्य – प्रकाश मनु, डॉ. सुनीता, डायमण्ड प्रकाशन 6. लोक साहित्य एवं छत्तीसगढ़ी साहित्य – सं. डॉ. रमेश टण्डन, सर्वप्रिय प्रकाशन, दिल्ली 7. छत्तीसगढ़ की लोक कथाएं – राम कुमार वर्मा, डिविजन पब्लिकेशन 8. छत्तीसगढ़ी लोक जीवन और लोक साहित्य का अध्ययन – डॉ. शकुंतला वर्मा, रचना प्रकाशन इलाहाबाद 9. छत्तीसगढ़ी लोक साहित्य का ऐतिहासिक अध्ययन – नंदकिशोर तिवारी		
Online Resources -		
1. brandchhattisgarh.com 2. https://epgp.inflibnet.ac.in 3. https://hi.m.wikipedia.org		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]

[Signature]
[Signature]

[Signature]
11/6/2024

[Signature]
11/6/24

[Signature]
11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Diploma/Degree/Honors		Semester- III	Session: 2025-26
1	Course Code	HNSE-01	
2	Course Title	तुलसीदास	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी महाकवि तुलसीदास के व्यक्तित्व एवं कृतित्व से परिचित होंगे। 2. हिन्दी की भक्तिकालीन काव्य प्रवृत्तियों से परिचित होंगे। 3. विद्यार्थी तुलसी साहित्य की व्यापक प्रासंगिकता से अवगत होंगे। 4. पाठ्य कृतियों के संदर्भ में समीक्षा की क्षमता का विकास हो सकेगा। 5. विद्यार्थी युगीन सामाजिक-सांस्कृतिक परिस्थितियों से अवगत होंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	तुलसीदास का साहित्यिक परिचय तुलसीदास का काव्य वैशिष्ट्य	15
II	रामचरित मानस – अयोध्याकाण्ड दोहा 1 से 15 तक	15
III	कवितावली – बालकाण्ड – 96, 97, 106, 108, 129 दोहावली – 252, 260, 358, 467, 507	15
IV	विनय पत्रिका – 1, 5, 17, 30, 36, 41, 45, 72, 78, 79	15
Keywords		

Signature of Convener & members (CBos) :

11/6/2024

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. प्राचीन हिन्दी काव्य – सं. डॉ. सत्यभामा आडिल, छत्तीसगढ़ हिन्दी ग्रंथ अकादमी
2. गोस्वामी तुलसीदास – आचार्य रामचन्द्र शुक्ल, इण्डियन प्रेस लिमिटेड प्रयाग
3. तुलसी और उनका काव्य – श्री राम प्रसाद मिश्र
4. विनय पत्रिका – तुलसीदास, गीता प्रेस गोरखपुर
5. तुलसी दोहावली – प्रभात प्रकाशन, नई दिल्ली
6. तुलसी कवितावली – गीता प्रेस, गोरखपुर
7. रामकाव्य और तुलसी – डॉ. प्रेमशंकर नेशनल प्रेस

Online Resources -

1. kavitakosh.org
2. hindiwi.org
3. www.egyankosh.ac.in

PART -D : Assessment And Evaluation**Suggested Continuous Evaluation Methods :**

Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) :
(By Course Teacher)Internal Test/Quiz-(2) : 20 &
20 Marks
Assignment/Seminar - 10
Total Marks 30Better marks out of the two
Text/Quiz
obtained marks in assignment
shall be considered against 30
Marks

End Semester Exam (ESE) :

Two Section - A&B
Section A : Q1 Objective - 10X1=10 Marks
Section A : Q2 Short Answer Type - 5X4=20 Marks
Section B : Descriptive Answer Type Qts. 1 out of 2
From Each Unit - 4X10=40 Marks
Total =70 Marks

Name and Signature of Convener & Members of CBoS:

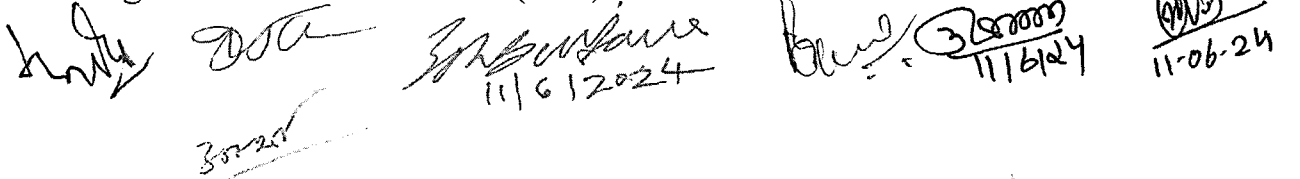
11/6/2024
11/6/24
11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Diploma/Degree/Honors		Semester -IV	Session: 2025-26
1	Course Code	HNSE-02	
2	Course Title	छायावाद : प्रतिनिधि रचनाकार	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी छायावादी काव्य आंदोलन से परिचित होंगे। 2. विद्यार्थी छायावाद की काव्य प्रवृत्तियों से अवगत हो सकेंगे। 3. छायावादी प्रमुख कवियों एवं काव्यकृतियों से परिचित होंगे। 4. तत्कालीन सामाजिक-सांस्कृतिक परिस्थितियों से अवगत हो सकेंगे। 5. पाठ्यकृतियों के संदर्भ में आलोचनात्मक दृष्टि का विकास हो सकेगा।	
6	Credit Value	4 Credit	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	जयशंकर प्रसाद 1. कामायनी - श्रद्धा सर्ग 2. सब जीवन बीता जाता है	15
II	सुमित्रानंदन पंत 1. प्रथम रश्मि 2. आह धरती कितना देती है 3. संध्या के बाद	15
III	सूर्यकांत त्रिपाठी 'निराला' 1. संध्या सुंदरी 2. अभी ना होगा मेरा अंत 3. सखि बसंत आया	15
IV	महादेवी वर्मा 1. अलि मैं कण-कण को जान चली 2. पंथ रहने दो अपरिचित 3. जाग तुझको दूर जाना 4. अधिकार	15
Keywords		

Signature of Convener & members (CBos) :



 11/6/2024

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. कामायनी – जयशंकर प्रसाद, लोक भारती प्रकाशन इलाहाबाद 2. कामायनी के अध्ययन की समस्याएं – नेशनल पब्लिशिंग हाऊस नई दिल्ली 3. जयशंकर प्रसाद – नंद दुलारे बाजपेयी 4. महादेवी वर्मा एवं उनकी प्रतिनिधि कविताएं – साहित्य सरोवर प्रकाशन 5. भारतीय संस्कृति के स्वर – महादेवी वर्मा, राजपाल एण्ड संस 6. सुमित्रानंदन पंत रचना संचयन – सं. कुमार विगल 7. निराला काव्य पुनर्मुल्यांकन – धनंजय वर्मा, पहले पहल प्रकाशन 8. निराला की साहित्य साधना – डॉ. रामविलास शर्मा 9. छायावाद की प्रासंगिकता – रमेश चन्द्र शाह, वाणी प्रकाशन		
Online Resources -		
1. hindwi.org 2. egyankosh.ac.in 3. hindwi.org 4. hindikavitakosh		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]

[Signature]

[Signature]
11/6/2024

[Signature]
11/6/24

[Signature]
11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Degree/Honors		Semester - V	Session: 2026-27
1	Course Code	HNSE-03	
2	Course Title	राष्ट्रीय काव्यधारा	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी तत्कालीन राष्ट्रीय आंदोलन से परिचित होंगे। 2. विद्यार्थी राष्ट्रीय काव्यधारा की प्रवृत्तियों से अवगत हो सकेंगे। 3. राष्ट्रीय काव्यधारा के प्रमुख कवियों एवं काव्यकृतियों से परिचित होंगे। 4. पाठ्यकृतियों के संदर्भ में आलोचनात्मक दृष्टि का विकास हो सकेगा। 5. राष्ट्र के प्रति प्रेम और कर्तव्य का भाव जागृत हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	मैथिलीशरण गुप्त 1. भारत वर्ष 2. भजो भारत को तन मन से 3. भारत माता का मंदिर यह 4. मातृभूमि	15
II	माखनलाल चतुर्वेदी 1. प्यारे भारत देश 2. एक तुम हो 3. बलि पथी से 4. पुष्प की अभिलाषा	15
III	सोहनलाल द्विवेदी 1. कोशिश करने वालों की हार नहीं होती 2. मातृभूमि 3. जय राष्ट्रीय निशान 4. बढ़े चलो - बढ़े चलो	15
IV	रामधारी सिंह 'दिनकर' 1. संसार पूजता जिन्हें तिलक 2. नमन करूँ मैं 3. जाग रहे हम वीर जवान 4. कलम आज उनकी जय बोल	15
Keywords		

Signature of Convener & members (CBos) :

[Signature]

[Signature]

[Signature]
11/6/2024

[Signature]
11/6/24

[Signature]

[Signature]
11-06-24

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. राष्ट्रीय काव्यधारा – सं. डॉ. कन्हैया सिंह, वाणी प्रकाशन 2. माखन लाल चतुर्वेदी रचनावली – वाणी प्रकाशन 3. हमारे राष्ट्रकवि मैथलीशरण गुप्त – पेंगुइन बुक्स इण्डिया 4. माखन लाल चतुर्वेदी का रचना संसार – डॉ. बद्रीप्रसाद विरमाल, तक्षशिला प्रकाशन 5. आधुनिक हिन्दी राष्ट्रीय काव्य धारा – सं. प्रो. नरेश मिश्रा, संजय प्रकाशन 6. हिन्दी की राष्ट्रीय काव्यधारा और युगीन संदर्भ – डॉ. प्रज्ञा पाण्डेय, हिन्दी बुक्स सेन्टर नई दिल्ली		
Online Resources -		
1. hindwi.org 2. www.rekhta.org 3. hindithebetterindia.com 4. hindikavitakosh 5. egyankosh.ac.in		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]
[Signature]
 11-06-24

[Signature]
 11/6/2024
[Signature]

[Signature]
 11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

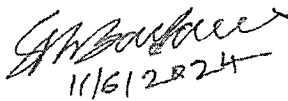
PART -A : Introduction			
Program: Bachelor in Arts Degree/Honors		Semester - VI	Session: 2026-27
1	Course Code	HNSE-04	
2	Course Title	भाषा विज्ञान एवं हिन्दी भाषा	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी हिन्दी के विविध रूपों से अवगत होंगे। 2. विद्यार्थी भाषा विज्ञान के सैद्धान्तिक पक्षों से परिचित हो सकेंगे। 3. हिन्दी की उपभाषाओं एवं बोलियों से परिचित हो सकेंगे। 4. हिन्दी की ऐतिहासिक पृष्ठभूमि से परिचित हो सकेंगे। 5. भारतीय आर्य भाषाओं के क्रमिक विकास से परिचित हो सकेंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

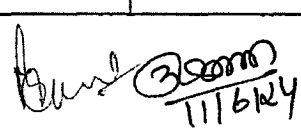
PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	भाषा और भाषा विज्ञान भाषा की परिभाषा और अभिलक्षण, भाषा व्यवस्था और भाषा व्यवहार भाषा विज्ञान – परिभाषा, स्वरूप, अध्ययन की दिशाएं	15
II	हिन्दी की ऐतिहासिक पृष्ठभूमि प्राचीन भारतीय आर्य भाषाएँ मध्यकालीन भारतीय आर्य भाषाएँ आधुनिक भारतीय आर्य भाषाओं का वर्गीकरण और विशेषताएँ	15
III	हिन्दी की उपभाषाओं तथा बोलियों का परिचय पश्चिमी हिन्दी पूर्वी हिन्दी पहाड़ी हिन्दी राजस्थानी हिन्दी बिहारी हिन्दी	15
IV	हिन्दी के विविध रूप संपर्क भाषा, राष्ट्रभाषा, राजभाषा, माध्यम भाषा, संचार भाषा, हिन्दी की संवैधानिक स्थिति	15
Keywords		

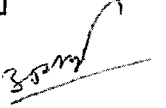
Signature of Convener & members (CBos) :







11/6/2024







11/6/24




11-06-24

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. हिन्दी भाषा का उद्भव और विकास – उदय नारायण तिवारी 2. भाषा विज्ञान – भोलानाथ तिवारी, साहित्य सरोवर प्रकाशन 3. हिन्दी भाषा का इतिहास – भोलानाथ तिवारी, वाणी प्रकाशन 4. भाषा विज्ञान एवं हिन्दी भाषा तथा लिपि – डॉ. रघुवंशमणि पाठक, संवदेना प्रकाशन लखनऊ 5. भाषा विज्ञान के सिद्धान्त और हिन्दी भाषा – द्वारिका प्रसाद मिश्र 6. हिन्दी भाषा और व्यवहार – डॉ. गंगाचरण त्रिपाठी 7. हिन्दी और उसकी विविध बोलियाँ – प्रो. दीपचंद जैन 8. हिन्दी भाषा की रूप संरचना – भोलानाथ तिवारी 9. सामान्य भाषा विज्ञान – डॉ. बाबूराम सक्सेना, हिन्दी साहित्य सम्मेलन प्रयाग		
Online Resources -		
1. epustakalay.com 2. hindwi.org 3. www.exoticindiaart.com		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

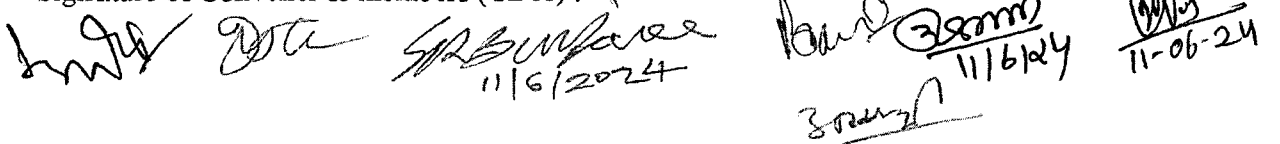





 11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester -VII	Session: 2027-28
1	Course Code	HNSE-05	
2	Course Title	भारतीय काव्य शास्त्र एवं साहित्यालोचन	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी भारतीय काव्यशास्त्र के स्वरूप को समझने में सक्षम हो सकेंगे। 2. विद्यार्थी भारतीय काव्यशास्त्र के विकासक्रम से परिचित हो सकेंगे। 3. हिन्दी आचार्यों के काव्यशास्त्रीय चिंतन से परिचित होंगे। 4. आधुनिक हिन्दी आलोचना की प्रमुख प्रवृत्तियों से अवगत हो सकेंगे। 5. भारतीय काव्यशास्त्र के प्रमुख सिद्धान्तों को समझने की क्षमता का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	काव्य की परिभाषा और स्वरूप काव्य लक्षण, काव्य हेतु, काव्य प्रयोजन, काव्य के प्रकार रस सिद्धान्त, रस का स्वरूप, रस निष्पत्ति, साधारणीकरण, रस के अंग	15
II	अलंकार सिद्धान्त, रीति सिद्धान्त, वक्रोक्ति सिद्धान्त, ध्वनि सिद्धान्त, औचित्य सिद्धान्त	15
III	हिन्दी आचार्यों का काव्य शास्त्रीय चिन्तन – केशव आचार्य राम चन्द्र शुक्ल आचार्य नन्ददुलारे वाजपेयी डॉ. रामविलास शर्मा	15
IV	आधुनिक हिन्दी आलोचना की प्रमुख प्रवृत्तियाँ शास्त्रीय, ऐतिहासिक, मनोविश्लेषणवादी, सौन्दर्यशास्त्रीय व व्यावहारिक समीक्षा	15
Keywords		

Signature of Convener & members (CBos) :


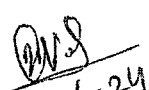


 11/6/2024

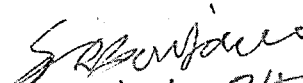
PART -C : Learning Resource	
Text Books, Reference Books and Others	
1. भारतीय काव्यशास्त्रीय – डॉ. उदयमान सिंह 2. हिन्दी आलोचना के आधार स्तंभ (आचार्य रामचंद्र शुक्ल, नंददुलारे बाजपेयी, आचार्य हजारी प्रसाद द्विवेदी, आचार्य नगेन्द्र) – सं. रामेश्वर खण्डेलवाल, सुरेन्द्र चंद्र गुप्त 3. रस सिद्धान्त – डॉ. नगेन्द्र, नेशनल पब्लिशिंग 4. समीक्षा के प्रतिमान – डॉ. निर्मला जैन, किताब घर प्रकाशन 5. पाश्चात्य काव्य शास्त्र – डॉ. विजय बहादुर सिंह, संस्थान प्रकाशन 6. भारतीय व पाश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना – डॉ. रामचंद्र तिवारी 7. मार्क्सवादी साहित्य चिंतन – डॉ. शिवकुमार मिश्र, वाणी प्रकाशन 8. साहित्य के प्रमुख पक्ष – डॉ. राममूर्ति त्रिपाठी, वाणी प्रकाशन 9. प्लेटो का काव्य सिद्धान्त – निर्मला जैन, वाणी प्रकाशन	
Online Resources -	
1. wikibooks.org 2. egyankosh.ac.in 3. https://www.hindwi.org	



PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A & B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:



 11-06-24




 11/6/2024



 11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VII	Session: 2027-28
1	Course Code	HNSE-06	
2	Course Title	कार्यालयीन व व्यावहारिक हिन्दी	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी कार्यालयीन हिन्दी के स्वरूप को समझने में सक्षम हो सकेंगे। 2. कार्यालयों में प्रयुक्त होने वाली हिन्दी के विविध पक्षों से परिचित हो सकेंगे। 3. जनसंचार माध्यमों में हिन्दी के प्रयोग से अवगत होंगे। 4. कम्प्यूटर में हिन्दी के अनुप्रयोग में समक्ष होंगे। 5. विद्यार्थियों में कार्यालयीन एवं व्यावहारिक हिन्दी के प्रति अभिरुचि का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course


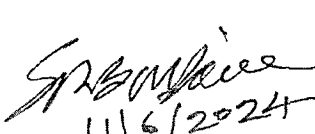

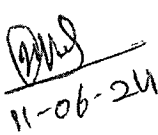
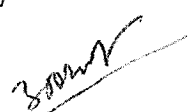
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)

Unit	Topics (Course Contents)	No. of Period
I	कार्यालयीन हिन्दी कार्यालयीन हिन्दी स्वरूप एवं उद्देश्य हिन्दी के प्रयोजनमूलक संदर्भ कार्यालयीन, साहित्यिक, वाणिज्यिक, वैज्ञानिक, तकनीकी, जनसंचार माध्यमों में हिन्दी	15
II	कार्यालयीन पत्राचार प्रारूपण - अर्थ, पद्धति शासकीय एवं अर्द्धशासकीय पत्र, कार्यालयीन आदेश, परिपत्र, अधिसूचना, ज्ञापन, विज्ञापन, प्रेस विज्ञापित, टिप्पण	15
III	कार्यालयीन हिन्दी में प्रयुक्त पारिभाषिक शब्दावली पारिभाषिक शब्दावली निर्माण के सिद्धान्त कार्यालयीन पारिभाषिक शब्दावली प्रशासनिक शब्दावली एवं पदनाम	15
IV	कम्प्यूटर में हिन्दी का अनुप्रयोग कम्प्यूटर और हिन्दी का अन्तर्संबंध हिन्दी में उपलब्ध सॉफ्टवेयर एवं विभिन्न की-बोर्ड देवनागरी लिपि के विभिन्न फॉण्ट्स हिन्दी से संबंधित वेबसाइट, ई-पत्र-पत्रिकाएँ	15
Keywords		

Signature of Convener & members (CBos) :

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. हिन्दी भाषा और संस्कृति – मध्यप्रदेश हिन्दी ग्रंथ अकादमी 2. हिन्दी भाषा और समसामयिकी – सं. प्रो. धनजय वर्मा, मध्यप्रदेश हिन्दी ग्रंथ अकादमी 3. कार्यालयीन हिन्दी – डॉ. विकास शर्मा, श्री नटराज प्रकाशन 4. कार्यालयीन हिन्दी की प्रकृति – चंद्रपाल शर्मा 5. कार्यालय प्रवीणता – हरि बाबू कंसल, सुधांशु बंधु 6. सरकारी कार्यालयों में हिन्दी का प्रयोग – गोपीनाथ श्रीवास्तव, राजपाल प्रकाशन 7. प्रयोजनमूलक कामकाजी हिन्दी – डॉ. संजीव कुमार जैन, सदन भोपाल 8. व्यावहारिक हिन्दी – डॉ. प्रकाशचन्द्र सेन, स्प्रेक्ट्रम बुक्स प्रा.लि. 9. व्यावहारिक हिन्दी – रविन्द्र नाथ श्रीवास्तव, भोलानाथ तिवारी, वाणी प्रकाशन 10. व्यावहारिक हिन्दी और रचना – डॉ. कृष्ण कुमार गोस्वामी, वाणी प्रकाशन		
Online Resources -		
1 https://hi.m.wikibooks.org 2 https://pustak.org.bookdetails		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Coninuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

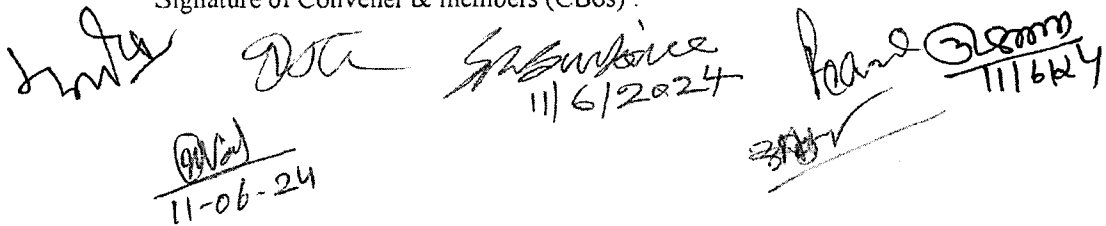






FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VII	Session: 2027-28
1	Course Code	HNSE-07	
2	Course Title	छत्तीसगढ़ का लोक साहित्य	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी लोक जीवन एवं लोक संस्कृति से परिचित हो सकेंगे। 2. विद्यार्थी लोक साहित्य के स्वरूप से अवगत होंगे। 3. विद्यार्थियों में लोक संस्कृति की समझ विकसित हो सकेगी। 4. छत्तीसगढ़ के लोक साहित्य से जुड़ाव हो सकेगा। 5. विद्यार्थियों में लोक साहित्य के सृजन की रुचि जागृत हो सकेगी।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	लोक साहित्य परिभाषा और स्वरूप लोक संस्कृति और साहित्य साहित्य और लोक का अंतरसंबंध लोक साहित्य के अध्ययन की समस्याएं	15
II	छत्तीसगढ़ के लोकगीत और लोकगाथा लोकगीत और लोकगाथा की अवधारणा व स्वरूप लोकगीत - करमा, ददरिया, संस्कारगीत, पर्वगीत व अन्य लोकगाथा - पडवानी, भरथरी व अन्य	15
III	छत्तीसगढ़ के लोकनृत्य लोकनृत्य की अवधारणा व स्वरूप सुआ, पथी, करमा, ददरिया व राउतनाचा व अन्य लोकनृत्य प्रमुख कलाकार	15
IV	छत्तीसगढ़ के लोकनाट्य लोकनाट्य की अवधारणा व स्वरूप नाचा, गम्मत तथा अन्य लोकनाट्य प्रमुख लोकनाट्यकार	15
Keywords		



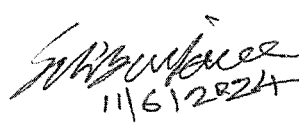


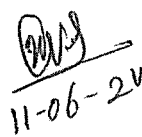
Signature of Convener & members (CBos) :



 11-06-24

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. छत्तीसगढ़ का इतिहास (प्राचीन काल से छत्तीसगढ़ राज्य निर्माण तक) – डॉ. गीतेश कुमार अमरोहित 2. लोक संस्कृति और लोक इतिहास – ब्रदीनाथ, लोक भारतीय प्रकाशन 3. छत्तीसगढ़ की लोक कथाएं – सं. परदेशी राम वर्मा, प्रभात प्रकाशन 4. छत्तीसगढ़ी लोक गीतों का लोकतात्विक तथा मनोवैज्ञानिक अनुशीलन – डॉ. हनुमंत नायडु, विश्वभारती प्रकाशन 5. छत्तीसगढ़ी लोक संस्कृति कला और साहित्य – प्रकाश मनु, डॉ. सुनीता, डायमण्ड प्रकाशन 6. लोक साहित्य एवं छत्तीसगढ़ी साहित्य – सं. डॉ. रमेश टण्डन, सर्वप्रिय प्रकाशन, दिल्ली 7. छत्तीसगढ़ की लोक कथाएं – राम कुमार वर्मा, डिविजन पब्लिकेशन 8. छत्तीसगढ़ी लोक जीवन और लोक साहित्य का अध्ययन – डॉ. शकुंतला वर्मा, रचना प्रकाशन इलाहाबाद 9. छत्तीसगढ़ी लोक साहित्य का ऐतिहासिक अध्ययन – नंदकिशोर तिवारी		
Online Resources -		
1 brandchhattisgarh.com 2 https://epgp.inflibnet.ac.in 3 https://hi.m.wikipedia.org		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

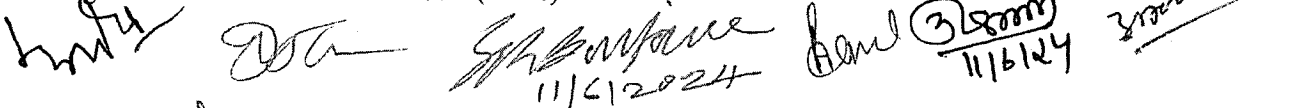







FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VIII	Session: 2027-28
1	Course Code	HNSE-08	
2	Course Title	अस्मितामूलक विमर्श और हिन्दी साहित्य	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी अस्मिता मूलक साहित्य की अवधारणा एवं स्वरूप से परिचित हो सकेंगे। 2. स्त्री विमर्श के प्रमुख साहित्यकार एवं कृतियों से अवगत होंगे। 3. विद्यार्थी हिंदी साहित्य और अस्मितामूलक साहित्य से अंतर्संबंध को समझ सकेंगे। 4. पाठ्य कृतियों के संदर्भ में समीक्षात्मक क्षमता का विकास हो सकेगा। 5. विद्यार्थियों में सृजनात्मक क्षमता विकसित हो सकेगी।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	विमर्शमूलक साहित्य – अवधारणा, विकास एवं प्रवृत्तियां दलित विमर्श – अवधारणा एवं आंदोलन स्त्री विमर्श – अवधारणा एवं आंदोलन (पाश्चात्य और भारतीय संदर्भ) आदिवासी विमर्श – अवधारणा एवं आंदोलन	15
II	दलित विमर्श – (आत्मकथा) ओमप्रकाश वाल्मीकि – जूटन	15
III	स्त्री विमर्श – (कविता) कीर्ति चौधरी – सीमा रेखा कात्यायनी – सात भाईयों के बीच चम्पा सविता सिंह – मैं किसकी औरत हूँ	15
IV	आदिवासी विमर्श – (कहानियाँ) रोज केरकेटा – फिक्स्ड डिपॉजिट ज्योति लकड़ा – कोराइन डूबा	15
Keywords		

Signature of Convener & members (CBos) :


 11-06-24

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. अस्मितामूलक विमर्श और हिन्दी साहित्य – डॉ. मंदाकिनी मीणा, डॉ. अनिरुद्ध कुमार सुधाशु वाणी प्रकाशन
2. जूटन (आत्मकथा) – ओमप्रकाश वाल्मीकि, राधाकृष्णन प्रकाशन
3. दलित साहित्य के आधार तत्व – हरपाल सिंह 'अरुष'
4. दलित नाटक की आलोचना : संवेदना और विमर्श – पी.एन.सिंह
5. समकालीन साहित्य और दलित विमर्श – प्रो. संजय एलमादार
6. दलित साहित्य का सौन्दर्यशास्त्र – ओमप्रकाश वाल्मीकि, राधाकृष्णन प्रकाशन
7. विमर्श के विविध आयाम – डॉ. अर्जुन चव्हाण
8. भारतीय स्त्री विमर्श – नीरजा माधव, सामयिक प्रकाशन
9. आदिवासी विमर्श और समकालीन हिन्दी उपन्यास – सं. विनोद विश्वकर्मा, प्रलेक प्रकाशन
10. इक्कीसवीं सदी के हिन्दी साहित्य में स्त्री विमर्श – सं. डॉ.रमेश कुमार, श्री नटराज प्रकाशन
11. आजादी के 75 साल और हाशिए का समाज – सं. डॉ. हेमन्त पाल घृतलहरे, जे.टी.एस. पब्लिकेशन्स दिल्ली
12. लोकप्रिय आदिवासी कहानियां – सं. वंदना टेटे, प्रभात प्रकाशन नई दिल्ली

Online Resources -

- 1 <https://www.thelallantop.com>
- 2 kavitakosh
- 3 hindwi.org

PART -D : Assessment And Evaluation**Suggested Continuous Evaluation Methods :**

Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:



[Handwritten signatures and dates]
11-06-24
11/6/2024
11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM


PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VIII	Session: 2027-28
1	Course Code	HNSE-09	
2	Course Title	पाश्चात्य काव्यशास्त्र एवं साहित्यालोचन	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी पाश्चात्य काव्यशास्त्र की मूल अवधारणा से परिचित हो सकेंगे। 2. विद्यार्थी पाश्चात्य काव्यशास्त्र के विकासक्रम को समझ सकेंगे। 3. विद्यार्थी पाश्चात्य काव्यशास्त्र के प्रमुख सिद्धान्तों से परिचित हो सकेंगे। 4. आधुनिक समीक्षा के सिद्धान्तों से परिचित होंगे। 5. साहित्यशास्त्रीय अध्ययन के माध्यम से विद्यार्थियों में समीक्षात्मक दृष्टि का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	प्लेटो -- अनुकृति सिद्धान्त अरस्तू -- अनुकरण सिद्धान्त, विरेचन सिद्धान्त	15
II	लॉजाइनस -- उदात्त की अवधारणा मैथ्यू अर्नाल्ड -- कला की अवधारणा	15
III	क्रोचे -- अभिव्यंजनावाद रिचर्ड्स का मूल्य सिद्धान्त और सम्प्रेषण सिद्धान्त	15
IV	आधुनिक समीक्षा की विशिष्ट प्रवृत्तियां व व्यावहारिक समीक्षा नोट : विद्यार्थी प्रदत्त अंश की स्वविवेक से समीक्षा करेंगे।	15
Keywords		

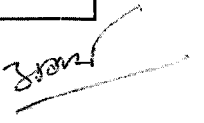
Signature of Convener & members (CBos) :



11-06-24




11/6/2024


11/6/24



PART -C : Learning Resource**Text Books, Reference Books and Others**

1. पाश्चात्य काव्य शास्त्र – डॉ. विजय बहादुर सिंह
2. पाश्चात्य समीक्षा के मानदंड – प्रो. प्रमोद वर्मा
3. पाश्चात्य समीक्षा दर्शन – जगदीश चन्द्र जैन
4. भारतीय एवं पाश्चात्य काव्यशास्त्र – गणपति चंद्रगुप्त
5. मार्क्सवादी साहित्य चिंतन – डॉ. शिव कुमार मिश्र
6. पाश्चात्य काव्य शास्त्र अधुनातन संदर्भ – सत्यदेव मिश्र, लोकभारती प्रकाशन
7. भारतीय एवं पाश्चात्य काव्य शास्त्र की रूपरेखा, लोक भारती प्रकाशन
8. पाश्चात्य समीक्षा दर्शन – जगदीश चन्द्र जैन

Online Resources -

- 1 www.epustkalaya.com
- 2 www.hindwi.org
- 3 wikibooks.org

PART -D : Assessment And Evaluation**Suggested Continuous Evaluation Methods :**

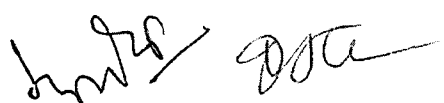
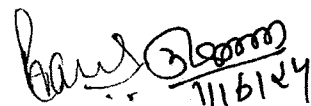
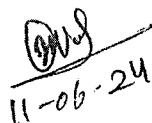
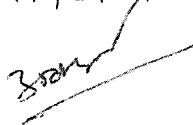
Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

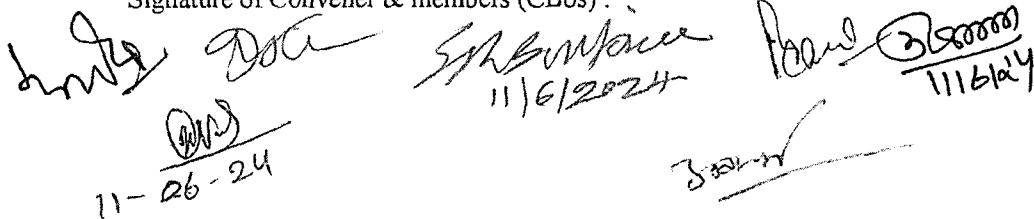

11/6/2024
11/6/24
11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VIII	
		Session: 2027-28	
1	Course Code	HNSE-10	
2	Course Title	अनुवाद : सिद्धान्त और प्रविधि	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी अनुवाद के व्यापक स्वरूप से अवगत होंगे। 2. अनुवाद प्रक्रिया को समझ सकेंगे। 3. विद्यार्थी अनुवाद के सामाजिक – सांस्कृतिक पक्षों से अवगत हो सकेंगे। 4. विद्यार्थियों में अनुवाद करने की क्षमता का विकास हो सकेगा। 5. विद्यार्थी अनुवाद के सैद्धांतिक एवं व्यावहारिक महत्व को समझ सकेंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	अनुवाद का अर्थ, परिभाषा, स्वरूप अनुवाद की आवश्यकता एवं महत्व अनुवादक के गुण दायित्व और अपेक्षाएँ अनुवाद प्रक्रिया के तीन चरण – विश्लेषण, अंतरण एवं पुनर्गठन	15
II	अनुवाद के प्रकार – शाब्दिक अनुवाद, भावानुवाद, छायानुवाद, सारानुवाद सर्जनात्मक साहित्य के अनुवाद और तकनीकी अनुवाद में अंतर गद्यानुवाद और काव्यानुवाद में अंतर	15
III	अनुवाद सैद्धांतिकी – प्रशासनिक अनुवाद बैंकिंग अनुवाद विधि अनुवाद, विज्ञान तथा तकनीकी अनुवाद सामाजिक विषयों का अनुवाद	15
IV	पारिभाषिक शब्दावली कार्यालय, प्रशासन विधि, मानविकी, बैंक एवं रेलवे में प्रयुक्त होने वाली प्रमुख पारिभाषिक शब्दावली उपर्युक्त प्रमुख पारिभाषिक शब्दों के अंग्रेजी तथा हिन्दी रूप। व्यावहारिक अनुवाद – विद्यार्थी प्रदत्त अंश का अनुवाद प्रस्तुत करेंगे।	15
Keywords		





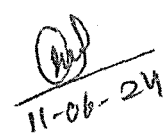
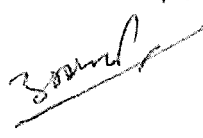
Signature of Convener & members (CBos) :



 11-26-24



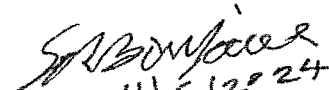

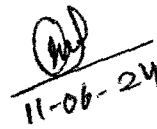

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. अनुवाद के सिद्धान्त – सुरेश कुमार, वाणी प्रकाशन 2. अनुवाद सिद्धान्त की रूपरेखा – सुरेश कुमार, वाणी प्रकाशन 3. अनुवाद बोध – डॉ. गार्गी गुप्ता, भारतीय अनुवाद परिषद दिल्ली 4. अनुवाद प्रक्रिया एवं व्यवहारिकता – संतोष अलेक्स 5. अनुवाद अन्वयण और आयाम – डॉ. सुरेश सिंहल, संजय प्रकाशन 6. अनुवाद के भाषिक पक्ष – विभा गुप्ता, वाणी प्रकाशन 7. पारिभाषिक शब्दावली की विकास यात्रा – सं. डॉ. गार्गी गुप्ता, डॉ. पुरनचंद टंडन, भारतीय अनुवाद परिषद दिल्ली 8. कार्यालय प्रवीणता – हरिबाबू कंसल, सुशाधु बंधु 9. प्रशासनिक शब्दावली (हिन्दी-अंग्रेजी) – वैज्ञानिक तथा तकनीकी शब्दावली आयोग, भारत सरकार		
Online Resources -		
1 hindikosh 2 https://egyankosh.ac.in 3 www.hindwi.org		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

PART -C : Learning Resource		
Text Books, Reference Books and Others		
1. अनुवाद के सिद्धान्त – सुरेश कुमार, वाणी प्रकाशन 2. अनुवाद सिद्धान्त की रूपरेखा – सुरेश कुमार, वाणी प्रकाशन 3. अनुवाद बोध – डॉ. गार्गी गुप्ता, भारतीय अनुवाद परिषद दिल्ली 4. अनुवाद प्रक्रिया एवं व्यवहारिकता – संतोष अलेक्स 5. अनुवाद अन्वयण और आयाम – डॉ. सुरेश सिंहल, संजय प्रकाशन 6. अनुवाद के भाषिक पक्ष – विभा गुप्ता, वाणी प्रकाशन 7. पारिभाषिक शब्दावली की विकास यात्रा – सं. डॉ. गार्गी गुप्ता, डॉ. पुरनचंद टंडन, भारतीय अनुवाद परिषद दिल्ली 8. कार्यालय प्रवीणता – हरिबाबू कंसल, सुशाधु बधु 9. प्रशासनिक शब्दावली (हिन्दी-अंग्रेजी) – वैज्ञानिक तथा तकनीकी शब्दावली आयोग, भारत सरकार		
Online Resources -		
1 hindikosh 2 https://egyankosh.ac.in 3 www.hindwi.org		
PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

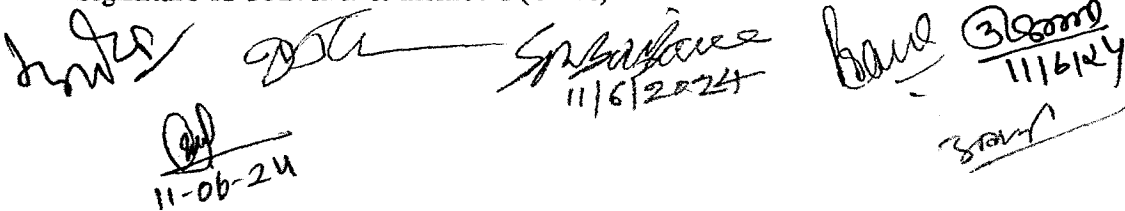
DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VIII	Session: 2027-28
1	Course Code	HNSE-11	
2	Course Title	हिन्दी कहानी	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी हिन्दी कहानी के क्रमिक विकास से परिचित होंगे। 2. मूल्यांकन एवं विश्लेषण की क्षमता का विकास हो सकेगा। 3. कहानी के तात्त्विक स्वरूप से अवगत होंगे। 4. कृतियों के माध्यम से जीवन और समाज को समझने की क्षमता का विकास हो सकेगा। 5. विद्यार्थियों में रचनात्मकता की क्षमता विकसित हो सकेगी।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	हिन्दी कहानी – उद्भव और विकास प्रेमचंद – पूस की रात जयशंकर प्रसाद : पुरस्कार	15
II	कृष्णा सोबती : सिक्का बदल गया ज्ञानरंजन : पिता निर्मल वर्मा : परिदे	15
III	मन्नू भंडारी : यही सच है कमलेश्वर : राजा निरबंसिया उषा प्रियंवदा : वापसी	15
IV	गजानन माधव मुक्तिबोध : पक्षी और दीमक सुदर्शन : हार की जीत अमरकांत – दोपहर का भोजन	15
Keywords		

Signature of Convener & members (CBos) :



 11-06-24

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. हिन्दी कहानी का उद्भव और विकास – सुरेश सिन्हा
2. कहानी स्वरूप और संवेदना – राजेन्द्र यादव
3. हिन्दी कहानी का इतिहास – गोपाल राय, राजकमल प्रकाशन
4. कृष्णा सोबती से कृष्णा सोबती तक – सं. ए.अरविंदाक्षन, प्रतिभूति प्रकाशन
5. कहानी का रचना विधान – जगन्नाथ प्रसाद शर्मा
6. जयशंकर प्रसाद प्रतिनिधि कहानियां – राजकमल प्रकाशन
7. प्रतिनिधि कहानियां उषा प्रियंवदा – सं. रोहिणी अग्रवाल, राजकमल प्रकाशन
8. सम्पूर्ण कहानियां मन्नू भंडारी – राधा कृष्ण प्रकाशन
9. गजानन माधव मुक्तिबोध की अद्भुत कहानियां – विपात्र, जक्शन एवं अन्य कहानियां – राजकमल प्रकाशन
10. सुदर्शन की श्रेष्ठ कहानियां – राजपाल एण्ड संस

Online Resources -

- 1 <https://hindisamay.com>
- 2 <https://gadyakosh.org>
- 3 <https://internetarchive.org>

PART -D : Assessment And Evaluation

Suggested Continuous Evaluation Methods :

Maximum Marks : 100 Marks

Continuous Internal Assessment (CIA) : 30 Marks

End Semester Exam (ESE) : 70 Marks

Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Handwritten signatures and dates]
11-06-24
11/6/2024
11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Honors/Honors with Research		Semester - VIII	
		Session: 2027-28	
1	Course Code	HNSE-12	
2	Course Title	भारतीय साहित्य	
3	Course Type	DSE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी भारतीय साहित्य के माध्यम से अखिल भारतीय परिप्रेक्ष्य से परिचित हो सकेंगे। 2. विद्यार्थी हिन्दीतर भाषा –साहित्य से परिचित हो सकेंगे। 3. विद्यार्थियों में भारतीय साहित्य में अभिव्यक्त भारतीयता की पहचान करने की क्षमता का विकास होगा। 4. अनूदित साहित्य के आस्वादन एवं मूल्यांकन की क्षमता विकसित हो सकेगी। 5. पाठ्य कृतियों के माध्यम से भारतीय संस्कृति को समझने की क्षमता का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	भारतीय साहित्य का स्वरूप भारतीयता का समाजशास्त्र भारतीय साहित्य में आज के भारत का बिंब भारतीय साहित्य में भारतीय मूल्यों की अभिव्यक्ति	15

honts
11-06-24

11/6/2024

11/6/24

3/2/24

II	भारतीय साहित्य के अध्ययन की आवश्यकता – भारतीय समाज व संस्कृति के समग्र बोध, भारतीय ज्ञान परम्परा, चिंतन, मूल्य की समझ एवं राष्ट्रीय व सांस्कृतिक एकता के लिए भारतीय साहित्य के अध्ययन में समस्याएं – भाषायी विविधता सांस्कृतिक अनेकता अनुदित साहित्य का अभाव इतिहास और काल विभाजन उपलब्ध साहित्य के प्रति जागरूकता की कमी	15
III	भारतीय साहित्य : काव्य तमिल – सुब्रमण्यम भारती – यह है देश हमारा मराठी – कुसुमाग्रज – रीढ़ उडिया – सीताकांत महापात्रा – सांझ सवेरा	15
IV	भारतीय साहित्य – गद्य उपन्यास – अग्निगर्भ – महाश्वेता देवी नाटक – हयवदन – गिरीश कर्नाड	15
Keywords		

Signature of Convener & members (CBos) :

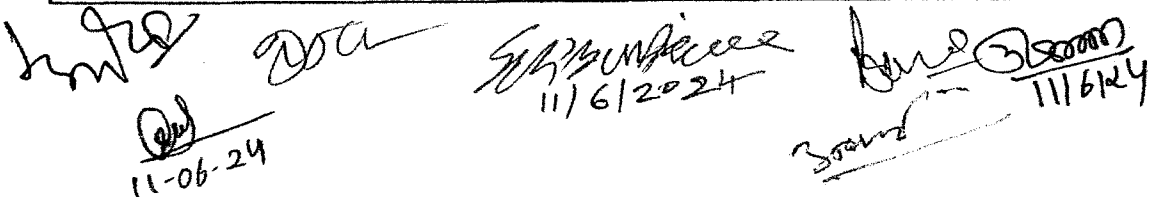
PART -C : Learning Resource

Text Books, Reference Books and Others

1. भारतीय साहित्य – सं. डॉ. नगेन्द्र, नेशनल पब्लिशिंग हाऊस नई दिल्ली
2. भारतीय साहित्य माला – सं. कृष्णदयाल भार्गव, वैज्ञानिक तथा तकनीकी शब्दावली आयोग, भारत सरकार, नई दिल्ली
3. मलयालम साहित्य परख और पहचान – प्रो. आर. सुरेन्द्रन
4. राष्ट्रीय चेतना और मलयालम साहित्य – प्रो. आर. सुरेन्द्रन
5. भारतीय साहित्य की पहचान – सं. डॉ. सियाराम त्रिपाठी, वाणी प्रकाशन
6. भारतीय साहित्य का बहु-धरातलीय सर्वेक्षण – इन्द्रनाथ चौधरी
7. इक्कीस बंगला कहानियां – नेशनल बुक ट्रस्ट
8. मराठी भाषा और साहित्य – राजमल बोरा, नेशनल पब्लिसिंग हाऊस, नई दिल्ली
9. बंगला भाषा और साहित्य का इतिहास – भारतीय भाषा संस्थान इलाहाबाद
10. अग्निगर्भ – महाश्वेता देवी राधाकृष्ण प्रकाशन
11. तुलनात्मक अध्ययन – भारतीय भाषाएं और साहित्य, सं. भ.ह.राजूरकर राजकमल बोरा, वाणी प्रकाशन

Online Resources -

- 1 hifigadyakosh
- 2 <https://archive.org>



 11-06-24

PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks		
Coninuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]

[Signature]
11/6/2024

[Signature] *[Signature]*
11/6/24

[Signature]
11-06-24

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)

DEPARTMENT OF HINDI

COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Degree/Honors		Semester - VI	Session: 2026-27
1	Course Code	HNSEC-01	
2	Course Title	संप्रेषण कला एवं सर्जनात्मक हिन्दी	
3	Course Type	SEC	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थियों में संप्रेषण कौशल का विकास होगा। 2. विद्यार्थियों में सर्जनात्मक क्षमता विकसित हो सकेगी। 3. विद्यार्थी मौलिक लेखन हेतु प्रेरित होंगे। 4. संचार माध्यमों के महत्व को समझ सकेंगे। 5. प्रिंट मीडिया और इलेक्ट्रानिक मीडिया के विविध पक्षों का ज्ञान प्राप्त कर सकेंगे।	
6	Credit Value	02 Credits (1c + 1c)	(01 Credit = 15 Hours - Theoretical learning and = 30 hours Laboratory or Field Learning/Training)
7	Total Marks	Maximum Marks : 50	Minimum Passing Marks : 20

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods :		
Theory - 15 Periods (15Hrs) and lab. Or Field Learning/Training 30 Periods (30 Hours)		
Module	Topics (Course Contents)	No. of Period
THEORY Contents	संप्रेषण कला अवधारणा ,महत्व और प्रकार (वाचिक, लिखित आंगिक आदि) व्यक्तित्व विकास में संप्रेषण की उपयोगिता सर्जनात्मक हिन्दी अवधारणा ,उपयोगिता । विविध विधाओं में लेखन – रिपोर्टाज, फीचर , स्तंभ लेखन, प्रतिवेदन आदि	15
Lab./Field Trainings	प्रायोगिक कार्य मौखिक – तात्कालिक भाषण ,भाषण ,ग्रुप डिस्कशन ,मंच संचालन , समाचार वाचन , साक्षात्कार , रिपोर्टिंग । लिखित – स्पॉट राइटिंग (रचनात्मक लेखन) रिपोर्टाज, फीचर , स्तंभ लेखन, प्रतिवेदन , यात्रा वृत्तांत ,संस्मरण । संप्रेषण कला अंतर्गत प्रदत्त विषय पर कविता , कहानी ,निबंध आदि पर रचनात्मक लेखन का अभ्यास।	30
Keywords		

Signature of Convener & members (CboS):

PART -C : Learning Resource**Text Books, Reference Books and Others**

1. भारतीयता के अमर स्वर – मध्यप्रदेश हिन्दी ग्रंथ अकादमी
2. सारांश लेखन संक्षेपण और भाव समप्रसारण – मनोज पब्लिकेशन
3. हिन्दी भाषा : संप्रेषण कौशल
4. संक्षेपण और पल्लवन – कैलाश चन्द्र भाटिया, तुमन सिंह
5. आधुनिक जन संचार और हिन्दी – हरि मोहन, तक्षशिला प्रकाशन, नई दिल्ली
6. सृजनात्मक लेखन और संचार क्षमता – जय मोहन एम.एस., डॉ. सुमा एस., वाणी प्रकाशन

Online Resources -

- 1 www.wikipedia.com
- 2 www.egyankosh.ac.in
- 3 https://ugcmoocs.inflibnet.ac.in
- 4 https://www.csttpublication.mhrd.gov.in

PART -D : Assessment And Evaluation

Suggested Continuous Evaluation Methods :

Maximum Marks : 50 Marks

Continuous Internal Assessment (CIA) : 15 Marks

End Semester Exam (ESE) : 35 Marks

Continuous Internal Assessment : (CIA) : (By Course Coordinator)	Internal Test/Quiz-(2) : 10 & 10 Marks Assignment/Seminar+Attendance - 05 Total Marks 15	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 15 Marks
End Semester Exam (ESE) :	Laboratory/Field Skill Performance : On spot Assessment A Performed the Task Based on learned skill - 20 Marks B Spotting Based on tools (written) - 10 Marks C Viva-voce (Based on Principle/technology) -05 Marks	Managed by Coordinator as Per Skilling

Name and Signature of Convener & Members of CBoS:

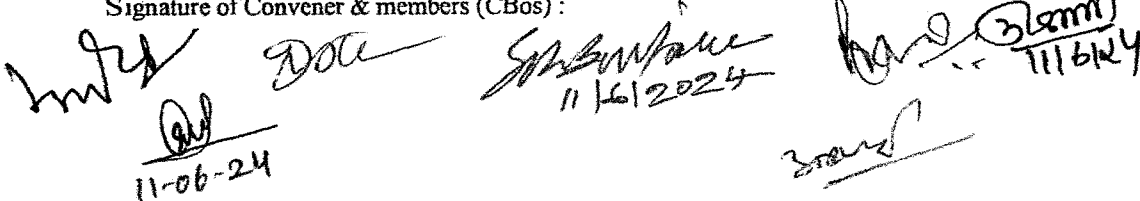
hmta *Dot* *S. Sanyal* *Baru* *Baru*
11/6/2024
11/6/24
11-06-24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Certificate/Diploma/Degree/Honors		Semester - I	Session: 2024-25
1	Course Code	HNGE-01	
2	Course Title	हिन्दी साहित्य का इतिहास (आदिकाल से रीतिकाल तक)	
3	Course Type	GE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. विद्यार्थी साहित्येतिहास, काल विभाजन एवं नामकरण संबंधी ज्ञान से अवगत हो सकेंगे। 2. युगीन परिस्थितियों और साहित्यिक प्रवृत्तियों के आधार पर साहित्य और समाज के अन्तर्संबंधों को समझ पाने में सक्षम हो सकेंगे। 3. युगीन सामाजिक सांस्कृतिक परिस्थितियों के परिपेक्ष्य में व्यापक दृष्टिकोण की समझ का विकास हो सकेगा। 4. आदिकाल से रीतिकाल तक के सम्पूर्ण रचनाकारों की रचनाओं और उसके विविध विषयों पर विश्लेषणात्मक विचारशीलता का विकास हो सकेगा। 5. हिन्दी गद्य के आविर्भाव के प्रधान कारणों एवं परिस्थितियों को समझ सकेंगे।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	हिन्दी साहित्य का इतिहास व काल विभाजन - अ. हिन्दी साहित्य के इतिहास लेखन की परम्परा, समस्या ब. हिन्दी साहित्य के इतिहास का कालविभाजन व नामकरण	15
II	आदिकाल - अ. आदिकाल : सामान्य परिचय प्रमुख प्रवृत्तियां व कवि, सिद्ध साहित्य, नाथ साहित्य ब. रामो काव्य, लौकिक साहित्य, जैन साहित्य	15
III	भक्तिकाल - अ. भक्तिकाल : सामान्य परिचय, प्रमुख प्रवृत्तियां व कवि । निर्गुण भक्तिधारा (प्रेममार्गी, ज्ञानमार्गी) ब. सगुण भक्तिधारा (रामकाव्य, कृष्णकाव्य)	15
IV	रीतिकाल - अ. रीतिकाल : सामान्य परिचय, प्रमुख प्रवृत्तियां व कवि ब. रीतिबद्ध, रीतिसिद्ध एवं रीतिमुक्त काव्यधारा	15
Keywords		

Signature of Convener & members (CBos) :



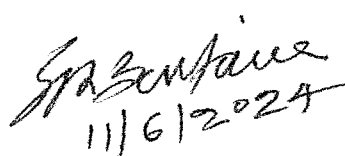
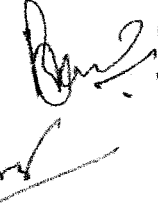



 11-06-24

PART -C : Learning Resource	
Text Books, Reference Books and Others	
1. हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल, लोक भारती प्रकाशन, इलाहाबाद 2. हिन्दी साहित्य का इतिहास – डॉ. नगेन्द्र, राजकमल प्रकाशन, नई दिल्ली 3. हिन्दी साहित्य का आदिकाल – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली 4. हिन्दी साहित्य उदभव और विकास – आचार्य हजारीप्रसाद द्विवेदी, राजकमल प्रकाशन, नई दिल्ली 5. हिन्दी साहित्य युग और प्रवृत्तियों – डॉ. शिवकुमार शर्मा 6. हिन्दी साहित्य का विवेचनात्मक इतिहास – डॉ. सरयूकांत शास्त्री 7. हिन्दी साहित्य की भूमिका – हजारी प्रसाद द्विवेदी 8. हिन्दी साहित्य का आलोचनात्मक इतिहास – राम कुमार वर्मा, लोक भारती प्रकाशन प्रयागराज 9. हिन्दी भाषा साहित्य का इतिहास तथा काव्यांग विवेचन – डॉ. आर.के.फण्डेय, शताब्दी प्रकाशन रायपुर	
Online Resources -	
1. epgpathshala 2. https://www.hindwi.org	

PART -D : Assessment And Evaluation		
Suggested Continuous Evaluation Methods :		
Maximum Marks : 100 Marks		
Continuous Internal Assessment (CIA) : 30 Marks		
End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:






 11-06-24
 11/6/2024
 11/6/24

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Certificate/Diploma/Degree/Honors		Semester - II	
		Session: 2024-25	
1	Course Code	HNGE-02	
2	Course Title	हिन्दी साहित्य का इतिहास – आधुनिक काल	
3	Course Type	GE	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome (CLO)	1. युगीन परिस्थितियों और साहित्यिक प्रवृत्तियों के आधार पर विद्यार्थी पुनर्जागरण काल एवं जागरण सुधार काल के प्रमुख रचनाकारों की उपादेयता को गहनता से समझ सकेंगे। 2. हिन्दी पद्य के साथ गद्य के क्रमबद्ध विकास को समझ सकेंगे। 3. छायावाद एवं छायावादोत्तर काव्य के माध्यम से तात्कालीन स्वतंत्रता आंदोलन की पृष्ठ भूमि से विद्यार्थी अवगत होंगे। 4. स्वातंत्र्योत्तर पद्य और गद्य की विभिन्न विधाओं के माध्यम से विद्यार्थी बदलते हुए सामाजिक-सांस्कृतिक मूल्यों को समझने में सक्षम हो सकेंगे। 5. मूम्ण्डलीकरण के दौर में युगीन हिन्दी साहित्य को विश्व साहित्य के सामानान्तर रख कर मूल्यांकनपरक दृष्टि एवं समझ का विकास हो सकेगा।	
6	Credit Value	4 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 100	Minimum Passing Marks : 40

hmta
Dot
(Signature)
11-06-24

(Signature)
11/6/2024

(Signature)
(Signature)
11/6/24

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 60 Periods (60 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	आधुनिक काल व हिन्दी नवजागरण – भारतेन्दु युग अ. आधुनिक काल की राजनैतिक, सामाजिक, आर्थिक एवं सांस्कृतिक पृष्ठभूमि, हिन्दी नवजागरण ब. भारतेन्दु युग – प्रमुख साहित्यकार, साहित्य एवं साहित्यिक विशेषताएं	15
II	द्विवेदी युग व छायावाद अ. द्विवेदी युग के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं ब. छायावाद के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं	15
III	छायावादोत्तर काल (विभिन्न प्रवृत्तियाँ) अ. प्रगतिवाद व प्रयोगवाद के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं ब. नई कविता व समकालीन कविता के प्रमुख साहित्यकार, साहित्य एवं विशेषताएं	15
IV	हिन्दी गद्य का विकास अ. कहानी एवं उपन्यास का उदभव एवं विकास, सामान्य प्रवृत्तियाँ व प्रमुख कथाकार, उपन्यासकार ब. निबंध एवं नाटक का उदभव एवं विकास, सामान्य प्रवृत्तियाँ व प्रमुख निबंधकार तथा नाटककार	15
Keywords		

Signature of Convener & members (CBos) :

PART -C : Learning Resource	
Text Books, Reference Books and Others	
<ol style="list-style-type: none"> महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली भारतेन्दु हरिश्चंद्र और हिन्दी नवजागरण – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली छायावाद की प्रासंगिकता – रमेशचन्द्र शाह, वाग्देवी प्रकाशन बिकानेर नवजागरण की समस्याएं – डॉ. रामविलास शर्मा, राजकमल प्रकाशन, नई दिल्ली भारतेन्दु की रंग परिकल्पना – सत्येन्द्र तनेजा छायावादोत्तर प्रतिनिधि कवि और उनकी कविताएं – विश्वविद्यालय प्रकाशन वाराणसी हिन्दी गद्य का विकास – भारतेन्दु हरिश्चंद्र आधुनिक हिन्दी गद्य का इतिहास – आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली भारतेन्दु युग – डॉ. सत्यपाल शर्मा हिन्दी नाटक उदभव और विकास – दशरथ ओझा, राजपाल प्रकाशन आधुनिक साहित्य की प्रवृत्तियाँ – नामवर सिंह, राजकमल प्रकाशन, दिल्ली 	
Online Resources -	
<ol style="list-style-type: none"> E-Adhyayan https://epustakalaya.com/book info@hindibook.com 	
PART -D : Assessment And Evaluation	

11-06-24

Suggested Continuous Evaluation Methods : Maximum Marks : 100 Marks Continuous Internal Assessment (CIA) : 30 Marks End Semester Exam (ESE) : 70 Marks		
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 20 & 20 Marks Assignment/Seminar - 10 Total Marks 30	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 10X1=10 Marks Section A : Q2 Short Answer Type - 5X4=20 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X10=40 Marks Total =70 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature] DDC

[Signature]
11/6/2024

[Signature]
(Dr. Rajesh Kaur)
11/11/2024
[Signature]
11/6/24

[Signature]
11-06-24

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM - (2024-28)
DEPARTMENT OF HINDI
COURSE CURRICULUM

PART -A : Introduction			
Program: Bachelor in Arts Certificate/Diploma/Degree/Honors		Semester - I	Session: 2024-25
1	Course Code	AEC-03	
2	Course Title	हिन्दी भाषा-1	
3	Course Type	Ability Enhancement Course	
4	Pre-requisite (if any)	As per requirement	
5	Course Learning Outcome- (CLO)	1. विद्यार्थी हिन्दी भाषा एवं व्याकरण संबंधी ज्ञान से समृद्ध होंगे। 2. भाषा ज्ञान के माध्यम से भारतीय संस्कृति एवं भावनात्मक एकता के महत्व को समझने की क्षमता विकसित हो सकेगी। 3. मुहावरे एवं लोकोक्तियों का महत्व समझ सकेंगे। 4. व्यंग्य, निबंध एवं कविता विद्या से परिचित होंगे। 5. निबंध लेखन एवं अपठित गद्यांश के माध्यम से विद्यार्थियों का बौद्धिक विकास हो सकेगा।	
6	Credit Value	2 Credits	(01 Credit = 15 Hours - learning & Observation)
7	Total Marks	Maximum Marks : 50	Minimum Passing Marks : 20

PART -B : Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. Per Period) - 30 Periods (30 Hours)		
Unit	Topics (Course Contents)	No. of Period
I	रचनाएं भारत वंदना – सूर्यकांत त्रिपाठी 'निराला' (कविता) भोलाराम का जीव – हरिशंकर परसाई (व्यंग्य) चोरी और प्रायश्चित – महात्मा गांधी (निबंध)	8
II	हिन्दी व्याकरण एवं शब्द रचना उपसर्ग, प्रत्यय, संधि, समास पर्यायवाची शब्द, विलोम शब्द, अनेकार्थी शब्द, समश्रुत शब्द, अनेक शब्दों के लिए एक शब्द	7
III	हिन्दी व्याकरण एवं रचना पक्ष मुहावरे एवं लोकोक्तियां पारिभाषिक शब्दावली एवं हिन्दी में पदनाम, शब्द शुद्धि, वाक्य शुद्धि	8
IV	रचनात्मक लेखन निबंध लेखन अपठित गद्यांश (नोट विद्यार्थी को किसी एक विषय पर निबंध व प्रदत्त गद्यांश का शीर्षक तथा सारांश लिखना होगा।)	7
Keywords		

Signature of Convener & members (CBoS):

[Signature]

[Signature]
11/06/24

[Signature]
11/06/2024

[Signature]
11/06/24

[Signature]
11-06-2024

PART -C : Learning Resource	
Text Books, Reference Books and Others	
1. भारतीयता के अमर स्वर – डॉ. धर्मजय वर्मा, मध्यप्रदेश हिन्दी अकादमी	
2. आधुनिक हिन्दी व्याकरण और रचना – डॉ. वासुदेव नंदन	
3. हिन्दी भाषा और व्यवहार – डॉ. गंगा चरण त्रिपाठी	
4. हिन्दी व्याकरण माला – डॉ. के.आर. गहिया, डॉ. विमलेश शर्मा	
5. हिन्दी व्याकरण – कामता प्रसाद गुरु	
Online Resources -	
1 www.bookspace.in	
2 https://libgmm.com	
3 https://www.gkexams.com	

PART -D : Assessment And Evaluation	
Suggested Continuous Evaluation Methods : Maximum Marks : 50 Marks Continuous Internal Assessment (CIA) : 15 Marks End Semester Exam (ESE) : 35 Marks	
Continuous Internal Assessment : (CIA) : (By Course Teacher)	Internal Test/Quiz-(2) : 10 & 10 Marks Assignment/Seminar+Attendance - 05 Total Marks 15
	Better marks out of the two Text/Quiz obtained marks in assignment shall be considered against 15 Marks
End Semester Exam (ESE) :	Two Section - A&B Section A : Q1 Objective - 05X1=05 Marks Section A : Q2 Short Answer Type - 5X2=10 Marks Section B : Descriptive Answer Type Qts. 1 out of 2 From Each Unit - 4X5=20 Marks Total =35 Marks

Handwritten signature

Handwritten signature

Handwritten signature
11/6/2024

Handwritten signature
11/6/24

Handwritten signature
11-06-2024

Handwritten signature
11/06/24


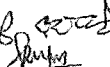
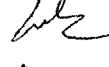
FOUR YEAR UNDERGRADUATE PROGRAM (NEP- 2020)
PROGRAM: BACHELOR IN ARTS (2024- 28)

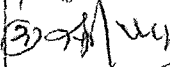
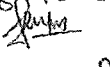
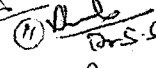

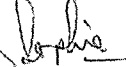
DISCIPLINE- GEOGRAPHY

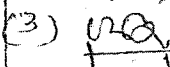
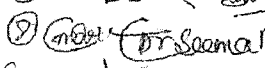
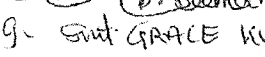

SESSION-2024-25


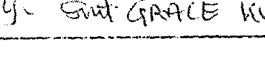
DSC-01 to 08		DSE- 01 to 12	
Course Code	Course Title	Course Code	Course Title
GOSC-01T	Fundamental of Physical Geography	GOSE-01T	Climatology and Oceanography
GOSC-01P	Cartography-Tools and Techniques	GOSE-01P	Study of Indian Weather Maps
GOSC-02T	Fundamental of Human Geography	GOSE-02T	Soil and Bio- Geography
GOSC-02P	Scale and Representation of Relief	GOSE-02P	Study of Geological Maps
GOSC-03T	Economic Geography	GOSE-03T	Disaster Management
GOSC-03P	Map Projection	GOSE-03P	Statistical Methods
GOSC-04T	Geography Of India	GOSE-04T	Industrial Geography
GOSC-04P	Representation of Statistical Data	GOSE-04P	Aerial Photograph
GOSC-05T	Geography of Chhattisgarh	GOSE-05T	Rural Settlement Geography
GOSC-05P	Distribution of Maps and 3-Dimensional Diagram	GOSE-05P	Principal of GIS
GOSC-06T	History of Geographical Thought	GOSE-06T	Urban Geography
GOSC-06P	Study and Interpretation of Topographical Maps	GOSE-06P	Fundamental of Remote Sensing
GOSC-07T	Geomorphology	GOSE-07T	Political Geography
GOSC-07P	Field Survey- Chain & Tape, Prismatic Compass and Plane Table Survey	GOSE-07P	Computer Cartography in Geography
GOSC-08T	Regional Planning and Development	GOSE-08T	Sustainable Development
GOSC-08P	Morphometric Analysis	GOSE-08P	Instrumental Survey- Dumpy level
		GOSE-09T	Rural Development in India
		GOSE-09P	Cartographical Analysis of Geographical Patterns And System
		GOSE- 10T	Geography of Tourism
		GOSE-10P	Field Work-Tour And Tour Report
		GOSE- 11T	Tribal Development in India
		GOSE-11P	Project Report on Socio-Economic Survey
		GOSE- 12T	Agriculture and Food security
		GOSE-12P	Field Study and Research Report
GE - 01 & 02			
GOGE-01T	Fundamental of Physical Geography	VAC	
GOGE-01P	Cartography-Tools and Techniques	GOVAC-01	Geographical Knowledge in Ancient India
GOGE-02T	Fundamental of Human Geography	SEC	
GOGE-02P	Scale and Representation of Relief	GOSEC- 01	Principle of Map Making

Signature of Convener Members of CBOS:

1. Dr. B.L. Sen  (5) Dr. D.D. Kashyap  10. Dr. S. Yadav 

3.  (6) Dr. (Raj) J.P. Kujur  11.  (7) A. Beck  Dr. Sophia Ambekar 

(3)  (8)  (9)  Prof. (Mrs) UMA GROLI 

4.  9. 



FOUR YEAR UNDERGRADUATE PROGRAM (NEP- 2020)

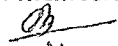
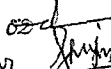

PROGRAM: BACHELOR IN ARTS (2024- 28)

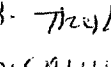
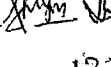
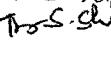
DISCIPLINE- GEOGRAPHY


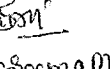
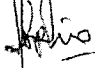
SESSION-2024-25

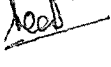
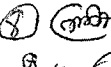
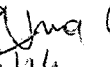
DSC-01 to 08		DSE- 01 to 12	
Course Code	Course Title	Course Code	Course Title
GOSC-01T	Fundamental of Physical Geography	GOSE-01T	Climatology and Oceanography
GOSC-01P	Cartography-Tools and Techniques	GOSE-01P	Study of Indian Weather Maps
GOSC-02T	Fundamental of Human Geography	GOSE-02T	Soil and Bio- Geography
GOSC-02P	Scale and Representation of Relief	GOSE-02P	Study of Geological Maps
GOSC-03T	Economic Geography	GOSE-03T	Disaster Management
GOSC-03P	Map Projection	GOSE-03P	Statistical Methods
GOSC-04T	Geography Of India	GOSE-04T	Industrial Geography
GOSC-04P	Representation of Statistical Data	GOSE-04P	Aerial Photograph
GOSC-05T	Geography of Chhattisgarh	GOSE-05T	Rural Settlement Geography
GOSC-05P	Distribution of Maps and 3-Dimensional Diagram	GOSE-05P	Principal of GIS
GOSC-06T	History of Geographical Thought	GOSE-06T	Urban Geography
GOSC-06P	Study and Interpretation of Topographical Maps	GOSE-06P	Fundamental of Remote Sensing
GOSC-07T	Geomorphology	GOSE-07T	Political Geography
GOSC-07P	Field Survey- Chain &Tape, Prismatic Compass and Plane Table Survey	GOSE-07P	Computer Cartography in Geography
GOSC-08T	Regional Planning and Development	GOSE-08T	Sustainable Development
GOSC-08P	Morphometric Analysis	GOSE-08P	Instrumental Survey- Dumpy level
		GOSE-09T	Rural Development in India
		GOSE-09P	Cartographical Analysis of Geographical Patterns And System
		GOSE- 10T	Geography of Tourism
		GOSE-10P	Field Work-Tour And Tour Report
		GOSE- 11T	Tribal Development in India
		GOSE-11P	Project Report on Socio-Economic Survey
		GOSE- 12T	Agriculture and Food security
		GOSE-12P	Field Study and Research Report
GE - 01 & 02			
GOGE-01T	Fundamental of Physical Geography	VAC	
GOGE-01P	Cartography-Tools and Techniques	GOVAC-01	Geographical Knowledge in Ancient India
GOGE-02T	Fundamental of Human Geography	SEC	
GOGE-02P	Scale and Representation of Relief	GOSEC- 01	Principle of Map Making

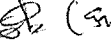
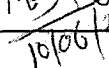
Signature of Convener Members of CBOS:

1. Dr. B. L. Saini  (5) Dr. D. D. Kashyap  10. Dr. S. Yadav 

2. Dr. A. K. Mishra  (6) Dr. (K. J. P. Kumar)  11. Dr. S. S. Shinde 

3. M. S. SAHU  (7) A. Beek  12. Dr. Sushil Ambekar 

4. Dr. C. P. NARAYAN  (8) Dr. Anand  13. Prof. (M. S. J.) Uma Gole 

9. Dr. (Smt. GRACE KUMAR)  14. Prof. (M. S. J.) Uma Gole 



FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree / Honors)</i>		Semester - I	Session: 2024-2025
1	Course Code	GOSC - 01 T	
2	Course Title	Fundamental of Physical Geography	
3	Course Type	DSC	
4	Pre-requisite (if, any)	As per the program	
5	Course Learning Outcomes(CLO)	At the end of this course , the students will be able to : 1- Understand the functioning of Earth systems and analyze geo morphological, climatic and oceanic factors. 2- Understand the Physical aspect of Geographical concepts which are relevant in day to day life 3- To record the temperature, pressure, humidity, rainfall and other climatic conditions and evaluate the local climate 4- Understand the Oceanic Features and Conditions.	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Fundamental of Physical Geography- Definition and Scope of Physical Geography, Origin of the Earth- Nebular Theory, Hoyle and Littleton Theory. Interior of the earth:- Composition and Structure. Folds and Faults- Origin and Classification.	12
II	Rocks: - Origin, Classification and Characteristics. Weathering- Meaning, Types. Agents of Erosion- Winds , River and their resultant topographical features	10
III	Atmosphere- Elements of Weather and Climate, Composition of the Atmosphere, Atmospheric Temperature, Pressure Belt, winds, Tropical Cyclone and Origin and mechanism of Monsoon.	12
IV	Hydrosphere- Relief of the Ocean Basins-Tetrahedral theory. Hydrological Cycle, Ocean Salinity, Ocean Temperature-vertical and horizontal Distribution , Ocean Currents (Pacific and Indian)	11
Keywords	Topographical Features, Erosion, Tetrahedral, Faults.	

Signature of Convener, Members of CBoS:

(1)	(5) Dr. D. D. K. S. Yadav	10-6-2024
(2)	(6) Dr. (AM) J. P. Kujur	10-6-2024
(3)	(7) A. BECK	11-6-2024
(4)	(8) Dr. Seema Mishra	12-6-2024
	(9) SWI. GRACE KUTOR	12-6-2024
		13-6-2024

Dr. Sushmita Talukder
Dr. S. Sridhar
Dr. Sophia Ambros

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- A.H. Strahler, Arthur Strahler, *Introducing Physical Geography*, John Wiley & Sons, New York, 2005
- 2- Strahler, A.N. and Strahler, A.H., *Modern Physical Geography*; John Wiley & Sons, 1992
- 3- Thornbury, W.D., *Principles of Geomorphology*, Wiley Eastern, 1969
- 4- Critchfield, H., *General Climatology*, Prentice-Hall, New York, 1975.
- 5- Savindra Singh- *Physical Geography* (Hindi and English Both) Prawalika Publication Prayagraj
- 6- Lal D.S. – *Physical Geography*, (Hindi) Sharda Pustak Bhavan, Prayagraj, 2012
- 7- Lal D.S.-*Climatology & Oceanography* (Hindi and English Both) Sharda Pustak Bhavan Prayagraj
- 8- Mazid Husain- *Bhautik Bhoogol*, Rawat Publication, Jaipur, 2019
- 9- Alka Gautam- *Bhautik Bhoogol*, Rastogi Publication, Meerut, 2012

Reference Books:

- 1- Holmes, A. *Principle of Physical Geology*, Nelson 1966
- 2- Monkhouse, F.J., *Principles of Physical Geography*, London Press. 1962
- 3- Dayal, P. *Geomorphology*, Rajesh Publication New Delhi 6th Edition-2017

Online Resources– (e-Resources / e-books and e-learning portals)

- > The Dictionary of Physical Geography by David S.G. Thomas ISBN: 9781118782316 Publication Date: 2016
<http://www.physicalgeography.net/fundamentals/1b.html>
- > <https://epustakalay.com/book/27260-bhautik-bhugol-by-dr-l-n-upadhyaya/>
- > <https://open.umn.edu/opentextbooks/textbooks/926>
- > <http://www.physicalgeography.net/fundamentals/contents.html>
- > https://books.google.co.in/books/about/Principles_of_Physical_Geography.html?id=WHqvCvAAQBAJ&redir_esc=y

Online Resources–(e-Resources/e-books and e-learning portals)

- > www.ignou.ac.in
- > www.egyankosh.ac.in
- > www.iitm.ac.in
- > www.eskillindia.org
- > www.eshiksha.mp.gov.in
- > www.vlab.co.in
- > www.swavam.ac.in
- > www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA): 30 Marks

End Semester Exam(ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4=20Marks Section B: Descriptive answer type qts.; 1out of 2 from each unit- 4x10=40Marks	

Signature of Convener, Members of CBOS

① Dr. B. L. ...
 ② Dr. A. H. ...
 ③ Mr. S. SAHU
 ④ Dr. C. P. ...
 ⑤ Dr. D. D. Kashyap
 ⑥ Dr. K. J. P. ...
 ⑦ A. BECK
 ⑧ ...
 ⑨ ...
 10. Dr. S. Yadav
 Dr. S. ...
 Dr. S. ...
 Dr. S. ...

[Handwritten signature]

[Handwritten signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree / Honors)		Semester -I	Session: 2024-2025
1	Course Code	GOGE - 01 P	
2	Course Title	Practical 1 - Cartography-Tools and Techniques	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	At the end of this practical course the student will have an ability to 5- Understand the basic concepts of cartography 6- Learn and prepare the different kinds of maps. 7- Recognize basic themes of map making. 8- Develop an idea about different types of thematic mapping techniques.	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	4- History of Cartography, Indian cartography, Modern cartography, Drawing Equipment's, 5- Characteristics Features of Map, classification of maps, Mapping methods. Tools of Map Making, Type of printed Shades. 6- Enlargement, Reduction and Combination of Maps- Graphical and Mechanical Methods.	30
Keywords	Cartography ,Enlargement, Reduction , Graphical	

Signature of Convener, Members of CBOS :

① Dr. B.L. Sen
 ② [Signature]
 ③ [Signature]
 ④ [Signature]

⑤ [Signature]
 ⑥ [Signature]
 ⑦ [Signature]
 ⑧ [Signature]
 ⑨ [Signature]

10/10/24
 [Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

4. Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd edition.
5. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.
6. Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan,
- 7- Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi,2010
- 8- Chauhan, P R. 2005. Practical Geography, Vasundhara Prakashan, Gorakhpur
- 9- Istiyak.M. 1989,A Textbook of Practical Geography,Heritage Publication New Delhi

Online Resources–(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

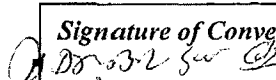
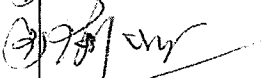


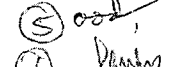
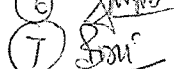
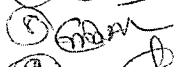
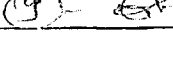

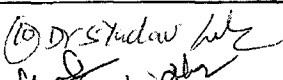




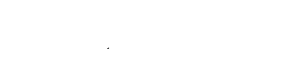
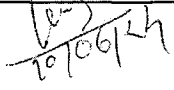
PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance -	05	
	Total Marks -	15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment		Managed by Course teacher as per lab. status
	D. Performed the Task based on lab. work	- 20 Marks	
	E. Spotting based on tools & technology (written)	- 10 Marks	
	F. Viva-voce (based on principle/technology)	- 05 Marks	

Signature of Convener, Members of CBoS:

1. 
 2. 
 3. 
 4. 
 5. 
 6. 
 7. 
 8. 
 9. 
 10. 
 11. 
 12. 
 13. 
 14. 
 15. 
 16. 



FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree/Honors)		Semester - II	Session: 2024-2025
1	Course Code	GOSC – 02 T	
2	Course Title	Fundamental of Human Geography	
3	Course Type	DSC	
4	Pre-requisite(if, any)	As per the program	
5	Course Learning Outcomes(CLO)	At the end of this course the student will e have an ability to 1- Gain knowledge about major themes of human Geography. 2- Acquire knowledge on the history and evolution of humans. 3- Understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations. 4- Ability to develop an idea about space and society 5- Understand the evolution of varied types of economic activities. 6- Assess the varied aspects of development and regional disparity, in order to formulate measures of balanced development and sustainable development.	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40
PART -B: Content of the Course			
Total No. of Teaching–learning Periods(01 Hr. per period) - 45 Periods (45 Hours)			
Unit	Topics (Course contents)		No. of Period
I	Introduction to Human Geography Definition, nature and scope. Fundamental concept in Human Geography . Understanding of man- nature relationship:- Determinism, Possibilism and Neo-determinism. Classification of Human Occupation		12
II	Population and Settlement - Growth of population, distribution and density of the world. Socio- economic Pattern of Population – Literacy, Migration:- Causes, and types .Occupational Structure. Theory and Model of population growth:-Concept of Optimum Population, Over Population and Under population.		10
III	Human Settlement and Races- Types and characteristics of human settlement- Rural settlement and Urban Settlement. Human Races- Basis of Racial Classification, world distribution. Habitat and economy of selected communities (Gond, Eskimo, Bushmen).		12
IV	Geography and Development- Indicators and measures of Regional development ., Global pattern of development:- inter-regional variations, HDI. Concept of Sustainable Development.		11
Keywords	Determinism, Possibilism, Occupational Structure. Optimum Population, Racial		

Signature of Convener, Members of CBoS :

1. Dr. H. L. Saha
 2. Dr. B. K. Thakur
 3. M. S. SAHU
 4. Dr. C. P. NATH
 5. Dr. S. J. ...
 6. Dr. ...
 7. Dr. ...
 8. Dr. ...
 9. Dr. ...
 10. Dr. S. ...
 11. Dr. ...
 12. Dr. ...
 13. Dr. S. ...

[Handwritten signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 10- James, M. Robenstein, *An Introduction to Human Geography*, Prentice Hall, New Jersey, 2001
- 11- Michael. Can, *New Patterns: Process and Change in Human Geography* Nelson, 1997
- 12- Hussain Mazid- *Human Geography, (Hindi & English Both)* Rawat Publication Jaipur
- 13- Garg H.S. Manav Bhoogol, SBPD Publication, Agra.
- 14- Haroon Mohammad, *Manav Bhoogol*, Wisdom Publication
- 15- Kausik S.D. Manav avam Arthik Bhoogol, Rastogi publication Meerut.
- 16- Maurya, S.D. Manav Bhoogol, Sharda Pustak Bhavan, Prayagraj.2009
- 17- Khullar, D. R. *Human Geography, (In Hindi)* Kalyani Publishers, Ludhiyana, 2016
- 18- Prasad, Gayatri, *Cultural Geography, (In Hindi)* Sharda Pustak Bhavan . Prayagraj.

Reference books:

- 5- Bergwan, Edward E., *Human Geography: Culture. Connections and Landscape*, Prentice Hall, New Jersey. 1995
- 6- Carr, M., *Patterns, Process and change in Human Geography*, MacMillan Education, London, 1987.
- 7- Daniels Peter, Bradshaw Michael, Shaw Devil and Side way James, *Human Geography: Issues for the Twenty First Century*, Prentice Hall, New Jersey, 2001
- 8- Clarke, J I , *Population Geography of Developing Country*, Pergamon press ,Oxford, 1971

E-Books

- > <https://web.ung.edu/media/university-press/human-geographyv.pdf>
- > <https://www.drishitias.com/hindi/images/pdf/NCERT-Hindi-Class-12-Geography-Part-1.pdf>
- > <http://assets.v mou.ac.in/GE05.pdf-Human Geography>
- > <https://open.umn.edu/opentextbooks/textbooks/870>

OnlineResources–(e-Resources/e-books and e-learning portals)

- > www.ignou.ac.in
- > www.egyankosh.ac.in
- > www.iitm.ac.in
- > www.eskillindia.org
- > www.eshiksha.mp.gov.in
- > www.vlab.co.in
- > www.swayam.ac.in
- > www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA):30 Marks

End Semester Exam (ESE):70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks	

Signature of Convener, Members of CBoS:

1) Dr. B. S. ...

2) ...

3) ...

4) ...

5) ...

6) ...

7) ...

8) ...

9) ...

10) Dr. S. ...

Dr. ...

Dr. ...

10/06/23

...

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)


DEPARTMENT OF GEOGRAPHY

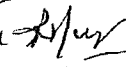
COURSE CURRICULUM


PART- A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/ Honors)</i>		Semester -II	Session: 2024-2025
1	Course Code	GOSC - 02 P	
2	Course Title	Practical 2 - Scale and Representation of Relief	
3	Course Type	Practical	
4	Pre-requisite (if, any)	<i>As per program</i>	
5	Course Learning Outcomes (CLO)	At the end of the this course the student will be able to 1- Understand and prepare different kinds of Scales and comprehend the concept of scales . 2- Identify the features of the land form through counters 3- Developed the Relief Map Making skills. 4- Gain in-depth knowledge on Drawing of Contour Features.	
6	Credit Value	1 Credits	<i>Credit =30 Hours Laboratory or Field learning/Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

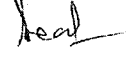
PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	1- Scale- Methods of representing Scale, Conversion of Scale Type of Linear Scale- Simple Scale, Time Scale, Comparative Scale, Diagonal Scale 2- Representing of Relief- Pictorial, Mathematical and Combine Methods. 3- Contours-Land forms Representing By Contours- Hill, Ridge, Plateau, V shaped Valley, U shaped Valley, Waterfall,	30
Keywords	Scale, Diagonal ,Relief, V shaped Valley, Ridge	

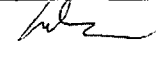
Signature of Convener, Members of CBoS:


Dr. B. L. Sini  (5)


Dr. B. H. Thakur  (6)

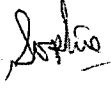
M. S. SAHU  (7)


Dr. C. P. NAYAK  (8)

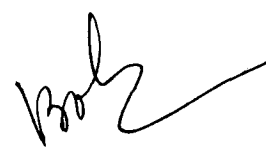
Dr. Dr. S. Yadav  (9)

Prof. S. Choudhary  (10)

12.  (11)

13. Dr. Sophie Ambrel  (12)

K.  (13)



PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books-

1. Sarkar, A.K. (1997): Practical Geography : A Systematic Approach. Orient Publication ,Kolkata.
2. Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut .
3. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.
4. Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan,
5. Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi,2010
6. Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
7. Istiyak.M. 1989,A Textbook of Practical Geography,Heritage Publication New Delhi
8. Mishra R.N. ,P K Sharma, Prayogik Bhoogol Rawat Publication, Jaipur ,2019
9. Khullar , D.R., Prayogatmak Bhoogol, Kalyani Publishers, Ludhiana.

E books-

- 1- <https://www.slideshare.net/NisarKhand/instrumental-surveying-practical-plane-table-survey>
- 2- <https://bbsbec.edu.in/wp-content/uploads/2020/01/com.pdf>
- 3- <https://surveyofindia.gov.in/documents/soichapter-v.pdf>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar + Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work - 20 Marks	Managed by Course teacher as per lab. status
	B. Spotting based on tools & technology (written) - 10 Marks	
C. Viva-voce (based on principle/technology) - 05 Marks		

Signature of Convener, Members of CBoS :

Dr. S. L. Jaiswal
Dr. R. H. Thakur
Dr. S. S. Singh
Dr. C. P. Nandan

③ Dr. S. Yadav
④ Dr. S. Chandra
⑤ Dr. S. Chandra
⑥ Dr. S. Chandra
⑦ Dr. S. Chandra
⑧ Dr. S. Chandra
⑨ Dr. S. Chandra
⑩ Dr. S. Chandra
⑪ Dr. S. Chandra
⑫ Dr. S. Chandra
⑬ Dr. S. Chandra
⑭ Dr. S. Chandra
⑮ Dr. S. Chandra
⑯ Dr. S. Chandra
⑰ Dr. S. Chandra
⑱ Dr. S. Chandra
⑲ Dr. S. Chandra
⑳ Dr. S. Chandra
㉑ Dr. S. Chandra
㉒ Dr. S. Chandra
㉓ Dr. S. Chandra
㉔ Dr. S. Chandra
㉕ Dr. S. Chandra
㉖ Dr. S. Chandra
㉗ Dr. S. Chandra
㉘ Dr. S. Chandra
㉙ Dr. S. Chandra
㉚ Dr. S. Chandra
㉛ Dr. S. Chandra
㉜ Dr. S. Chandra
㉝ Dr. S. Chandra
㉞ Dr. S. Chandra
㉟ Dr. S. Chandra
㊱ Dr. S. Chandra
㊲ Dr. S. Chandra
㊳ Dr. S. Chandra
㊴ Dr. S. Chandra
㊵ Dr. S. Chandra
㊶ Dr. S. Chandra
㊷ Dr. S. Chandra
㊸ Dr. S. Chandra
㊹ Dr. S. Chandra
㊺ Dr. S. Chandra
㊻ Dr. S. Chandra
㊼ Dr. S. Chandra
㊽ Dr. S. Chandra
㊾ Dr. S. Chandra
㊿ Dr. S. Chandra

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Diploma / Degree / Honors)		Semester - III	Session: 2024-2025
1	Course Code	GOSC – 03 T	
2	Course Title	ECONOMIC GEOGRAPHY	
3	Course Type	DSC	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes(CLO)	At the end of this course the student will be able to 1. Understand about the nature and scope of Economic Geography. 2. Understand the concept and classification of resources natural and minerals. 3. Identify the major Crops their production and distribution. 4. Understand the fundamentals of major economic theories, 5. Understand the economic activities-primary secondary and tertiary 6. Understand the basic theories of Agriculture and Industrial location	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics(Course contents)	No. of Period
I	Concepts of economic Geography Meaning scope and major concept of economic Geography, Resources meaning classification – renewable and non-renewable and their conservation.	12
II	Mineral resources: Iron ore and Bauxite, Power resource- Coal, Petroleum & Hydro-electricity Principal Crops- Rice Wheat, Sugar cane, Tea, Coffee, Cotton	11
III	Major Industries: Mineral based-Iron and Steel Industry, Cement Industry, Forest based- Paper Industries Agro based- Cotton Textile Industries,	11
IV	Theory of Agriculture location –Von Theunen, Agriculture regions of the world- D. Whittlesey Theory of Industrial location- Weber	11
Keywords Resources:		

Signature of Convener, Members of CBoS:

Dr. B. L. Sahu 10
 Dr. B. H. Thakur 11
 M. S. SATHU 12
 Dr. C. D. SAHOO 13
 Dr. S. T. Yadav
 Dr. Sushis Anand - Bapat

Handwritten signature

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Alexander, J. W. (1988): Economic Geography. Prentice-Hall, New Delhi.
2. Bryson, J., Henry, N., Keeble, D. and Martin, R. (eds.) (1999): The Economic Geography Reader: Producing and Consuming Global Capitalism. John Wiley and Sons, Inc. New York.
3. Clark, G. L., Gertler, M. S. and Feldman, M. P. (eds.) (2000): The Oxford Handbook of Economic Geography. Oxford University Press, USA.
4. Coe, N. (2007): Economic Geography: A Contemporary Introduction. Blackwell Publishers, Inc., Massachusetts.
5. Gautam, A. (2006): *Aarthik Bhugo/KeMoo/Tattava*, Sharda Pustak Bhawan, Allahabad.

Online Resources–

e-Resources / e-books and e-learning portals

- <https://epustakalay.com/book/55674-economic-geography-by-shankar-sahay-saxena/>
- <https://sahityabhawanpublications.com/product/economic-geography-hindi-book/>
- <https://himanshupublications.com/product/economic-resource-geography-hindi/>
- https://books.google.co.in/books/about/Economic_Geography_%E0%A4%86%E0%A4%B0%E0%A5%8D%E0%A4%5%E0%A4%BF%E0%A4%95.html?id=ElHnEAAAQBAJ&redir_esc=y

Online Resources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	100 Marks
Continuous Internal Assessment (CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40Marks	

Signature of Convener, Members of CBoS:

Dr. B. L. Saini

Dr. B. K. Mishra

M. S. SAHU

Dr. G. P. NAND

10 Dr. S. Yadav

11 Dr. S. Chandra

12

13 Dr. Suphis Ambekar - Suphis

Handwritten signature

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Diploma / Degree / Honors)		Semester -III	Session: 2024-2025
1	Course Code	GOSC - 03 P	
2	Course Title	Practical 3 - MAP PROJECTION	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. Read and prepare maps. 2. Comprehend locational and spatial aspects of the earth surface. 3. Use and importance of maps for regional development and decision making. 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks:50	Min Passing Marks:20

PART -B: Content of		
Total No.of learning-Training/performancePeriods:30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Map Projection -Classification, Characteristics, Merit and demerit Gnomonic Polar Zenithal Projection, Stereographic Polar Zenithal Projection, Orthographic Polar Zenithal Projection, Conical Projection with One Standard Parallel, Conical Projection with Two Standard Parallel, Bonne Projection, Polyconic Projection Simple Cylindrical Projection, Cylindrical Equal Area Projection, Mercators Projection, Gall's Projection.	30
Keywords	Map Projection- Polar Zenithal, Conical and Cylindrical Projection,	

Signature of Convener, Members of CBoS

1. *[Signature]*
 2. *[Signature]*
 3. *[Signature]*
 4. *[Signature]*
 5. *[Signature]*
 6. *[Signature]*
 7. *[Signature]*
 8. *[Signature]*
 9. *[Signature]*
 10. *[Signature]*
 11. *[Signature]*
 12. *[Signature]*
 13. *[Signature]*

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

- 1- Sarkar, A.K. (1997): Practical Geography : A Systematic Approach. Orient Publication Kolkata.
2. Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut .
3. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions), Kalyani Publishers, New Delhi.
4. Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan,
- 5- Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi,2010
- 6- Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
- 7- Istiyak.M. 1989,A Textbook of Practical Geography,Heritage Publication New Delhi
- 8- Mishra R.N. .P K Sharma, Prayogik Bhoogol Rawat Publication, Jaipur ,2019
- 9- Khullar , D.R., Prayogatmak Bhoogol, Kalyani Publishers, Ludhiyana.

Online Resources – (e-Resources/e-books and e-learning portals)

- > <https://books.google.co.in/books>
- > https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- > https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	Managed by Course teacher as per lab. status
	A. Performed the Task based on lab. work - 20 Marks	
	B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	

Signature of Convener, Members of CBoS:

1. Dr. L. S. ...

2. Dr. R. K. ...

3. M. S. SATHU - 12

4. Dr. C. P. NAND ...

5. ... 10. Dr. S. ...

6. ...

7. ... 12

8. ... 13 Dr. Sophie Ambro ...

9. ...

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Diploma / Degree / Honors)		Semester - IV	Session: 2024-2025
1	Course Code	GOSC - 04T	
2	Course Title	GEOGRAPHY OF INDIA	
3	Course Type	DSC	
4	Pre-requisite (if, any)	As per Govt. norm	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1. Understand about the physiographic division of India and drainage system. 2. Understand the seasonal variations of climate and monsoon of India. 3. Understand the biotic and abiotic resources of India. 4. Understand the growth density and distribution of population of India. 5. Understand the economic activity primary, secondary and tertiary.	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Physical Features: Structure, relief, Drainage, Climate and Monsoon, Soil, Water resourc and Forest.	12
II	Agriculture-Major Cereals: Paddy, Wheat, Tea, Coffee, Sugarcane Population-Growth, Density, Distribution	11
III	Mineral resources: Iron Ore, Bauxite, Coal, Petroleum & Natural gas, Atomic energy and Non-conventional energy resources	11
IV	Industries localization, development and production- Iron and Steel, Cotton Textile, Cement & Sugar Industries, Industrial Regions, SEZ Trade and Transport	11
Keywords	Physical Features, Minerals, Industries	

Signature of Convener, Members of CBoS

Dr. B. L. Sahu

Dr. B. K. Mishra

Dr. S. SATHI

Dr. CP NANDI

⑤

⑥

⑦

⑧

⑨

10. Dr. S. Yadav

Dr. S. Chakrabarti

13. Dr. Sushila Anand

Dr. S. Chakrabarti

Dr. S. Chakrabarti

Dr. S. Chakrabarti

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Chauhan, P.R. and Prasad, M. (2003): *Bharat Ka Vrihad Bhugol*, Vasundhara Prakashan, Gorakhpur.
2. Farmer, B.H.(1983): *An Introduction to South Asia*. Methuen, London
3. Gautam, A. (2006): *Advanced Geography of India*, Sharda Pustak Bhawan, Allahabad
4. Johnson, B.L.C. (1963): *Development in South Asia*. Penguin Books, Harmondsworth
5. Krishnan, M.S.(1982): *Geology of India and Burma*, CAS Publishers and Distributors, Delhi.
6. Khullar, D.R. (2007): *India: A Comprehensive Geography*, Kalyani Publishers, New Delhi
7. Nag, P. and Gupta, S.S. (1992): *Geography of India*, Concept Publishing Company, New Delhi.

Online Resources–

- https://www.iipa.org.in/upload/ind_geo.pdf
- <https://ncert.nic.in/textbook.php?kegy2=0-16>
- <https://archive.org/details/indiaasacredgeography>

Online Resources–

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., out of 2 from each unit-4x10=40 Marks	

Signature of Convener, Members of CBoS:

Dr. B.L. Saini

Dr. B.K. Mishra

M. S. SAHU

Dr. C.P. Nandan

10. Dr. S. Yadav
11. Dr. S. Chandra
12. Dr. S. Chandra
13. Dr. S. Chandra

[Handwritten signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)


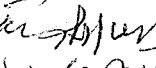

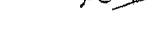
DEPARTMENT OF GEOGRAPHY

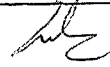
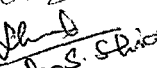

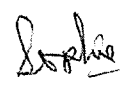
COURSE CURRICULUM

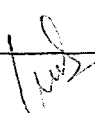
PART- A: Introduction			
Program: Bachelor in Arts (Diploma / Degree / Honors)		Semester -IV	Session: 2024-2025
1	Course Code	GOSC- 04 P	
2	Course Title	Practical 4 - Representation of Statistical Data	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1- Read and prepare diagram. 2- Acquire knowledge to prepare Graphs and diagram from geographic data and also the ability to interpret them. 3- To understand basic statistical methods and skills for cartographic transformation of information. Skills in graphical representation of data pertaining to geography will be given.	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

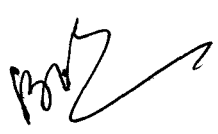
PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Representation of Statistical Data- Kinds of Diagram- One Dimensional, Two Dimensional and Three Dimensional. Bar Diagram, Multiple Bar Diagram , Simple Pyramid Diagram, Block Diagram, Wheel Diagram , Wind Rose, Band Graph,	30
Keywords	Statistical Data, Multiple, Three dimensional, Pyramid, wind rose.	

Signature of Convener, Members of CBoS:

Dr. B. L. Saini  ⑤
 Dr. P. K. Thakur  ⑥
 M. S. SATHI  ⑦
 Dr. G. P. NANDI  ⑧

10. Dr. S. Tudu  ⑩
 11. Dr. S. S. Saini  ⑪
 12.  ⑫
 13. Dr. Sanku Ambale  ⑬





PART-C: Learning Resources

Text Books, Reference Books and Others

- 1- Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd edition.
- 2- Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.
- 3- Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan,
- 4- Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi, 2010
- 5- Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
- 6- Istiyak.M. 1989, A Textbook of Practical Geography, Heritage Publication New Delhi

Online Resources—(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment(CIA):	15 Marks
EndSemester Exam(ESE):	35 Marks

Continuous Internal Assessment(C IA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. Status

Signature of Convener, Members of CBoS:

Dr. B. L. Saini
Dr. R. K. Mishra
M. S. SAHU
Dr. C. P. NANDI

⑤
⑥
⑦
⑧
⑨

10. Dr. S. Yadav
11. Dr. S. Chandra
12. Dr. S. Chandra
13. Dr. S. Chandra

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Degree/Honors)		Semester - V	Session: 2024-2025
1	Course Code	GOSC - 05 T	
2	Course Title	Geography of Chhattisgarh	
3	Course Type	DSC	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ul style="list-style-type: none"> ➤ The students will be Understand location , extent and physical features of of the chhattisgarh. ➤ To explain and analyze the resource distribution utilization and development in the state ➤ Describe and understand the demographic characteristics of Chhattisgarh ➤ Able to explain the Industrial development and Planning process of all sectors of the Chhattisgarh. ➤ Acquaint themselves with geographical knowledge of Chhattisgarh that will assist them in the preparation of competitive examinations. 	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I Physical setting	Location , administrative division, Physical structure, soil vegetation & drainag Climate and climate region ,	12
II Resource Use & Industrial development	Resource and their utilization : Minerals, Water, Land , Industrial Development - Cement , Iron & Steel	11
III Population Structure	Population Structure, Density literacy, occupation structure & caste structure Tribes- Gond, Kavar	11
IV Infrastructure & Govt. policies, planning	Infrastructure Transport, Health care, education Major policies and planning of Chhattisgarh - Agriculture, P.D.S, Tribal development, forest, water resource managment	11
Keywords	Chhattisgarh, Resource & their utilization, infrastructure	

Signature of Convener, Members of CBoS

Dr - B.L. Sinha

Dr. B.K. Yadav

Dr. S. Sahu

Dr. G. Narayana

16. Dr. S. Yadav

11. Dr. S. Sahu

12. Dr. S. Sahu

13. Dr. S. Sahu

14. Dr. S. Sahu

15. Dr. S. Sahu

16. Dr. S. Sahu

17. Dr. S. Sahu

18. Dr. S. Sahu

19. Dr. S. Sahu

20. Dr. S. Sahu

21. Dr. S. Sahu

22. Dr. S. Sahu

23. Dr. S. Sahu

24. Dr. S. Sahu

25. Dr. S. Sahu

26. Dr. S. Sahu

27. Dr. S. Sahu

28. Dr. S. Sahu

29. Dr. S. Sahu

30. Dr. S. Sahu

31. Dr. S. Sahu

32. Dr. S. Sahu

33. Dr. S. Sahu

34. Dr. S. Sahu

35. Dr. S. Sahu

36. Dr. S. Sahu

37. Dr. S. Sahu

38. Dr. S. Sahu

39. Dr. S. Sahu

40. Dr. S. Sahu

41. Dr. S. Sahu

42. Dr. S. Sahu

43. Dr. S. Sahu

44. Dr. S. Sahu

45. Dr. S. Sahu

46. Dr. S. Sahu

47. Dr. S. Sahu

48. Dr. S. Sahu

49. Dr. S. Sahu

50. Dr. S. Sahu

51. Dr. S. Sahu

52. Dr. S. Sahu

53. Dr. S. Sahu

54. Dr. S. Sahu

55. Dr. S. Sahu

56. Dr. S. Sahu

57. Dr. S. Sahu

58. Dr. S. Sahu

59. Dr. S. Sahu

60. Dr. S. Sahu

61. Dr. S. Sahu

62. Dr. S. Sahu

63. Dr. S. Sahu

64. Dr. S. Sahu

65. Dr. S. Sahu

66. Dr. S. Sahu

67. Dr. S. Sahu

68. Dr. S. Sahu

69. Dr. S. Sahu

70. Dr. S. Sahu

71. Dr. S. Sahu

72. Dr. S. Sahu

73. Dr. S. Sahu

74. Dr. S. Sahu

75. Dr. S. Sahu

76. Dr. S. Sahu

77. Dr. S. Sahu

78. Dr. S. Sahu

79. Dr. S. Sahu

80. Dr. S. Sahu

81. Dr. S. Sahu

82. Dr. S. Sahu

83. Dr. S. Sahu

84. Dr. S. Sahu

85. Dr. S. Sahu

86. Dr. S. Sahu

87. Dr. S. Sahu

88. Dr. S. Sahu

89. Dr. S. Sahu

90. Dr. S. Sahu

91. Dr. S. Sahu

92. Dr. S. Sahu

93. Dr. S. Sahu

94. Dr. S. Sahu

95. Dr. S. Sahu

96. Dr. S. Sahu

97. Dr. S. Sahu

98. Dr. S. Sahu

99. Dr. S. Sahu

100. Dr. S. Sahu

Port

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended-

1. Chhattisgarh Ka Bhoogol : Dr. V.K.Tiwari,Himalaya Publication ,Mumbai
2. Chhattisgarh Ka Bhoogol : Dr. Pramila Kumar , Madhyapradesh Hindi Granth Acadami ,Bhopal (M.P.)
3. Chhattisgarh Ka Bhoogol : Dr. L.N. Verma ,Chhattisgarh Hindi Granth Acadami, Raipur(C.G.)
4. Chhattisgarh Ka Bhoogol : Dr. S.R.Kamlesh
5. Chhattisgarh Ka Bhoogol : Dr. Kiran Gajpal

Online Resources-

- <https://pscnotes.com/CGPCS--Module-6A-Chhattisgarh- Geography>
- <https://www.scribd.com/document/681506232/CG-Bhugol-LN-Verma>
- <https://www.allgk.in/chhattisgarh-geography-gk-book-pdf-download/>
- <https://testbook.com/chhattisgarh-gk/geography-of-chhattisgarh>

OnlineResources-(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10 Total Marks - 30	
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Signature of Convener, Members of CBoS:

Dr. B. V. Suresh

Dr. P. K. Mishra

Dr. S. SATHU

Dr. C. NAND

⑤ ash

⑥ ash

⑦ ash

⑧ ash

10. Dr. S. Yadav

Dr. S. Shrivastava

12

13. Dr. Sophie Ambekar

Handwritten signature at the bottom right of the page.

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Degree / Honors)		Semester - V	Session: 2024-2025
1	Course Code	GOSC- 05 P	
2	Course Title	Practical 5 -Distribution Maps and three dimensional diagrams	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	➤ At the end of this course, the students will be ability to recognize the different types of thematic Map and making of such maps to understand the representation of climate data, socio-economic data	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART - B : Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Maps & Diagrams - definition, types, importance Distribution Maps: Choropleth Map , Chorochromatic Map, Isoleth, Dot Map, Construction of three dimensional Diagram Cube Diagram, Spherical diagram Hythergraph, Climograph, Ergograph, Block diagram	30
Keywords	Maps, Three dimensional diagram	

Signature of Convener, Members of CBoS :

1. Dr. B. L. Sengupta
 2. Dr. B. K. Dasgupta
 3. Mrs. S. S. Dasgupta
 4. Dr. C. P. Nayak
 5. Dr. S. Chakrabarti
 6. Dr. S. Chakrabarti
 7. Dr. S. Chakrabarti
 8. Dr. S. Chakrabarti
 9. Dr. S. Chakrabarti
 10. Dr. S. Chakrabarti
 11. Dr. S. Chakrabarti
 12. Dr. S. Chakrabarti
 13. Dr. S. Chakrabarti
 14. Dr. S. Chakrabarti

[Handwritten signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended -

1. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
4. Singh, L R & Singh R (1977): Manchitra or Prayogamek Bhugol . Central Book, Depot, Allahabad I.
5. Singh R L and Dutta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources-(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=v#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work - 20 Marks	Managed by Course teacher as per lab. status
	B. Spotting based on tools & technology (written) - 10 Marks	
C. Viva-voce (based on principle/technology) - 05 Marks		

Signature of Convener, Members of CBoS :

Dr. B. L. Singh
 Dr. B. H. Thakur
 Dr. S. SATHU
 Dr. G. P. NAND

10. Dr. S. Yadav
 Dr. S. Chandra
 13. Dr. S. Anand
 10/10/2023

10/10/2023

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester -VII	Session: 2024-2025
1	Course Code	GOSC - 07T	
2	Course Title	HISTORY OF GEOGRAPHICAL THOUGHT	
3	Course Type	DSC	
4	Pre-requisite if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: 1. Understand the basic concept and nature of geography 2. Students of geography may be encouraged to interact with their counterparts from other disciplines and discuss the nature of their subject. 3. The students may be encouraged to collect information on any theme amenable to geographical interpretation 4. To study and understand the founding concepts of human geography in the nineteenth century academy, and over the last century from feminist and Marxist 5. scholarship, through to post-colonial and non-representational theories.	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
Definition & nature	Definition, scope and functions of Geography, Geography as a social science and natural science, Geography as science of relationship, as science of areal differentiation, as spatial science. Spatial Organization, Determinism Possiblism & Neo-determinism; Dualism in geography	12
Geographic knowledge in 15 century	The growth of Geographical knowledge from earliest times up to the 15th century. Contributions of Greek and Roman thinkers, Arab Geographers. Geographical information in Ancient Indian literature, The Dark age in Geography,	11
Geographical schools	Evolution of Geographical Thinking & Disciplinary Trends in: (i) German School (ii) French School (iii) British School (iv) American Schools (v) Russian School (vi) Indian scholar	11
Scientific explanation	Scientific explanations: Inductive/Deductive; Models in Geography, Quantitative revolution, positivism. Behaviorism, System Approach, Radical geography, changing paradigms	11
Keywords	Dark age, german, French school, scientific explanation	

Signature of Convener, Members of CBoS:

1. Dr. P. L. Srinivasan
 2. Dr. A. K. Thakur
 3. Dr. S. S. Ahluwalia
 4. Dr. C. P. Nand
 5. Dr. S. Yadav
 6. Dr. S. Chidambaram
 7. Dr. S. K. Singh
 8. Dr. S. K. Singh
 9. Dr. S. K. Singh
 10. Dr. S. Yadav
 11. Dr. S. K. Singh
 12. Dr. S. K. Singh
 13. Dr. S. K. Singh
 14. Dr. S. K. Singh

10/06/24

Dr. S. K. Singh

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Adhikari, S.: Fundamental of Geographical Thought, R.K. Books, New Delhi
2. Husain, M.: Evolution of Geographic Thought, Rawat Pub., Jaipur, 1984
3. Dikshit, R.D.: Geographical Thought: A Contextual History of Ideas, New Delhi.
4. त्रिपाठी एवं कौशिक : भौगोलिक चिंतन एवं विधितंत्र
5. श्रीवास्तव व्ही.के. : भौगोलिक चिंतन का आधार, वसुंधरा प्रकाशन
6. मोर्य, एस.डी. : भौगोलिक चिंतन
7. वर्मा, एल.एन. : भौगोलिक चिंतन एवं विधि तंत्र, म.प्र. हिन्दी ग्रंथ अकादमी

Online Resources–

- <https://www.geoedu.lt/wp-content/uploads/2020/09/An-Introduction-to-Ideas-in-Human-Geography.pdf>
- <https://www.scribd.com/document/511504023/Geographical-Thought-R-D-Dikshit-Sir>
- <https://www.collegesidekick.com/study-docs/1088154>

Online Resources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) :	20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar -	10	
	Total Marks -	30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks
--------------------------	--

Signature of Convener, Members of CBoS:

Dr. R. K. Tripathi

Dr. S. SATHI

Dr. C.P. NAND

③

⑥

⑦

⑧

⑨

10. Dr. S. Tachau
11. Dr. S. Tachau
12.
13. Dr. Sophie Ambale

Bohly

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Degree / Honors)		Semester - <u>VI</u>	Session: 2024-2025
1	Course Code	GOSC- 06 P	
2	Course Title	Practical 6 - Study & Interpretation of Topographical Map	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1- Identify the physical features of an area. Understand the relationship between physical pattern & cultural landscape. 2- Explain Morphometric analysis of river basin & slope	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	History of topographical Map, Types , Survey of India Topo sheets Identify – relief, drainage Pattern, slope, forest cover Settlement pattern- Rural & Urban , Transport, Communication and its Relation with various landforms ,slope analysis (went worth), morphometric analysis	30
Keywords	Maps, Three dimensional diagram	

Signature of Convener, Members of CBoS :

① *[Signature]* 10. Dr. S. Tudu *[Signature]*
 Dr. B. L. Saha *[Signature]* ② *[Signature]* 11. *[Signature]*
 Dr. R. H. Tripathy *[Signature]* ③ *[Signature]* 12. Dr. Sophie Ambekar - *[Signature]*
 Dr. S. SATY - *[Signature]* ④ *[Signature]* 13. *[Signature]*
 Dr. CP MANDI *[Signature]* ⑤ *[Signature]*

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Das Gupta, A and Kapoor, A.N., (2001) *Principles of Physical Geography*, S.C. Chand & Company Ltd. New Delhi.
2. Dayal, P., (1996) *A Text book of Geomorphology*. Shukla Book Depot, Patna.
3. Kale, V. S. and Gupta A., (2001): *Introduction to Geomorphology*, Orient Longman, Hyderabad.
4. Khullar, D.R., (2012) *Physical Geography*, Kalyani Publishers, New Delhi.
5. गुप्ता एस एल, भूआकृति विज्ञान, तमिऴुन्दी माध्यम कार्ाान्वर्न तनदेशालर् तदल्ली विश्वविद्यालर् .
6. अलका गौिम, भूआकृति विज्ञान, रस्तोगी पब्लिके शन
7. तसिऴ सतिन्द्र, भूआकृति विज्ञान, िसुिंधरा प्रकाशन
8. शमाा जे पी, भूआकृति विज्ञान, रस्तोगी पब्लिके शन

Online Resources–

- <https://www.exoticindiaart.com/book/details/geomorphology-nzp793/>
- <https://epustakalay.com/writer/23619-savindra-singh/>
- <https://ncert.nic.in/textbook/pdf/khgv102.pdf>

Online Resources–

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener, Members of CBoS:

Dr. R.H. Madhukar
Dr. S. SATHI
Dr. C.P. Nandan

⑤ Dr. S. Yadav
⑥ Dr. Shinde
⑦ Dr. Shinde
⑧ Dr. Sophie Ambekar
⑨ Dr. Sophie Ambekar

Dr. Sophie Ambekar

**FOUR YEAR UNDERGRADUATE PROGRAM (2024
- 28)**

**DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM**

PART- A: Introduction			
Program: Bachelor in Arts (Degree / Honors)		Semester VI	Session: 2024-2025
1	Course Code	GOSC - 05T	
2	Course Title	GEOMORPHOLOGY	
3	Course Type	DSC	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1. Understand the theories and fundamental concepts of Geomorphology. 2. Understand earth's tectonic and structural evolution. 3. Gain knowledge about earth's interior. 4. Develop an idea about concept of plate tectonics, and resultant landforms. 5. Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms. 6. Understanding crustal mobility and tectonics; with special emphasis on their role in landform development. 7. Overview and critical appraisal of landform development models	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Nature and Scope of Geomorphology, Fundamental Concepts: Uniformitarianism Concept of Geologic Structure and Concept of Geomorphic Processes. Geological Tim Scale, Interior of the earth. Earth movements: Endogenic movement: Fold, Fault, Earth quake, Volcano, Plate tectonics with special reference to Himalaya.	12
II	Exogenic process: Weathering, Mass wasting, Normal cycle of erosion, Interruption of the cycle of erosion, Rejuvenation and resultant topography	11
III	Drainage Pattern, Geological structure and landforms: Development of Drainage and Landscape on Folded and Domal structure	11
IV	River, Aeolian, Marine, and Karst, Glacial, Periglacial: Erosional processes and resulting landforms, Applied Geomorphology.	11
Keywords	Fundamental Concepts of Geomorphology, Earth movements : Endogenic, Exogenic process	

Signature of Convener, Members of CBoS:

Dr. B. L. Sain
 Dr. R. K. Thakur
 M. SATHU - Convener
 Dr. C. NAND

10. Dr. S. Tudu
 11. Dr. S. Chatterjee
 12. Dr. S. Ambure
 13. Dr. S. Ambure

[Handwritten signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester -VII	Session: 2024-2025
1	Course Code	GOSC – 07 P	
2	Course Title	Practical 7 - Instrumental Field Survey – Chain and Tape ,Prismatic Compass and Plane Table Survey	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. Design and acquire field survey measurements using modern surveying instruments 2. Gain knowledge about Chain & Tape , Plane Table, & Prismatic Compass and apply this knowledge in ground surface. 3- Instrumental surveying provides proficiency in geographical knowledge related to various sizes, shapes, lengths and directions found on the earth's surface 4- Survey methods identify the actual location of objects and areas located on the ground. 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	(A)-Survey- Chain and Tape Survey- Surveying instruments, Methods of Chain & Tape Surveying- Open and Close Traverse, Survey Process, Triangulation Method , Entering details in field –book, Construction of maps. (B)-Plane Table Surveying- Surveying instruments, Methods of Surveying-Radiation, Intersection, Traverse methods, Resection method- Two point and Three point Problems. Merits and demerits of survey. (C) Prismatic Compass Survey- Surveying instruments .Type of bearing, Survey Process.-Type of traverses - Open traverse, Closed traverse. Methods of Prismatic Compass Survey, Necessary precaution in the use of Prismatic Compass.	30
Keywords	Open and Close Traverse ,Triangulation Method, Radiation, Intersection, Prismatic	

Signature of Convener, Members of CBoS :

Dr. B. L. Saw *BL* 10. Dr. S. T. ... *ST*

Dr. R. H. ... *RH* 11. Dr. ... *...*

Dr. ... *...* 12. Dr. ... *...*

Dr. C. P. MAND *CPM* 13. Dr. Sophie Ambrose *SA*

Body

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended -

1. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
4. Singh, L R & Singh R (1977): Manchitra or Prayogatamek Bhugol , Central Book, Depot, Allahabad I.
5. Singh R L and Dutta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources--(e-Resources/e-books and e-learning portals)

- > <https://books.google.co.in/books>
- > https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- > https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks
Continuous Internal Assessment (CIA): 15 Marks
End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) - 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS :

Dr. B. L. Saini

Dr. R. K. Tripathi

Dr. S. S. Sahu

Dr. C. P. Mishra

10. Dr. S. Yadav
 11. Dr. B. Chakrabarti
 12. Dr. S. S. Sahu
 13. Dr. Sophie Ambrelo

Handwritten signature

PART-C: Learning Resources

Text Books, Reference Books and Others

1. Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd edition.
2. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.
3. Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan.
4. Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi,2010
- 5- Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
- 6- Istiyak.M. 1989,A Textbook of Practical Geography,Heritage Publication New Delhi

Online Resources-(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	Managed by Course teacher as per lab. status
	A. Performed the Task based on lab. work - 20 Marks	
	B. Spotting based on tools & technology (written) - 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	

Signature of Convener Members of CBoS :

Dr. B. L. Saini

Dr. B. K. Thakur

M. S. SAINI - CR/2015

Dr. C. P. SAINI

5

6

7

8

9

10. Dr. S. K. Saini

11. Dr. S. K. Saini

12.

13. Dr. S. K. Saini

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF *Geography*
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester VIII	Session: 2024-2025
1	Course Code	GOSC - 08 T	
2	Course Title	REGIONAL PLANNING & DEVELOPMENT	
3	Course Type	DSC	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1. Identify notable lagging regions and solutions for their overall development 2. Have comprehensive understanding regarding the different regions and application of different models and theories for integrated regional development. 3. Select appropriate indicators for the measurement of socio-economic regional development. 4. development.	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Definition and concept of Region, Evolution, Scope, Function, and Objectives of Regional planning: Formal, Functional, and Planning Regions. Approaches of Regional Planning	12
II	Delineation of Planning Region; Regionalization of India for Planning. Regional Disparity, Decentralization of Planning Process and Multilevel Planning in India.	11
III	Theories and Models for Regional Planning: Growth Pole Model, Growth Centre, Core-Periphery Theory, Myrdal, Hirschman and Friedmann model	11
IV	Sustainable Development: Concept Efficiency-Equity Debate: Definition, Components and Sustainability for Development. Indicators (Economic, Social and Environmental Sustainable, Development Policies and Program	11
Keywords	and Objectives and. Approaches of Regional Planning , Delineation of Planning Region , Theories and Models for Regional Planning s	

Signature of Convener, Members of CBoS :

① *[Signature]*
 ② *[Signature]*
 ③ *[Signature]*
 ④ *[Signature]*
 ⑤ *[Signature]*
 ⑥ *[Signature]*
 ⑦ *[Signature]*
 ⑧ *[Signature]*
 ⑨ *[Signature]*

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended

1. Misra, R. P., Sundaram, K.V. and V.L.S. Prakasa Rao, (1974): Regional Development planning in India, Vikas Publishing House Delhi.
2. Singh, R.B. (2002): Human Dimensions of Sustainable Development, Rawat Pub., Jaipur, pages
3. Sen Jyotirmoy Introduction to Regional Planning and Development Rawat publication
4. श्रीवास्तव, शर्मा, एवं चौहान, प्रादेशिक ननयोजन और संशुद्धि ववकास वसुंधरा प्रकाशन गोरखपुर
5. गुप्त हरशकं र प्रादेशिक ववकास और ननयोजन कल्याणी पब्लिशसा
6. शौषा एस डी प्रादेशिक ननयोजन एवं ववकास प्रवाशिका पब्लिकेशन
7. चानदना आर सी प्रादेशिक ननयोजन तथा ववकास कल्याणी पब्लिशसा

Online Resources-

- > <https://www.slideshare.net/slideshow/regional-planning-notes/238082902>
> <https://pure.iiasa.ac.at/1832/1/XR-82-001.pdf>
> <https://www.scribd.com/doc/17599951/Regional-Planning-Part-IV-Regional-Growth-Theories>

OnlineResources-(e-Resources/e-books and e-learning portals)

- ✓ www.ignou.ac.in
- ✓ www.egyankosh.ac.in
- ✓ www.iitm.ac.in
- ✓ www.eskillindia.org
- ✓ www.eshiksha.mp.gov.in
- ✓ www.vlab.co.in
- ✓ www.swayam.ac.in
- ✓ www.internshala.com

PART -D: ASSESSMENT AND EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) :	20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar -	10	
	Total Marks -	30	

End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks
--------------------------	---

Signature of Convener, Members of CBoS:

- ① Dr. B. K. Yadav
- ② Dr. B. K. Yadav
- ③ M. S. SATHU
- ④ Dr. C. P. S. AND

- ⑤
- ⑥
- ⑦
- ⑧
- ⑨
- ⑩ Dr. S. P. S. AND

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester -VIII	Session: 2024-2025
1	Course Code	GOSC 08 P	
2	Course Title	Practical 8 - MORPHOMETRIC ANALYSIS	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1. understand the hydrological and morphological characteristics of any region. 2. understand the hydrological and morphological characteristics in two different morpho-climatic setting from drainage basin morphometric parameters	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Contours, Profiles – Serial, Superimposed, Projected, Composite . Slope Analysis – G.H. Smith, C.K. Wentworth, Robinson, S.Finsterwalder Area-height diagram : Altimetric and Hypsographic curve Block Diagrams Drainage Analysis – Order of Streams and Texture of Drainage	30
Keywords	Profiles, Slope Analysis, Area-height & Block Diagrams , Drainage Analysis	

Signature of Convener, Members of CBoS:

① Dr. B.L. Jui

② Dr. B.B. Thakur

③ Dr. S. SAHU

④ Dr. C.P. NANDI

⑤ [Signature]

⑥ [Signature]

⑦ [Signature]

⑧ Dr. Sophie Ambedkar - Sophie

⑨ [Signature]

⑩ Dr. S. Yadav

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended -

1. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
4. Singh, L R & Singh R (1977): Manchitra or Prayogatamek Bhugol , Central Book, Depot, Allahabad 1.
5. Singh R L and Duttta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources-(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: ASSESSMENT AND EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work - 20 Marks	Managed by Course teacher as per lab. status
	B. Spotting based on tools & technology (written) - 10 Marks	
C. Viva-voce (based on principle/technology) - 05 Marks		

Signature of Convener, Members of CBoS:

① Dr. B. L. Singh

② Dr. B. K. Mishra

③ M. S. SAHU

④ Dr. C. P. Nanda

⑤

⑥

⑦

⑧

⑨

⑩ Dr. S. Yadav

Pos. Shikha

Dr. Sushila Ambekar - Incharge

Pos

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Diploma / Degree/ Honors)		Semester - III	Session: 2024-2025
1	Course Code	GOSE – 01 T	
2	Course Title	CLIMATOLOGY & OCEANOGRAPHY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1. Understand the elements of weather & climate and its impact in different scales. 2. Understand the Monsoon system and comprehend the climatic aspects and its bearing on planet earth. 3. Understand the Oceanic process and its impact on land water. 4. Understand the future availability of resources through Oceans. 5. Understand the Climatic change and Global warming.	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Atmospheric composition and structure, Layers, Insolation, Temperature, Factors affectin distribution of temperature. Heat budget, Inversion of Temperature, Air Pressure and winds Circulation of winds.	12
II	Atmospheric moisture, condensation, evaporation and Humidity. Cyclones- Tropical and Temperate, Monsoon -El-Nino & La Nina	11
III	General Introduction of Oceans, Ocean Relief, Temperature , Salinity- distribution and determinants Currents – Oceanic circulation and its impact	11
IV	Waves & Tides, Marine Deposits, Coral Reef, Theories Ocean resources- minerals food, Power Etc.	11
Keywords	Composition, structure of atmosphere, Monsoon, Temperature , Salinity of Ocean, Store food house for future	

Signature of Convener, Members of CBoS:

① Dr. D. L. San
 ② [Signature]
 ③ Mrs. SATHI - [Signature]
 ④ Dr. C. P. Nandan
 ⑤ [Signature]
 ⑥ [Signature] Dr. S. Chidambaram
 ⑦ [Signature]
 ⑧ [Signature] Dr. Sophie Ambré - Sophie
 ⑨ [Signature]
 10 Dr. S. Tulavath

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Lal, D.S. :Climatology, Chaitanaya Publications, Allahabad, 1986.
2. Critchfield, J.H. :General Climatology, Prentice Hall, India, New Delhi, 1993.
3. Das, P.K.:Monsoons 'National Book Trust, New Delhi, 1987.
4. Fein, J.S.and Stephens, P.N. :Monsoons. Wiley Interscience, 1987
5. Davis Richard J.A.: "Oceanography-An Introduction to the Marine Environment". Wm. C. Brown Iowa, 1986.

Online Resources–

- <https://www.indpune.gov.in/training/training%20notes/Climatology-IMTC.pdf>
- https://www.bkbcollege.in/upload/dpt_book/1669712576.pdf
- <https://www.scribd.com/document/649484125/CLIMATOLOGY-BY-DS-LAL>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: ASSESSMENT AND EVALUATION

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10 Total Marks - 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Signature of Convener, Members of CBoS :

- ① Dr. B-L Sar
- ② [Signature]
- ③ [Signature]
- ④ [Signature]

- ⑤ [Signature]
- ⑥ [Signature]
- ⑦ [Signature]
- ⑧ Dr. Sushila Ambekar - [Signature]
- ⑨ [Signature]
- ⑩ Dr. S. Yadav

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in ARTS (Diploma / Degree / Honors)		Semester - III	Session: 2024-2025
1	Course Code	GOSE- 03 P	
2	Course Title	Practical 3 - STUDY OF INDIAN WEATHER MAP	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. Understand the difference between weather and climate. 2. Understand the elements of climate and Meteorological instruments 3. Understand the importance of Weather maps, the method of description through various seasons-summer, winter and rainy 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Difference between Weather and Climate and its elements, Importance of Weather Maps Indian Meteorological Observatories, Meteorological instruments, Representation o Weather elements on Map, Interpretation of Indian daily weather report – summer winter, rainy season.	30
Keywords	Weather, Climate, Monsoon, NLM, Interpretation, Instruments.	

Signature of Convener, Members of CBoS :

① Dr. B. L. San...
 ② ...
 ③ ...
 ④ ...
 ⑤ ...
 ⑥ ...
 ⑦ ...
 ⑧ ...
 ⑨ ...
 ⑩ Dr. S. Yadav/...

Dr. Sophia Ambekar - Sophia

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
4. Singh, L R & Singh R (1977): Manchitra or Paryaogatamek Bhugol , Central Book, Depot, Allahabad 1.
5. Singh R L and Dutta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources–(e-Resources/e-books and e-learning portals)

- > <https://books.google.co.in/books>
- > https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- > https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz obtained marks in Assignment shall be considered against 15 Marks
	End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment Performed the Task based on lab. work - 20 Marks Spotting based on tools & technology (written) - 10 Marks Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS

1) Dr. B. L. Sarin
 2) Dr. S. K. Singh
 3) Dr. S. K. Singh
 4) Dr. S. K. Singh
 5) Dr. S. K. Singh
 6) Dr. S. K. Singh
 7) Dr. S. K. Singh
 8) Dr. S. K. Singh
 9) Dr. S. K. Singh
 10) Dr. S. K. Singh

Port

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Diploma / Degree/Honors)		Semester - IV	Session: 2024-2025
1	Course Code	GOSE - 02 T	
2	Course Title	SOIL & BIOGEOGRAPHY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	At the end of the semester student has ability to 1. Acquaint with the nature and basics of Biogeography 2. Describe the major factors and processes governing the soil formation. 3. To analyze the different issues regarding soil degradation and soil conservation. 4. Explain the major principles and processes that govern the local and global distribution of plants & anima 5. Critically assess theoretical and conceptual issues relating to biodiversity and forest conservation efforts in India.	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I Nature of Biogeography	Definition, scope of Biogeography, Approaches of Biography, relation with other branches of science, Relevance of the study of Biogeography, Development of Biogeography	12
II Soil formation & conservation	Soil Formation: Factors and Processes; Soil Properties (Physical and Chemical); Soil Nutrients and Organisms; Soil Profile. Soil Taxonomy: Classification by USDA and FAO; Soil Degradation: Causes and Consequences; Soil Conservation	11
III Plant & animal community	Plant Community: Meaning and Concepts; Evolution and Classification of Plants; Plant Response to Environment: Adaptation, Succession, and Climax; Dispersal and Distribution of Plants. Phyto-geographical regions; Consequences of deforestation . Theory of evolution of species(DARVIN) and its critics. Factor influencing the Distribution, Dispersal and migration of animals; means and barriers; Zoo-geographical regions of the world. Wild life management; Relevance of sanctuaries with special reference to India	11
IV - Biodiversity	Biodiversity ; Concept, Types and Importance; Biodiversity Conservation; Biomes with Special Reference to Tropical Rain Forests, Tropical Monsoon Deciduous Forest, Tropical and Temperate Grass Lands. . National Forest Policy of India, Conservation of Biotic Resources. , Social forestry and Participatory Management of Forest in India.	11

Signature of Convener, Members of CBoS :

① Dr. B. L. - Sinha
 ② [Signature]
 ③ [Signature]
 ④ [Signature]

⑤ [Signature]
 ⑥ [Signature]
 ⑦ [Signature]
 ⑧ [Signature]
 ⑨ [Signature]
 ⑩ Dr. S. Yashwanth

Date: 10/06/24
 [Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Cox, C.B. and Moore, P.D. (1993): Biogeography: An Ecological and Evolutionary Approach, 5th Edition, Blackwell, Oxford.
2. Darlington, P. J. (1957): Zoogeography: The Geographical Distribution of Animals, Wiley, New York.
3. Haggett, R.J., (1998): Fundamentals of Biogeography, Routledge, London
4. Mathur, M.S. (1988): Essentials of Biogeography, Jaipur
5. Singh, Savindra (2020), Biogeography, Pravalika Publication, Allahabad
6. Singh, R.B. (2009): (Eds.) Biogeography and Biodiversity. Rawat Publication, New Delhi.

Online Resources–

- <https://www.rawatbooks.com/environment/biogeography->
- <https://www.routledge.com/Fundamentals-of-Biogeography/Huggett/p/book/9780415323475>
- <https://study.com/academy/lesson/biogeography-definitions-examples.html>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum


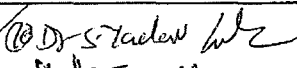

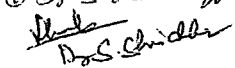

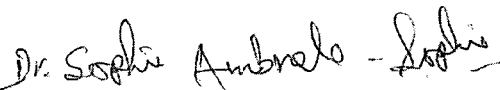
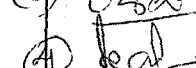
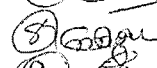
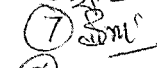

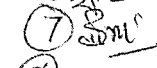
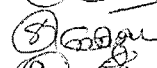
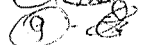
Marks: 100 Marks

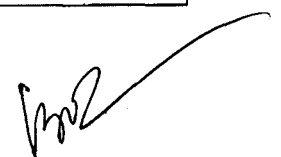
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10 Total Marks - 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Signature of Convener, Members of CBoS:

① Dr. B.L. San  
 ②  
 ③  
 ④  
 ⑤ 
 ⑥ 
 ⑦ 
 ⑧ 
 ⑨ 



FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Diploma / Degree / Honors)		Semester - IV	Session: 2024-2025
1	Course Code	GOSE – 02 P	
2	Course Title	PRACTICAL 2 - GEOLOGICAL MAPS	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	At the end of the semester student has ability to 1. To provide the knowledge of geological structure of the earth 2. To Understand the Geological periods 3. To acquainted knowledge of rocks and their pattern	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab/Field Training/ Experiment Contents of Course	Geological Maps- definition, types, importance	30
	Geological time, Rocks, basic concepts: dip, strike line, width& thickness of bed	
	Construction of strike line , completion of bed, Cross sectional analysis of conformable-Unconformable series	
	Cross section analysis of fold & fault	
Keywords	Geological map, rocks. Strike line, cross section	

Signature of Convener, Members of CBoS:

① Dr. S. L. Jaiswal

② [Signature]

③ [Signature]

④ [Signature]

⑤ [Signature]

⑥ [Signature]

⑦ [Signature]

⑧ [Signature]

⑨ [Signature]

⑩ Dr. S. Yadav

⑪ [Signature]

⑫ [Signature]

⑬ Dr. Sophia Ambekar, Lohia

10/06/24

Part 2

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Degree / Honors)		Semester - V	Session: 2024-2025
1	Course Code	GOSE – 03 T	
2	Course Title	DISASTER MANAGEMENT	
3	Course Type	DSE	
4	Pre-requisite(if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	At the end of the semester student has ability to 1. Understand the need and significance of studying disaster management 2. Understand the different types of disasters and causes for disasters. 3. Gain knowledge on the impacts Disasters on environment and society 4. Study and assess vulnerability of a geographical area. 5. Students will be equipped with various methods of risk reduction measures and risk mitigation. 6. Understand the role of Information Technology in Disaster Management	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Concept of Hazards & Disasters, Vulnerability and risk. Natural and man made hazards, Types of hazards, Concept of disaster management	10
II	Disaster management cycle- Pre disaster management, During disaster management, Post Disaster review and management, Prevention, mitigation, preparedness, Adaptation.	12
III	Detail study of nature and characteristics of hazards:- Flood, Cyclone, Drought, Earthquake. Man -made hazards – Industrial , Fire and Ground water depletion , Virus epidemic Disasters,	12
IV	Indigenous community based disaster preparedness. Role of NDMA, NIDM, NDRF, Disaster working system. Role of NGOs and Dos & not Dos in disaster management.	11
Keywords	Hazards ,Vulnerability, Prevention, mitigation, Cyclone	

Signature of Convener, Members of CBoS:

① Dr. B. L. Jain
② Dr. S. Yadav
③ Dr. S. Chakrabarti
④ Dr. S. Chakrabarti
⑤ Dr. S. Chakrabarti
⑥ Dr. S. Chakrabarti
⑦ Dr. S. Chakrabarti
⑧ Dr. S. Chakrabarti
⑨ Dr. S. Chakrabarti
⑩ Dr. S. Chakrabarti

Dr. Sophie Ambekar

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Larry R. Collins-Disaster Management and Preparedness, Rutledge and Taylor & Francis Group
2. JACK RABIN ,Disaster Management Handbook, Taylor & Francis,2008
3. W. Nick Carter, Disaster Management -A Disaster Manager's Hand book , Asian Development Bank
4. Shrivastava, A K. , A Text book of Disaster Management, Scientific Publishers Jodhpur , Rajasthan
5. Singh Savindra(2014) Apda Prabandhan, Pravalika Publication, Prayagraj.
6. Husain Mazid(2018) Paryavaran avam Paristhaitiki, GK Publication, New Delhi.
7. Sinha, A.K(2023) .Disaster Management, (Hindi)Ganga Prakashan Pyagraj
8. Pathak G.K (2021) Apda Prabandhan, (In Hindi)Rajesh Publication New Delhi.
9. Garg H.S.- Disaster Management – (IN Hindi)SBPD Publications, 2018

Online Resources– (e-Resources / e-books and e-learning portals)

- **E books-** Disaster Management and Information Technology
<https://link.springer.com/book/10.1007/978-3-031-20939-0>
- https://www.academia.edu/33090026/DISASTER_MANAGEMENT_P_Krishna_Sankar
- https://asdma.gov.in/pdf/publication/undp/disaster_management_in_india.pdf
<https://ncert.nic.in/textbook/pdf/khgy107.pdf>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: **100 Marks**

Continuous Internal Assessment(CIA):30 Marks

End Semester Exam(ESE):70 Marks

Continuous Internal Assessment
(CIA):
(By Course Teacher)

Internal Test / Quiz-(2): 20 +20
Assignment/Seminar- 10
Total Marks -30

Better marks out of the two Test / Quiz+
obtained marks in Assignment shall be
considered against 30 Marks

End Semester Exam
(ESE):

Two section – A & B
Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks
Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks

Signature of Convener, Members of CBoS

1. Dr. B.L. Sanjay
 2. Dr. S. Yadav
 3. Dr. S. S. S. S.
 4. Dr. S. S. S. S.
 5. Dr. S. S. S. S.
 6. Dr. S. S. S. S.
 7. Dr. S. S. S. S.
 8. Dr. S. S. S. S.
 9. Dr. S. S. S. S.

Dr. S. S. S. S.

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Diploma / Degree / Honors)		Semester -III	Session: 2024-2025
1	Course Code	GOSE - 03 P	
2	Course Title	Practical 3 - STATISTICAL METHODS	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. Learn the significance of statistics in geography. 2. Understand the importance of use of data in geography 3. Recognize the importance and application of Statistics in Geography 4. Interpret statistical data for a holistic 5. understanding of geographical phenomena. Know about different types of sampling. 6. Develop an idea about theoretical distribution. 7. Learn to use tabulation of data. Gain knowledge about association and correlation 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks:50	Min Passing Marks:20

PART -B: Content of the Course		
Total No. of learning-Training/performancePeriods:30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Use of Data in Geography: Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval and Ratio.) Tabulation and Descriptive Statistics: Central Tendency - Mean, Median and Mode, Dispersion : Standard Deviation, Variance and Coefficient of Variation Sampling: Methods of sampling Purposive, Random, Systematic and Stratified. Correlation: Rank Correlation, Product Moment Correlation.	30
Keywords	Use and Sources of Data, Scales of Measurement, Central Tendency, Dispersion, Correlation.	

Signature of Convener: *[Signature]*

Members of CBoS: *[List of 9 members with signatures]*

Dr. Sophie Ambrelo - *[Signature]*

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
4. Singh, L R & Singh R (1977): Manchitra or Prayogamek Bhugol , Central Book, Depot, Allahabad 1.
5. Singh R L and Dutta P K (2012) Prayogama Bhugol, Central Book Depot, Allahabad
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Parcek Publication Jaipur

Online Resources–

1. Map Work and Practical Geography <https://books.google.co.in/books>
2. Practical Geography, S.B.P.D Publications <https://uou.ac.in/sites/default/files/slm/DGIS-504.pdf>
3. <https://ncert.nic.in/ncerts/l/legv303.pdf>
4. <https://www.uou.ac.in/sites/default/files/slm/GE-203.pdf>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

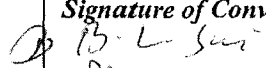
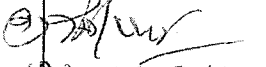


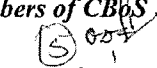




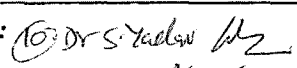
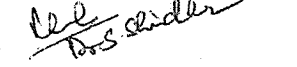



Maximum Marks: 50 Marks

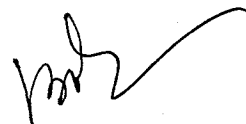
Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar + Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work - 20 Marks	Managed by Course teacher as per lab. status
	B. Spotting based on tools & technology (written) – 10 Marks	
C. Viva-voce (based on principle/technology) - 05 Marks		

Signature of Convener, Members of CBOS:

1. 
 2. 
 3. 
 4. 
 5. 
 6. 
 7. 
 8. 
 9. 
 10. 


 Dr. Sophie Ambelo - 




FOUR YEAR UNDERGRADUATE PROGRAM (2024

- 28)

DEPARTMENT OF GEOGRAPHY COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Degree / Honors)		Semester VI	Session: 2024-2025
1	Course Code	GOSE- 04 T	
2	Course Title	INDUSTRIAL GEOGRAPHY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. Know and learn different types of industry 2. Know and learn about sources of raw materials for industry 3. Know and learn about production problem 4. Know and learn information related to trade of manufacturing good 5. Know and learn about spatial distribution of industry 6. Know and learn different types of industry 	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Nature and Scope of Industrial Geography. Factors affecting the location of industry, Geographical characteristics and location of Industries (Weber' theory); Small and Medium Industries	12
II	Heavy Industries: Coal, Iron & Steel, Cotton textile, Location factors of Rural based industries, and Agro based Industries Footloose Industries	11
III	Mega Industrial Complexes: National Capital Region, Mumbai -Pune Industrial region, Chennai-Bangalore Industrial region and Chhota Nagpur Industrial region. Hugli region, Gujrat region.	11
IV	Impact of Industrialization in India: Environmental, Social- Economic. Industrial Policy of India.	11
Keywords	Factors affecting the location Off Industry, Small and Medium & Heavy Industries, Industrial Complexes Impact of Industrialization in India:	

Signature of Convener, Members of CBoS:

① *[Signature]*

② *[Signature]*

③ *[Signature]*

④ *[Signature]*

⑤ *[Signature]*

⑥ *[Signature]*

⑦ *[Signature]*

⑧ *[Signature]*

⑨ *[Signature]*

⑩ *[Signature]*

[Signature]

[Signature]

Dr. Sophie Ambelo - *[Signature]*

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

- 1- *Text Books Recommended* -Ali . S.M. 1966, The Geography Of PURANAS , Pupil Publishing House New Delhi.
- 2- Dixit R.D.2004 , Geographical Thought: A contextual History of Ideas, Prentice Hall of India, New Delhi
- 3- Dubey, B, 1967, Geographical Concept in Ancient India, NCSI, BHU, Varanasi.
- 4- Jat, B.C. 2020, History of Geographical Thought.(Hindi) Malik Book Company Jaipur
- 5- Kaushik, S.D. and D.S. Rawat , 2023, Geographical Thought and methodology, Rastogi Publication, Meerut
- 6- Harun Mohammad, 2014, An Outline of Geographical Thought, Mishra Trading Corporation, Varanasi

Online Resources-

- <https://www.geoedu.lt/wp-content/uploads/2020/09/An-Introduction-to-Ideas-in-Human-Geography.pdf>

E books

- <https://www.uou.ac.in/sites/default/files/slm/GE-301.pdf>
- https://books.google.co.in/books?id=2DdYDwAAQBAJ&printsec=frontcover&redir_esc=y#v=onepage&q&f=false

OnlineResources-(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar + Attendance -	05	
	Total Marks -	15	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 05 x1= 05 Mark; Q2. Short answer type- 5x2 =10 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x05 =20 Marks
--------------------------	---

Signature of Conyener, Members of CBOS:

① Dr. B.N. Jaiswal
② [Signature]
③ [Signature]
④ [Signature]

⑤ [Signature]
⑥ [Signature]
⑦ [Signature]
⑧ [Signature]
⑨ [Signature]

⑩ Dr. S. Zaidav
[Signature]
[Signature]
[Signature]
[Signature]
[Signature]

[Signature]
10/06/25

Dr. Sophia Ambale - Sophia

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- A.H. Strahler, Arthur Strahler, *Introducing Physical Geography*, John Wiley & Sons, New York, 2005
- 5- Strahler, A.N. and Strahler, A.H., *Modern Physical Geography*; John Wiley & Sons, 1992
- 6- Thornbury, W.D., *Principles of Geomorphology*, Wiley Eastern, 1969
- 7- Critchfield, H., *General Climatology*, Prentice-Hall, New York, 1975.
- 5- Savindra Singh- *Physical Geography* (Hindi and English Both) Prawalika Publication Prayagraj
- 10- Lal D.S. – *Physical Geography*, (Hindi) Sharda Pustak Bhavan, Prayagraj, 2012
- 11- Lal D.S.-*Climatology & Oceanography* (Hindi and English Both) Sharda Pustak Bhavan Prayagraj
- 12- Mazid Husain- *Bhautik Bhoogol*, Rawat Publication, Jaipur, 2019
- 13- Alka Gautam- *Bhautik Bhoogol* , Rastogi Publication, Meerut, 2012

Reference Books:

- 1- Holmes, A. *Principle of Physical Geology*, Nelson 1966
- 2- Monkhouse, F.J., *Principles of Physical Geography*, London Press. 1962
- 3- Dayal ,P. *Geomorphology*, Rajesh Publication New Delhi 6 th Edition-2017

Online Resources– (e-Resources / e-books and e-learning portals)

- The Dictionary of Physical Geography by David S.G. Thomas ISBN: 9781118782316 Publication Date: 2016
<http://www.physicalgeography.net/fundamentals/1b.html>
- <https://epustakalay.com/book/27260-bhautik-bhugol-by-dr-l-n-upadhyaya/>
- <https://open.umn.edu/opentextbooks/textbooks/926>
- <http://www.physicalgeography.net/fundamentals/contents.html>
- https://books.google.co.in/books/about/Principles_of_Physical_Geography.html?id=WHqyCwAAQBAJ&redir_esc=y

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA): 30 Marks

End Semester Exam(ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4=20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10=40Marks	

Signature of Convener, Members of CBOS:

① Dr. B. V. Sarin
② [Signature]
③ [Signature]
④ [Signature]

⑤ [Signature]
⑥ [Signature]
⑦ [Signature]
⑧ [Signature]
⑨ [Signature]

[Signature]
10/10/2015

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester -VII	Session: 2024-2025
1	Course Code	GOSE - 05 P	
2	Course Title	Practical 5 - PRINCIPLES OF GEOGRAPHIC INFORMATION SYSTEM	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. Interpret satellite imagery and understand the preparation of false color composites from them. 2. Training in the use Geographic Information System (GIS) software for contemporary mapping skills 3. Have knowledge of using GPS & DGPS for the accurate location 4. Apply the GIS science plat form for the monitoring and forecasting analysis 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks:50	Min Passing Marks:20

PART -B: Content of the Course		
Total No. of learning-Training/performancePeriods:30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Evolution of GI Science, Institutions and GI data sharing, GIS: Definition and Components. Global Positioning System(GPS) –Principles and Uses GIS Data Structures:Types(spatialandNon-spatial),RasterandVectorDataStructure GIS Data Analysis: Input; Geo-Referencing; Editing, Query. Application of GIS: Land Use Mapping; Urban Sprawl Analysis; Forests Monitoring, Natural disasters	30
Keywords	GIS: components ,data structure, data analysis ,application. GPS- Principle &use.	

Signature of Conyener, Members of CBoS :

1. Dr. B. L. ...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...
 7. ...
 8. ...
 9. ...

10. Dr. S. ...
 11. ...
 12. ...
 13. Dr. Sophia Ambrelo - ...

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Chauniyal, D.D., (2010): *Sudur Samvedanevam Bhogolik Suchana Pranali*, Sharda Pustak Bhawan, Allahabad
2. Heywoods, I., Cornelius, Sand Carver, S., (2006): *An Introduction to Geographical Information system*, Prentice Hall
3. चौनियाल, देवीदत्त, सुदूर रसवेदि एवं भौगोलिक सूचाप्रणाली शारदा पुस्तक भवि इलाहाबाद

Online Resources–

- <https://www.slideshare.net/slideshow/principles-of-gis-unit-1/248303262>
- <https://www.studocu.com/in/document/university-of-calcutta/geography/principles-of-gis-and-its-data-structure/55965075>
- <https://gdmc.nl/oosterom/PoGISHyperlinked.pdf>

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA) :	15 Marks
End Semester Exam (ESE) :	35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar + Attendance- 05 Total Marks -15	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks
--	---	--

End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status
--------------------------	--	--

Signature of Convener, Members of CBoS:

① Dr. B. L. Sen
②
③
④
⑤
⑥ Dr. S. Tachaw
⑦
⑧
⑨
13. Dr. Sophia Ambrele - Sophia

14

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Degree / Honors)		Semester -VI	Session: 2024-2025
1	Course Code	GOSE – 04 P	
2	Course Title	Practical 4 - AERIAL PHOTOGRAPH	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of the course the students should be able to - 1. Appreciate the strength and application of aerial photograph 2. Map the resources, their location and availability 3. Apply this knowledge for sustainable development	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks:20

PART -B: Content of the Course		
Total No. of learning-Training/performancePeriods:30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Aerial photograph: Definition, Development and Process; Sensors, Scanner, Platform and their types. Aerial Photography: Principles, Geometry of Aerial Photograph; EMR Interaction with Atmosphere and Earth Surface. Spectral Reflectance Curve Satellites and their types and Resolution Visual Image Interpretation: Digital Image Processing and Classification, Data Analysis, Geo-Referencing; Editing and Output Map Generation.	30
Keywords	Aerial Photograph: Principles, Geometry, Platform, Visual Image Interpretation.	

Signature of Convener, Members of CB&S:

① Dr. B. L. Suni

② [Signature]

③ [Signature]

④ [Signature]

⑤ [Signature]

⑥ [Signature]

⑦ [Signature]

⑧ [Signature]

⑨ [Signature]

⑩ Dr. S. Techi

⑪ [Signature]

⑫ [Signature]

⑬ Dr. Sophie Ambrelo - Sophie

10/06/24

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- Anji Reddy, M. (2008): Textbook of Remote Sensing and Geographic Information System, B.S. Publication, Hyderabad
- 2- Chauniyal, D.D., (2010): Sudur Samvedan evam Bhogolik Suchana Pranali (Hindi), Sharda Pustak Bhawan, Allahabad.
- 3- ओझा महेश कु मार, फोटोग्रामममति और सुदरू संवेदन मास्टर माईनड प्रंट वॉ वर्ल्डड इंदौर
- 4- खत्री हरीश कु मार, सुदरू संवेदन िकनीक ,कै लाश प्ु िक सदन भोपाल

Online Resources–(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=v#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment(CIA):	15 Marks
End Semester Exam(ESE):	35 Marks

Continuous Internal Assessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks
	End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS:

① Dr. B. L. Sin
②
③
④

⑤
⑥
⑦
⑧
⑨

13. Dr. Sophie Ambale - Sophie

Prof

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VII	Session: 2024-2025
1	Course Code	GOSE - 05 T	
2	Course Title	RURAL SETTLEMENT GEOGRAPHY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of the course the students should be able to - 1- The students gain knowledge and acquire clear concept of rural settlement and understanding of origin and distribution of settlements. 2- Increase a greater understanding of man land relationship that is crucial for sustainable development 3- Students will be able to collaborate in conceptual knowledge of rural development policies and strategies in the research work undertaken. 4- Acquire the skill of identifying rural settlement types from tropical Street. 5- Students will gain knowledge about area based approach to rural development draught area programs	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Bases, Evolution and Models. Nature, scope, definition and significance of Rural Settlement Geography. Concepts and characteristics of rural settlements, Evolution and growth of rural settlements and their causes: Old and New. Spatio-Temporal diffusion Model Of Rural settlement:-Eric By lund (Sweden), J. C. Hudson (USA),	12
II	Distribution of rural settlements; Type of Rural Settlement. Spacing, and nature of dispersion; Morphological Classification of Rural Settlement- : India, USA, Europe, African countries.	10
III	Rural Morphological Pattern and Dwellings. Village- Farm Distance, Field Size pattern, Land Use Pattern, Socio- spatial structure. Rural Dwelling and House Type-Factors affecting rural Dwelling, Morphology of rural dwelling, Classification of house type-based on building materials, plans, and architectural style. Characteristics of Dwelling in Monsoon Asia and Arid zone.	12
IV	Rural Planning-. Contemporary Issue of Indian Villages. Approaches to rural Planning, Program of Rural Planning. Components of rural Planning, Strategy of rural Planning, Rural-service centers:- Nature, Hierarchy, Service area. Major indicators of transformation of Indian villages.	11
Keywords	Diffusion ,Morphological, Dwellings, Service centers, Rural Planning	

Signature of Convener, Members of CBOS:

1. Dr. B. L. Sinha
 2. [Signature]
 3. [Signature]
 4. [Signature]

5. [Signature]
 6. [Signature]
 7. [Signature]
 8. [Signature]
 9. [Signature]

13. Dr. Sophie Ambrelo - [Signature]

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- Ghosh, S. (1999): A Geography of Settlements. Orient Longman, Kolkata.
- 2- Singh, R.Y. (2005): Geography of Settlements.in Hindi Rawat Publications, Jaipur and New Delhi.
- 3- Singh, S.B. (1977): Rural Settlement Geography. U.B.B.P., Publications, Gorakhpur.
- 4- Tiwari, R. C. (2000): Settlement Geography; in Hindi. Prayag Pustak Bhawan Allahabad.
- 5- Bansal ,S. C.(2005) Rural Settlement Geography. in Hindi, Minaxi Publication, Meerut.
- 6- Maurya, S.D. (2011) Settlement Geography, Sharda Pustak Bhavan, Prayagraj.
- 7- Verma L.N. (1983) Settlement Geography , Rajasthan Hindi Granth Acedemy.
- 8- Singh, R.L. (eds.) (1973): Rural Settlements in Monsoon Asia, National Geographical Society of India, Varanasi
- 9- Singh, R. L. and Singh, Rana P. B. (eds.) (1978): Transformation of Rural Habitat in Indian Perspective, National Geographical Society of India, Varanasi, Pub. 19.

Online Resources– (e-Resources / e-books and e-learning portals)

- <https://www.scribd.com/document/37102471/Settlement-Geography>
- https://www.academia.edu/17771848/SETTLEMENT_GEOGRAPHY
- https://ia801509.us.archive.org/30/items/in.ernet.dli.2015.119504/2015.119504.Geography-Of-Settlements_text.pdf
- <https://www.scribd.com/document/37102471/Settlement-Geography>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks	

Signature of Convener, Members of CBoS: (10) Dr. S. Tachaw

(1) Dr. B. S. Saini
(2) Dr. S. Saini
(3) Dr. S. Saini
(4) Dr. S. Saini

(5) Dr. S. Saini
(6) Dr. S. Saini
(7) Dr. S. Saini
(8) Dr. S. Saini
(9) Dr. S. Saini

13. Dr. Sophie Ambale - Sophie

Dr. S. Saini

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Critchfield, S.D.: Economic Geography of Asia, Allied Book Agency, Calcutta. 1984.
2. Dreze, J and S. A.: India: Economic Development and social opportunity: Oxford university Press, New Delhi, 1996.
3. मोहम्मद हारून, आर्थिक भूगोल के मूलतत्व वसुंधरा प्रकाशन गोरखपुर 2004
4. अलका गौतम, आर्थिक भूगोल के मूलतत्व शारदा पुस्तक भवन प्रयागराज 2022
5. वी.सी जाट आर्थिक भूगोल साहित्य भवन पब्लिकेशन 2019
6. ए पी चौधरी एवं अचिना चौधरी औद्योगिक भूगोल प्रशांत पब्लिकेशन

Online Resources–

- <https://euacademic.org/BookUpload/19.pdf>
- <https://archive.org/details/industrialgeogra000rile>
- <https://www.slideshare.net/MohaiminullslamBappy/industrial-geography-and-environment-197471986>

Online Resources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10 Total Marks - 30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks
--------------------------	--

Signature of Convener, Members of CBOS

① Dr. B. C. Jaiswal
② Dr. S. Tadas
③ Dr. S. Chidambaram
④ Dr. S. Chidambaram
⑤ Dr. S. Chidambaram
⑥ Dr. S. Chidambaram
⑦ Dr. S. Chidambaram
⑧ Dr. S. Chidambaram
⑨ Dr. S. Chidambaram
⑩ Dr. S. Chidambaram
⑪ Dr. S. Chidambaram
⑫ Dr. S. Chidambaram
⑬ Dr. S. Chidambaram
⑭ Dr. S. Chidambaram
⑮ Dr. S. Chidambaram
⑯ Dr. S. Chidambaram
⑰ Dr. S. Chidambaram
⑱ Dr. S. Chidambaram
⑲ Dr. S. Chidambaram
⑳ Dr. S. Chidambaram
㉑ Dr. S. Chidambaram
㉒ Dr. S. Chidambaram
㉓ Dr. S. Chidambaram
㉔ Dr. S. Chidambaram
㉕ Dr. S. Chidambaram
㉖ Dr. S. Chidambaram
㉗ Dr. S. Chidambaram
㉘ Dr. S. Chidambaram
㉙ Dr. S. Chidambaram
㉚ Dr. S. Chidambaram
㉛ Dr. S. Chidambaram
㉜ Dr. S. Chidambaram
㉝ Dr. S. Chidambaram
㉞ Dr. S. Chidambaram
㉟ Dr. S. Chidambaram
㊱ Dr. S. Chidambaram
㊲ Dr. S. Chidambaram
㊳ Dr. S. Chidambaram
㊴ Dr. S. Chidambaram
㊵ Dr. S. Chidambaram
㊶ Dr. S. Chidambaram
㊷ Dr. S. Chidambaram
㊸ Dr. S. Chidambaram
㊹ Dr. S. Chidambaram
㊺ Dr. S. Chidambaram
㊻ Dr. S. Chidambaram
㊼ Dr. S. Chidambaram
㊽ Dr. S. Chidambaram
㊾ Dr. S. Chidambaram
㊿ Dr. S. Chidambaram

Dr. S. Chidambaram

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VII	Session: 2024-2025
1	Course Code	GOSE - 06 T	
2	Course Title	URBAN GEOGRAPHY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: 1- Understand the nature of Urban Geography 2- Understand the fundamentals and patterns of urbanization process 3- Understand & learn the functional classification of cities. 4- Understand the Rural Urban relationship 5- Understand contemporary problems of Delhi, Mumbai, Kolkata and Chennai	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Definition and scope of urban geography. Theories of Origin of Evolution and growth of urban settlement .the geographical setting of urban centers :- site situation and location	12
II	Urban morphology and land use pattern :- Burgess concentric zone theory , Hoyt sector model , Ullman and Harris multiple Nuclei model Urbanization in developed and developing nations	11
III	Urbanization patterns ;Umland, Rural – Urban fringe, satellite town, sub urbanization, out growth With special reference to India	11
IV	Urban planning & issues: problems of housing, slums, and civic amenities - Water and Transport, Pollution, and Crime Case studies of Delhi, Mumbai, Kolkata, and Chennai.	11
Keywords	Evolution of City, Urbanization, Rural Urban relationship, Urban Planning	

Signature of Convener, Members of CBoS

1. Dr. R. L. Srinivasan
 2. [Signature]
 3. [Signature]
 4. [Signature]

5. [Signature]
 6. [Signature]
 7. [Signature]
 8. [Signature]
 9. [Signature]

13. Dr. Sophie Ambrose - [Signature]

[Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- Singh, R.L. : Banaras : A study in Urban Geography (Student Friends Allahabad).
- 2- R.L. Singh : Bangalore :A Urban Survey.(National Geographical Society of India, B.H.U., Varanasi).
- 3- P.C. Malhotra : Survey of Bhopal City and Bairagarh (Asia Publishing Bombay).
- 4- Tolyor G. : Urban Geography, (Muthuen and Co., London).
- 5- Abercrombie : Town and Country- Planning (Oxford University, Press London)
- 6- Dickinson R.E. : The West European.City. (Routledge and Kegan Paul, London).
- 7- Shah, Manjoor Alam :Hyderabad and Secunderabad, Twin City Studies in Urban Geography (Allie Published, Delhi).

Online Resources–

- [https://geografia.posgrado.unam.mx/wp-content/uploads/2024/02/Michael-Pacione-Urban-Geography - A-Global-Perspective-Pacione-2E-PBI.pdf](https://geografia.posgrado.unam.mx/wp-content/uploads/2024/02/Michael-Pacione-Urban-Geography-A-Global-Perspective-Pacione-2E-PBI.pdf)
- <https://www.eolss.net/sample-chapters/C01/E6-14-03-06.pdf>
- <http://ndl.ethernet.edu.et/bitstream/123456789/44921/1/163.pdf>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA) : 15 Marks

End Semester Exam (ESE) : 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) : 20 +20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10	
	Total Marks - 30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks
--------------------------	---

Signature of Convener, Members of CBoS

(1) Dr. B.L. Sinha
 (2) Dr. S. Yadav
 (3) Dr. S. Chandra
 (4) Dr. S. Chandra
 (5) Dr. S. Chandra
 (6) Dr. S. Chandra
 (7) Dr. S. Chandra
 (8) Dr. S. Chandra
 (9) Dr. S. Chandra
 (10) Dr. S. Chandra
 13. Dr. Sophie Ambrele - Sophie
 (11) Dr. S. Chandra
 (12) Dr. S. Chandra
 (13) Dr. S. Chandra
 (14) Dr. S. Chandra
 (15) Dr. S. Chandra
 (16) Dr. S. Chandra
 (17) Dr. S. Chandra
 (18) Dr. S. Chandra
 (19) Dr. S. Chandra
 (20) Dr. S. Chandra

Dr. S. Chandra

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VII	Session: 2024-2025
1	Course Code	GOSE-06 P	
2	Course Title	Practical 6 - Fundamentals of Remote Sensing	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Govt. norms	
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to : 1- The student will be able to gain in-depth knowledge and use of remote sensing software. 2- Create, analyze and critically evaluate different technical/research solutions. 3- Develop the skill so as to use digital satellite data using software 4- Prepare the maps based with satellite data to compare with the ground realities. 5- Classify digital data for the land use/land cover and urban studies	
6	Credit Value	1 Credits	Credit = Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks:20

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Image Processing	Image Processing (Digital / Manual): Pre-processing (Radiometric and Geometric Correction); Enhancement (Filtering); Classification (Supervised and Un-supervised) Image Interpretation. Application of Digital Remote Sensing: Land Use /Land Cover	30
Keywords	Image Interpretation, land use /land cover	

Signature of Convener, Members of CBoS:

1. Dr. B. L. S...
 2. ...
 3. ...
 4. ...
 5. ...
 6. ...
 7. ...
 8. ...
 9. ...
 13. Dr. Sophie Ambre - ...

[Handwritten signature]

[Handwritten signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Bhatta, B., (2008): *Remote Sensing and GIS*, Oxford University Press, New Delhi.
2. Campbell, J. B., (2007): *Introduction to Remote Sensing*, Guildford Press
3. Chauniyal, D., (2010): *Sudur-Samvedana Avam Bhaugolik Suchna Pranali*, Sharda Pustak Bhawan, Allahabad.
4. Hord R.M.,(1989): *Digital Image Processing of Remotely Sensed Data*, Academic, New York.
5. Jensen, J. R., (2005): *Introductory Digital Image Processing: A Remote Sensing Perspective*, Pearson Prentice-Hall.
6. Jensen, J. R.,(2007): *Remote Sensing of the Environment: An Earth Resource Perspective*, Prentice-Hall Inc, New Jersey.

Online Resources– (e-Resources / e-books and e-learning portals)

E books-

- 1- https://mrcet.com/downloads/digital_notes/ECE/IV%20Year/DIGITAL%20IMAGE%20PROCESSING.pdf
- 2- https://pce-fet.com/common/library/books/17/5186_FundamentalsOfDigitalImageProcessing-APracticalApproachWithExamplesInMatlab.pdf

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment(CIA): 15 Marks

EndSemester Exam(ESE): 35 Marks

Continuous Internal Assessment(C IA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	

End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work	- 20 Marks
	B. Spotting based on tools & technology (written)	- 10 Marks
	C. Viva-voce (based on principle/technology)	- 05 Marks

Signature of Convener Members of CBOS:

① Dr. B. S. Saini
 ② [Signature]
 ③ [Signature]
 ④ [Signature]

⑤ [Signature]
 ⑥ [Signature]
 ⑦ [Signature]
 ⑧ [Signature]
 ⑨ [Signature]

⑩ Dr. S. Sachdev
 ⑪ [Signature]
 ⑫ Dr. S. Shinde
 ⑬ Dr. Sophia Ambekar - Sophia

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VII	Session: 2024-2025
1	Course Code	GOSE - 07 T	
2	Course Title	POLITICAL GEOGRAPHY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: > Understand the meaning & scope of Political Geography. > Understand the historical development of Political Geography. > Understand the concept of nation and state. > Understand the Frontiers & Boundaries, Capital & Core Area > Understand the different dimensions of electoral geography and resource conflicts	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Elements of Political Geography: Meaning & Scope, Political Geography & Human Geography, Political Geography & Geo- Politics, Political Geography and its relation with other social sciences. Political Geography & its Application. Theory of Heart land & Rim land	12
II	Physical elements in Political Geography-Location, size, shape, climate, relief, Seas & Ocean, Economic elements- Food ,Power ,Mineral resources, Manufacturing, Means of transport. Cultural elements- Population-distribution density, growth, migration, urbanization, problem of over and less population, population and food problem, Language, Religion	11
III	Nation and State: Evolution, Elements & Classification, Unitary and Federal state Frontiers and boundaries, capital and core areas with special reference to India. Electoral Geography – Geography of Voting, Geographic influences on voting pattern, Geography of representation, Garry mandering	11
IV	Political Geography of resource conflict: Unrest in South West Asia, Russia Vs NATO, Geo politics of Indian Ocean, South China Sea	11
Keywords	Heart land, Rim land, Elements, Nation and State, Election, Resource Conflict	

Signature of Convener, Members of CBOS :

1) Dr. B. S. ...
 2) ...
 3) ...
 4) ...
 5) ...
 6) ...
 7) ...
 8) ...
 9) ...

Dr. Sophie Ambrel - Sophie

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Adhikari, S. (2007): *Political Geography*, Rawat Publication, NewDelhi.
2. Adhikari, S. (2013): *Political Geography of India – Sharda PustakBhawan*, Allahabad.
3. Agnew, J., (2002): *Making Political Geography*, Arnold.
4. Agnew, J., Mitchell K. and Total G., (2003): *A Companion to Political Geography*, Blackwell.
5. Cox, K. R., Low M. and Robinson J., (2008): *The Sage Handbook of Political Geography*, Sage Publications.

Online Resources–

- <http://ndl.ethernet.edu.et/bitstream/123456789/2193/1/39.pdf.pdf>
- https://www.berghahnbooks.com/downloads/OpenAccess/MishkovaEuropean/MishkovaEuropean_12.pdf
- <https://www.eolss.net/sample-chapters/C01/E6-14-03-08.pdf>
- <https://link.springer.com/book/10.1007/978-1-349-86076-0>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA) : 15 Marks

End Semester Exam (ESE) : 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks	

Signature of Convener, Members of CB&S:

(5) Dr. S. T. Dadao
 (6) Dr. S. T. Dadao
 (7) Dr. S. T. Dadao
 (8) Dr. S. T. Dadao
 (9) Dr. S. T. Dadao
 Dr. Sophie Ambale - Sophie

Handwritten signature

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

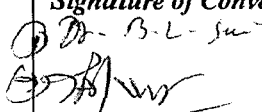
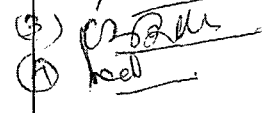


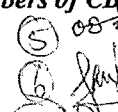
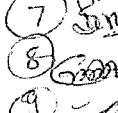
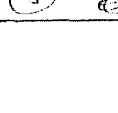


DEPARTMENT OF GEOGRAPHY

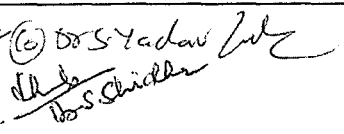
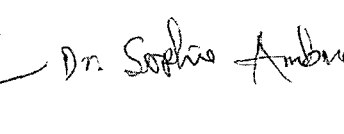
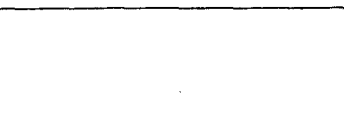

COURSE CURRICULUM

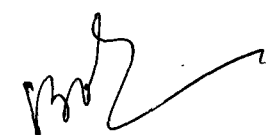
PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VII	Session: 2024-2025
1	Course Code	GOSE - 07 P	
2	Course Title	Practical 7 - Computer Cartography	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be able to : > Learn the computer hardware , software & its uses . > Understand the use of computer in mapping > Represent the geographical data using MS-EXCEL -graphs	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	I. Computer cartography: meaning, concepts, theories, methods and tools of computer cartography	30
	II. Computer: Input units, Output units, Storage, Operating system, software for Mapping & diagrammatic representation of geographic data	
	III. Making of graphs- Pie graph, Bar graph, line graph with MS EXCEL	
	IV. Mapping with computer .	
Keywords	Cartography, computer, mapping	

Signature of Convenor, Members of CBOS:

1. 
 2. 
 3. 
 4. 
 5. 
 6. 
 7. 
 8. 
 9. 



PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Gupta K. K. and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
2. Mishra R.P and Ramesh A. 2000: Fundamentals of Cartography. Concept Publ. Com., New Delhi,
3. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
4. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
5. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources–

1. Map Work and Practical Geography <https://books.google.co.in/books>
2. Practical Geography, S.B.P.D Publications <https://uou.ac.in/sites/default/files/slm/DGIS-504.pdf>
3. <https://ncert.nic.in/ncerts/l/legv303.pdf>
4. <https://www.uou.ac.in/sites/default/files/slm/GE-203.pdf>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBaS:

1. Dr. B. L. Sar
 2. [Signature]
 3. [Signature]
 4. [Signature]
 5. [Signature]
 6. [Signature]
 7. [Signature]
 8. [Signature]
 9. [Signature]

10. Dr. S. Yadav
 11. [Signature]
 12. Dr. Sophie Ambrele
 13. [Signature]

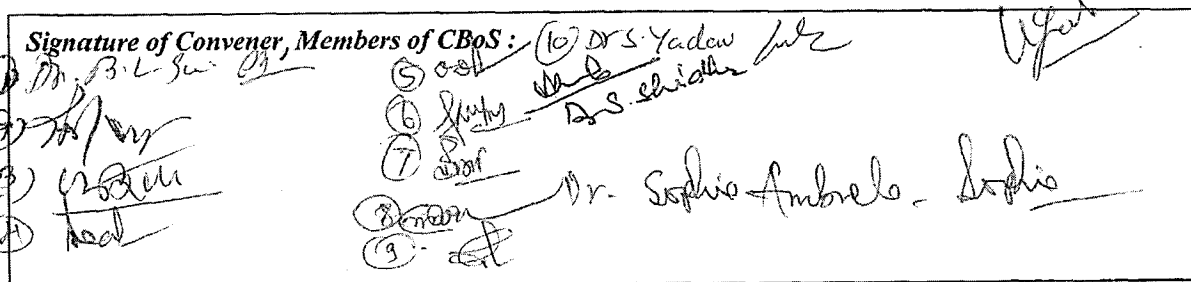
[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VII	Session: 2024-2025
1	Course Code	GOSE - 08 T	
2	Course Title	SUSTAINABLE DEVELOPMENT	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to : 1. Students will be able to define sustainability and identify major sustainability challenges. 2. Understand the basic concept of Sustainable Development (SD), the environmental, social and economic dimensions. 3. Understand the embedment of sustainability issues in environmental, societal, and economic systems, and the relevance of the conditions, interrelations, and dynamics of these systems. 4. Students will be able to apply concepts of sustainable development to address sustainability challenges in a global context. 5. Students will have an understanding of their social responsibility as future professionals and citizens.	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Sustainable Development: Definition, Components, Concept, Limitations and Historical Background. of Sustainable Development, Indicators of Sustainability. Dimensions to Sustainable Development - society, environment and economy.	12
II	Ecology and Biodiversity- Biotic and abiotic elements and their sustainable use, Ecology and Sustainability: Terms and Thoughts- Food chains, , Energy flow in ecosystem, Bio-geographical Regions of the world.	10
III	Environmental Degradation-Global warming, Climate Change ,Soil Conservation, Deforestation, Water Security, Consequence of Climate Change in India,	12
IV	Sustainable Development Policies and Programmes: The proposal for SDGs at Rio- summit, Goal-Based Development; Principles of Good Governance; National Environmental Policy. Sustainable Agriculture, Sustainable Energy Development, Environmental : Perception, Ethics, and Quality with Special reference to India. .	11
Keywords	Diffusion ,Morphological, Dwellings, Service centers, Rural Planning	

Signature of Convener, Members of CBOS :



 (1) Dr. B. L. ...
 (2) ...
 (3) ...
 (4) ...
 (5) ...
 (6) ...
 (7) ...
 (8) ...
 (9) ...
 (10) Dr. S. Yadav
 Dr. S. ...
 Dr. Sophia Ambrósio - Sophia



PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- Husain, Mazid, 2018, Paryavaran avam Paristhitiki, GK Publication New Delhi 2- Saxena, H.M. 2020, Environmental Geography, Rawat Publication, Jaipur
- 3 Singh Savindra, 2022, Paryavaran Bhugol ka Swaroop, Pravalika Publication, Allahabad
- 4- Saxena H.M. 2014. पर्यावरण प्रदूषण एवं संशुद्ध वक्कयस-(Hindi)Rajasthan Hindi Granth Academy.
- 5- Singh, R.B. (Eds.) (2001) Urban Sustainability in the Context of Global Change, Science Pub., Inc., Enfield (NH), USA and Oxford & IBH Pub., New Delhi.
- 6- Sawhney ,A. 2004, The New Face of Environmental Management in India, Ashagate Aldershot

Online Resources– (e-Resources / e-books and e-learning portals)

E books-

- https://www.igu-cge.org/wp-content/uploads/2018/02/Luzern_Gesamtdokument_Band_42_101007.pdf
- <https://dsprmuranchi.ac.in/pdf/Blog/SustainableDevelopmen.pdf>
- https://www.iisd.org/system/files/publications/sourcebook_on_sd_0.pdf

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
--	---	--

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks
--------------------------	---

Signature of Convener, Members of CBOS: (1) Dr S. Tachaw

(2) Dr B. L. Saini
(3) Dr. J. K. Saini
(4) Dr. S. K. Saini
(5) Dr. S. K. Saini

(6) Dr. S. K. Saini
(7) Dr. S. K. Saini
(8) Dr. S. K. Saini
(9) Dr. S. K. Saini

(10) Dr S. Tachaw
Prof. Saini

Dr Sophie Ambre - Saini

Prof. Saini

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in ARTS (Honors)		Semester -VII	Session: 2024-2025
1	Course Code	GOSE - 08 P	
2	Course Title	Practical 8 - DUMPY LEVEL SURVEYING	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be able to : > Understand the surveying and Levelling. > Understand the methods of levelling. > Understand how to construct longitudinal profile.	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Instruments required for levelling, staff reading, Methods of levelling- Simple Differential, Various way of checking the field book through Calculation, Plotting o Longitudinal Profile	30
Keywords	Levelling, Staff reading, Longitudinal Profile, Bench Mark, Reduced Level	

Signature of Convener, Members of CBoS :

① Dr. B. V. Sen
 ② [Signature]
 ③ [Signature]
 ④ [Signature]

⑤ [Signature]
 ⑥ [Signature]
 ⑦ [Signature]
 ⑧ [Signature]
 ⑨ [Signature]

Dr. Sophia Anshole - Sophia
 10/06/23

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Sharma J. P., 2010: Prayogic Bhugol. Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
4. Singh, L R & Singh R (1977): Manchitra or Prayogamek Bhugol , Central Book, Depot, Allahabad I.
5. Singh R L and Dutta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
6. Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources–(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS :

① Dr. B. L. Saini
② [Signature]
③ [Signature]
④ [Signature]

⑤ [Signature]
⑥ [Signature]
⑦ [Signature]
⑧ [Signature]
⑨ [Signature]

⑩ Dr. S. Tadas / Dr. S. Shinde

10- [Signature]
10/06/24

Dr. Sophie Ambrel - Sophie

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE – 09 T	
2	Course Title	RURAL DEVELOPMENT IN INDIA	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	At the end of the semester student has ability to > Student may have ability to understand the meaning & approaches of rural development > Learn the various issues of rural development student can evaluate the possibilities of employment in rural sectors of the country > Assess the various policies of rural development and its consequences in Indian perspective > Understand the perspective of rural development in Chhattisgarh	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I Introduction and approaches of rural development	Concept of Rural Development , Definition and meaning of rural development , Nature and Scope of Rural Development in India ,Approaches to Rural Development in India Gandhian Approach ,Decentralized Planning Approach ,Sectoral Approach Participatory Approach	12
II Rural Problems	Basic amenities, safe drinking water, health care, education , social issues.	11
III Sources of Rural Employment	Self Help Group- Concept, Characteristics and Functions. Swarnajayanti Gram Swarojgar Yojana (SGSY)- Salient features MANREGA Nature and Scope , Agro Based Industries, EMPLOYMENT GENERATION, Rural Tourism – Concept, Nature, Scope, Importance and Limitations	11
IV Policies of rural development in India/C.G.	Policies for agriculture development, Swachha Bharat, P.M. Awas yojna, national health mission, social upliftment, Rural development in Chhattisgarh	11
Keywords	Chhattisgarh, Rural Area, Agriculture	

Signature of Convener, Members of CBoS:

1) Dr. B. L. Saw
 2) [Signature]
 3) [Signature]
 4) [Signature]
 5) [Signature]
 6) [Signature]
 7) [Signature]
 8) [Signature]
 9) [Signature]

10) Dr. S. Yadav
 11) [Signature]
 12) [Signature]
 13) Dr. Sushila Ambarede
 14) [Signature]

10/06/24

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Singh, R.B. (1985): Geography of Rural Development. New Delhi, India: Co.
2. Satya Sundaram , Rural Development Himalaya publication House Mumbai
3. R. D. Sudharam : Indian economy Chand and co. Ramnagar New Delhi.
4. Dr. B.S.Nagi. :Commercial Geography KedarnathRamnath publications Meerut,
5. Katar Singh -Rural Development –Principles, Policies and Managemen.
6. Misra R. P. and Sundaram, K. V. (eds.), 1979: Rural Area Development: Perspectivest.

Online Resources–

- <https://www.india.gov.in/download-e-book-ministry-rural-development>
- https://kingcenter.stanford.edu/sites/g/files/sbivbj16611/files/media/file/187wp_0.pdf
- http://www.gwcollegenagbhid.ac.in/uploaded_files/B.Com%20Sem%20VI%20Indian%20Eco.%20Rural%20Devlopment.pdf

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Signature of Convener, Members of CBoS :

① Dr. B. L. Sen
②
③
④

⑤
⑥
⑦
⑧
⑨

Dr. S. Tadas
Dr. S. Tadas
Dr. S. Tadas
Dr. Sophie Ambale - India
18/06/21

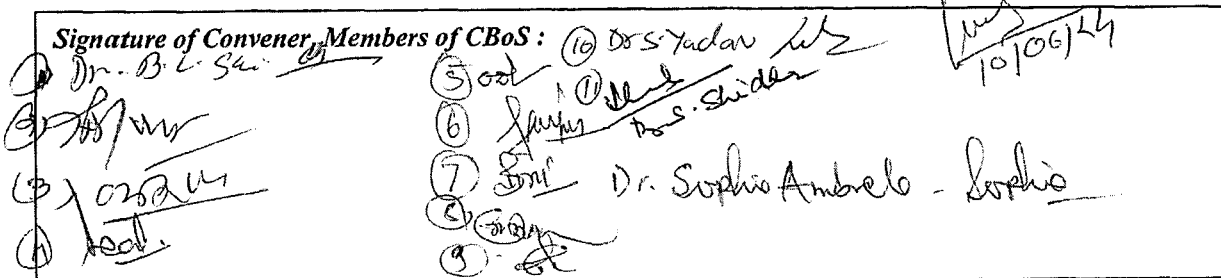
18/06/21

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester -VII	Session: 2024-2025
1	Course Code	GOSE - 07 P	
2	Course Title	Practical 7 - CARTOGRAPHICAL ANALYSIS OF GEOGRAPHICAL PATTERNS AND SYSTEM	
3	Course Type	PRACTICAL	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ul style="list-style-type: none"> ➤ Understand the types of data measurement. ➤ Comprehend the representation and interpretation of the results. ➤ Put into practice results obtained in representation as well as day-to-day life. 	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Simple linear Regression, Probability, Sampling, normal distribution curve, Lorenz Curve, Tests of significance statistical & Confidence level – Chi square test, t-test, f-test Test for distribution in space - Mean center Nearest Neighbor Analysis, Z-score, Gravit model Rank size rules, Crop combination region.	30
Keywords	Regression, Probability, Sampling, Tests of significance statistical , Test for distribution in space	

Signature of Convener, Members of CBoS:



10/10/24



PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Ajai, S. G. and Sanjaya, S.G. (2009) *Statistical Methods for Practice and Research*, Sage Publications, New Delhi.
2. Mahmood, A., 1977: *Statistical Methods in Geographical Studies*, Concept.
3. Rogerson, P. A., (2001) *Statistical Methods for Geography*, Sage Publications, New Delhi.
4. Sarkar, A. (2013): *Quantitative geography: techniques and presentations*. Orient Black Swan Private Ltd., New Delhi
5. Shinha, Indira., (2007): *Sankhyiki bhugol(Hindi)*. Discovery Publishing House, New Delhi.
6. Elhance D N Practical Problems in Statistics , Kitab Mahal Allahabad
7. शर्मा रमेशचंद्र एवं जैन अर के, सांख्यिकी के हस्तगत समग्र प्रकरण संहिता
8. शुक्ल एवं सहाय सांख्यिकी कमूल ससदांत sahitya bhavan aagra,

Online Resources–(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS:

(1) Dr. B. V. Sen
(2) Dr. P. K. Mishra
(3) Dr. P. K. Mishra
(4) Dr. P. K. Mishra

(5) Dr. P. K. Mishra
(6) Dr. P. K. Mishra
(7) Dr. P. K. Mishra
(8) Dr. P. K. Mishra
(9) Dr. P. K. Mishra

Dr. Sophie Ambale - Sophie

Dr. P. K. Mishra

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE - 10 T	
2	Course Title	GEOGRAPHY OF TOURISM	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> Understand of the definition, nature, and scope of tourism. Recognize and articulate the economic, social, and cultural importance of tourism Analyze the impact of physical determinants such as relief, climate, forests, and water bodies on tourism development and experiences. Identify and evaluate the influence of religious, historical, and cultural factors on tourist attractions and destination choices Evaluate the importance of infrastructure in development of tourism. Have sound knowledge on geographical, environmental and socio-cultural aspects of tourism in India. 	
6	Credit Value	3 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I Definition & Nature	Definition and Nature i. Definition of Tourists and Tourism ii. Nature of Tourism iii. Importance, Scope of Tourism, Tourism as Industry, Geography in Tourism	12
II Factors affecting Tourism	Factors affecting the Tourism Development a) Physical i. Relief ii. Climate iii. Forest b) Socio-Cultural i. Religious ii. Historical c) Political --i) Policies ii) Safety of Tourists iii) Accessibility	11
III Classification of Tourism	a) Classification of tourism based on i. Nationality ii. Travel Time iii. Purpose - I i. Agro-Tourism ii. Eco- Tourism iii. Wildlife Tourism - iv Health/medical Tourism v Sports Tourism, vi Religious Tourism, vii Adventure Tourism, Cultural Tourism	11
IV Tourism Infrastructure	Basic Infrastructure in Tourism. Mode of Transportation i) Road ii) Rail iii) Water iv) Air Communication i.. Internet/Telephone/Mobile/TV iii. Electronic and Printing Media, Travel and Tourism Agencies Globalization and Tourism,	11
Keywords	Chhattisgarh, Tourism	

Signature of Convener, Members of CBQS:

1) Dr. B. V. Saini
 2) [Signature]
 3) [Signature]
 4) [Signature]

5) [Signature]
 6) [Signature]
 7) [Signature]
 8) [Signature]
 9) [Signature]

10/06/24

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Robinson H. (1996) Geography of Tourism:
2. Bhatia A.K., Tourism Development, Principles and Practices: Sterling Publisher Ltd., New Delhi
3. Douglas Pearce (1987) Tourism Today: A Geographical Analysis:)
4. Mathieson A. and Wall C., Tourism: Economic Physical and Social Impact: Logman, U.K
5. Rana Pratap (2003) Geography of Tourism:
6. Gupta V.K Tourism in India:.
7. Kaul R. N., Dynamics of Tourism: Sterling Publisher Ltd.

Online Resources–

<https://www.amazon.in/Geography-Tourism-Set-2-Vols/dp/8178800527>
<https://perpus.univpancasila.ac.id/repository/EBUPT180170.pdf>
<https://www.researchgate.net/publication/371227271> Introduction to Geography of Tourism

Online Resources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA):
(By Course Teacher)

Internal Test / Quiz-(2): 20 +20
Assignment / Seminar - 10
Total Marks - 30

Better marks out of the two Test / Quiz
+ obtained marks in Assignment shall be
considered against 30 Marks

End Semester Exam (ESE):

Two section – A & B
Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks
Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks

Signature of Convener, Members of CBoS:

① Dr. B. L. Saw
②
③
④

⑤
⑥
⑦
⑧
⑨

⑩ Dr. S. Yadav
10/06/23
Sophie Ambrele
Sophie

part 2

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE - 10 P	
2	Course Title	Practical 10 - Field Work - Tour & Tour Report	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be able to : > To understand the geography in real world > To describe the analytical view on places visited > To understand the various geographical features of the earth surface . > Recognize and articulate the economic, social, and cultural importance of tourism	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Excursion Tour /Field survey - coastal, Mountain, Plateau and Natural regions of India & Chhattisgarh, Nearby places of your location Report writing (travel expenses bear by the institute as per their resources.)	30
Keywords	Excursion, Report Writing	

Signature of Convener, Members of CBoS:

1) Dr. B. L. San...
 2) ...
 3) ...
 4) ...
 5) ...
 6) ...
 7) ...
 8) ...
 9) ...
 10) Dr. S. Yadav ...
 11) ...
 12) ...
 13) ...
 14) ...
 15) ...
 16) ...
 17) ...
 18) ...
 19) ...
 20) ...
 21) ...
 22) ...
 23) ...
 24) ...
 25) ...
 26) ...
 27) ...
 28) ...
 29) ...
 30) ...
 31) ...
 32) ...
 33) ...
 34) ...
 35) ...
 36) ...
 37) ...
 38) ...
 39) ...
 40) ...
 41) ...
 42) ...
 43) ...
 44) ...
 45) ...
 46) ...
 47) ...
 48) ...
 49) ...
 50) ...

10/10/24

10/10/24

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers, Meerut.
2. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.
3. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: Thematic Cartography and Geovisualization (3rd Edition), Prentice Hall.
4. Sarkar, A. (2015) Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi
5. Singh, L R & Singh R (1977): Manchitra or Paryaogamek Bhugol , Central Book, Depot, Allahabad I.
6. Singh R L and Dutta P K (2012) Prayogatama Bhugol, Central Book Depot, Allahabad
Prof. R.N.Mishra & P.K.Sharma (2023) Practical Geography ,Pareek Publication Jaipur

Online Resources–

1. Map Work and Practical Geography <https://books.google.co.in/books>
2. Practical Geography, S.B.P.D Publications <https://uou.ac.in/sites/default/files/slm/DGIS-504.pdf>
3. <https://ncert.nic.in/ncerts/l/legy303.pdf>
4. <https://www.uou.ac.in/sites/default/files/slm/GE-203.pdf>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

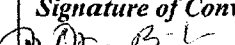
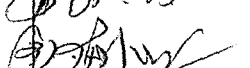



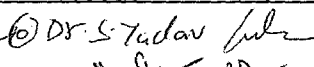

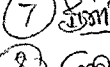
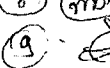
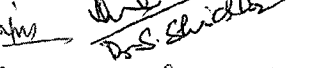
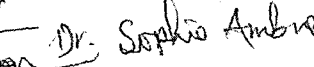

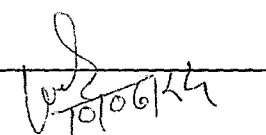




Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) – 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS:

1. Dr. B. L. San 
 2. 
 3. 
 4. 
 5. 
 6. Dr. S. Tadar 
 7. 
 8. 
 9. 
 10. 
 11. 
 12. 
 13. 
 14. 
 15. 
 16. 
 17. 

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE - 11 T	
2	Course Title	TRIBAL DEVELOPMENT IN INDIA	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to : 1- Students will learn about the situation of the tribal people in India and Chhattisgarh. 2- The students will learn about the concept of tribal society and the tribal situation in India. 3- Understand how and why both human culture and the natural environment are dynamic creations of their mutual interaction. 4- Students will able to analyze the problem of tribal people in India. 5- The student will also learn about the different dimensions of health and nutrition with special reference to tribe.	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Tribes in Indian Civilizations; Racial Base of Tribes, Tribal Society, Major tribes of India. Tribes and their regional distribution. Tribal Demography-Rural -Urban, Sex ratio, Population Growth	12
II	Tribal Society- Family, Marriage Language, Tribal Institution, Tradition, , Economic Structure of Tribal Population Special reference to Chhattisgarh, Forest- based economies, Agriculture, Traditional occupation.	10
III	Tribal Development: concept and approaches. Tribal Problems and Remedial measures- Illiteracy, Poverty, Indebtedness, Land alienation, Health , Tribal transformation in India, socio-economic and ecological development.	12
IV	Planning and welfare programmes for the tribes and their implementation, Regional Pattern of development, Policy for development of tribal areas in five years plans.	11
Keywords	Diffusion ,Morphological, Dwellings, Service centers, Rural Planning	

Signature of Convener, Members of CBoS :

Handwritten signature

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- Beteille A. 1996. Concept of tribes with special reference to India. In Society and politics in India: essays in a comparative perspective (pp 57-78). London: Athlone Press
- 2- Choudhury, B. 1982. Tribal Development in India. New Delhi: Inter-India Publication.
- 3- Ghurye, G.S. 1943. The aboriginals: so-called and their future. Poona: Gokhale Institute of Politics and Economics.
- 4- Govt. of India. 2014. Report of the high-level committee on socioeconomic, health and educational status of tribal communities of India. New Delhi: Ministry of Tribal Affairs Government of India May, 2014
- 5- Verma, Nivedita Tribal Culture: Study of Bastar Region) Hindi ,Ravat Publication, 2022 7- Katara, Panna Lal, JANJATIYA BHUGOL ,PARADISE PUBLISHERS, 2018
- 6- बेहरा मगुनी चरण , भारत में जनजातीय अध्ययन: इतहास, पुरातत्व और संस्कृत कपररप्रेक्ष्य .रावत पब्लिके शन, 2022
- 7- Maurya ,S.D. ,Human Geography , Sharda Pustak Bhavan, 2009,
- 8- Tripathi Ramdeo, Population Geography, Vasundhara Prakashan, 2005
- 9- Tiwari D. N. , Van, Adiwasi avam Pryavaran , Shanti Prakashan Allahabad. 1989
- 10- Tiwari ,S.K. and Shrikamal Sharma , Madhya Pradesh ki Janjatiyan- Samaj avam Vyavastha, MP Hindi Granth Academy, 1994

Online Resources– (e-Resources / e-books and e-learning portals)

E books

- <https://www.scert.cg.gov.in/pdf/mle/ML E-Book-5/8-Chhattisgarh>
- <https://ncert.nic.in/textbook/pdf/ghss105.pdf>
- <https://egyankosh.ac.in/bitstream/123456789/66433/1/Unit8.pdf>
- <https://govthomesciencecollegehbd.com/downloads/40569.pdf>

Online Resources– (e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
--	---	--

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks
--------------------------	---

Signature of Convener, Members of CBoS: (10) DRS Tadan

Dr. B. L. Sarin
Dr. J. K. Verma
Dr. M. S. Verma
Dr. K. D. Verma

(5) Dr. S. Chandra
(6) Dr. S. Chandra
(7) Dr. S. Chandra
(8) Dr. S. Chandra
(9) Dr. S. Chandra
(10) Dr. S. Chandra

Dr. S. Chandra

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE - 11 P	
2	Course Title	Practical 11 - Project Report on Socio- Economic Survey	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	At the end of this course, the students will be able to : 1- Conduct field work in physical and human geography besides investigation into socio economic and environmental issues. 2- Develop tool to collect primary data from the field and interpret them meaningfully. 3- Make use of proper tools and serving method from measurement in context of collection and processing of data. 4- Prepare field report with suitable table map and diagrams based on the data collected from the field and secondary sources. 5- After Completing this course the students will be completely familiar with research.	
6	Credit Value	1 Credits	Credit = Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks:20

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Step-1 To Provide the students with information based research methodology for Socio-Economic survey and to prepare them for socio-economic survey of a Revenue Village. Step-2 Chapter and questionnaire will be provided by the department. Before presenting the socio-economic report of the village, the village map, secondary data related to the village, land use data, etc. will have to be compiled in a comprehensive manner. Steps-3 After Collection , Tabulation and Processing of Primary and secondary data of the selected Revenue Village, Steps-4 A Project Report of at least 40 pages will be presented for evaluation	30
Keywords		

Signature of Convener, Members of CBOS :

(1) Dr. B. L. S. ...
 (2) ...
 (3) ...
 (4) ...
 (5) ...
 (6) ...
 (7) ...
 (8) ...
 (9) ...
 (10) ...

Dr. Sophia Anubala - Sophia

10/06/24

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended -

- 1- Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi,2010
- 2- Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
- 3- Mishra R.N. ,P K Sharma, Prayogik Bhoogol Rawat Publication, Jaipur ,2019
- 4- Khullar , D.R., Prayogatmak Bhoogol, Kalyani Publishers, Ludhiyana.
- 5- Saha Pijushkanti & Dr. Partha Basu ADVANCED PRACTICAL GEOGRAPHY Books and Allied PVT Ltd. 2021

Online Resources- (e-Resources / e-books and e-learning portals)

E books-

- <https://www.researchgate.net/publication/346487159> Re-Emphasising 'Geography
- <https://www.cicollege.ac.in/documents/P0808190447.pdf>
- https://www.gokhalecollegekolkata.edu.in/SSR/criterion1/1_3_2-GEOA-GEOG-Field-Project.pdf
- <https://ncert.nic.in/textbook/pdf/legy305.pdf>
- https://www.cifor-icraf.org/publications/pdf_files/Books/BLiswanti1201.pdf

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	

End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work	- 20 Marks
	B. Spotting based on tools & technology (written) - 10 Marks	
	C. Viva-voce (based on principle/technology)	- 05 Marks

Signature of Convener, Members of CBoS :

1) Dr. B. L. Saini
2) [Signature]
3) [Signature]
4) [Signature]
5) [Signature]
6) [Signature]
7) [Signature]
8) [Signature]
9) [Signature]
10) Dr. S. Yadav
Date: 10/06/24
Dr. Sophie Ambekar - Sophie

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE - 12 T	
2	Course Title	AGRICULTURE AND FOOD SECURITY	
3	Course Type	DSE	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. The students will able to analyze the agriculture development and productivity and its impact on various sectors. 2. Have sound knowledge of agriculture Revolution and food security. 3. Explain the role of agriculture determinants towards the changing pattern. 4. A good understanding of inter-relationship between climate change, environment, food security and sustainability at global and regional (India) level. 5. To understand the concept of food security and issues in achieving it. 	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Determinants of agricultural land use - Physical, economic, social, and technological. Land holding and land tenure systems, Land reforms, land use policy and planning.	11
II	Selected agricultural concepts and their measurements:-cropping pattern, crop concentration, intensity of cropping, degree of commercialization, efficiency and productivity, crop combination regions. Agriculture in India- Agricultural development in India, Regional pattern of productivity in India. Green Revolution - its impact and consequences ,White Revolution,	12
III	Methods and strategies for improving crop yield under climate and environment stress- bio-pesticides, GM crops; sustainable agriculture; traditional agriculture; organic agriculture; ;	10
IV	Agricultural Policy in India. Contemporary Issues:-, Food security concept; types of food insecurity; poverty, hunger and malnutrition, Drought and food security, environmental degradation, Food safety Nutritional security, balanced diet, hunger and human health;; impact on health of farmers. Policy, economic and social aspect , policy of food security; role of institutions (e.g., FAO, NABARD)	12
Keywords	Land Tenure, land use, Bio-pesticides, Malnutrition, Green Revolution.	

Signature of Convener, Members of CBoS:

① Dr. B. L. Saini
 ② [Signature]
 ③ [Signature]
 ④ [Signature]

⑤ [Signature]
 ⑥ [Signature]
 ⑦ [Signature] DR Sophie Ambiel - Sophie
 ⑧ [Signature]
 ⑨ [Signature]

10/06/23

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Singh Jashbeer, SS Dhillan, Agricultural Geography, Tata McGraw, New Delhi
2. M.Shafi,(2006) Agricultural Geography Dorling Kindersly (India)
3. Gregor, H.P. : Geography of Agriculture. Prentice Hall, New York, 1970.
4. Grigg, D.B. : The Agricultural Systems of the World. Cambridge University Press, New York 1974.
5. Hartshorn, T.N. and Alexander, J.W. : Economic Geography. Prentice Hall, New Delhi, 1988
6. Tiwari, R.C. and Others(2007)Agricultural Geography, in Hindi, Prayag Pustak Bhavan Allahabad
7. Kumar, Pramila and S.K. Sharma (2002)Agricultural Geography, in Hindi, M.P. Hindi Granth Acedemy Bhopal
8. Kumari, Sarita and Deenanath Thakur, Krishi Bhoogol, Rajesh Publication, New Delhi.,2018
9. Sinha, Anil Kumar, Agricultural Development in India, Asian Press Books Kolkata,2022 .

Online Resources–(e-Resources / e-books and e-learning portals)

E books

- http://moef.gov.in/wp-content/uploads/wssd/doc4/consul_book_ch4.pdf
- https://www.researchgate.net/publication/323622213_Sustainable_Agriculture_and_Food_Security
- <https://relay.rvce.edu.in/primo-explore/book-search/fetch.php/agricultural-geography-by-majid-husain.pdf>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	100 Marks
Continuous Internal Assessment(CIA):	30 Marks
End Semester Exam (ESE):	70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks	

Signature of Convener Members of CBoS:

1. Dr. B.L. Sen - Convener
 2. Dr. J. K. ...
 3. Dr. ...
 4. Dr. ...
 5. Dr. ...
 6. Dr. ...
 7. Dr. ...
 8. Dr. ...
 9. Dr. ...

10/10/24
 10/10/24



OUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOSE - 12 P	
2	Course Title	Practical 12 - Field Study and Research Report	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes(CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. The student will be able to gain in-depth knowledge and use adequate methods in the field of study of micro area. 2. Create, analyze and critically evaluate different technical/research solutions. 3. Identify the issues that must be addressed within the framework of the specific dissertation in order to take into consideration. 4. Presentation of dissertation will develop research attitude. 5. Research dissertation identifies the socio-economic problems of an area. 6. Research dissertation increases the identification of regional problems. 	
6	Credit Value	1 Credits	Credit = Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks:20

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	Steps-01- Introduction – Objective of Research Report. Literature Review /Hypothesis, / Methodology/ Field Survey. Steps-02- Classification and Tabulation of Data Steps-03- Results / Discussion/ Conclusion / Research Report Writing. Steps-04- Appendices / Bibliography/References	30
Keywords	Research Report ,Methodology, Tabulation of Data, Bibliography	

Signature of Convener, Members of CBoS :

1) Dr. B. V. S. Reddy
 2) [Signature]
 3) [Signature]
 4) [Signature]

5) [Signature]
 6) [Signature]
 7) Dr. Sophie Ambrose
 8) [Signature]
 9) [Signature]

10/10/24
 [Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Patni manju, Research Methods, Star Publication Agra,
2. Narsimha Murty, K.L. Research in Geography. Ashish Publishing House New Delhi, 1992
3. Lal Das, D.K. Social Research : Theory and Practice, Rawat Publication ,Jaipur, 2017
- 4- Rijwi, S.M. Statistical Geography(Hindi) Rajasthan Hindi Granth academy, 2019
4. Shrivastava, V.K., Statistical Methods of Geography, Vasundhara Prakashan Gorakhpur, 1991
5. Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi, 2010
6. Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
7. Mishra R.N. ,P K Sharma, Prayogik Bhoogol Rawat Publication, Jaipur ,2019
8. Khullar , D.R., Prayogatmak Bhoogol, Kalyani Publishers, Ludhiana.

Online Resources– (e-Resources / e-books and e-learning portals)

E books-

- 1- <https://gyansanchay.csjmu.ac.in/wp-content/uploads/2022/09/Socio-Economic-Survey-and- Report-Writing.pdf>
- 2- <https://www.scribd.com/document/639109628/S-4-FIELD-WORK-NOTES-GEOGRAPHY>
- 3- <https://www.ijfmr.com/papers/2022/6/1213.pdf>
- 4- <http://ndl.ethernet.edu.et/bitstream/123456789/18890/1/115.pdf>

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work	- 20 Marks
	B. Spotting based on tools & technology (written) –	10 Marks
	C. Viva-voce (based on principle/technology)	- 05 Marks

Signature of Convener, Members of CBoS:

Dr. D.L. Saini
[Signature]
[Signature]
[Signature]
[Signature]

(5) [Signature]
(6) [Signature]
(7) [Signature]
(8) [Signature]
(9) [Signature]

(10) Dr. S. Yadav
(11) [Signature]
Prof. Shikha

Dr. Sushila Ambrele - [Signature]

[Signature]
10/06/24

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree / Honors)</i>		Semester - I	Session: 2024-2025
1	Course Code	GOGE – 01 T	
2	Course Title	Fundamental of Physical Geography	
3	Course Type	GENERIC	
4	Pre-requisite (if, any)	<i>As per the program</i>	
5	Course Learning Outcomes(CLO)	At the end of this course , the students will be able to : 5- Understand the functioning of Earth systems and analyze geo morphological, climatic and oceanic factors. 6- Understand the Physical aspect of Geographical concepts which are relevant in day to day life 7- To record the temperature, pressure, humidity, rainfall and other climatic conditions and evaluate the local climate 8- Understand the Oceanic Features and Conditions.	
6	Credit Value	3 Credits	<i>Credit = 15 Hours -learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks:40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Fundamental of Physical Geography- Definition and Scope of Physical Geography, Origin of the Earth- Nebular Theory, Hoyle and Littleton Theory. Interior of the earth:- Composition and Structure. Folds and Faults-Origin and Classification.	12
II	Rocks: - Origin, Classification and Characteristics. Weathering- Meaning, Types. Agents of Erosion- Winds , River and their resultant topographical features	10
III	Atmosphere- Elements of Weather and Climate, Composition of the Atmosphere, Atmospheric Temperature, Pressure Belt, winds, Tropical Cyclone and Origin and mechanism of Monsoon.	12
IV	Hydrosphere- Relief of the Ocean Basins-Tetrahedral theory. Hydrological Cycle, Ocean Salinity, Ocean Temperature-vertical and horizontal Distribution , Ocean Currents (Pacific and Indian)	11
Keywords	Topographical Features, Erosion, Tetrahedral, Faults.	

Signature of Convener, Members of CBOS:

(1) Dr. B. L. Sen
 (2) [Signature]
 (3) [Signature]
 (4) [Signature]
 (5) [Signature]
 (6) [Signature]
 (7) [Signature]
 (8) [Signature]
 (9) [Signature]
 (10) [Signature]

[Signature]

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree / Honors)		Semester -I	Session: 2024-2025
1	Course Code	GOSC – 01 P	
2	Course Title	Practical 1 - Cartography-Tools and Techniques	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	At the end of this practical course the student will have an ability to 1- Understand the basic concepts of cartography 2- Learn and prepare the different kinds of maps. 3- Recognize basic themes of map making. 4- Develop an idea about different types of thematic mapping techniques.	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	1- History of Cartography, Indian cartography, Modern cartography, Drawing Equipment's, 2- Characteristics Features of Map, classification of maps, Mapping methods. Tools of Map Making, Type of printed Shades. 3- Enlargement, Reduction and Combination of Maps- Graphical and Mechanical Methods.	30
Keywords	Cartography ,Enlargement, Reduction , Graphical	

Signature of Convener, Members of CBoS :

Dr. A. K. Gaur	(5)	10. Dr. S. Tulav
Dr. B. K. Thakur	(6)	11. Dr. S. S. Shinde
M. S. SATHU	(7)	12.
Dr. C. P. NARAYAN	(8)	13. Dr. Sophie Ambrele
	(9)	

PART-C: Learning Resources

Text Books, Reference Books and Others

1. Chauhan, P.R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
2. Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut 3rd edition.
3. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.
4. Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan,
5. Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi, 2010
6. Istiyak.M. 1989, A Textbook of Practical Geography, Heritage Publication New Delhi

E books-

1. Map Work and Practical Geography <https://books.google.co.in/books>
2. Practical Geography, S.B.P.D Publications <https://uou.ac.in/sites/default/files/slm/DGIS-504.pdf>.
3. <https://ncert.nic.in/ncerts/l/legy303.pdf>
4. <https://www.uou.ac.in/sites/default/files/slm/GE-203.pdf>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar + Attendance - 05 Total Marks - 15	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment	
	A. Performed the Task based on lab. work - 20 Marks	Managed by Course teacher as per lab. status
	B. Spotting based on tools & technology (written) - 10 Marks	
C. Viva-voce (based on principle/technology) - 05 Marks		

Signature of Convener, Members of CBoS

Dr. B.L. Saini

Dr. P.K. Mishra

Dr. S. S. A. H. U. - 12/2012

Dr. CP. D. V. R. M. - 12/2012

Dr. S. Yadav

Dr. S. Chandra

Dr. Sophie Ambrele, Sophie

12

13

[Handwritten signature]

FOUR YEAR UNDERGRADUATE PROGRAM(2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART-A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree/Honors)		Semester - II	Session: 2024-2025
1	Course Code	GOGE – 02 T	
2	Course Title	Fundamental of Human Geography	
3	Course Type	GENERIC	
4	Pre-requisite(if, any)	As per the program	
5	Course Learning Outcomes(CLO)	At the end of this course the student will e have an ability to 7- Gain knowledge about major themes of human Geography. 8- Acquire knowledge on the history and evolution of humans. 9- Understand the approaches and processes of Human Geography as well as the diverse patterns of habitat and adaptations. 10- Ability to develop an idea about space and society 11- Understand the evolution of varied types of economic activities. 12- Assess the varied aspects of development and regional disparity, in order to formulate measures of balanced development and sustainable development.	
6	Credit Value	3 Credits	Credit = 15 Hours -learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks:40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods(01 Hr. per period) - 45 Periods (45 Hours)			
Unit	Topics (Course contents)		No. of Period
I	Introduction to Human Geography Definition, nature and scope. Fundamental concept in Human Geography . Understanding of man- nature relationship:- Determinism, Possibilism and Neo-determinism. Classification of Human Occupation		12
II	Population and Settlement - Growth of population, distribution and density of the world. Socio- economic Pattern of Population – Literacy, Migration:- Causes, and types .Occupational Structure. Theory and Model of population growth:-Concept of Optimum Population, Over Population and Under population.		10
III	Human Settlement and Races- Types and characteristics of human settlement- Rural settlement and Urban Settlement. Human Races- Basis of Racial Classification, world distribution. Habitat and economy of selected communities (Gond, Eskimo, Bushmen).		12
IV	Geography and Development- Indicators and measures of Regional development ,. Global pattern of development:- inter-regional variations, HDI. Concept of Sustainable Development.		11
Keywords	Determinism, Possibilism, Occupational Structure. Optimum Population, Racial		

Signature of Convener, Members of CBoS

1) Dr. B. L. S. ...
 2) ...
 3) ...
 4) ...
 5) ...
 6) ...
 7) ...
 8) ...
 9) ...
 10) ...
 Dr. Sophia Ambrelo - Sophia

[Handwritten signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

- 1- James, M. Robenstein, *An Introduction to Human Geography*, Prentice Hall, New Jersey, 2001
- 2- Michael, Can, *New Patterns: Process and Change in Human Geography* Nelson, 1997
- 3- Hussain Mazid- *Human Geography*, (Hindi & English Both) Rawat Publication Jaipur
- 4- Garg H.S. Manav Bhoogol, SBPD Publication, Agra.
- 5- Haroon Mohammad, Manav Bhoogol, Wisdom Publication
- 6- Kausik S.D. Manav avam Arthik Bhoogol, Rastogi publication Meerut.
- 7- Maurya, S.D. Manav Bhoogol, Sharda Pustak Bhavan, Prayagraj.2009
- 8- Khullar, D. R. *Human Geography*, (In Hindi) Kalyani Publishers, Ludhiyana, 2016
- 9- Prasad, Gayatri, *Cultural Geography*, (In Hindi) Sharda Pustak Bhavan . Prayagraj.

Reference books:

- 1- Bergwan, Edward E., *Human Geography: Culture. Connections and Landscape*, Prentice Hall, New Jersey. 1995
- 2- Carr, M., *Patterns, Process and change in Human Geography*, MacMillan Education, London, 1987.
- 3- Daniels Peter, Bradshaw Michael, Shaw Devil and Side way James, *Human Geography: Issues for the Twenty First Century*, Prentice Hall, New Jersey, 2001
- 4- Clarke, J I , *Population Geography of Developing Country*, Pergamon press ,Oxford, 1971

E-Books

- <https://web.ung.edu/media/university-press/human-geography.pdf>
- <https://www.drishtiiias.com/hindi/images/pdf/NCERT-Hindi-Class-12-Geography-Part-1.pdf>
- <http://assets.vmu.ac.in/GE05.pdf>-Human Geography
- <https://open.umn.edu/opentextbooks/textbooks/870>

OnlineResources–(e-Resources/e-books and e-learning portals)

- www.ignou.ac.in
- www.egyankosh.ac.in
- www.iitm.ac.in
- www.eskillindia.org
- www.eshiksha.mp.gov.in
- www.vlab.co.in
- www.swayam.ac.in
- www.internshala.com

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment(CIA):30 Marks

End Semester Exam (ESE):70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment/Seminar- 10 Total Marks -30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40Marks	

Signature of Convener, Members of CBoS:

Dr. B. L. Jain

Dr. R. K. Thakur

M. S. SATHI

Dr. C. P. NAND

10. Dr. S. Taylor

11. Dr. Shrivastava

12. Dr. Sathya

13. Dr. Sephis Ambekar

14. Dr. Sathya

15. Dr. Sathya

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)

DEPARTMENT OF GEOGRAPHY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree/ Honors)		Semester -II	Session: 2024-2025
1	Course-Code	GOGE- 02 P	
2	Course Title	Practical 2 - Scale and Representation of Relief	
3	Course Type	Practical	
4	Pre-requisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	At the end of the this course the student will be able to 5- Understand and prepare different kinds of Scales and comprehend the concept of scales . 6- Identify the features of the land form through counters 7- Developed the Relief Map Making skills. 8- Gain in-depth knowledge on Drawing of Contour Features.	
6	Credit Value	1 Credits	Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	4- Scale- Methods of representing Scale, Conversion of Scale Type of Linear Scale- Simple Scale, Time Scale, Comparative Scale, Diagonal Scale 5- Representing of Relief- Pictorial, Mathematical and Combine Methods. 6- Contours-Land forms Representing By Contours- Hill, Ridge, Plateau, V shaped Valley, U shaped Valley, Waterfall,	30
Keywords	Scale, Diagonal ,Relief, V shaped Valley, Ridge	

Signature of Convener, Members of CBoS:

(1) Dr. B. L. S...
 (2) ...
 (3) ...
 (4) ...
 (5) ...
 (6) ...
 (7) ...
 (8) ...
 (9) ...

Date: 10/06/24
 Dr. Sophie Ambrele - Sophie

[Handwritten Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

- 2- Sarkar, A.K. (1997): Practical Geography : A Systematic Approach. Orient Publication Kolkata.
5. Sharma, J.P. (2001): Prayogik Bhugol., Rastogi Publication, Meerut .
6. Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English editions). Kalyani Publishers, New Delhi.
7. Singh, L.R. (2006) : Fundamentals of Practical Geography, Sharda Pustak Bhawan,
- 10- Haroon, M. , Practical Geography, Mishra Trading Corporation, Varanasi,2010
- 11- Chauhan, P R. 2005, Practical Geography, Vasundhara Prakashan, Gorakhpur
- 12- Istiyak.M. 1989,A Textbook of Practical Geography,Heritage Publication New Delhi
- 13- Mishra R.N. .P K Sharma, Prayogik Bhoogol Rawat Publication, Jaipur ,2019
- 14- Khullar , D.R., Prayogatmak Bhoogol, Kalyani Publishers, Ludhiana.

Online Resources – (e-Resources/e-books and e-learning portals)

- > <https://books.google.co.in/books>
- > https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- > https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shali be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment D. Performed the Task based on lab. work - 20 Marks E. Spotting based on tools & technology (written) – 10 Marks F. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBoS :

1) Dr. B. L. Saha
 2) [Signature]
 3) [Signature]
 4) [Signature]

5) [Signature]
 6) [Signature]
 7) [Signature]
 8) [Signature]
 9) [Signature]

10) Dr. S. K. Saha
 11) Dr. S. Saha
 12) Dr. Sophie Anubala - [Signature]

13/06/24

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in ARTS <i>(Degree / Honors)</i>		Semester - V	Session: 2024-2025
1	Course Code	GOSEC – 01	
2	Course Title	PRINCIPLE OF MAP MAKING	
3	Course Type	SKILL ENHANCEMENT COURSE	
4	Pre-requisite (if, any)	<i>As per Programme</i>	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ul style="list-style-type: none"> ➤ Understand to have sound knowledge regarding the classification and elements of maps. ➤ Have proper utilization of maps for the development. ➤ Appreciate the preparation of various thematic maps with the application of various techniques. 	
6	Credit Value	2 Credits (1C + 1C)	<i>Credit = 15 Hours – Theoretical learning and = 30 Hours Laboratory or Field learning/Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of Teaching-learning Periods: Theory – 15 Periods (15 Hrs) and Lab. or Field learning/Training 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Theory Contents	Maps – Classification and Types; Principles of Map Design, Diagrammatic Data Presentation – Line, Bar and Circle. Point, Line and Areal data and Maps	15
Lab./Field Training Contents	Thematic Mapping Techniques – Properties, Uses and Limitations; Areal Data -- Choropleth, Dot, Proportional Circles; Point Data – Isopleths- Map making with themes	30
Keywords	<i>Scale, Choropleth, Isopleth and Dot maps</i>	

Signature of Convener, Members of CBOS:

(1) Dr. B. V. Sawar
 (2) *[Signature]*
 (3) *[Signature]*
 (4) *[Signature]*
 (5) *[Signature]*
 (6) *[Signature]*
 (7) *[Signature]*
 (8) *[Signature]*
 (9) *[Signature]*

[Signature]
10/10/24

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

1. Singh L.R.- Elements of practical geography, central Book Depot, Allahabad.
2. Monkhouse, F.J. & H.R. Willinson :Maps and Diagrams Methuen, London.
3. Sarkar, A., (2015): *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi
4. Sharma, J. P., (2010): *Prayogic Bhugol (Hindi)*, Rastogi Publishers, Meerut. 9. Singh, R. L. and
5. Singh, Rana, P. B., (1999): *Elements of Practical Geography*. Kalyani Publishers.

Online Resources-(e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- <https://uou.ac.in/sites/default/files/slm/DGIS>
- https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- https://www.researchgate.net/publication/372371977_PRACTICAL_GEOGRAPHY_Prof_RN_Mishra_Dr_PK_Sharma_SAMPLE_COPY

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Continuous Internal Assessment (CIA): (By Course Coordinator)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on learned skill - 20 Marks B. Spotting based on tools (written) - 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Coordinator as per skilling

Signature of Convener, Members of CBOS:

(1) Dr. B. L. Singh
(2) [Signature]
(3) [Signature]
(4) [Signature]

(5) [Signature]
(6) [Signature]
(7) [Signature]
(8) [Signature]
(9) [Signature]

(10) Dr. Sudar [Signature] 10/06/24
[Signature]
Dr. Sushma Ambekar [Signature]

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF GEOGRAPHY
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in ARTS (Honors)		Semester - VIII	Session: 2024-2025
1	Course Code	GOVAC - 01	
2	Course Title	GEOGRAPHICAL KNOWLEDGE IN ANCIENT INDIA	
3	Course Type	Value Added Course	
4	Pre-requisite (if, any)	As per Programme	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will have ability to: <ol style="list-style-type: none"> 1. After this study, it will help students to understand the historical development of geographical knowledge and science. 2. It will help in understanding the nature of development of knowledge and science in ancient India. 3. The understanding of the richness of geographical knowledge in ancient Indian literature will increase. 4. This study will make students feel cultural pride 	
6	Credit Value	2 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20

PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) - 30 Periods (30 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Evolution of geographical knowledge in ancient India- Indus valley age, Vaidik age, Epic age, Puranic age. Seven Dwipas of the earth in Puranas.	08
II	Geographers in Ancient India- Aryabhata, VarahaMihir, Bhaskaracharya, Kautilya and Kalidas	07
III	Main aspect of Geography in Ancient India - Astronomical knowledge, Origin of Cosmos and Earth, Age of the earth, Latitude and Longitude, Day and Night, Phenomena's of seasons.	08
IV	Different branches of Geography in Ancient India-- Physical Geography, Mathematical Geography, Astronomical Geography, Climatology, Human Geography, Agriculture Geography, Industrial Geography, Political Geography, Urban Geography .	08
Keywords		

Signature of Convener, Members of CBoS:

(1) Dr. S. L. Saini
 (2) [Signature]
 (3) [Signature]
 (4) [Signature]
 (5) [Signature]
 (6) [Signature]
 (7) [Signature]
 (8) [Signature]
 (9) [Signature]
 (10) Dr. S. Yadav
 Dr. S. Chandra
 Dr. Sophia Ambrele
 [Signature]
 [Signature]

[Signature]

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Ajai, S.G. and Sanjaya, S.G. (2009) *Statistical Methods for Practice and Research*, Sage Publications, New Delhi.
2. Mahmood, A., 1977: *Statistical Methods in Geographical Studies*, Concept.
3. Rogerson, P. A., (2001) *Statistical Methods for Geography*, Sage Publications, New Delhi.
4. Sarkar, A. (2013): *Quantitative geography: techniques and presentations*. Orient Black Swan Private Ltd., New Delhi
5. Shinha, Indira., (2007): *Sankhyiki bhugol (Hindi)*. Discovery Publishing House, New Delhi.
6. Elhance D N *Practical Problems in Statistics*, Kitab Mahal Allahabad
7. शर्मा रंजित शंकर एवं जैन आरके, *संख्यिकी के ससंचंतर मजीव प्रकम शनरंर*
8. शुक्ल एवं सहमय संख्यिकी के रूल ससंचंतर

Online Resources – (e-Resources/e-books and e-learning portals)

- <https://books.google.co.in/books>
- https://uou.ac.in/sites/default/files/slm/DGIS-https://books.google.co.in/books?id=mZKhRkZ7qawC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- <https://www.researchgate.net/publication/372371977> PRACTICAL GEOGRAPHY Prof RN Mishra Dr. PK Sharma SAMPLE COPY

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz (2): 10 & 10 Assignment/Seminar + Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on lab. work - 20 Marks B. Spotting based on tools & technology (written) - 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Signature of Convener, Members of CBQS:

① Dr. B. V. Jain
② [Signature]
③ [Signature]
④ [Signature]
⑤ [Signature]
⑥ [Signature]
⑦ [Signature]
⑧ [Signature]
⑨ [Signature]
⑩ Dr. S. Yadav

Dr. Sushis Anshel - [Signature]


[Signature]

[Signature]

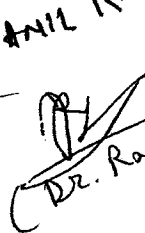
FOUR YEAR UNDER GRADUATE PROGRAM (NEP-2020)

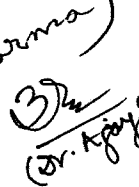
Program : Bachelor in Arts (2024-28)

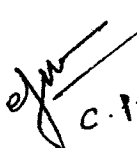
DISCIPLINE – HISTORY

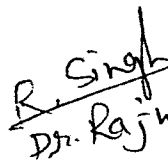
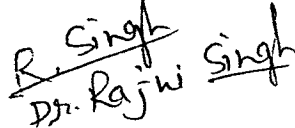

(Dr. ANIL K. PANDEY)

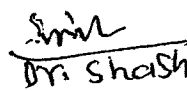

(Dr. Shampa Chakraborty)


(Dr. Rajeev Sharma)


(Dr. Kanyal Singh)


C. P. Yadav


R. Singh

Dr. Rajni Singh


Dr. Shashi Kala Sinha

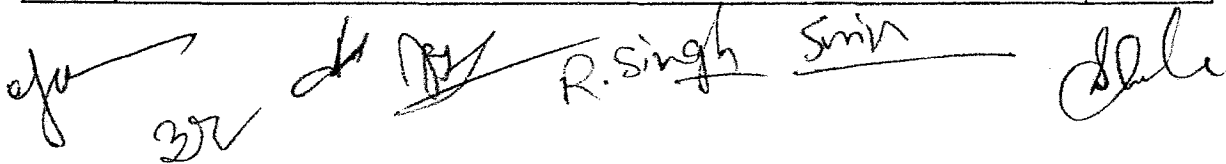
FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester - II
Session: 2024-2025		
1	Course Code	HISC 02
2	Course Title	<i>Ancient Indian History (From Gupta age to 1206 A. D.)</i>
3	Course Type	DSC
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will acquire knowledge about ancient period, Life style</i> ➤ <i>They can gather knowledge about the society culture & religion.</i> ➤ <i>Political condition of ancient period and the role of different social class.</i> ➤ <i>Student will learn about the Historigraphical trends as well as sources of ancient Indian History</i> ➤ <i>Student will be familiar vedic period, Jainism, Buddhism and all ruling dynasties of Ancient India.</i>
6	Credit Value	04 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40

PART -B: Content of the Course

Total No. of Teaching-learning Periods 60 (01 Hr. per period)

Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. Gupta Dynasty. 2. Samudragupta and his Conquests. 3. Chandragupta Second and his Conquests. 4. Gupta Administration. 	15
II	<ol style="list-style-type: none"> 1. Gupta period Golden age of India. 2. Sangam Dynasty – Chola, Cher, Pandya 3. Pallav Dynasty. 4. Chalukya and Rastrakuta. 	15
III	<ol style="list-style-type: none"> 1. Harshvardhan – Conquests and Administration. 2. Origin of Rajputs. 3. Culture of Rajput age. 4. Gurjar, Pratihara, Pal and Sen Dynasty. 	15
IV	<ol style="list-style-type: none"> 1. India's Relation with South East Asia. 2. Arab Invasion in India 3. Mahmud Ghajnavi. 4. Muhammad Guari. 	15



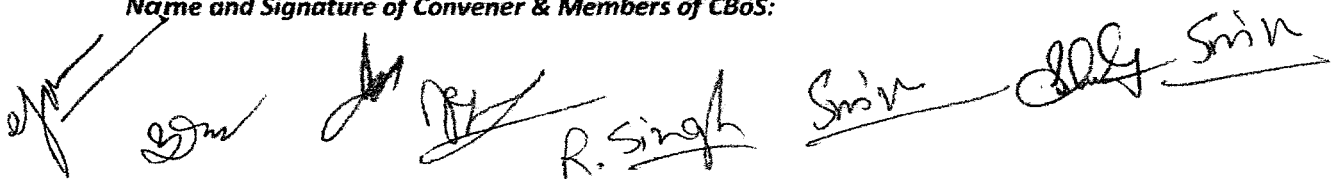
 eja 322 R. Singh Smir Shale

	4. मौर्य कालीन प्रशासन	
IV	1. अशोक एवं उसका धम्म 2. शुंग वंश 3. कुषाण वंश 4. सातवाहन वंश	15
Keywords	.....

Signature of Convener & Members:

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
<ol style="list-style-type: none"> 1. K. L. Khurana – History of India from earliest time to 1526 A. D. 2. K. L. Khurana – Ancient India from earliest time to 1206 A. D. 3. Vincent smith – oxford history of India. 4. L. Prasad – Ancient India –Indus valley civilization to 1200 A. D. 5. रतिभान सिंह नाहर – प्राचीन भारतीय इतिहास एवं संस्कृति 6. बी. एन. लुनिया – प्राचीन भारतीय संस्कृति 7. भार्गव – प्राचीन भारत 8. एस. आर. शर्मा – प्राचीन भारत 9. शांता शुक्ला – भारत का राजनीतिक इतिहास 10. ए. के. मित्तल – भारत का इतिहास प्रारम्भ से 1206 ई. 11. ए. के. मित्तल एवं डॉ. आर अग्रवाल – विश्व का इतिहास 1453 से 1890 ई. 		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

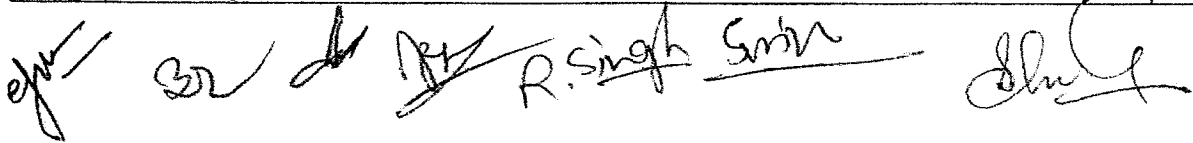


 [Signature] [Signature] [Signature] [Signature] [Signature] [Signature] [Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

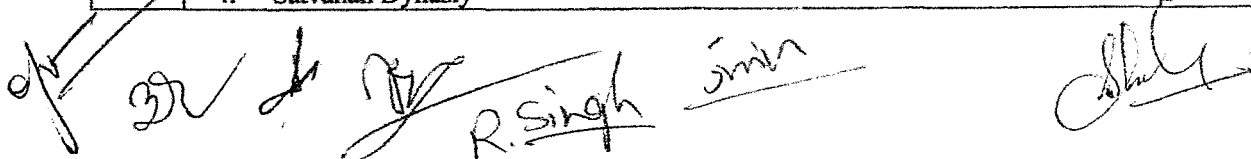
PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester - I	Session: 2024-2025
1	Course Code	HISC 01	
2	Course Title	प्राचीन भारत का इतिहास (आरम्भ से सातवाहन वंश तक)	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र प्राचीन काल की जीवन शैली के सम्बन्ध में ज्ञान प्राप्त करेंगे 2 वे समाज की संस्कृति और धर्म के बारे में ज्ञान प्राप्त कर सकते हैं। 3 प्राचीन काल की राजनीतिक स्थिति एवं विभिन्न सामाजिक वर्ग की भूमिका से परिचित होंगे 4 छात्र ऐतिहासिक प्रवृत्तियों के साथ-साथ प्राचीन भारतीय इतिहास के स्रोतों के बारे में जानेंगे 5 छात्र वैदिक काल, जैन धर्म, बौद्ध धर्म और प्राचीन भारत के सभी शासक राजवंशों से परिचित होंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40

PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. भारत की भौगोलिक दशा 2. प्राचीन भारतीय इतिहास के स्रोत 3. पूर्व पाषाण काल एवं उत्तर पाषाण काल 4. हड़प्पा सभ्यता - निर्माता, प्रसार, नगर योजना, राजनीतिक, सामाजिक, आर्थिक, धार्मिक संरचना	15
II	1. ऋग्वैदिक काल 2. उत्तर वैदिक काल वैदिक काल 3. महाजनपद काल 4. जैन धर्म 5. बौद्ध धर्म	15
III	1. सिकंदर का आक्रमण एवं प्रभाव 2. मगध साम्राज्य के उदय के कारण 3. चन्द्रगुप्त मौर्य एवं उसकी विजयें	15


 R. Singh Smr


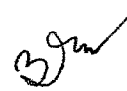
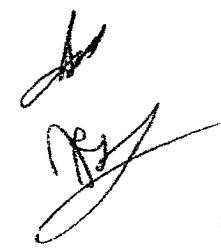

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

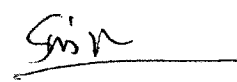
PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester - I	Session: 2024-2025
1	Course Code	HISC 01	
2	Course Title	<i>Ancient Indian History (From the beginning to Satvahan Dynasty)</i>	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will acquire knowledge about ancient period, Life style</i> ➤ <i>They can gather knowledge about the society culture & religion.</i> ➤ <i>Political condition of ancient period and the role of different social class.</i> ➤ <i>Student will learn about the Historigraphical trends as well as sources of ancient Indian History</i> ➤ <i>Student will be familiar vedic period, Jainism, Buddhism and all ruling dynasties of Ancient India.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Geographical Features of India. 2. Sources of Ancient Indian History. 3. Pre Stone age and the New Stone age. 4. Harappan civilization & Founder, Extension, Town Planning, Political, Social, Economic - Religious Condition. 		15
II	<ol style="list-style-type: none"> 1. Rigvedic age. 2. Later Vedic age. 3. Mahajanpad age. 4. Jainism. 5. Buddhism 		15
III	<ol style="list-style-type: none"> 1. Invasion of Alexander and its effects. 2. Causes for the rise of Magadha Empire. 3. Chandragupta Maurya & his conquests 4. Mauryan Administration. 		15
IV	<ol style="list-style-type: none"> 1. Ashoka and his Dhamma. 2. Sunga Dynasty. 3. The Kushanas. 4. Satvahan Dynasty 		15



 R. Singh

8. पाठ्यक्रम में पर्यटन को समाहित करने छात्रों के ज्ञान का संवर्धन के साथ ही व्यावसायिक दृष्टिकोण की पूर्ति करने का प्रयास भी किया गया है।
9. भारत में नारी को इस पाठ्यक्रम में समाहित करना नारी शक्ति के उत्थान का एक बड़ा प्रयास है। नारी उत्थान जैसे ज्वलंत समस्या के लिए यह पाठ्यक्रम एक उत्प्रेरक की तरह है।
10. छात्रों को भारतीय संविधान और प्रशासन की जानकारी भी अतिआवश्यक है, न सिर्फ ज्ञान के लिए बल्कि जीवन की चुनौतियों का सामना करने के लिए संविधान और शासन की जानकारी होना अतिआवश्यक है।
11. वैकल्पिक विषय (DSE) प्रश्नपत्र में भारतीय संस्कृति को गहराई से समझने के उद्देश्य से प्राचीन से लेकर आधुनिक काल तक की भारतीय संस्कृति को पाठ्यक्रम में समाहित किया गया है ताकि छात्र भारतीय संस्कृति और उसकी निरंतरता को समझ सकें।
12. आधुनिक चीन और जापान के इतिहास को भी इसमें समाहित किया गया है ताकि भारत के आसपास के राष्ट्रों में चलने वाली समकालीन गतिविधियों की जानकारी छात्रों को हो सके साथ ही भारत पर उनके प्रभाव को समझा जा सके।
13. भारतीय इतिहास का ज्ञान मराठों के इतिहास के बिना अधूरा है, अतः विकल्प के रूप में मराठा इतिहास को शामिल किया गया है। मराठों के संघर्ष मुगल तथा ब्रिटिश दोनों कालों में अत्यन्त महत्वपूर्ण ऐतिहासिक मुद्दे हैं, जिनकी जानकारी कि बिना भारतीय इतिहास पूर्ण नहीं होता।
14. VAC के अंतर्गत छात्रों को भारतीय राष्ट्रीय आंदोलन का सरल ज्ञान देने का प्रयास किया गया है, जिससे छात्र स्वतंत्रता के लिए किए गए कठिन संघर्षों को समझ सकें और स्वतंत्रता का मूल्यांकन कर सकें।
15. शोध प्रविधि तथा इतिहास दर्शन के माध्यम से छात्रों को इतिहास की अवधारणाओं, भारतीय एवं विदेशी इतिहास लेखन की परम्पराओं तथा इतिहास लेखन पद्धति की बारिकियों को समझाते हुए उन्हें शोध एवं इतिहास लेखन की ओर उन्मुख करना है।

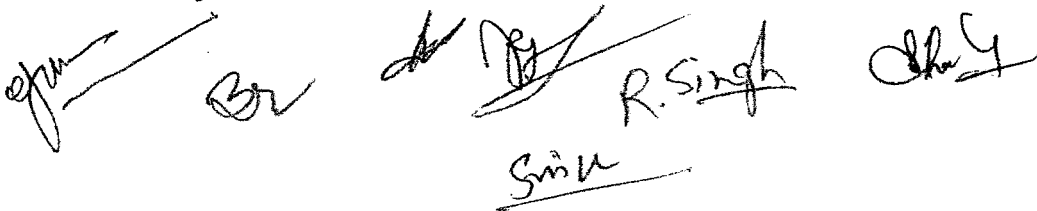







R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

1. बी. ए. इतिहास पाठ्यक्रम के मुख्य विषय (Core Course) के अंतर्गत छात्रों को भारत के इतिहास का क्रमबद्ध ज्ञान देना मुख्य उद्देश्य है।
2. प्राचीन भारत में विभिन्न सभ्यताओं के उदय विभिन्न राजवंशों के उत्थान-पतन तथा उनके कारणों का विश्लेषण और आदर्श प्रशासनिक प्रणालियों का क्रियान्वयन तथा प्रभाव आदि का ज्ञान देकर छात्रों में भारतीय सभ्यता और भारतीयता के प्रति लगाव उत्पन्न करना इस पाठ्यक्रम का उद्देश्य है।
3. मध्यकालीन भारत के अन्तर्गत छात्रों को मध्यकाल में विदेशी आक्रमण की परिस्थितियाँ, भारत का क्षेत्रीय विखण्डन, आंतरिक मतभेद, भारतीय और विदेशी संस्कृतियों का सघर्ष के साथ-साथ भक्तों और संतों के द्वारा धार्मिक-सांस्कृतिक समन्वय के प्रयासों को समझना है। इसके साथ-साथ शास्त्रों के द्वारा व्यक्तिगत रुचि पर आधारित धार्मिक क्रियाकलाप, तत्कालीन कला एवं स्थापत्य का भी ज्ञान देना प्रमुख उद्देश्य है। इस काल में मराठों तथा सिक्खों द्वारा तत्कालीन व्यवस्था को दी जाने वाली राजनीतिक चुनौतियों का ज्ञान भी एक महत्वपूर्ण पहलू है।
4. आधुनिक भारत के अन्तर्गत भारत में विदेशियों का व्यापारिक आकर्षण, कपटपूर्ण तरीके से भारत पर अधिकार, भारत की सभ्यता संस्कृति तथा प्रशासनिक व्यवस्थाओं को आर्थिक हितों की पूर्ति हेतु परिवर्तित करना आदि पहलुओं का ज्ञान देना है ताकि विदेशियों की मनोवृत्ति को समझ सकें। साथ ही पुनर्जागरण द्वारा सामाजिक-धार्मिक सुधारों के साथ राष्ट्रीय स्वाभिमान के उत्थान का प्रयास तथा प्रेस के द्वारा ब्रिटिश नीतियों की आलोचना को समझना भी है।
5. आधुनिक भारतीय इतिहास का दूसरा पहलू राष्ट्रीय आंदोलन है जिसमें छात्रों को भारतीयों में ब्रिटिश शासन के विरोध की प्रकृति, संगठित तरीके से ब्रिटिश शासन के विरुद्ध आंदोलन का संचालन ब्रिटिश शासन द्वारा प्रशासनिक और संवैधानिक नीतियों तथा नियमों में परिवर्तन और अन्ततः विभाजन और स्वतंत्रता की जटिल प्रक्रिया तथा उसके पीछे कुटिल मानसिकता को समझना है।
6. वैकल्पिक विषय (DSE) के रूप में विश्व इतिहास के दो प्रश्नपत्रों के माध्यम से छात्रों को आधुनिक विश्व की प्रमुख घटनाओं की जानकारी तथा उनका विश्व के अन्य क्षेत्रों पर होने वाले प्रभाव का ज्ञान देने का प्रयास किया गया है ताकि छात्रों में घटनाओं के विश्लेषण तथा अन्तर्राष्ट्रीय परिपेक्ष्य में उनके अन्तर्संबंध स्थापित करने की क्षमता विकसित हो सके।
7. छ. ग. के छात्रों के लिए क्षेत्रीय इतिहास का ज्ञान भी महत्वपूर्ण है, प्राचीन एवं मध्यकालीन छ. ग. के साथ-साथ आधुनिक छत्तीसगढ़ के इतिहास के विविध पहलुओं जैसे – राजवंशों का उत्थान-पतन, छत्तीसगढ़ की प्रशासनिक व्यवस्था, स्वतंत्रता आंदोलन में छत्तीसगढ़ की सहभागिता, छत्तीसगढ़ के सांस्कृतिक विरासत आदि का अध्ययन छात्रों की प्रतियोगी योग्यता को बढ़ाता है।


R. Singh
Sinha

8. Efforts have been made to include tourism in the curriculum to enhance the knowledge of the students as well as to fulfill the professional perspective.
9. Including women in this curriculum in India is a big effort to uplift women power. This course is like a catalyst for the burning problem like women's upliftment.
10. It is also very important for the students to have knowledge of the Indian Constitution and Administration. It is very important to have knowledge of the Constitution and Administration not only for knowledge but also to face the challenges of life.
11. In the Optional Subject (DSE) question paper, with the aim of in-depth understanding of Indian culture, Indian culture from ancient to modern times has been included in the syllabus so that the student can understand the Indian culture and its continuity.
12. The history of modern China and Japan has also been included in it so that students can have information about the contemporary activities going on in the countries around India as well as understand their impact on India.
13. Knowledge of Indian history is incomplete without the history of Marathas, hence Maratha history has been included as an option. The struggles of the Marathas in both the Mughal and British periods are very important historical issues, without knowledge of which Indian history is not complete.
14. Under VAC, an effort has been made to give simple knowledge of the Indian National Movement to the students, so that the students can understand the difficult struggles for independence and can evaluate the independence.
15. The aim of Programme is to orient students to ward research and Historiography by making them understand the nuances of concept of history and Indian and Foreign Historiographical traditions.



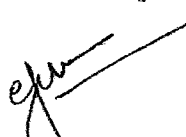




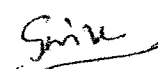


R. Singh
Smita

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)

DEPARTMENT OF HISTORY

1. The main objective of the core course of the B. A history subject is to give students systematic knowledge of the history of India.
2. The aim of this course is to generate interest in Indian civilization and Indianness among the students by giving them knowledge about the rise and fall of various dynasties in ancient India, analysis of their causes and implementation and impact of ideal administrative systems etc.
3. Under Medieval India, students have to understand the circumstances of foreign invasions in the medieval period, regional fragmentation of India, internal differences, clash of Indian and foreign cultures as well as efforts for religious-cultural coordination by devotees and saints. Along with this, the main objective is to give knowledge about religious activities based on personal interest and contemporary art and architecture through the scriptures. Knowledge of the political challenges given to the then system by Marathas and Sikhs during this period is also an important aspect.
4. Under modern India, we have to give knowledge about the aspects like commercial attraction of foreigners in India, taking over India through fraudulent means, changing India's civility culture and administrative systems to fulfill economic interests etc. so that... Can understand the mentality.
Along with this, we also have to understand the efforts of Renaissance to uplift national self-respect along with socio-religious reforms and the criticism of British policies through the press.
5. The second aspect of modern Indian history is the national movement in which students should understand the nature of opposition to British rule among Indians, the organized movement against British rule, the changes in administrative and constitutional policies and rules by the British rule and ultimately the partition and to understand the complex process of independence and the devious mentality behind it.
6. Through two question papers of World History as an optional subject (DSE), an attempt has been made to give students information about the major events of the modern world and their impact on other areas of the world so that the students develop an understanding of the events. The ability to analyze and establish their interrelationships in the international context can be developed.
7. Knowledge of regional history is also important for the students of Chhattisgarh, along with ancient and medieval Chhattisgarh, various aspects of the history of modern Chhattisgarh like the rise and fall of dynasties, administrative system of Chhattisgarh, freedom movement. Chhattisgarh's participation in IT, study of cultural heritage of Chhattisgarh etc. increases the competitive ability of the students.

    
(Dr. Shampu Chakraborty)
R. Singh 
(Dr. Shashi Kala Sinha)

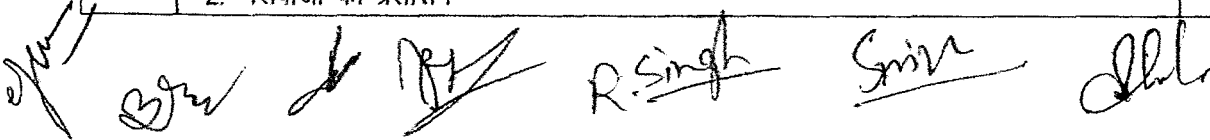
FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

DSC – 01 to 08		DSE 1 to 12		DGE 01 & 02	
HISC-01	Ancient Indian History (From the beginning to Satvahan dynasty)	HISE-01	World History (1453 to 1870 AD)	HIGE-01	Ancient Indian History (From the beginning to Satvahan dynasty)
HISC-02	Ancient Indian History (From Gupta age to 1206 AD)	HISE-02	World History (1871 to 1950 AD)	HIGE-02	Ancient Indian History (From Gupta age to 1206 AD)
HISC-03	Medieval Indian History (1206 AD to 1526 AD)	HISE-03	Historiography	SEC	
HISC-04	Medieval Indian History (1526 AD to 1707 AD)	HISE-04	Ancient and Medieval Chhattisgarh	HISEC	Maratha History
HISC-05	History of India (1757 AD to 1947 AD)	HISE-05	Modern Chhattisgarh (1818 to 2001)	VAC	
HISC-06	History of Indian National Movement and Constitutional development	HISE-06	Tourism in Theory and Practices - I	HIVAC	History of Indian National Movement 1857 to 1947 A. D.
HISC-07	Research Methodology	HISE-07	Tourism in Theory and Practices – II		
HISC-08	Methodology of History	HISE-08	Women's in Indian History		
		HISE-09	Indian Constitution and Administration		
		HISE-10	History of Indian Culture (From origin to 1526 AD)		
		HISE-11	History of Indian Culture (Akbar to Gandhian Era)		
		HISE-12	History of China and Japan (1800 to 1965 AD)		

R. Singh *Smith*

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Diploma / Degree/Hons)		Semester - IV	
		Session: 2025-2026	
1	Course Code	HISC 04	
2	Course Title	मध्यकालीन भारत का इतिहास – मुगलकाल (1526–1707)	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र इस अवधि के दौरान इतिहास में प्रमुख राजनीतिक विकास की पहचान करने में सक्षम होंगे। 2 मुगल कला, संस्कृति और वास्तुकला के बारे में जानकारी होगी। 3 व्यापार और शहरी परिसरों के विकास को समझ सकेंगे 4 मुगल साम्राज्य की विभिन्न नीतियों से परिचित होंगे 5 छात्र मराठा साम्राज्य की स्थापना, विस्तार और शासन से परिचित होंगे	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. मुगल कालीन इतिहास के स्रोत 2. बाबर के आक्रमण के समय भारत की राजनीतिक दशा 3. मुगल साम्राज्य की स्थापना – बाबर 4. शेरशाह सूरी का प्रशासन		15
II	1. अकबर की राजपूत नीति 2. मुगल सम्राटों की धार्मिक नीति – अकबर से औरंगजेब तक 3. मुगल प्रशासन 4. मुगल साम्राज्य के पतन के कारण		15
III	1. मुगल कालीन सामाजिक एवं आर्थिक जीवन 2. मुगल कालीन स्थापत्य 3. मुगल कालीन साहित्य, संगीत एवं चित्रकला 4. मुगल काल में महिलाओं की स्थिति		15
IV	1. मराठा शक्ति के उदय के कारण 2. शिवाजी का प्रशासन		15


 R. Singh Smir Jh

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. श्रीवास्तव, ए. एल. – मुगल कालीन भारत (अंग्रेजी अनुवाद)
2. मजूमदार, राय चौधरी एवं दत्त – भारत का वृहद विकास खण्ड 2
3. पंजाबी बी. के. – भारत का इतिहास 1206 से 1761
4. राधेशरण – भारत की सामाजिक एवं आर्थिक संरचना और संस्कृति के मूल तत्व (आदिकाल से 1950 ई तक)
5. श्रीवास्तव एल. एस. – मुगल कालीन शासन व्यवस्था
6. सरकार जे. एन. – शिवजी एवं उनका युग
7. त्रिपाठी आर. पी. – मुगल साम्राज्य का इतिहास
8. महाजन वी. डी. – मध्यकालीन भारत 1000 से 1761 ई. तक
9. श्रीवास्तव ए. एल. – मध्यकालीन संस्कृति
10. शर्मा एल. पी. – मध्यकालीन भारत
11. Dey U. N. – Mughal Government
12. Mahajan V. R. – History of Medieval India
13. Pandey A. B. - Medieval India
14. Prasad Ishwari - Medieval India
15. Chandra Satish – Madhyakalin Bharat

Online Resources–

- e-Resources / e-books and e-learning portals

Online Resources–

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

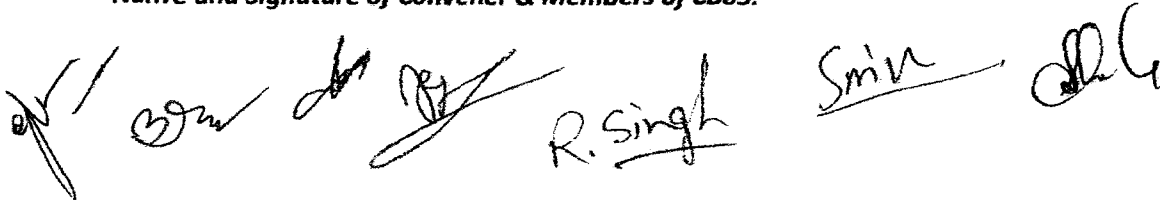
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar + Attendance -	10	
	Total Marks -	30	

End Semester Exam (ESE):	Two section – A & B
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks

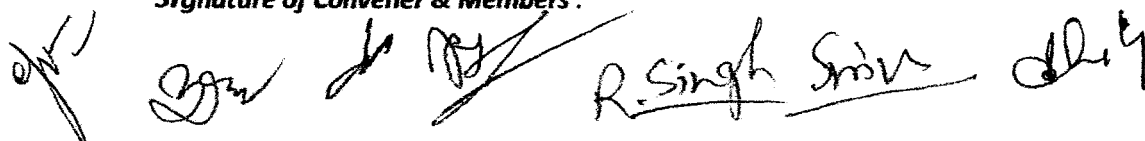
Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts <i>(Diploma / Degree/Hons)</i>		Semester - IV
		Session: 2025-2026
1	Course Code	HISC 04
2	Course Title	<i>History of Medieval India – Mughal Period (1526-1707)</i>
3	Course Type	DSC
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will be able to identify the major political development in the history during the period.</i> ➤ <i>There will be information about mughal art, culture and Architecture.</i> ➤ <i>Delineate the development of trade and Urban complexes.</i> ➤ <i>Different policies of Mughal Empire.</i> ➤ <i>Student will be familiar with the establishment, Expansion and Governance of the Maratha Empire</i>
6	Credit Value	04 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. Sources of Mughal Period History. 2. Political Condition of India at the Time of Babur invasion. 3. Babur – Establishment of Mughal Empire 4. Administration of Shershah Suri 	15
II	<ol style="list-style-type: none"> 1. Akbar's – Rajput Policy 2. Religious Policy of Mughal emperors from Akbar to Aurangzeb. 3. Mughal Administration 4. Reasons for the Downfall of Mughal Empire 	15
III	<ol style="list-style-type: none"> 1. Social and Economic life of Mughal Period. 2. Mughal Period architecture. 3. Literature, Music and Painting during Mughal period. 4. Status of Women in Mughal Period. 	15
IV	<ol style="list-style-type: none"> 1. Reasons for the Rise of Maratha Power 2. Shivaji's Administration. 3. Peshwa – Balaji Vishwnath, Bajirao First, Balaji Bajirao. 4. Rise and Development of Sikh Power. 	15
Keywords	.....

Signature of Convener & Members :

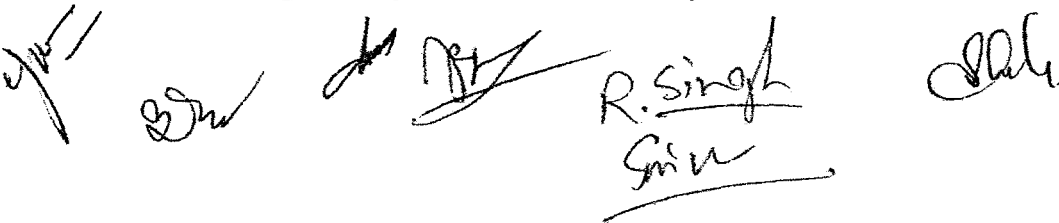


	2. भक्ति आंदोलन – प्रमुख संत – रामानंद, कबीर, नानक, चैतन्य महाप्रभु 3. सूफीवाद के प्रमुख सिद्धांत 4. भारत में सूफीवाद का विकास – चिश्ती सिलसिला	
Keywords:	.....

Signature of Convener & Members:

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
<ol style="list-style-type: none"> 1. श्रीवास्तव, ए. एल. – दिल्ली सल्तनत 2. हबीब एवं निजामी – दिल्ली सल्तनत 3. सक्सेना, आर. के. – दिल्ली सल्तनत 4. महाजन, वी. डी. – मध्यकालीन भारत 1000 से 1761 ई. तक 5. पाण्डेय, ए. बी. – पूर्व मध्यकालीन भारत 6. लूनिया, बी. एन. – पूर्व मध्यकालीन भारत 7. राजबली सिंह – सूफीवाद 8. Prasad Ishwari – Medieval India 9- Chandra Satish – Madhyakalin Bharat 10- Pandey A. B. - Early Medieval India. 		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



 R. Singh
 Sinu

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Diploma / Degree/Hons)	Semester - III	Session: 2025-2026
1	Course Code	HISC 03
2	Course Title	मध्यकालीन भारत का इतिहास – सल्तनत काल (1206-1526)
3	Course Type	DSC
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning- Outcomes (CLO)	<ol style="list-style-type: none"> 1. छात्र मध्यकाल के दौरान हुए राजनीतिक और प्रशासनिक परिवर्तनों के बारे में जानेंगे। 2. छात्र दक्षिण भारत के राजवंशों और वास्तुकला से परिचित होंगे। 3. भक्ति और सूफी आंदोलन के माध्यम से भारतीयों के आपसी सद्भाव के बारे में ज्ञान प्राप्त करेंगे। 4. मध्यकाल में भारत के राजनीतिक माहौल से परिचित होंगे 5. संस्कृति कला और वास्तुकला के क्षेत्र में परिवर्तनों को समझ सकेंगे
6	Credit Value	04 (Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. सल्तनत कालीन इतिहास के स्रोत 2. दास वंश – कुतुबुद्दीन ऐबक 3. इल्तुतमिश 4. बलबन 	15
II	<ol style="list-style-type: none"> 1. खिलजी वंश – अलाऊद्दीन खिलजी की सैनिक व्यवस्था, राजस्व व्यवस्था, और बाजार नियंत्रण 2. तुगलक वंश – मोहम्मद बिन तुगलक 3. तैमूर का आक्रमण – कारण एवं परिणाम 	15
III	<ol style="list-style-type: none"> 1. सल्तनत कालीन प्रशासन 2. दिल्ली सल्तनत के पतन के कारण 3. विजय नगर राज्य 4. बहमनी राज्य 	15
IV	<ol style="list-style-type: none"> 1. भक्ति आंदोलन – कारण एवं विशेषताएं 	15



 R. Singh
 Smir

Keywords

Signature of Convener & Members :

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. श्रीवास्तव, ए. एल. – दिल्ली सल्तनत
2. हबीब एवं निजामी – दिल्ली सल्तनत
3. सक्सेना, आर. के. – दिल्ली सल्तनत
4. महाजन, वी. डी. – मध्यकालीन भारत 1000 से 1761 ई. तक
5. पाण्डेय, ए. बी. – पूर्व मध्यकालीन भारत
6. लूनिया, बी. एन. – पूर्व मध्यकालीन भारत
7. राजबली सिंह – सूफीवाद
8. Prasad Ishwari – Medieval India
9. Chandra Satish – Madhyakalin Bharat
10. Pandey A. B. - Early Medieval India.

Online Resources–

- e-Resources / e-books and e-learning portals

Online Resources–

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

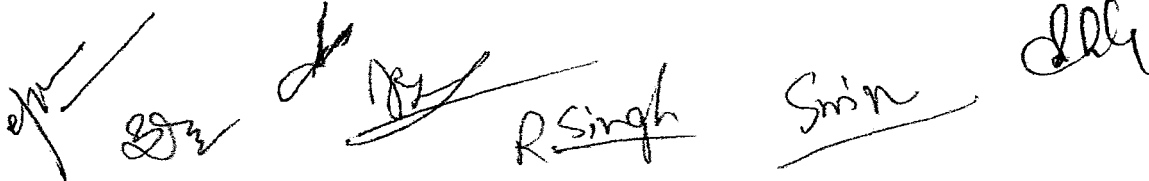
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar +Attendance - 10	
	Total Marks - 30	

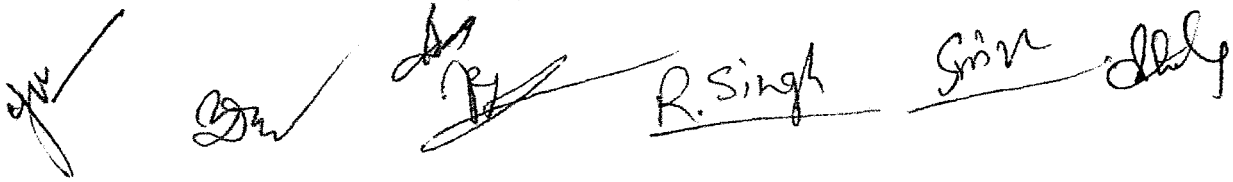
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks
--------------------------	---

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Diploma / Degree/Hons)		Semester - III	
		Session: 2025-2026	
1	Course Code	HISC 03	
2	Course Title	<i>History of Medieval India – Sultanat Period (1206-1526)</i>	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ Student will know about the political and administrative changes during medieval period. ➤ Student will be familiar with the dynasties and Architecture of south India. ➤ Get knowledge about the mutual harmony of Indian's through Bhakti and sufi movement. ➤ Political Atmosphere of India during Medieval period. ➤ Out line the changes in the field of culture art and Architecture. 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Sources of the History of Sultanat Period. 2. Slave Dynasty – Qutubuddin aibak 3. Iltutmish 4. Balban 		15
II	<ol style="list-style-type: none"> 1. Khilji Dynasty – Military System, Revenue System and Market Control 2. Tughlaq Dynasty – Mohammad Bin Tughlaq 3. Timur Invasion – Reason and Consequences. 		15
III	<ol style="list-style-type: none"> 1. Administration during Sultanate period. 2. Reasons for the fall of the Delhi Sultanate. 3. Vijaynagar State. 4. Bahmani State. 		15
IV	<ol style="list-style-type: none"> 1. Bhakti Movement – Reasons and characteristics 2. Bhakti Movement – Major saint – Ramanand, Kabir, Nanak, Chaitanya Mahaprabhu 3. Sufism – Main Principles 4. Development of suffism in India – Chishti silsila. 		15



 R. Singh

	4. गुर्जर, प्रतिहार, पाल एवं सेन वंश	
IV	1. भारत का दक्षिण पूर्व एशिया से संबंध 2. भारत में अरब आक्रमण 3. महमूद गजनवी 4. मुहम्मद गौरी	15
Keywords	.....

Signature of Convener & Member :

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. K. L. Khurana – History of India from earliest time to 1526 A. D.
2. K. L. Khurana – Ancient India from earliest time to 1206 A. D.
3. Vincent smith – oxford history of India.
4. L. Prasad – Ancient India –Indus valley civilization to 1200 A. D.
5. रतिभान सिंह नाहर – प्राचीन भारतीय इतिहास एवं संस्कृति
6. बी. एन. लुनिया – प्राचीन भारतीय संस्कृति
7. भार्गव – प्राचीन भारत
8. एस. आर. शर्मा – प्राचीन भारत
9. शांता शुक्ला – भारत का राजनीतिक इतिहास
10. ए. के. मित्तल – भारत का इतिहास प्रारम्भ से 1206 ई.
11. ए. के. मित्तल एवं डॉ. आर अग्रवाल – विश्व का इतिहास 1453 से 1890 ई.

Online Resources–

- e-Resources / e-books and e-learning portals

Online Resources–

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

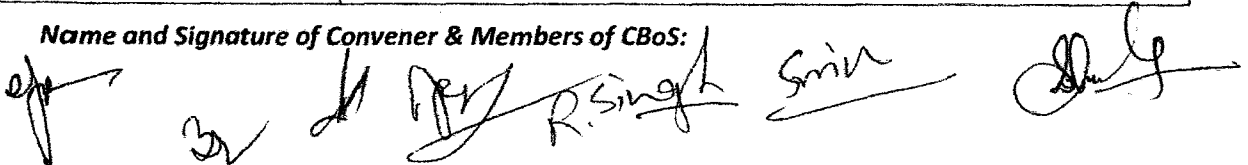
Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

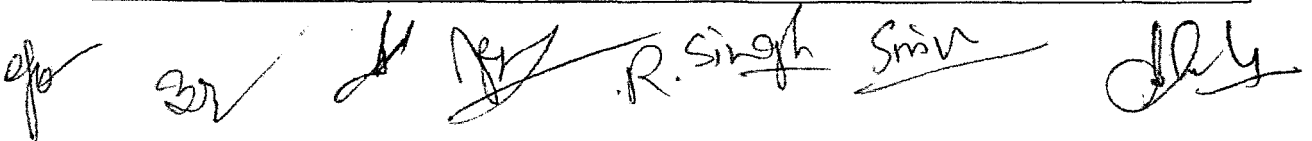
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

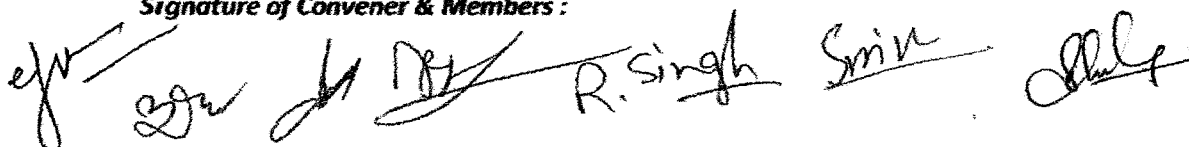
PART-A: Introduction		
Program: Bachelor in Arts (Certificate / Diploma / Degree/Hons)		Semester - II
		Session: 2024-2025
1	Course Code	HISC 02
2	Course Title	प्राचीन भारत का इतिहास (गुप्त युग से 1206 AD तक)
3	Course Type	DSC
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	1 छात्र प्राचीन काल की जीवन शैली के बारे में ज्ञान प्राप्त करेंगे 2 वे समाज की संस्कृति और धर्म के बारे में ज्ञान प्राप्त कर सकते हैं। 3 प्राचीन काल की राजनीतिक स्थिति एवं विभिन्न सामाजिक वर्ग की भूमिका से परिचित होंगे 4 छात्र ऐतिहासिक प्रवृत्तियों के साथ-साथ प्राचीन भारतीय इतिहास के स्रोतों के बारे में जानेंगे 5 छात्र प्राचीन काल में भारत का दक्षिण एशिया से सम्बन्ध एवं भारत में अरब आक्रमण के सम्बन्ध में जानकारी प्राप्त कर सकेंगे।
6	Credit Value	04 (Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART-B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. गुप्त वंश 2. समुद्रगुप्त और उसकी विजयें 3. चंद्रगुप्त द्वितीय और उसकी विजयें 4. गुप्तकालीन प्रशासन	15
II	1. गुप्तकाल भारत का स्वर्ण युग 2. संगम वंश – चोल, चेर, पांड्या 3. पल्लव वंश 4. चालुक्य एवं राष्ट्रकूट वंश	15
III	1. हर्षवर्धन – विजयें एवं प्रशासन 2. राजपूतों की उत्पत्ति 3. राजपूत कालीन संस्कृति	15


 R. Singh Smr

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Hons)</i>		Semester - VII	
Session: 2027-2028			
1	Course Code	HISC 07	
2	Course Title	<i>Research Methodology</i>	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ Before starting research work the students will become familiar with the important research tools and research problems ➤ To know the importance of studying and collecting facts for research work. ➤ Regional research study will inspire research activities in the region. ➤ Students will analyse the primary and secondary sources. ➤ Students will also make their own opinion about the sources. 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. Meaning and Purpose of Research. 2. Importance of Research. 3. Research Methodology and design. 4. Formulation of Hypothesis.		15
II	1. Antiquities material – Records, Currency, Monuments. 2. Manuscripts and Documents. 3. Observation Method. 4. Questionnaire and Schedule.		15
III	1. Interview Methodology. 2. Sample/Sampling Technique. 3. Statistics. 4. Regional Studies.		15
IV	1. Use of computer and Internet in Social Science. 2. Dissertation Writing. 3. Book Review and Report Writing. 4. Reference List.		15
Keywords	.....	

Signature of Convener & Members :

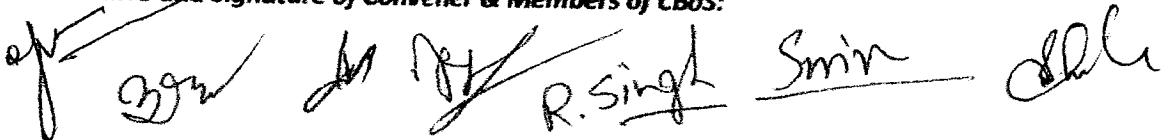


IV	1. भारतीय परिषद अधिनियम 1909, 2. 1919 का अधिनियम 3. भारत शासन अधिनियम 1935 4. भारतीय स्वतंत्रता अधिनियम 1947	15
Keywords		.....

Signature of Convener & Members:

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. ताराचंद	–	भारतीय स्वाधीनता आंदोलन का इतिहास भाग 1 व 2
2. सुमित सरकार	–	आधुनिक भारत
3. पं. सुन्दरलाल शर्मा	–	भारत में अंग्रेजी राज
4. एस आर देसाई	–	भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि
5. शर्मा एवं शर्मा	–	भारतीय राष्ट्रीय आंदोलन एवं राजनैतिक विकास
6. कौलेश्वर राय	–	फ्रीडम स्ट्रगल
7. विपिन चंद्र	–	भारतीय स्वतंत्रता संग्राम का इतिहास
8. वीरकेश्वर प्रसाद सिंह	–	भारतीय राष्ट्रीय आंदोलन एवं संवैधानिक विकास
9. रामलखन शुक्ला	–	आधुनिक भारत का इतिहास
10. योगेन्द्र श्रीवास्तव	–	हिस्ट्री ऑफ फ्रीडम मूवमेंट इन इंडिया
11. यशपाल एवं ग्रोवर	–	आधुनिक भारत का इतिहास
12. कौलेश्वर राय	–	आधुनिक भारत 1575–1947
13. दामोदर धर्मानंद कौसबी	–	भारतीय इतिहास का अध्ययन
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., out of 2 from each unit- 4x10 =40 Marks	

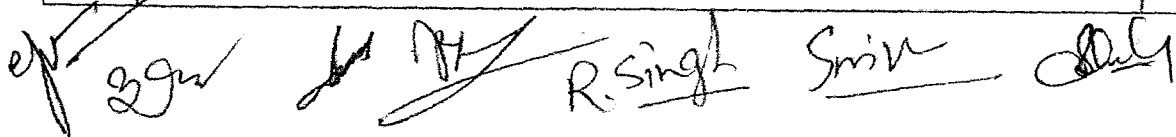
Name and Signature of Convener & Members of CBoS:



 R. Singh Smir Shk

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

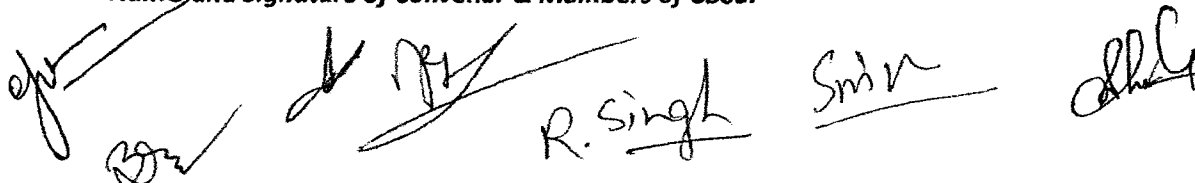
PART-A: Introduction			
Program: Bachelor in Arts (Degree/Hons)		Semester - VI	
		Session: 2026-2027	
1	Course Code	HISC 06	
2	Course Title	भारत का राष्ट्रीय आंदोलन एवं संवैधानिक विकास	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 पाठ्यक्रम की सामग्री राष्ट्रवादी इतिहास के विशाल कैनवास से संबंधित मुख्य मुद्दों को कवर करने के लिए डिज़ाइन की गई है। 2 स्नातक स्तर पर छात्र राष्ट्रीय आंदोलन के मूल विचारों पर ध्यान केंद्रित कर सकेंगे। 3 भारत स्वतंत्रता और राष्ट्र निर्माण के प्रयासों को समझेंगे। 4 भारतीय राष्ट्रीय आंदोलन में आंतरिक विरोधाभासों के साथ विशाल और भिन्न वैचारिक आधार को समझेंगे। 5 छात्र ब्रिटिश शासन के तहत भारत के संवैधानिक विकास के बारे में भी ज्ञान प्राप्त करेंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. 1857 ई. की क्रांति – कारण, स्वरूप एवं परिणाम 2. राष्ट्रवाद का उदय एवं भारतीय राष्ट्रीय कांग्रेस की स्थापना 3. उदारवादी एवं उग्रवादी आंदोलन 4. क्रांतिकारी आन्दोलन		15
II	1. होमरूल आन्दोलन 2. असहयोग आन्दोलन 3. सविनय अवज्ञा आन्दोलन 4. भारत छोड़ो आन्दोलन		15
III	1. भारत में साम्प्रदायिकता का उदय एवं विकास 2. आज़ाद हिन्द फौज 3. भारत का विभाजन एवं स्वतंत्रता 4. भारतीय रियासतों का विलनीकरण		15


 R. Singh Smir

Signature of Convener & Members:

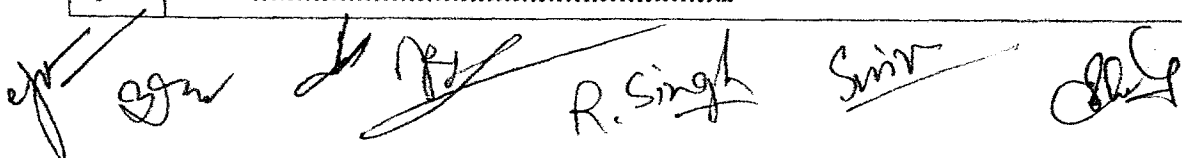
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended -		
1. ताराचंद	-	भारतीय स्वाधीनता आंदोलन का इतिहास भाग 1 व 2
2. सुमित सरकार	-	आधुनिक भारत
3. पं. सुन्दरलाल शर्मा	-	भारत में अंग्रेजी राज
4. एस आर देसाई	-	भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि
5. शर्मा एवं शर्मा	-	भारतीय राष्ट्रीय आंदोलन एवं राजनैतिक विकास
6. कौलेश्वर राय	-	फ्रीडम स्ट्रगल
7. विपिन चंद्र	-	भारतीय स्वतंत्रता संग्राम का इतिहास
8. वीरकेश्वर प्रसाद सिंह	-	भारतीय राष्ट्रीय आंदोलन एवं संवैधानिक विकास
9. रामलखन शुक्ला	-	आधुनिक भारत का इतिहास
10. योगेन्द्र श्रीवास्तव	-	हिस्ट्री ऑफ फ्रीडम मूवमेंट इन इंडिया
11. यशपाल एवं ग्रोवर	-	आधुनिक भारत का इतिहास
12. कौलेश्वर राय	-	आधुनिक भारत 1575-1947
13. दामोदर धर्मानंद कौसबी	-	भारतीय इतिहास का अध्ययन
Online Resources-		
➤ e-Resources / e-books and e-learning portals		
Online Resources-		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar + Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:


R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Degree/Hons)</i>		Semester - VI	
		Session: 2026-2027	
1	Course Code	HISC 06	
2	Course Title	<i>History of Indian National Movement and Constitutional Development</i>	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>The contents of the syllabus are designed to cover core issues pertaining to vast canvass of Nationalist History.</i> ➤ <i>The student at the undergraduate level is equipped to focus upon the core ideas of national movement.</i> ➤ <i>India quest for Indipendence and nation building.</i> ➤ <i>Indians National movement has vast and divergent ideological base with inner contradictions.</i> ➤ <i>Students will also gain knowledge about the constitutional development of India under British rule.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Revolt of 1857 - Causes, Nature and Result. 2. Rise of Nationalism and Birth of Indian National Congress. 3. Liberal and Extremist Movement. 4. Revolutionary Movement. 		15
II	<ol style="list-style-type: none"> 1. Home rule Movement. 2. Non Cooperation Movement. 3. Civil Disobedience Movement. 4. Quit India Movement. 		15
III	<ol style="list-style-type: none"> 1. Rise and Development of Communalism in India. 2. Indian National Army 3. Division of India and Independence. 4. Annexation of Indian State. 		15
IV	<ol style="list-style-type: none"> 1. Indian Council Act. 1909. 2. Act. Of 1919. 3. Government of India Act. 1935. 4. Indian Independence Act. 1947. 		15
Keywords	.....	

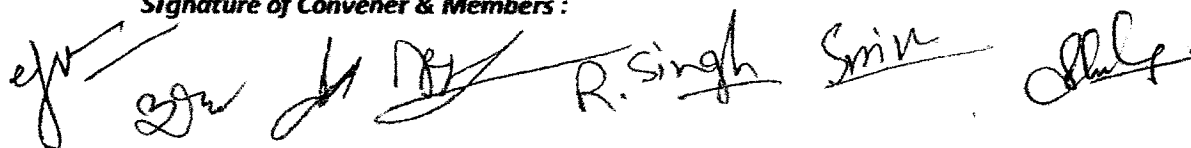


 R. Singh Smit [Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VII	
Session: 2027-2028			
1	Course Code	HISC 07	
2	Course Title	<i>Research Methodology</i>	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Before starting research work the students will become familiar with the important research tools and research problems</i> ➤ <i>To know the importance of studying and collecting facts for research work.</i> ➤ <i>Regional research study will inspire research activities in the region.</i> ➤ <i>Students will analyse the primary and secondary sources.</i> ➤ <i>Students will also make their own opinion about the sources.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Meaning and Purpose of Research. 2. Importance of Research. 3. Research Methodology and design. 4. Formulation of Hypothesis. 		15
II	<ol style="list-style-type: none"> 1. Antiquities material – Records, Currency, Monuments. 2. Manuscripts and Documents. 3. Observation Method. 4. Questionnaire and Schedule. 		15
III	<ol style="list-style-type: none"> 1. Interview Methodology. 2. Sample/Sampling Technique. 3. Statistics. 4. Regional Studies. 		15
IV	<ol style="list-style-type: none"> 1. Use of computer and Internet in Social Science. 2. Dissertation Writing. 3. Book Review and Report Writing. 4. Reference List. 		15
Keywords	.....	

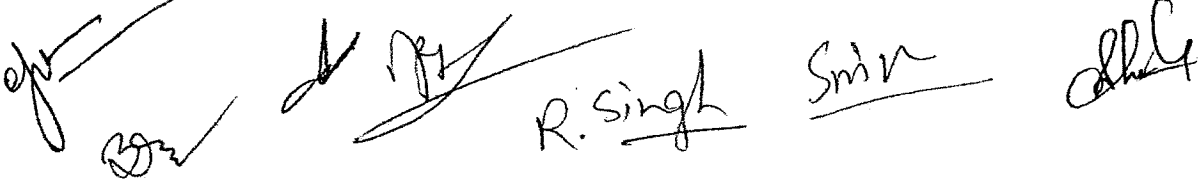
Signature of Convener & Members :



Signature of Convener & Members:

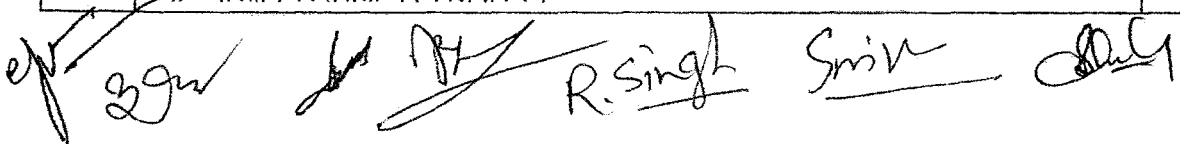
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. ताराचंद	–	भारतीय स्वाधीनता आंदोलन का इतिहास भाग 1 व 2
2. सुमित सरकार	–	आधुनिक भारत
3. पं. सुन्दरलाल शर्मा	–	भारत में अंग्रेजी राज
4. एस आर देसाई	–	भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि
5. शर्मा एवं शर्मा	–	भारतीय राष्ट्रीय आंदोलन एवं राजनैतिक विकास
6. कौलेश्वर राय	–	फ्रीडम स्ट्रगल
7. विपिन चंद्र	–	भारतीय स्वतंत्रता संग्राम का इतिहास
8. वीरकेश्वर प्रसाद सिंह	–	भारतीय राष्ट्रीय आंदोलन एवं संवैधानिक विकास
9. रामलखन शुक्ला	–	आधुनिक भारत का इतिहास
10. योगेन्द्र श्रीवास्तव	–	हिस्ट्री ऑफ फ्रीडम मूवमेंट इन इंडिया
11. यशपाल एवं ग्रोवर	–	आधुनिक भारत का इतिहास
12. कौलेश्वर राय	–	आधुनिक भारत 1575–1947
13. दामोदर धर्मानंद कौसबी	–	भारतीय इतिहास का अध्ययन
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:


R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

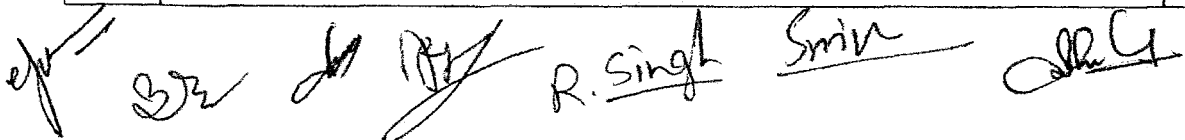
PART-A: Introduction			
Program: Bachelor in Arts <i>(Degree/Hons)</i>		Semester - VI	Session: 2026-2027
1	Course Code	HISC 06	
2	Course Title	भारत का राष्ट्रीय आंदोलन एवं संवैधानिक विकास	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 पाठ्यक्रम की सामग्री राष्ट्रवादी इतिहास के विशाल कैनवास से संबंधित मुख्य मुद्दों को कवर करने के लिए डिज़ाइन की गई है। 2 स्नातक स्तर पर छात्र राष्ट्रीय आंदोलन के मूल विचारों पर ध्यान केंद्रित कर सकेंगे। 3 भारत स्वतंत्रता और राष्ट्र निर्माण के प्रयासों को समझेंगे। 4 भारतीय राष्ट्रीय आंदोलन में आंतरिक विरोधाभासों के साथ विशाल और भिन्न वैचारिक आधार को समझेंगे। 5 छात्र ब्रिटिश शासन के तहत भारत के संवैधानिक विकास के बारे में भी ज्ञान प्राप्त करेंगे।	
6	Credit Value	04 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>	
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40	
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)	No. of Period	
I	1. 1857 ई. की क्रांति – कारण, स्वरूप एवं परिणाम 2. राष्ट्रवाद का उदय एवं भारतीय राष्ट्रीय कांग्रेस की स्थापना 3. उदारवादी एवं उग्रवादी आंदोलन 4. क्रांतिकारी आन्दोलन	15	
II	1. होमरूल आन्दोलन 2. असहयोग आन्दोलन 3. सविनय अवज्ञा आन्दोलन 4. भारत छोड़ो आन्दोलन	15	
III	1. भारत में साम्प्रदायिकता का उदय एवं विकास 2. आजाद हिन्द फौज 3. भारत का विभाजन एवं स्वतंत्रता 4. भारतीय रियासतों का विलनीकरण	15	



 R. Singh Smith [Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Diploma / Degree/Hons)	Semester - III	Session: 2025-2026
1	Course Code	HISE 01
2	Course Title	विश्व का इतिहास (1453 से 1871)
3	Course Type	DSE
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ol style="list-style-type: none"> 1 छात्र 1453 से 1870 के बीच यूरोप में ऐतिहासिक विकास का विश्लेषण करने में सक्षम होंगे। 2 वे सामंतवाद के पतन और आधुनिक युग के उदय के संबंध में ज्ञान प्राप्त करेंगे। 3 औद्योगिक क्रांति की शुरुआत कैसे हुई और उसके बाद पूरी दुनिया की अर्थव्यवस्था बदल गई। 4 छात्र क्रांति, सुधार जैसी नई राजनीतिक चुनौतियों का ज्ञान प्राप्त करते हैं। 5 कैसे पुराना साम्राज्यवाद हमेशा के लिए खत्म हो गया और नए साम्राज्यवाद का जन्म (उदय) हुआ और दुनिया में नए साम्राज्यवाद की नई समस्या खड़ी हो गई से परिचित होंगे।
6	Credit Value	04 (<i>Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work</i>)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks:- 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. यूरोप में सामंतवाद का पतन एवं आधुनिक युग की शुरुआत 2. पुर्नजागरण, धर्म सुधार आंदोलन एवं प्रतिधर्म सुधार आंदोलन 3. राष्ट्रीय राज्यों के उदय के कारण – परिणाम 4. वाणिज्यवाद एवं औद्योगिक क्रांति 	15
II	<ol style="list-style-type: none"> 1. उपनिवेशवाद 2. इंग्लैण्ड में गृहयुद्ध एवं गौरवपूर्ण क्रांति (1688) 3. अमेरिका का स्वतंत्रता संग्राम 4. फ्रांसीसी क्रांति – कारण, परिणाम, नेपोलियन युग 	15
III	<ol style="list-style-type: none"> 1. नेपोलियन के सुधार (प्रथम कॉंसल के रूप में), महाद्विपीय व्यवस्था 2. विएना कांग्रेस 	15



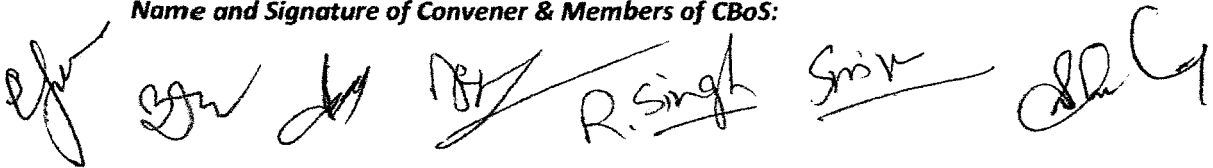
 R. Singh Smir

Keywords
----------	-------

Signature of Convener & Members:

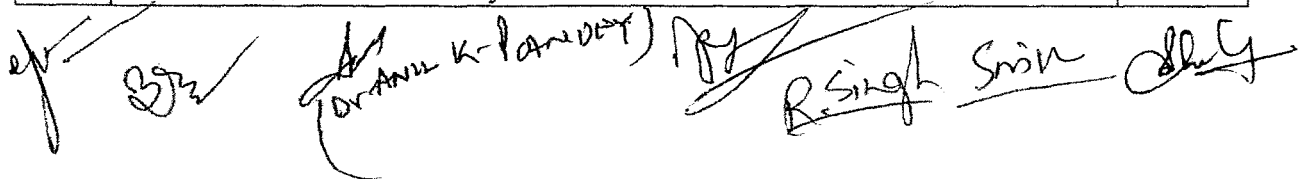
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. बी. एन. मेहता – अर्वाचीन यूरोप		
2. बी. आई. पाल – आधुनिक यूरोप		
3. K. L. Khurana – History of Modern Europe		
4. Khurana & Sharma – Modern Europe – 1453 to 1789 A. D.		
5. डॉ. संजीव जैन – विश्व का इतिहास (1453 ई. से 1789 ई.)		
6. डॉ. ए. के. मित्तल – विश्व का इतिहास (1453 ई. से 1789 ई.)		
7. दहीभाते एवं पारिख – विश्व का इतिहास (1453 ई. से 1789 ई.)		
8- बी. एन. लूनिया – विश्व का इतिहास (1453 ई. से 1789 ई.)		
Suggested Digital Platforms Web.links:		
1. DELENT – Home “https://delnet.in”		
2. Official websites of UGC, ICHR, CG.Govt		
3. E-Pathshala		
4. N-List: National Library and Information services		
5. Infrastructure for scholarly content “https://nlist.inflibnet.ac.in”		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 Marks	
Continuous Internal Assessment (CIA):	30 Marks	
End Semester Exam (ESE):	70 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY
COURSE CIRRICULUM

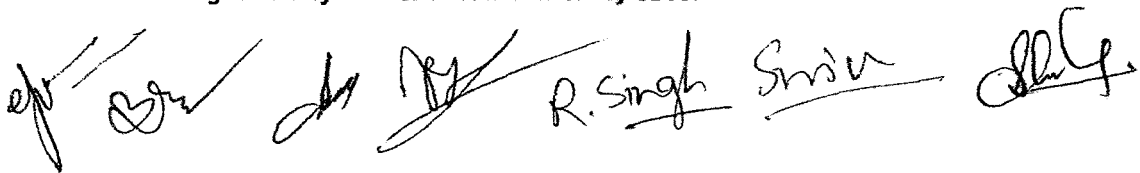
PART-A: Introduction		
Program: Bachelor in Arts <i>(Diploma / Degree/Hons)</i>		Semester - III
		Session: 2025-2026
1	Course Code	HISE 01
2	Course Title	<i>World History (1453 to 1871)</i>
3	Course Type	DSE
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ The Student will be able to analyze the Historical development in Europe between 1453 to 1870. ➤ They will acquire knowledge regarding the downfall of Feudalism and the rise of modern age. ➤ How was the Industrial revolution start and after that the Economy of the whole world was changed. ➤ Students gain knowledge the new political challenges like Revolution, Reform moments. ➤ How the old Imperialism was goan for ever & new Imperialism was born (rise) and the world phase the new problem of new Imperialism.
6	Credit Value	04 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. Downfall of feudalism and advent of the modern age. 2. Renaissance, the Reformation and counter Reformation. 3. Rise of Absolute states – causes and Result. 4. Mercantilism and Industrial Revolution. 	15
II	<ol style="list-style-type: none"> 1. Colonialism. 2. Civil war in England and Glorious Revolution 1688. 3. American war of Independence. 4. French Revolution – Causes, Result 	15
III	<ol style="list-style-type: none"> 1. Reforms of Nepoleon as a first councillor, Continental System. 2. Viena Congress. 3. Metternich Foreign Policy. 4. Rise of Liberalism in England. 	15
IV	<ol style="list-style-type: none"> 1. Eastern Problem up to Crimiya war 2. Partision of Africa. 3. Unification of Itly. 4. Unification of Germony. 	15



 (Dr. Anu K. Pandey) R. Singh Srin Chety

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. रामकुमार बेहार एवं ऋषिराज पांडेय	–	इतिहास पद्धति एवं इतिहास लेखन
2. गोविंदचंद पाण्डे	–	इतिहास स्वरूप एवं सिद्धांत
3. परमानंद सिंह	–	इतिहास दर्शन
4. मानिक लाल गुप्ता	–	इतिहास, स्वरूप अवधारणाएं एवं उपयोगिता
5. राधेशरण	–	इतिहास और इतिहास लेखन
6. ई.एच. कार	–	इतिहास क्या है
7. बी.के. श्रीवास्तव	–	इतिहास लेखन, अवधारणा
8. के. एल. खुराना	–	इतिहास लेखन
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

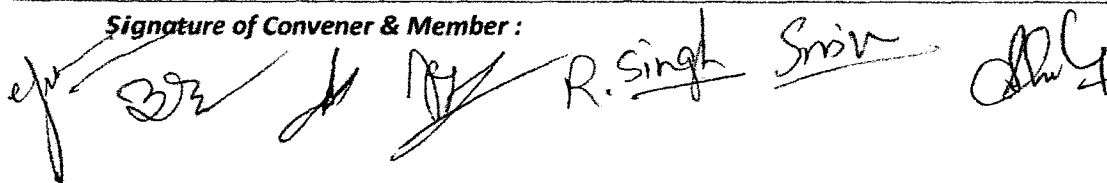
Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	
		Session: 2027-2028	
1	Course Code	HISC 08	
2	Course Title	इतिहास पद्धति	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र इतिहास के दर्शन के बारे में ज्ञान प्राप्त करेंगे। 2 इतिहास का अर्थ, परिभाषा, प्रकृति और क्षेत्र क्या से परिचित होंगे। 3 छात्र इतिहास के प्रकारों के बारे में भी ज्ञान प्राप्त करेंगे। 4 वे इतिहास विज्ञान है या कला से परिचित होंगे। 5 छात्र जानेंगे कि इतिहास का अन्य सामाजिक विज्ञानों से क्या संबंध है।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. इतिहास का अर्थ, परिभाषा एवं प्रकार 2. इतिहास विज्ञान है अथवा कला 3. इतिहास का अन्य सामाजिक विज्ञान से संबंध		15
II	1. इतिहास में कार्य कारण संबंध 2. इतिहास में वस्तुनिष्ठता 3. इतिहास का चक्रवादी सिद्धांत		15
III	1. इतिहास का तुलनात्मक सिद्धांत 2. समाज शास्त्रीय सिद्धांत 3. यूनानी इतिहास लेखन		15
IV	1. रोमन एवं चीनी इतिहास लेखन 2. अरबी एवं फारसी इतिहास लेखन 3. प्राचीन भारत में इतिहास लेखन की परम्परा		15
Keywords	.....	

Signature of Convener & Member :



 R. Singh Smir

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. रामकुमार बेहार एवं ऋषिराज पांडेय	–	इतिहास पद्धति एवं इतिहास लेखन
2. गोविंदचंद पाण्डे	–	इतिहास स्वरूप एवं सिद्धांत
3. परमानंद सिंह	–	इतिहास दर्शन
4. मानिक लाल गुप्ता	–	इतिहास, स्वरूप अवधारणाएं एवं उपयोगिता
5. राधेशरण	–	इतिहास और इतिहास लेखन
6. ई.एच. कार	–	इतिहास क्या है
7. बी.के. श्रीवास्तव	–	इतिहास लेखन, अवधारणा
8. के. एल. खुराना	–	इतिहास लेखन

Online Resources–

➤ e-Resources / e-books and e-learning portals

Online Resources–

➤ e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

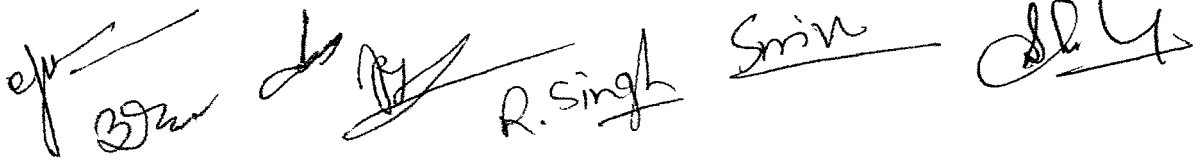
Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar +Attendance - 10 Total Marks - 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

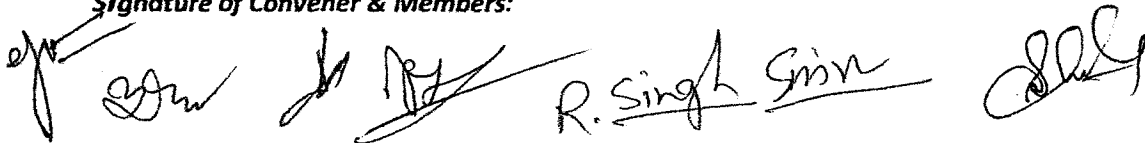
Name and Signature of Convener & Members of CBOS:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	
		Session: 2027-2028	
1	Course Code	HISC 08	
2	Course Title	<i>Methodology of History</i>	
3	Course Type	DSC	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Students will acquire knowledge about the Philosophy of History.</i> ➤ <i>What are the meaning, definition nature and scope of History?</i> ➤ <i>Students will also gain knowledge about the types of History.</i> ➤ <i>They learn is History Science or an art.</i> ➤ <i>Students will know that the correlation of history with other social sciences.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Meaning of History, Definition & Types. 2. History is Science or Arts. 3. Co-relation of History with other Social Science – (Archeology, Geography, Economics, Sociology, Political Science, Literature) 		15
II	<ol style="list-style-type: none"> 1. Causation in History. 2. Objectivity and Facts in History. 3. Cyclical Theory of History. 		15
III	<ol style="list-style-type: none"> 1. Comparative Theory of History. 2. Sociological Theory of History. 3. Greco Historiography. 		15
IV	<ol style="list-style-type: none"> 1. Roman and Chinese Historiography. 2. Arabic and Persian Historiography. 3. Historiography in ancient India. 		15
Keywords	.....	

Signature of Convener & Members:

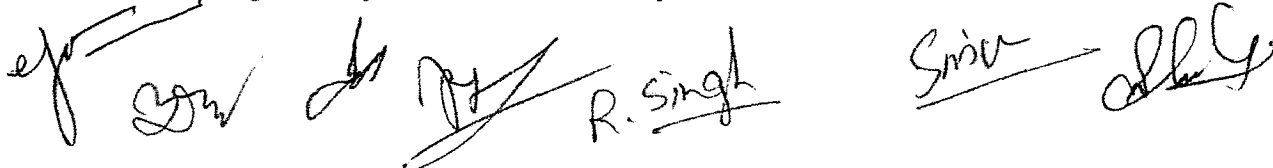


	3. पुस्तक समीक्षा एवं प्रतिवेदन लेखन 4- संदर्भ ग्रंथ सूची	
Keywords	.....

Signature of Convener & Members:

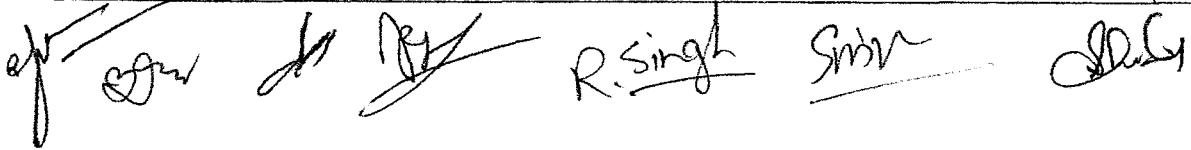
PART-C		
Learning Resources: Text Books, Reference Books and Others		
<i>Text Books Recommended -</i>		
1. खत्री, हरीश कुमार - शोध प्रविधि		
2. कोठारी सी. आर. - शोध पद्धति		
3. पंकज सिंह - शोध प्रविधि		
4. पॉल आभा, खूटे डी. एन. - सामाजिक विज्ञान की शोध प्रविधियाँ		
5. पाण्डे, राम - इतिहास शोध पद्धति		
6. सिंह जे. पी. - सामाजिक अनुसंधान की विधियाँ		
7. त्रिपाठी विनायाक - शोध प्रविधि		
8. Gupta K. Shathi, Praneet - Research Methodology		
9. Kothari C. R. - Research Methodology, Methods and Techniques		
10. Iqbal Sajid Mohammad - Research Methodology		
Online Resources-		
➤ e-Resources / e-books and e-learning portals		
Online Resources-		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VII	
		Session: 2027-2028	
1	Course Code	HISC 07	
2	Course Title	इतिहास – शोध प्रविधि	
3	Course Type	DSC	
4	Pre-requisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	1 शोध कार्य प्रारम्भ करने से पहले छात्र महत्वपूर्ण शोध उपकरणों और शोध समस्याओं से परिचित होंगे। 2 शोध कार्य हेतु अध्ययन एवं तथ्य संकलन के महत्व को जान सकेंगे। 3 क्षेत्रीय अनुसंधान अध्ययन क्षेत्र में अनुसंधान गतिविधियों से प्रेरित होंगे। 4 छात्र प्राथमिक और द्वितीयक स्रोतों का विश्लेषण से परिचित होंगे। 5 छात्र स्रोतों के सम्बन्ध में अपनी राय बनाने में सक्षम होंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. शोध का अर्थ एवं उद्देश्य 2. शोध का महत्व 3. शोध पद्धति एवं प्रारूप 4. परिकल्पना का निर्माण		15
II	1. पुरावशेष सामग्री – अभिलेख, मुद्रा, स्मारक 2. पांडु लिपि एवं दस्तावेज 3. अवलोकन पद्धति 4. प्रश्नावली एवं अनुसूची		15
III	1. साक्षात्कार पद्धति 2. निदर्शन/न्यादर्श प्रविधि 3. सांख्यिकी 4. क्षेत्रीय अध्ययन		15
IV	1. सामाजिक अनुसंधान में कम्प्यूटर एवं इंटरनेट का प्रयोग 2. शोध प्रबंध लेखन		15

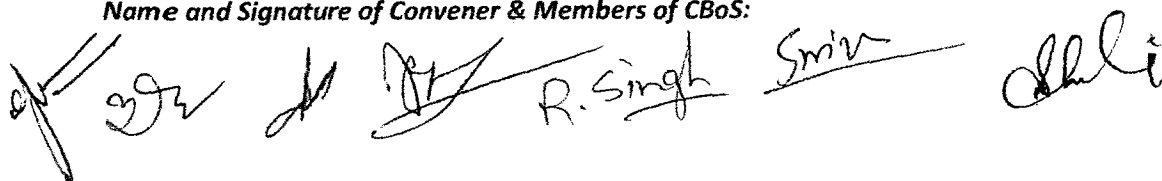

 R. Singh S. Singh S. Singh

	3. मेटसीख – विदेश नीति 4. इंग्लैंड में उदारवाद का विकास	
IV	1. पूर्वी समस्या – क्रीमिया युद्ध तक 2. आफ्रीका का विभाजन 3. इटली का एकीकरण 4. जर्मनी का एकीकरण	15
Keywords	.....

Signature of Convener & Members:

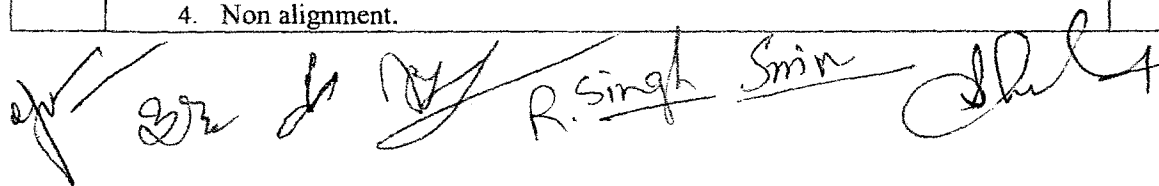
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
<ol style="list-style-type: none"> 1. बी. एन. मेहता – अर्वाचीन यूरोप 2. बी. आई. पाल – आधुनिक यूरोप 3. K. L. Khurana – History of Modern Europe 4. Khurana & Sharma – Modern Europe – 1453 to 1789 A. D. 5. डॉ. संजीव जैन – विश्व का इतिहास (1453 ई. से 1789 ई.) 6. डॉ. ए. के. मित्तल – विश्व का इतिहास (1453 ई. से 1789 ई.) 7. दहीभाते एवं पारिख – विश्व का इतिहास (1453 ई. से 1789 ई.) 8- बी. एन. लूनिया – विश्व का इतिहास (1453 ई. से 1789 ई.) 		
Suggested Digital Platforms Web.links:		
<ol style="list-style-type: none"> 1. DELENT – Home “https://delnet.in” 2. Official websites of UGC, ICHR, CG.Govt 3. E-Pathshala 4. N-List: National Librery and Information services 5. Infrastructure for scholarly content “https://nlist.inflibnet.ac.in” 		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Diploma / Degree/Hons)</i>		Semester - IV	Session: 2025-2026
1	Course Code	HISE 02	
2	Course Title	<i>World History (1871 to 1950)</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ Student will learn about the political scenario of the world and to under stand the rule policies of the famous personalities. ➤ Student will prepare a research paper on important topic like eastern question. ➤ They will able to learn in detail about the Russian Revolution. ➤ They will be able to understand all the aspects of world war closely and assess its impact on the world. ➤ They will be able to give a detailed description of the formation of the united Nations and its role in various global differences, 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Third Republic of France. 2. Bismarck Age 1871-1890. 3. Word politics of Kaisar William. 4. Meiji Restoration in Japan & Modernisation. 		15
II	<ol style="list-style-type: none"> 1. Rise of Militarism in Japan. 2. Russo-Japanese war 1904-05, Chinese Revolution 1911. 3. Young Turk Movement. 		15
III	<ol style="list-style-type: none"> 1. First world war – Causes, Results, Peris Pease conference. 2. Russian Revolution 1917. 3. League of Nation’s – Object, organization, works. 4. Nazism and Fascism. 		15
IV	<ol style="list-style-type: none"> 1. Second World War – Causes, Results. 2. United Nation’s Organisation. 3. Cold war. 4. Non alignment. 		15



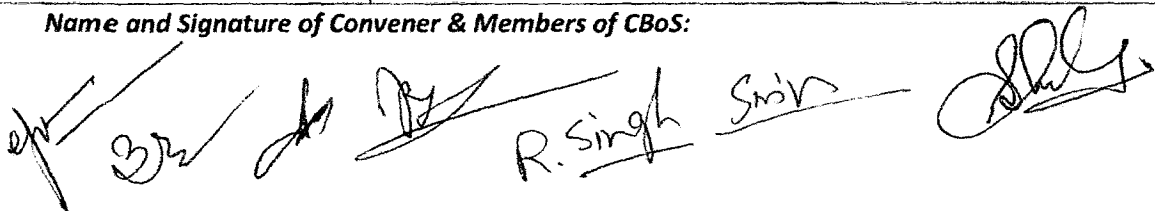
 R. Singh

Keywords
----------	-------

Signature of Convener & Members:

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. हेज़न	– आधुनिक यूरोप का इतिहास	
2. बी. आई. पाल	– आधुनिक यूरोप का इतिहास	
3. सत्यकेतु विद्यालंकार	– एशिया का इतिहास	
4. दीनानाथ वर्मा	– आधुनिक यूरोप का इतिहास	
5. के. एल. खुराना एवं शर्मा	– विश्व का इतिहास	
6. मथुरा लाल शर्मा	– आधुनिक यूरोप का इतिहास	
7. देवेन्द्र सिंह चौहान	– समकालीन यूरोप	
8. जैन एवं माथुर	– विश्व का इतिहास	
9. कौलेश्वर राय	– आधुनिक यूरोप (1789 – 1945)	
10. बी. एन. लुनिया	– पाश्चात्य इतिहास की प्रमुख धाराएँ	
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar + Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Diploma / Degree/Hons)		Semester - IV	
		Session: 2025-202	
1	Course Code	HISE 02	
2	Course Title	विश्व का इतिहास (1871 से 1950)	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र विश्व के राजनीतिक परिदृश्य के बारे में जानेंगे और प्रसिद्ध हस्तियों की शासन नीतियों को समझेंगे। 2 छात्र पूर्वी प्रश्न जैसे महत्वपूर्ण विषय पर शोध पत्र तैयार कर सकेंगे। 3 वे रूसी क्रांति के बारे में विस्तार से जान सकेंगे। 4 वे विश्व युद्ध के सभी पहलुओं को बारीकी से समझ सकेंगे और विश्व पर इसके प्रभाव का आकलन कर सकेंगे। 5 वे संयुक्त राष्ट्र के गठन और विभिन्न वैश्विक मतभेदों में इसकी भूमिका का विस्तृत विवरण देने में सक्षम होंगे	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. फ्रांस का तृतीय गणतंत्र 2. बिस्मार्क युग 1871-1890 3. कैसर विलियम की विश्व राजनीति 4. जापान में मेईजी पुर्नस्थापना एवं आधुनिकीकरण		15
II	1. जापान में सैन्यवाद का उदय, चीन जापान युद्ध 2. रूस जापान युद्ध 1904-05, चीनी क्रांति 1911 3. युवा तुर्क आंदोलन		15
III	1. प्रथम विश्व युद्ध - कारण, परिणाम, पेरिस शांति सम्मेलन 2. रूसी क्रांति 1917 3. राष्ट्रसंघ - उद्देश्य, संगठन, कार्य 4. नाजीवाद और फासीवाद		15



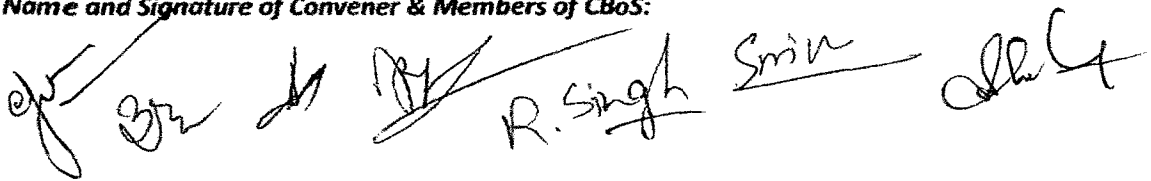
 R. Singh

IV	1. द्वितीय विश्व युद्ध – कारण, परिणाम 2. संयुक्त राष्ट्रसंघ 3. शीत युद्ध 4. गुट निरपेक्षता	15
Keywords		

Signature of Convener & Members:

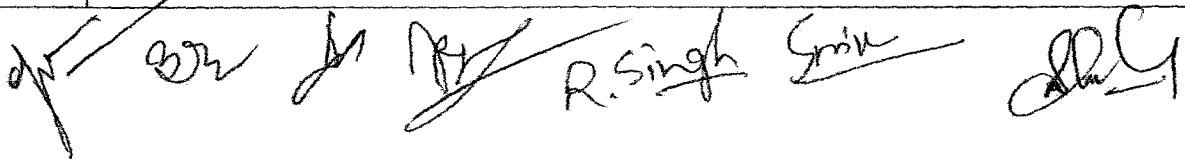
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. हेजन	– आधुनिक यूरोप का इतिहास	
2. बी. आई. पाल	– आधुनिक यूरोप का इतिहास	
3. सत्यकेतु विद्यालंकार	– एशिया का इतिहास	
4. दीनानाथ वर्मा	– आधुनिक यूरोप का इतिहास	
5. के. एल. खुराना एवं शर्मा	– विश्व का इतिहास	
6. मथुरा लाल शर्मा	– आधुनिक यूरोप का इतिहास	
7. देवेन्द्र सिंह चौहान	– समकालीन यूरोप	
8. जैन एवं माथुर	– विश्व का इतिहास	
9. कौलेश्वर राय	– आधुनिक यूरोप (1789 – 1945)	
10. बी. एन. लुनिया	– पाश्चात्य इतिहास की प्रमुख धाराएँ	
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar + Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Degree/Hons)</i>		Semester - V	Session: 2025-2027
1	Course Code	HISE 03	
2	Course Title	<i>Historiography</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>This course provides to students the opportunity to understand the Historiography during medieval and modern period.</i> ➤ <i>They learn the different trends of Historiography.</i> ➤ <i>Students also learn the different types of Interpretation of Indian History.</i> ➤ <i>They gain knowledge about the themes of History.</i> ➤ <i>They learn about the content of Indian History like Jati, Janjati, Science and Techonology for Historiography.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Historiography of Sultanat age. 2. Historiography of Mughal age. 3. Historiography of Modern India. 		15
II	<ol style="list-style-type: none"> 1. Themes in Indian History – Economic History. 2. Themes in Indian History – Social History. 3. Themes in Indian History – Cultural History. 4. Themes in Indian History – Peasant and Labour History. 		15
III	<ol style="list-style-type: none"> 1. Imperialistic Interpretation of Indian History. 2. Nationalist Interpretation of Indian History. 3. Marxist Interpretation of Indian History. 		15
IV	<ol style="list-style-type: none"> 1. Subaltern Approaches of Indian History. 2. History of Jati, Janjati. 3. History of Science and Technology in India. 		15
Keywords	.....	

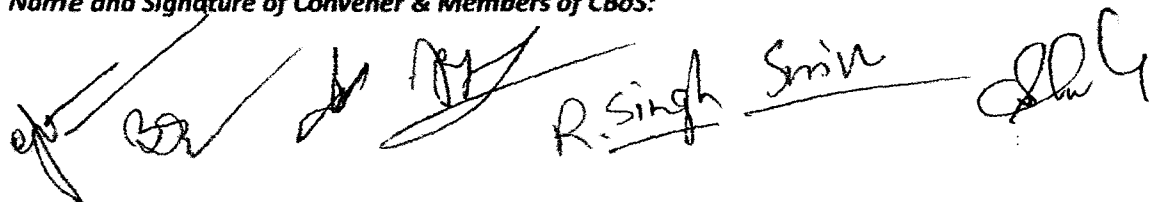


 R. Singh

Signature of Convener & Members:

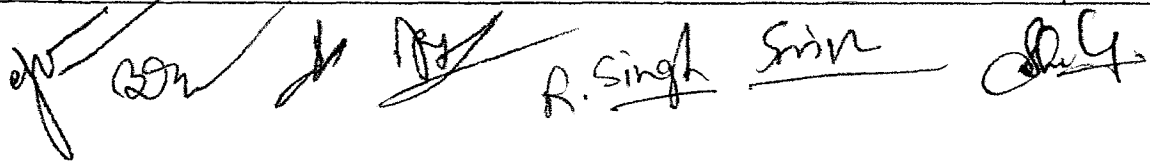
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. डॉ.आर.के.बेहार	–	इतिहास पद्धति एवं इतिहास लेखन
2. S.P.Sen	–	History and Historiography in Modern India
3. R.C. Majumdar	–	Historiography in Modern India
4. A.R. Desai	–	Peasant Struggle in India
5. रमेन्द्रनाथ मिश्र एवं सचिन मंदिलवार	–	इतिहास चिंतन पद्धति एवं लेखन
6. हेरम्ब चतुर्वेदी	–	मध्यकालीन इतिहासकार
7. राधेशरण	–	इतिहास और इतिहास लेखन
8. बी.के.श्रीवास्तव	–	इतिहास लेखन, अवधारणा , विघाए एवं साधन
9. Ranjit Guha	-	Subaltern Studies , Vol I to VI
10. Gyanadra Pandey	-	Subaltern Studies , Vol VII to X
11. D.N. Dhangre	-	Peasant Struggle in India.
12. के. एल. खुराना	–	इतिहास लेखन
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:


R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Degree/Hons)	Semester - V	Session: 2026-2027
1	Course Code	HISE 03
2	Course Title	इतिहास लेखन
3	Course Type	DSE
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	1 यह पाठ्यक्रम छात्रों को मध्यकालीन और आधुनिक काल के इतिहास लेखन को समझने का अवसर प्रदान करता है। 2 वे इतिहास लेखन की विभिन्न प्रवृत्तियों को सीखते हैं। 3 छात्र भारतीय इतिहास की विभिन्न प्रकार की व्याख्या भी सीखते हैं। 4 वे इतिहास के विषयों (Theme) के बारे में ज्ञान प्राप्त करते हैं। 5 वे इतिहासलेखन के लिए भारतीय इतिहास की विषयवस्तु जैसे जाति, जनजाति, विज्ञान और प्रौद्योगिकी के बारे में जानकारी प्राप्त करेंगे।
6	Credit Value	04 (Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. सल्तनत कालीन इतिहास लेखन 2. मुगल कालीन इतिहास लेखन 3. आधुनिक काल में इतिहास लेखन	15
II	1. भारतीय इतिहास की विषयवस्तु – आर्थिक इतिहास 2. भारतीय इतिहास की विषयवस्तु – सामाजिक 3. भारतीय इतिहास की विषयवस्तु – सांस्कृतिक 4. भारतीय इतिहास की विषयवस्तु – कृषक एवं श्रमिक	15
III	1. भारतीय इतिहास की साम्राज्यवादी व्याख्या 2. राष्ट्रवादी व्याख्या 3. मार्क्सवादी व्याख्या	15
IV	1. भारतीय इतिहास की जनवादी व्याख्या 2. जातीय एवं जनजातीय इतिहास 3. भारत में विज्ञान व प्रौद्योगिकी का इतिहास	15



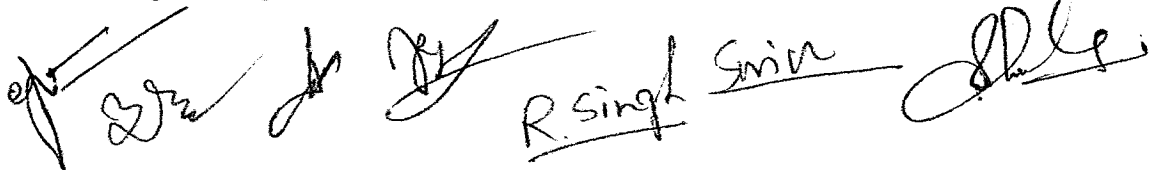
 R. Singh

Keywords

Signature of Convener & Members:

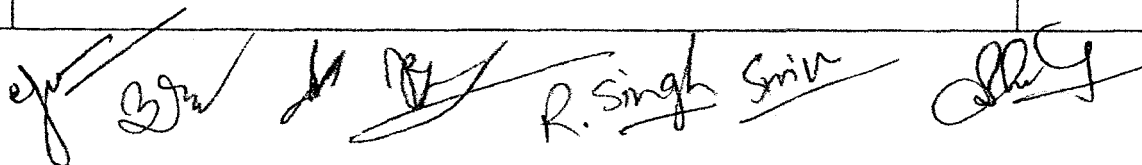
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. डॉ.आर.के.बेहार	–	इतिहास पद्धति एवं इतिहास लेखन
2. S.P.Sen	–	History and Historiography in Modern India
3. R.C. Majumdar	–	Historiography in Modern India
4. A.R. Desai	–	Peasant Struggle in India
5. रमेन्द्रनाथ मिश्र एवं सचिन मंदिलवार	–	इतिहास चिंतन पद्धति एवं लेखन
6. हेरम्ब चतुर्वेदी	–	मध्यकालीन इतिहासकार
7. राधेशरण	–	इतिहास और इतिहास लेखन
8. बी.के.श्रीवास्तव	–	इतिहास लेखन, अवधारणा , विधाए एवं साधन
9. Ranjit Guha	-	Subaltern Studies , Vol I to VI
10. Gyanadra Pandey	-	Subaltern Studies , Vol VII to X
11. D.N. Dhangre	-	Peasant Struggle in India.
12. के. एल. खुराना	–	इतिहास लेखन
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:


R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

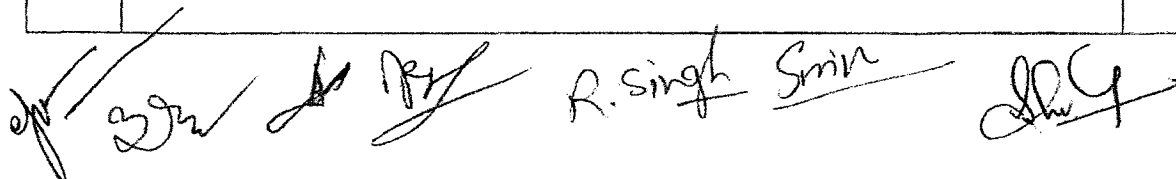
PART-A: Introduction			
Program: Bachelor in Arts (Degree/Hons)		Semester - VI	
		Session: 2026-2027	
1	Course Code	HISE 04	
2	Course Title	<i>Ancient and Medieval Chhattisgarh</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>The contents of the syllabus are designed to cover the specific issues pertaining to vast canvass of regional History.</i> ➤ <i>The student of undergraduate level is equipped to focus upon the specific ideas of Regional History in its contextuality.</i> ➤ <i>Student will be able to identify the major political development in the history of Chhattisgarh ancient and medieval period.</i> ➤ <i>They learn the department especially in the field of Administration & cultural.</i> ➤ <i>Student will acquire knowledge about the Maratha invasion and their Administration in Chhattisgarh.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. Introduction to Chhattisgarh – Nomenclature. 2. Geographical Condition. 3. Chhattisgarh from Vedic age to Mauryan Period. 4. Chhattisgarh in Satvahan Period.		15
II	1. Chhattisgarh in Gupta and Vakataka Period. 2. Nal Dynasty and Rajarshi Tulya Kul. 3. Sharabh puriya Dynasty. 4. Early Kachuri Rulers (King Ratnadev to King Jajalyadev).		15
III	1. Later Kalchuri Rulers (Kalyan Say to Amar Singh Dev) 2. Kalchuri Administration. 3. Socio Economic and Cultural condition during Kalchuri Period. 4. Chhindak Nag Daynasty and Fani Nag Dynasty.		15
IV	1. Maratha Invasion in Chhattisgarh. 2. Bimbaji Bhonsle. 3. Suba Administration. 4. Socio Economic and Cultural condition during Maratha Period.		15



 R. Singh Smir

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Hons)	Semester - VII	Session: 2027-2028
1	Course Code	HISE 06
2	Course Title	<i>Tourism in Theory and Practices - I</i>
3	Course Type	DSE
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will know the meaning and definition of Tourism and its importance.</i> ➤ <i>They acquire knowledge about Travel Agency and their function (work) and method.</i> ➤ <i>Learn about tourism transport industry and accommodation industry.</i> ➤ <i>They will familiar with the religious and Historical tourist place of India.</i> ➤ <i>They will acquire knowledge the major National parks of India.</i>
6	Credit Value	04 (Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. Meaning and Definition of Tourism. 2. Importance of Tourism. 3. Travel agency work and method. 4. Tourism Transport industry and accommodation. 	15
II	<ol style="list-style-type: none"> 1. Major religious tourist places of India – Varanasi, Amritsar. 2. Major historical tourist places of India – Agra, Mahabalipuram. 3. Major mountain tourist places of India – Amarkantak, Ooty. 4. Major beach destinations of India – Puri, Kanyakumari. 	15
III	Major National Parks of India <ol style="list-style-type: none"> 1. Gir National Park, Kaziranga National Park. 2. Jim Corbett National Park, Kanha National Park. 3. Major Bird Park of India – Chilka Lake, Bharatpur Bird Sanctuary. 4. Dweep tourist places of India – Andaman Nicobar, Lakshadweep. 	15
IV	Major historical tourist centers of Chhattisgarh <ol style="list-style-type: none"> 1. Sirpur, Rajim 2. Champa, Ramgarh 	15



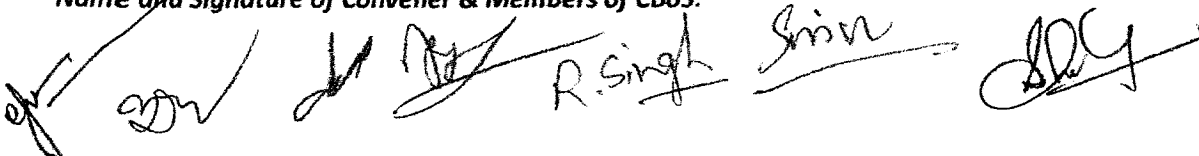
 R. Singh Smir

Major historical tourist centers of Chhattisgarh 1. Boramdev, Ratanpur 2. Dongargarh, Dantewada	
Keywords	.....

Signature of Convener & Members:

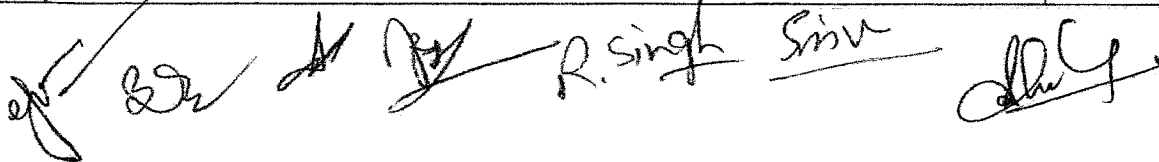
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
<ol style="list-style-type: none"> 1. सुरजीत सिंह – पर्यटन के सिद्धांत 2. इमरान रिजवी – तीर्थ एवं पर्यटन स्थल 3. राजकरण यादव – संपूर्ण भारत के सांस्कृतिक एवं धार्मिक पर्यटन स्थल 4. डॉ. सुरेश तिवारी – बस्तर पर्यटन इतिहास और संस्कृति 5. डॉ. शिवस्वरूप सहाय – पर्यटन के सिद्धांत और प्रबंधन तथा भारत में पर्यटन 6. डॉ. सुरेश चंद्र बंसल – पर्यटन एवं यात्रा प्रबंधन, आधारभूत सिद्धांत 7. डॉ. एस. एन. बरे एवं प्रो. आर. ए. नागौरी – पर्यटन में इतिहास का अनुप्रयोग 8. विमल कुमार कपूर – पर्यटन प्रबंध एवं मानव संसाधन विकास 9. एस. आर. वर्मा – पर्यटन सिद्धांत एवं व्यवहार 10. जगमोहन नेगी – पर्यटन मार्केटिंग एवं विकास 11. डॉ. हरिमोहन – संस्कृति, पर्यावरण, पर्यटन 		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Hons)</i>		Semester - VII	Session: 2027-2028
1	Course Code	HISE 06	
2	Course Title	पर्यटन सिद्धांत एवं व्यवहार - I	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र पर्यटन का अर्थ और परिभाषा तथा इसके महत्व को जानेंगे। 2 वे ट्रेवल एजेंसी और उनके कार्य (कार्य) और पद्धति के बारे में ज्ञान प्राप्त करेंगे। 3 पर्यटन परिवहन उद्योग और आवास उद्योग के सम्बन्ध में ज्ञान प्राप्त करेंगे। 4 वे भारत के धार्मिक और ऐतिहासिक पर्यटन स्थल से परिचित होंगे। 5 वे भारत के प्रमुख राष्ट्रीय उद्यानों के सम्बन्ध में जानकारी प्राप्त करेंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. पर्यटन का अर्थ एवं परिभाषा 2. पर्यटन का महत्व 3. ट्रेवल एजेंसी कार्य एवं पद्धति 4. पर्यटन यातायात उद्योग एवं आवास उद्योग		15
II	1. भारत के प्रमुख धार्मिक पर्यटन स्थल - वाराणसी, अमृतसर 2. भारत के प्रमुख ऐतिहासिक पर्यटन स्थल - आगरा, महाबलीपुरम 3. भारत के प्रमुख पर्वतीय पर्यटन स्थल - अमरकंटक, ऊँटी 4. भारत के प्रमुख समुद्र तट स्थल - जगन्नाथ पुरी, कन्याकुमारी		15
III	भारत के प्रमुख राष्ट्रीय उद्यान 1. गिर राष्ट्रीय उद्यान, काजीरंगा राष्ट्रीय उद्यान 2. जिम कॉर्बेट राष्ट्रीय उद्यान, कान्हा किसली राष्ट्रीय उद्यान 3. भारत के प्रमुख पक्षी उद्यान - चिल्का लेक, भरतपुर पक्षी अभ्यारण 4. भारत के द्वीपीय पर्यटन स्थल - अंडमान निकोबार, लक्षद्वीप		15


 R. Singh Sinu

Keywords

Signature of Convener & Members:

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

- | | | |
|---------------------------------------|---|--|
| 1. डॉ. आर.के. बेहार | – | छत्तीसगढ़ का इतिहास (छ.ग. हिन्दी ग्रंथ अकादमी) |
| 2. प्यारेलाल गुप्त | – | प्राचीन छत्तीसगढ़ |
| 3. पी.एल. मिश्र | – | दक्षिण कौशल का प्राचीन इतिहास |
| 4. दिनेश नंदिनी परिहार | – | दक्षिणकोशल का प्राचीन इतिहास |
| 5. पी.एल. मिश्र | – | मराठाकालीन छत्तीसगढ़ |
| 6. बी.बी. मिराशी | – | कलचुरि नरेश और उनका काल |
| 7. रमेन्द्रनाथ मिश्र एवं लक्ष्मीधर झा | – | छत्तीसगढ़ का सामाजिक एवं सांस्कृतिक इतिहास |
| 8. एल.एस. निगम | – | दक्षिण कौशल का ऐतिहासिक भूगोल |
| 9. श्यामलाल पांडे | – | दक्षिण कौशल का ऐतिहासिक भूगोल |
| 10. जे.आर. वर्त्यानी एवं साहसी | – | छत्तीसगढ़ का राजनीतिक एवं प्रशासनिक इतिहास |
| 11. हीरालाल शुक्ल | – | छत्तीसगढ़ शासन एवं राजनीति |
| 12. पी. एल. मिश्र | – | The Political History of Chhattisgarh |
| 13. डॉ. शकुन्तला वर्मा | – | छत्तीसगढ़ लोक जीवन एवं लोक संस्कृति |
| 14. डॉ. शैलेन्द्र सिंह | – | भारत के आदिवासी क्षेत्रों के सामंतीय रियासतों एवं जमींदारियों में जनजागृति |

Online Resources–

➤ e-Resources / e-books and e-learning portals

Online Resources–

➤ e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

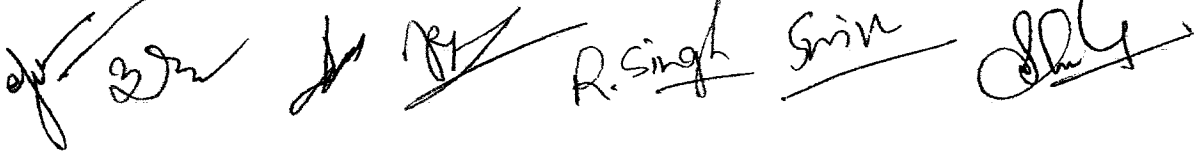
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar + Attendance -	10	
Total Marks -		30	

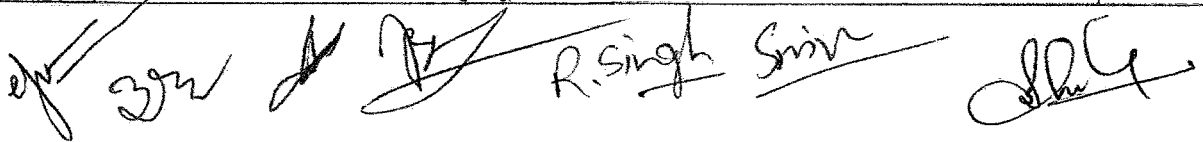
End Semester Exam (ESE):	Two section – A & B
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks

Name and Signature of Convener & Members of CBOS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Hons)	Semester - VII	Session: 2027-2028
1	Course Code	HISE 05
2	Course Title	आधुनिक छत्तीसगढ़ (1818 से 2001)
3	Course Type	DSE
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	1 छात्र छत्तीसगढ़ में 19वीं सदी के राजनीतिक संदर्भ में ब्रिटिश औपनिवेशिक विस्तार का समझने में सक्षम होंगे। 2 वे इस अवधि के दौरान समाज, राजनीति, धर्म, अर्थव्यवस्था में हुए परिवर्तनों के बारे में जानेंगे। 3 वे छत्तीसगढ़ में किसान, मजदूर और आदिवासी आंदोलन के बारे में भी जानकारी हासिल करेंगे। 4 छात्र छत्तीसगढ़ में धार्मिक मान्यताओं का ज्ञान प्राप्त करेंगे। 5 राज्य निर्माण की पृष्ठभूमि के सम्बन्ध में जानकारी प्राप्त करेंगे।
6	Credit Value	04 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. ब्रिटिश संरक्षण में छत्तीसगढ़ (1818 –1830) 2. छत्तीसगढ़ में ब्रिटिश शासन (1854 –1961) 3. मध्यप्रांत का गठन एवं छत्तीसगढ़ की शासन व्यवस्था (1818 –1830) 4. ब्रिटिश कालीन छत्तीसगढ़ की सामाजिक, आर्थिक एवं सांस्कृतिक दशा	15
II	1. छत्तीसगढ़ की रियासतों के प्रति ब्रिटिश नीति 2. 1857 का विद्रोह और छत्तीसगढ़ पर प्रभाव 3. छत्तीसगढ़ में राष्ट्रीय आंदोलन 1919 तक	15
III	1. छत्तीसगढ़ में राष्ट्रीय आंदोलन (1920–1947) 2. छत्तीसगढ़ में किसान, मजदूर एवं जनजातीय आंदोलन 3. छत्तीसगढ़ में धार्मिक आस्थाएं – वैष्णव, शैव, जैन, बौद्ध शाक्त 4. कबीरपंथ एवं सतनाम पंथ	15
IV	1. सांस्कृतिक विकास, स्थापत्य, मूर्तियां, चित्रकला 2. छत्तीसगढ़ की लोक संस्कृति 3- छत्तीसगढ़ राज्य निर्माण की पृष्ठभूमि	15



 R. Singh Srivastava

Keywords

Signature of Convener & Member :

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

- | | | |
|---------------------------------------|---|---|
| 1. डॉ. आर.के. बेहार | – | छत्तीसगढ़ का इतिहास (छ.ग. हिन्दी ग्रंथ अकादमी) |
| 2. प्यारेलाल गुप्त | – | प्राचीन छत्तीसगढ़ |
| 3. पी.एल. मिश्र | – | दक्षिण कौशल का प्राचीन इतिहास |
| 4. दिनेश नंदिनी परिहार | – | दक्षिणकोशल का प्राचीन इतिहास |
| 5. पी.एल. मिश्र | – | मराठाकालीन छत्तीसगढ़ |
| 6. बी.बी. मिराशी | – | कलचुरि नरेश और उनका काल |
| 7. रमेन्द्रनाथ मिश्र एवं लक्ष्मीधर झा | – | छत्तीसगढ़ का सामाजिक एवं सांस्कृतिक इतिहास |
| 8. एल.एस. निगम | – | दक्षिण कौशल का ऐतिहासिक भूगोल |
| 9. श्यामलाल पांडे | – | दक्षिण कौशल का ऐतिहासिक भूगोल |
| 10. जे.आर. वर्ल्यानी एवं साहसी | – | छत्तीसगढ़ का राजनीतिक एवं प्रशासनिक इतिहास |
| 11. हीरालाल शुक्ल | – | छत्तीसगढ़ शासन एवं राजनीति |
| 12. पी. एल. मिश्र | – | The Political History of Chhattisgarh |
| 13. डॉ. शकुन्तला वर्मा | – | छत्तीसगढ़ लोक जीवन एवं लोक संस्कृति |
| 14. डॉ. शैलेन्द्र सिंह | – | भारत के आदिवासी क्षेत्रों के सामंतीय रियासतों एवं जमीदारियों में जनजागृति |

Online Resources–

> e-Resources / e-books and e-learning portals

Online Resources–

> e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar +Attendance -	10	
	Total Marks -	30	

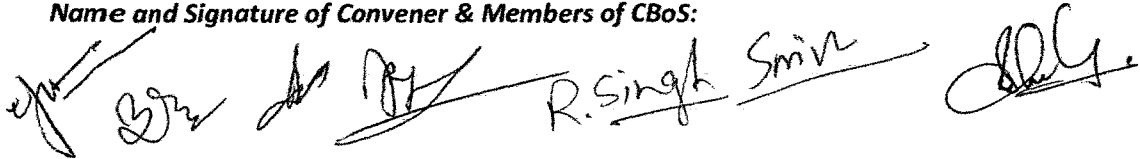
End Semester Exam (ESE):

Two section – A & B

Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks

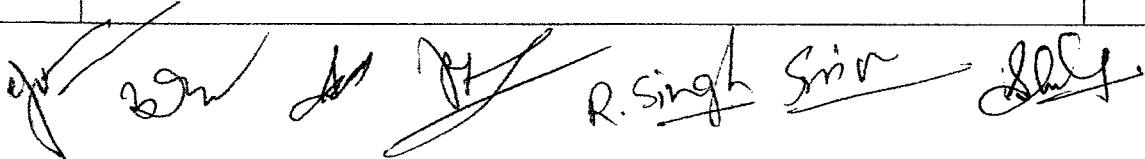
Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks

Name and Signature of Convener & Members of CBOS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts <i>(Hons)</i>		Semester - VII
		Session: 2027-2028
1	Course Code	HISE 05
2	Course Title	<i>Modern Chhattisgarh(1818 to 2001)</i>
3	Course Type	DSE
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>The student will be able to trace the British colonial Expansion in the political contexts of 19th century in Chhattisgarh.</i> ➤ <i>They will learn about the changes in society, politics religion, Economy, during the period.</i> ➤ <i>They will also acquire knowledge about farmer, Labour and Tribble movement in Chhattisgarh.</i> ➤ <i>Student will gain knowledge the religious belives in Chhattisgarh.</i> ➤ <i>Learn about the Background of the State building.</i>
6	Credit Value	04 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	<ol style="list-style-type: none"> 1. Chhattisgarh Under British Protectorate (1818-1830). 2. British rule in Chhattisgarh (1854-1961). 3. Administration of Chhattisgarh after the formation of central province. 4. Socio Economic and Cultural condition of Chhattisgarh during British period. 	15
II	<ol style="list-style-type: none"> 1. British policy towards the princely state of Chhattisgarh. 2. Revolt of 1857 and its effect on Chhattisgarh. 3. National movement in Chhattisgarh up to 1919 	15
III	<ol style="list-style-type: none"> 1. National movement of Chhattisgarh (1920-1947). 2. Peasant, Labour and Tribble movement in Chhattisgarh. 3. Religious Beliefs in Chhattisgarh – Vaishnav, Sheiv, Jain, Buddha, Shakt. 4. Kabirpanth and Satnam Panth. 	15
IV	<ol style="list-style-type: none"> 1. Cultural development, Architecture, Idols, Painting. 2. Folk culture of Chhattisgarh. 3. Back ground of Chhattisgarh state building. 	15



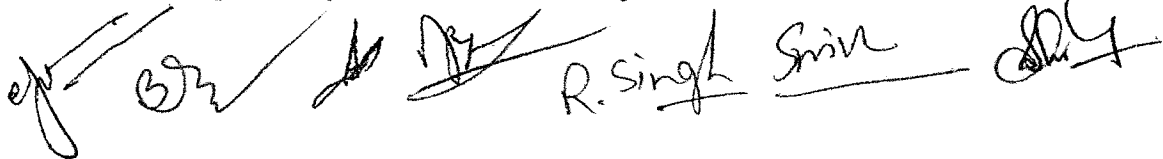
 R. Singh Srivastava

IV	1. छत्तीसगढ़ पर मराठा आक्रमण 2. बिंबाजी भोसले 3. सूबा शासन व्यवस्था 4. मराठा कालीन सामाजिक, आर्थिक एवं सांस्कृतिक दशा	15
Keywords	.....

Signature of Convener & Members:

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. डॉ. आर.के. बेहार	–	छत्तीसगढ़ का इतिहास (छ.ग. हिन्दी ग्रंथ अकादमी)
2. प्यारेलाल गुप्त	–	प्राचीन छत्तीसगढ़
3. पी.एल. मिश्र	–	दक्षिण कौशल का प्राचीन इतिहास
4. दिनेश नंदिनी परिहार	–	दक्षिणकोशल का प्राचीन इतिहास
5. पी.एल. मिश्र	–	मराठाकालीन छत्तीसगढ़
6. बी.बी. मिराशी	–	कलचुरि नरेश और उनका काल
7. रमेन्द्रनाथ मिश्र एवं लक्ष्मीधर झा	–	छत्तीसगढ़ का सामाजिक एवं सांस्कृतिक इतिहास
8. एल.एस. निगम	–	दक्षिण कौशल का ऐतिहासिक भूगोल
9. श्यामलाल पांडे	–	दक्षिण कौशल का ऐतिहासिक भूगोल
10. जे.आर. वर्ल्यानी एवं साहसी	–	छत्तीसगढ़ का राजनीतिक एवं प्रशासनिक इतिहास
11. हीरालाल शुक्ल	–	छत्तीसगढ़ शासन एवं राजनीति
12. पी. एल. मिश्र	–	The Political History of Chhattisgarh
13. डॉ. शकुन्तला वर्मा	–	छत्तीसगढ़ लोक जीवन एवं लोक संस्कृति
14. डॉ. शैलेन्द्र सिंह	–	भारत के आदिवासी क्षेत्रों के सामंतीय रियासतों एवं जमींदारियों में जनजागृति
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

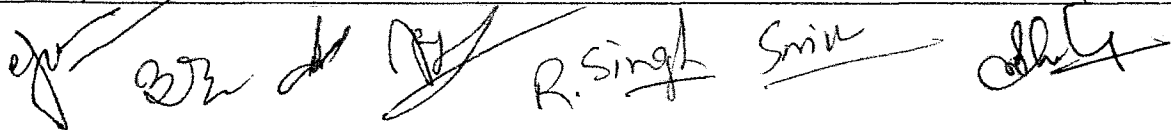
Name and Signature of Convener & Members of CBoS:



 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

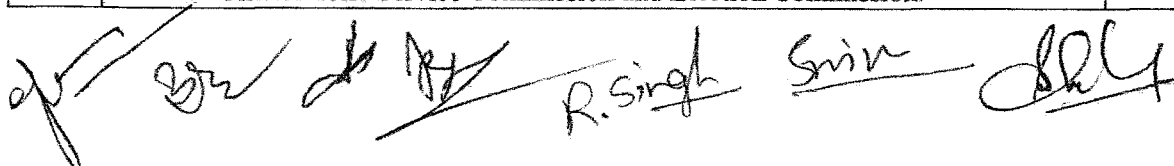
PART-A: Introduction			
Program: Bachelor in Arts (Degree/Hons)		Semester - VI	
		Session: 2026-2027	
1	Course Code	HISE 04	
2	Course Title	प्राचीन एवं मध्यकालीन छत्तीसगढ़	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 पाठ्यक्रम की सामग्री क्षेत्रीय इतिहास के विशाल कैनवास से संबंधित विशिष्ट मुद्दों को कवर करने के लिए डिज़ाइन की गई है। 2 स्नातक स्तर के छात्र क्षेत्रीय इतिहास के विशिष्ट विचारों पर उसकी प्रासंगिकता पर ध्यान केंद्रित करने में सक्षम होंगे। 3 छात्र छत्तीसगढ़ के इतिहास के प्राचीन और मध्यकालीन प्रमुख राजनीतिक विकास की पहचान करने में सक्षम होंगे। 4 वे विशेष रूप से प्रशासन और सांस्कृतिक क्षेत्र से अवगत होंगे। 5 छात्र छत्तीसगढ़ में मराठा आक्रमण और उनके प्रशासन के बारे में ज्ञान प्राप्त करेंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. छत्तीसगढ़ का परिचय – नामकरण 2. भौगोलिक स्थिति 3. वैदिक काल से मौर्य काल तक छत्तीसगढ़ 4. सातवाहन काल में छत्तीसगढ़		15
II	1. गुप्त एवं वाकाटक युगीन छत्तीसगढ़ 2. नलवंश तथा राजर्षितुल्य कुल 3. शरभपुरी वंश 4. प्रारम्भिक कलचुरि शासक (राजा रत्नदेव से जाजल्लदेव तक)		15
III	1. उत्तरवर्ती कलचुरि शासक (कल्याण साय से अमर सिंह देव तक) 2. कलचुरि कालीन प्रशासनिक व्यवस्था 3. कलचुरि कालीन सामाजिक आर्थिक एवं सांस्कृतिक दशा 4. छिन्नक नागवंश एवं फणिनागवंश		15



 R. Singh Smir

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	Session: 2027-2028
1	Course Code	HISE 09	
2	Course Title	<i>Indian constitution and Administration</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning- Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>The Student will learn about the sources of constitution.</i> ➤ <i>Student will familiar with the merits of constitution.</i> ➤ <i>The course aims to provid the understanding about the Indian constitution and administrative system.</i> ➤ <i>They will know powers of president and vice president.</i> ➤ <i>Students will acquire knowledge of working culture of Supreme Court, Union Public Service Commission and Election Commission of India.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. Organisation of constituent Assembly. 2. Different committees of constituent Assembly. 3. Preamble of Indian constitution. 4. Main characterstics of Indian constitution.		15
II	1. Sources of Indian constitution. 2. Fundamental Rights. 3. Directive principles of policy 4. Fundamental Duties.		15
III	1. President – Election, Powers and Duties. 2. Vice President – Election, Powers and Duties. 3. Priminister and Cabinet, function (Works). 4. Organisatation of Parliament, House of commens, House of Lords.		15
IV	1. Constitutional Amedment Processor. 2. Imergency Provisions. 3. Supreme Court. 4. Union Public Service Commission and Election Commission.		15



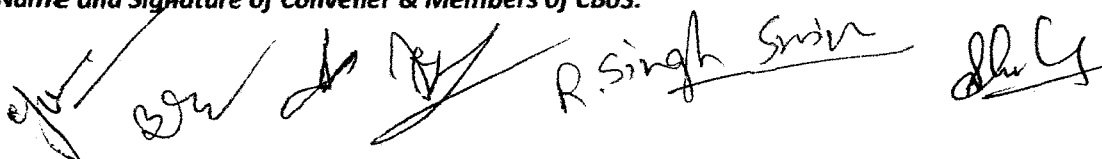
 R. Singh Srin SLC

IV	<ol style="list-style-type: none"> 1. मध्यकालीन राजनीति एवं महिलाएं 2. (19 वीं एवं 20 वीं सदी) आधुनिक काल के नारी संगठन 3. भारतीय स्वतंत्रता आंदोलन में महिलाओं का योगदान 4. स्वतंत्रता के पश्चात राजनीति एवं महिलाएं 	15
Keywords		

Signature of Convener & Members :

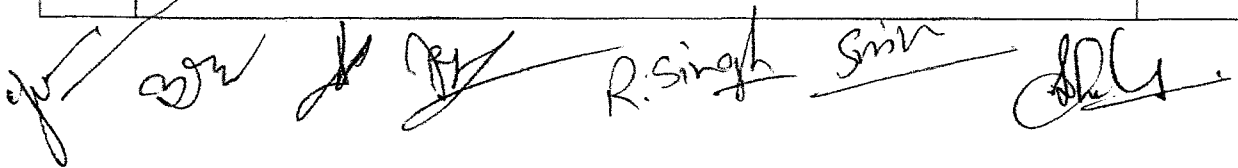
PART-C								
Learning Resources: Text Books, Reference Books and Others								
Text Books Recommended –								
<ol style="list-style-type: none"> 1. कमलेश्वर प्रसाद – भारत का इतिहास 1, 2, 3 2. सुगम आनंद – भारतीय इतिहास में नारी 3. विपिन चंद्र – आजादी के बाद का भारत 4. के. सी. श्रीवास्तव – प्राचीन भारत का इतिहास तथा संस्कृति 5. पुरी, दास एवं चोपड़ा – भारत का सामाजिक आर्थिक एवं सांस्कृतिक इतिहास 6. दिनेश चन्द्र भारद्वाज – मध्यकालीन संस्कृति 7. ए. एल. श्रीवास्तव – मध्यकालीन संस्कृति 8. प्रताप सिंह – आधुनिक भारत का सामाजिक आर्थिक इतिहास 9. नीतू केंग – इतिहास वीमेन एम्टीविटिस 10. रामधारी सिंह दिनकर – संस्कृति के चार अध्याय 								
Online Resources–								
➤ e-Resources / e-books and e-learning portals								
Online Resources–								
➤ e-Resources / e-books and e-learning portals								
PART -D: Assessment and Evaluation								
Suggested Continuous Evaluation Methods:								
Maximum Marks: 100 Marks								
Continuous Internal Assessment (CIA): 30 Marks								
End Semester Exam (ESE): 70 Marks								
Continuous Internal Assessment (CIA): (By Course Teacher)	<table border="1" style="width: 100%;"> <tr> <td>Internal Test / Quiz-(2):</td> <td style="text-align: center;">20 & 20</td> <td rowspan="3" style="text-align: center; vertical-align: middle;">Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks</td> </tr> <tr> <td>Assignment/Seminar + Attendance -</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Total Marks -</td> <td style="text-align: center;">30</td> </tr> </table>	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	Assignment/Seminar + Attendance -	10	Total Marks -	30
Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks						
Assignment/Seminar + Attendance -	10							
Total Marks -	30							
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks							

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VII	
		Session: 2027-2028	
1	Course Code	HISE 08	
2	Course Title	भारतीय इतिहास में नारी	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र प्राचीन और मध्यकाल में भारतीय महिलाओं के इतिहास के सम्बन्ध में ज्ञान होगा। 2 छात्र औपनिवेशिक काल के दौरान महिला शिक्षा के बारे में भी जानेंगे। 3 वे राजनीति में महिलाओं के योगदान के बारे में जानेंगे। 4 छात्र बुद्ध, जैन, इस्लाम और सिख धर्म में महिलाओं की स्थिति के बारे में ज्ञान प्राप्त होगा। 5 वे महिला अध्ययन के महत्व और उपयोगिता को समझेंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. नारी अध्ययन की विचारधारा – उदारवादी एवं मार्क्सवादी 2. नारी अध्ययन के स्रोत – ऐतिहासिक स्रोत 3. नारी अध्ययन – गैर अभिलेखागारीय स्रोत 4. नारी अध्ययन का महत्व एवं उपयोगिता		15
II	1. वैदिक युग से राजपूत युग तक नारियों की दशा 2. बौद्ध एवं जैन धर्म में महिलाओं की स्थिति 3. इस्लाम व सिख धर्म में महिलाओं की स्थिति 4. भक्ति आंदोलन व महिलाएं		15
III	1. प्राचीन काल में महिला शिक्षा 2. मध्यकालीन भारत में महिला शिक्षा 3. औपनिवेशिक काल में महिला शिक्षा 4. स्वतंत्रतोर भारत में महिला शिक्षा		15



 R. Singh

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. कमलेश्वर प्रसाद – भारत का इतिहास 1, 2, 3
2. सुगम आनंद – भारतीय इतिहास में नारी
3. विपिन चंद्र – आजादी के बाद का भारत
4. के. सी. श्रीवास्तव – प्राचीन भारत का इतिहास तथा संस्कृति
5. पुरी, दास एवं चोपड़ा – भारत का सामाजिक आर्थिक एवं सांस्कृतिक इतिहास
6. दिनेश चन्द्र भारद्वाज – मध्यकालीन संस्कृति
7. ए. एल. श्रीवास्तव – मध्यकालीन संस्कृति
8. प्रताप सिंह – आधुनिक भारत का सामाजिक आर्थिक इतिहास
9. नीतू केंग – इतिहास बीमेन एम्टीविटिस
10. रामधारी सिंह दिनकर – संस्कृति के चार अध्याय

Online Resources–

- e-Resources / e-books and e-learning portals

Online Resources–

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

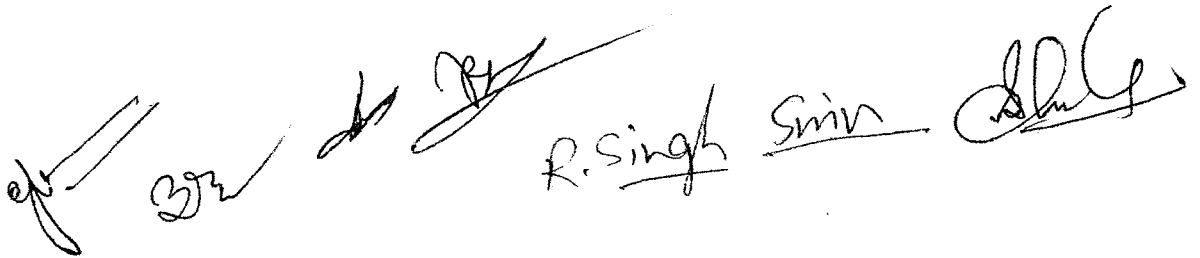
Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar + Attendance - 10	
	Total Marks - 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

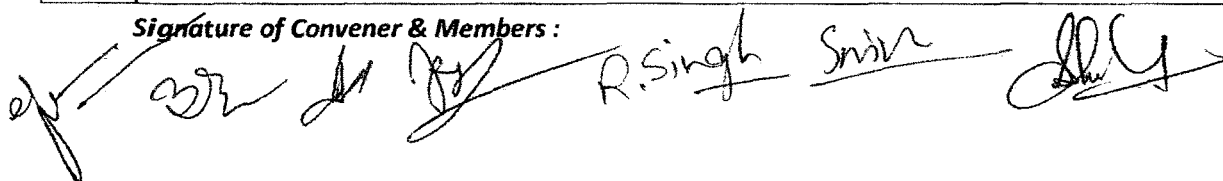
Name and Signature of Convener & Members of CBoS:


R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Hons)</i>		Semester - VII	
		Session: 2027-2028	
1	Course Code	HISE 08	
2	Course Title	<i>Women's in Indian History</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will enhance their knowledge of the History of the Indian women in Ancient and Medieval period.</i> ➤ <i>Student will also learn about womens education during colonial period.</i> ➤ <i>They will know about the contribution of women in politics.</i> ➤ <i>Student will gather knowledge about the condition of women in Buddha, Jain, Islam and Sikh religion.</i> ➤ <i>They will understand the significance and utility of women study.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Trends of women study – Liberal, Marxist. 2. Source of Women Study – Historical Source. 3. Women Study – Non archives sources 4. Women Study Significance and Utility. 		15
II	<ol style="list-style-type: none"> 1. Condition of women from vedic age to rajput age. 2. Condition of women in Buddha & Jain religion. 3. Condition of women in Islam & Sikh religion. 4. Bhakti movement and Womens. 		15
III	<ol style="list-style-type: none"> 1. Womens Education in Ancient time. 2. Womens Education in Medieval India. 3. Womens Education during colonial period. 4. Post Independence womens Education in India. 		15
IV	<ol style="list-style-type: none"> 1. Medieval politics and women's. 2. Women's Organisation in Modern time(19th & 20th century). 3. Contribution of women in Indian National movement. 4. Post Independent politics and women's. 		15
Keywords	.....	

Signature of Convener & Members :



	2. पर्यटन के विकास में प्रौद्योगिकी की भूमिका 3. पर्यटन के विकास में संचार साधनों का योगदान 4. पर्यटन के विकास में भारतीय रेलवे का योगदान	
Keywords	.....

Signature of Convener & Members:

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

12. सुरजीत सिंह – पर्यटन के सिद्धांत
13. इमरान रिजवी – तीर्थ एवं पर्यटन स्थल
14. राजकरण यादव – संपूर्ण भारत के सांस्कृतिक एवं धार्मिक पर्यटन स्थल
15. डॉ. सुरेश तिवारी – बस्तर पर्यटन इतिहास और संस्कृति
16. डॉ. शिवस्वरूप सहाय – पर्यटन के सिद्धांत और प्रबंधन तथा भारत में पर्यटन
17. डॉ. सुरेश चंद्र बंसल – पर्यटन एवं यात्रा प्रबंधन, आधारभूत सिद्धांत
18. डॉ. एस. एन. वरे एवं प्रो. आर. ए. नागौरी – पर्यटन में इतिहास का अनुप्रयोग
19. विमल कुमार कपूर – पर्यटन प्रबंध एवं मानव संसाधन विकास
20. एस. आर. वर्मा – पर्यटन सिद्धांत एवं व्यवहार
21. जगमोहन नेगी – पर्यटन मार्केटिंग एवं विकास
22. डॉ. हरिमोहन – संस्कृति, पर्यावरण, पर्यटन

Online Resources–

- e-Resources / e-books and e-learning portals

Online Resources–

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

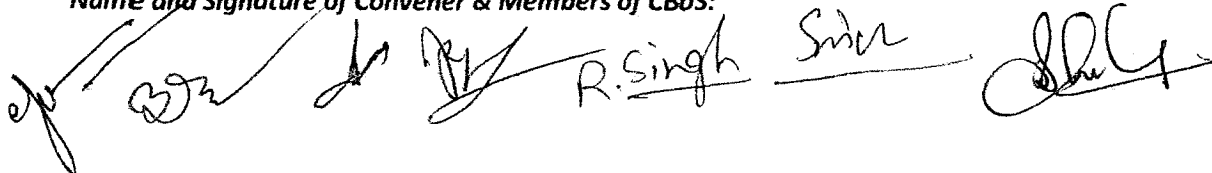
Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

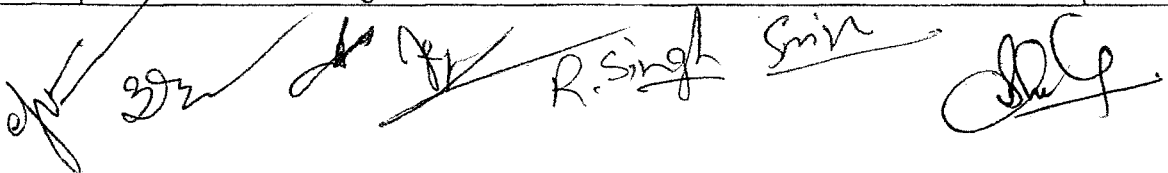
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar + Attendance - 10	
	Total Marks - 30	
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VII	
		Session: 2027-2028	
1	Course Code	HISE 07	
2	Course Title	पर्यटन सिद्धांत एवं व्यवहार – II	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र पर्यटन के बुनियादी ज्ञान से परिचित होंगे। 2 वे पर्यटन के विकास के लिए केंद्र और राज्य सरकार की नीति को जानेंगे। 3 वे पासपोर्ट, वीजा जैसे महत्वपूर्ण दस्तावेजों का ज्ञान प्राप्त करेंगे। 4 वे पर्यटन और स्मारक, संग्रहालय, लोक संस्कृति के बारे में जानेंगे। 5 पर्यटन के विकास के लिए संचार के साधनों के महत्व से परिचित होंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. विश्व पर्यटन संगठन 2. भारतीय केन्द्रीय पर्यटन संगठन 3. छत्तीसगढ़ पर्यटन विभाग एवं संगठन 4. छत्तीसगढ़ सरकार की पर्यटन प्रोत्साहन योजना		15
II	अंतर्राष्ट्रीय पर्यटन के प्रमुख तत्व 1. पासपोर्ट 2. वीजा 3. विदेशी मुद्रा 4. अंतर्राष्ट्रीय पर्यटन सुविधा एवं समस्याएं		15
III	1. पर्यटन और स्मारक 2. पर्यटन और संग्रहालय 3. पर्यटन और लोक संस्कृति 4. अंतर्राष्ट्रीय और राष्ट्रीय महोत्सव का पर्यटन में योगदान		15
IV	1. पर्यटन के विकास हेतु शासकीय योजानाओं का योगदान		15


 R. Singh

Keywords

.....

Signature of Convener & Member :

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. सुरजीत सिंह – पर्यटन के सिद्धांत
2. इमरान रिजवी – तीर्थ एवं पर्यटन स्थल
3. राजकरण यादव – संपूर्ण भारत के सांस्कृतिक एवं धार्मिक पर्यटन स्थल
4. डॉ. सुरेश तिवारी – बस्तर पर्यटन इतिहास और संस्कृति
5. डॉ. शिवस्वरूप सहाय – पर्यटन के सिद्धांत और प्रबंधन तथा भारत में पर्यटन
6. डॉ. सुरेश चंद्र बंसल – पर्यटन एवं यात्रा प्रबंधन, आधारभूत सिद्धांत
7. डॉ. एस. एन. वरे एवं प्रो. आर. ए. नागौरी – पर्यटन में इतिहास का अनुप्रयोग
8. विमल कुमार कपूर – पर्यटन प्रबंध एवं मानव संसाधन विकास
9. एस. आर. वर्मा – पर्यटन सिद्धांत एवं व्यवहार
10. जगमोहन नेगी – पर्यटन मार्केटिंग एवं विकास
11. डॉ. हरिमोहन – संस्कृति, पर्यावरण, पर्यटन

Online Resources–

➤ e-Resources / e-books and e-learning portals

Online Resources–

➤ e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

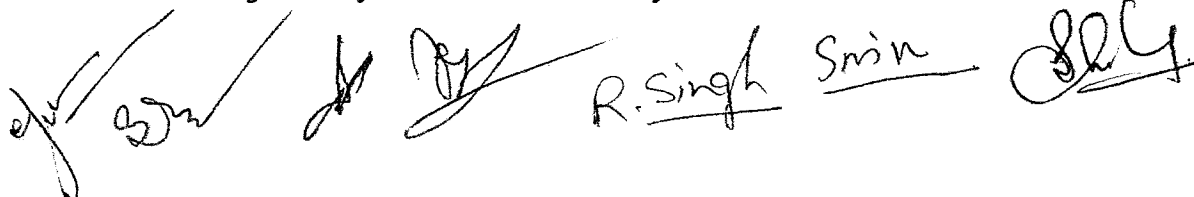
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar +Attendance -	10	
	Total Marks -	30	

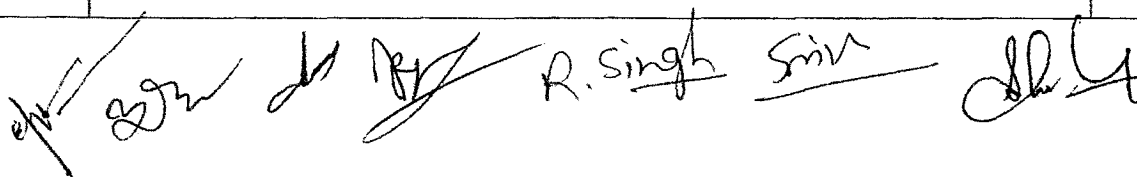
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., out of 2 from each unit- 4x10 =40 Marks
--------------------------	--

Name and Signature of Convener & Members of CBoS:


R. Singh Srin

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

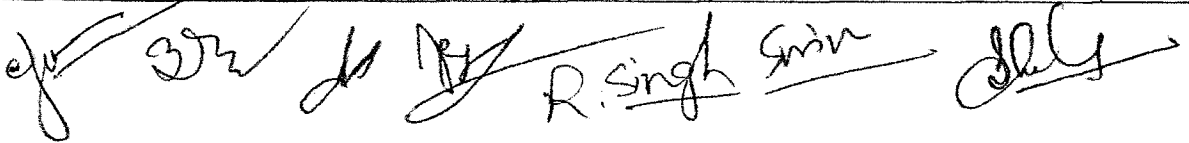
PART-A: Introduction			
Program: Bachelor in Arts <i>(Hons)</i>		Semester - VII	
		Session: 2027-2028	
1	Course Code	HISE 07	
2	Course Title	<i>Tourism in Theory and Practices - II</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will knowabout the basic knowledge of Tourism,</i> ➤ <i>They will know the policy of central and state Government for the development of Tourism.</i> ➤ <i>They acquire knowledge the important documents like passport, visa.</i> ➤ <i>They will know about Tourism and monument, musem, folk culture.</i> ➤ <i>The importance of mean's of communication for the development of Tourism.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. World Tourism Organization. 2. Indian Central Tourism Organization. 3. Chhattisgarh Tourism Dipartment and Organization. 4. Tourism Promotion Scheme of Chhattisgarh Government.		15
II	Key Elements of International Tourism – 1. Passport. 2. Visa. 3. Foreign exchange. 4. International Tourism facilities and problems		15
III	1. Tourism and Monuments. 2. Tourism and Museum. 3. Tourism and Folk culture. 4. Contribution of International and national festivals to Tourism.		15
IV	1. Contribution of government schemes for the development of Tourism. 2. Role of technology in the development of Tourism. 3. Contribution of communication tools in the development of Tourism. 4. Contribution of Indian Railway in the development of Tourism.		15



 R. Singh Srivastava

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	Session: 2027-2028
1	Course Code	HISE 11	
2	Course Title	भारत का सांस्कृतिक इतिहास	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र भारतीय संस्कृति में अकबर, शिवाजी और मध्यकालीन संतों के योगदान के बारे में जान सकेंगे और उपरोक्त व्यक्तित्वों के विचारों को समझ सकेंगे। 2 वे यूरोपीय आक्रमण के समय भारत की राजनीतिक स्थिति और भारतीय संस्कृति पर इसके प्रभाव को समझ सकेंगे। 3 वे भारतीय नवजागरण का विस्तृत विवरण प्राप्त करेंगे। 4 छात्र भारतीय इतिहास में आर्य समाज, ब्रह्म समाज और सतनाम पंथ के योगदान को जानेंगे। 5 वे थियोसोफिकल सोसायटी के इतिहास, मुस्लिम सुधार आंदोलन और भारतीय संस्कृति पर मुस्लिम सुधार आंदोलन के प्रभावों के सम्बन्ध में जानकारी प्राप्त करेंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. भारतीय संस्कृति – अकबर का योगदान 2. भारतीय संस्कृति – शिवाजी का योगदान 3. मध्य कालीन संतों का योगदान 4. यूरोपियनों का भारत आगमन तथा भारतीय संस्कृति पर प्रभाव		15
II	1. भारतीय संस्कृति पर पाश्चात्य प्रभाव 2. भारत में सांस्कृतिक पुर्नजागरण 3. ब्रह्म समाज, सिद्धांत एवं कार्य 4. भारतीय पुर्नजागरण में राजाराम मोहनराय का योगदान		15
III	1. संत गुरु घासीदास, सतनाम पंथ, उदय एवं प्रसार		15



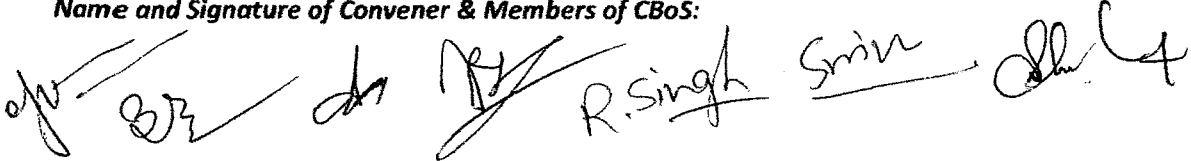
 R. Singh

	3. The effect of Muslim Reform movement – on Indian culture 4. Indian culture and Gandhiji.	
Keywords	.....

Signature of Convener & Members:

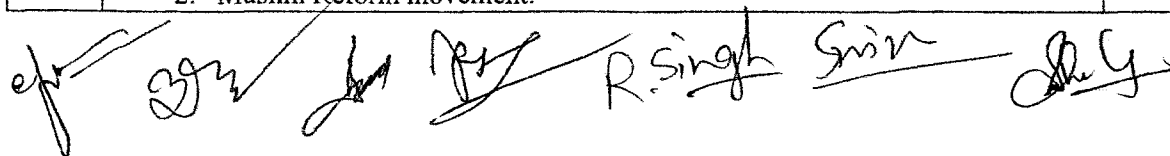
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
1. सिंधु सभ्यता – जयनारायण पाण्डेय		
2. प्राचीन भारत का इतिहास तथा संस्कृति – डॉ. के. सी. श्रीवास्तव		
3. भारत का इतिहास – डॉ. कमलेश्वर प्रसाद		
4. मध्यकालीन भारत (खण्ड 1 व खण्ड 2) – हरिशचंद्र वर्मा		
5. सल्तनत कालीन भारत – डॉ. ए. एल. श्रीवास्तव		
6. आधुनिक भारत का इतिहास एवं नवीन मूल्यांकन – ग्रोवर एवं यशपाल		
7. आधुनिक भारत – विपिन चन्द्र		
8. संस्कृति के चार अध्याय – रामधारी सिंह दिनकर		
9. आधुनिक भारत – एल. पी. शर्मा		
10. आधुनिक भारत का इतिहास – रोमीला थापर		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	
Session: 2027-2028			
1	Course Code	HISE 11	
2	Course Title	<i>History of Indian Culture</i>	
3	Course Type	.....
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>The student will be able to learn about the contribution of Akbar, Shivaji and Sants of Medieval period to Indian culture and understand the thoughts of above personalities.</i> ➤ <i>They will able to understand the political condition of India at the time of European Invasion and its effect on Indian culture.</i> ➤ <i>They will able to give a detailed description of the Indian Renaissance.</i> ➤ <i>Student will know the contribution of Arya Samaj, Brahma Samaj and the Satnam panth to Indian History.</i> ➤ <i>They will learn lesson from the history of Theosophical society, Muslim reform movement and the effects of the muslim reform movement on Indian culture.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Contribution of Akbar to Indian Cultural. 2. Contribution of Shivaji to Indian Cultural. 3. Contribution of Sants of Medieval period. 4. European Invesion and its effect on Indian cultural. 		15
II	<ol style="list-style-type: none"> 1. Western effect on Indian Cultural. 2. Cultural renaissance in India. 3. Brahma samaj, Principles and works. 4. Contribution of Raja Ram Mohan Rai for Indian Renaissance.. 		15
III	<ol style="list-style-type: none"> 1. Sant Guru Ghasidas Satnam panth, Rise and Exapansion. 2. Satnam movement in India. 3. Arya Samaj, Principles, works. 4. Contribution of Dayanand Saraswati to Indian society. 		15
IV	<ol style="list-style-type: none"> 1. Theosoptical society. 2. Muslim Reform movement. 		15



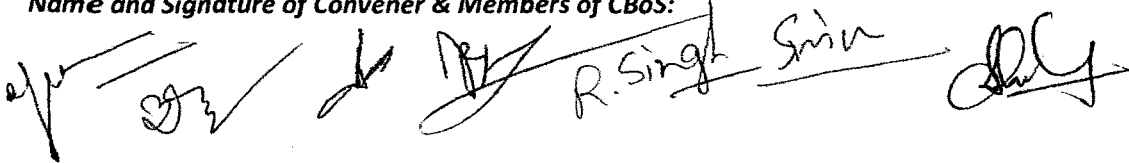
	3. इण्डो इस्लामिक संस्कृति 4. भक्ति कालीन सांस्कृतिक विशेषताएँ	
Keywords	.....

Signature of Convener & Members :

PART-C
Learning Resources: Text Books, Reference Books and Others
Text Books Recommended –
<ol style="list-style-type: none"> 1. प्राचीन भारत का इतिहास – के. सी. श्रीवास्तव 2. प्राचीन भारत – सत्यकेतु विद्यालंकार 3. प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास – डॉ. राधेशरण 4. प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास – रतिभानु सिंह नाहर 5. प्राचीन भारत का इतिहास – डॉ. विपिन बिहारी सिंह 6. सिंधु सभ्यता – जयनारायण पांडे 7. प्राचीन भारत का इतिहास तथा संस्कृति – डॉ. के. सी. श्रीवास्तव 8. भारत का प्राचीन इतिहास – डॉ. कमलेश्वर प्रसाद 9. संस्कृति के चार अध्याय – रामधारी सिंह दिनकर 10. अदभुत भारत – ए. एल. बाशम 11. प्राचीन भारत – रामशरण शर्मा 12. प्राचीन भारतीय संस्कृति – बी. एन. लुनिया 13. प्राचीन भारत का राजनीति एवं सांस्कृतिक इतिहास – विमल चंद पाण्डेय
Online Resources–
➤ e-Resources / e-books and e-learning portals
Online Resources–
➤ e-Resources / e-books and e-learning portals

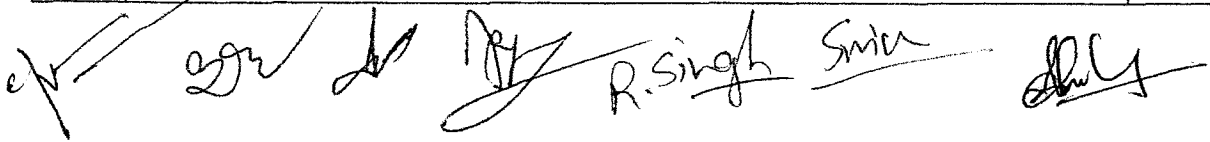
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	Session: 2027-2028
1	Course Code	HISE 10	
2	Course Title	भारत का सांस्कृतिक इतिहास	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र प्राचीन काल की संस्कृति को समझ सकेंगे। 2 वे भारतीय संस्कृति में अशोक के योगदान को समझ सकेंगे। 3 वे भारतीय संस्कृति पर शक और यूनानी प्रभाव के बारे में भी जानेंगे। 4 छात्र दक्षिण भारतीय राज्यों की भारतीय संस्कृति को समझ सकेंगे। 5 इसके अलावा छात्र इंडो इस्लामिक संस्कृति, जैन धर्म, बौद्ध धर्म और भक्ति काल की सांस्कृतिक विशेषताओं का गहन ज्ञान प्राप्त कर सकेंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. हड़प्पा कालीन संस्कृति 2. ऋग्वैदिक कालीन संस्कृति 3. उत्तर वैदिक कालीन संस्कृति 4. मौर्य कालीन संस्कृति		15
II	1. भारतीय संस्कृति में अशोक का योगदान 2. भारतीय संस्कृति पर शक एवं यूनानी प्रभाव 3. भारतीय संस्कृति कुषाण प्रभाव 4. गुप्त कालीन संस्कृति		15
III	1. हर्ष कालीन संस्कृति 2. चोल, चालुक्य कालीन संस्कृति 3. पल्लव, राष्ट्रकूट कालीन संस्कृति 4. राजपूत कालीन संस्कृति		15
IV	1. बौद्ध धर्म 2. जैन धर्म		15


 R. Singh

Keywords

.....

Signature of Convener & Member :

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended -

1. प्राचीन भारत का इतिहास - के. सी. श्रीवास्तव
2. प्राचीन भारत - सत्यकेतु विद्यालंकार
3. प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास - डॉ. राधेशरण
4. प्राचीन भारत का राजनैतिक एवं सांस्कृतिक इतिहास - रतिभानु सिंह नाहर
5. प्राचीन भारत का इतिहास - डॉ. विपिन बिहारी सिंह
6. सिंधु सभ्यता - जयनारायण पांडे
7. प्राचीन भारत का इतिहास तथा संस्कृति - डॉ. के. सी. श्रीवास्तव
8. भारत का प्राचीन इतिहास - डॉ. कमलेश्वर प्रसाद
9. संस्कृति के चार अध्याय - रामधारी सिंह दिनकर
10. अद्भुत भारत - ए. एल. बाशम
11. प्राचीन भारत - रामशरण शर्मा
12. प्राचीन भारतीय संस्कृति - बी. एन. लुनिया
13. प्राचीन भारत का राजनीति एवं सांस्कृतिक इतिहास - विमल चंद पाण्डेय

Online Resources-

➤ e-Resources / e-books and e-learning portals

Online Resources-

➤ e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

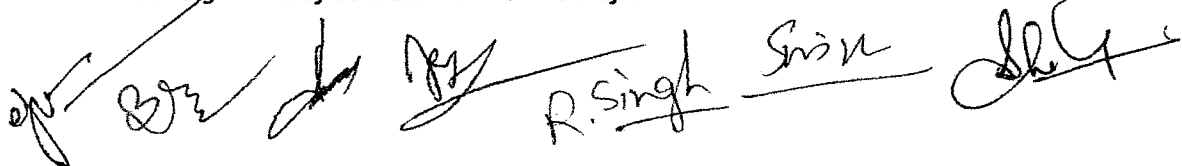
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar +Attendance -	10	
	Total Marks -	30	

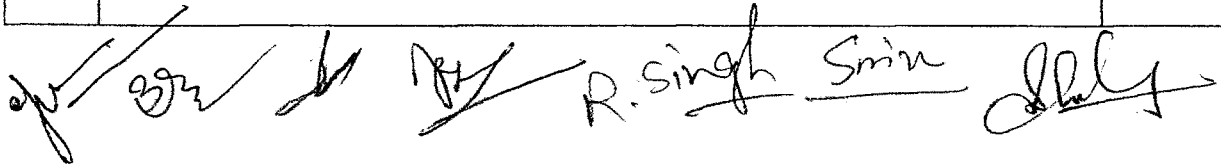
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks
--------------------------	---

Name and Signature of Convener & Members of CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

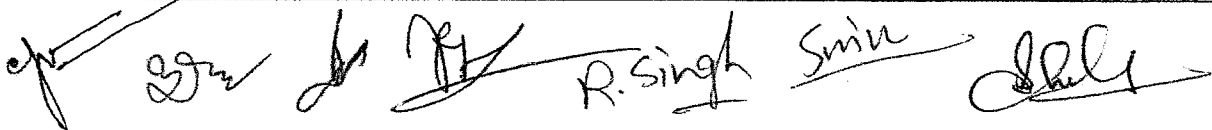
PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	
		Session: 2027-2028	
1	Course Code	HISE 10	
2	Course Title	<i>History of Indian Culture</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Students learn and understand the culture of Ancient time.</i> ➤ <i>They will be able to understand the contribution of Ashoka to Indian culture.</i> ➤ <i>They will also learn about the suck and Greko effect on Indian culture.</i> ➤ <i>Students will be able to understand the Indian culture of south Indian states.</i> ➤ <i>In addition student will be able to gain an in depth knowledge of Indo Islamic culture, Jainsim, Buddhism and cultural characteristics of Bhakti period.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Harappan Culture. 2. Rigvedic Culture. 3. Later vedic Culture. 4. Mauryan Culture. 		15
II	<ol style="list-style-type: none"> 1. Contribution of Ashoka to Indian Culture. 2. Suck and Greko effects on Indian Culture. 3. Kushan effects on Indian culture. 4. Culture of Gupta period. 		15
III	<ol style="list-style-type: none"> 1. Culture of Harsha Period. 2. Culture during Chola, Chalukya. 3. Culture during Pallav, Rastrakut. 4. Culture of Rajput age 		15
IV	<ol style="list-style-type: none"> 1. Buddhism. 2. Jainism. 3. Indo – Islamic Culture. 4. Cultural characteristics of Bhakti Period. 		15



 R. Singh Smrn

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester - II	Session: 2024-2025
1	Course Code	HIGE 02	
2	Course Title	<i>Ancient Indian History (From Gupta age to 1206 A. D.)</i>	
3	Course Type	GE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ Student will acquire knowledge about ancient period, Life style ➤ They can gather knowledge about the society culture & religion. ➤ Political condition of ancient period and the role of different social class. ➤ Student will learn about the Historiographical trends as well as sources of ancient Indian History ➤ Student will be familiar vedic period, Jainism, Buddhism and all ruling dynasties of Ancient India. 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Gupta Dynasty. 2. Samudragupta and his Conquests. 3. Chandragupta Second and his Conquests. 4. Gupta Administration. 		15
II	<ol style="list-style-type: none"> 1. Gupta period Golden age of India. 2. Sangam Dynasty – Chola, Cher, Pandya 3. Pallav Dynasty. 4. Chalukya and Rastrakuta. 		15
III	<ol style="list-style-type: none"> 1. Harshvardhan – Conquests and Administration. 2. Origin of Rajputs. 3. Culture of Rajput age. 4. Gurjar, Pratihar, Pal and Sen Dynasty. 		15
IV	<ol style="list-style-type: none"> 1. India's Relation with South East Asia. 2. Arab Invasion in India 3. Mahmud Ghajnavi. 4. Muhammad Guari.. 		15



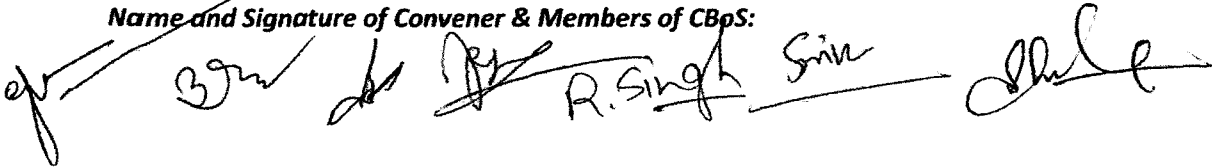
 R. Singh Smir Jhaly

	3. चन्द्रगुप्त मौर्य एवं उसकी विजयें 4. मौर्य कालीन प्रशासन	
IV	1. अशोक एवं उसका धम्म 2. शुंग वंश 3. कुषाण वंश 4. सातवाहन वंश	15
Keywords	.....

Signature of Convener & Members :

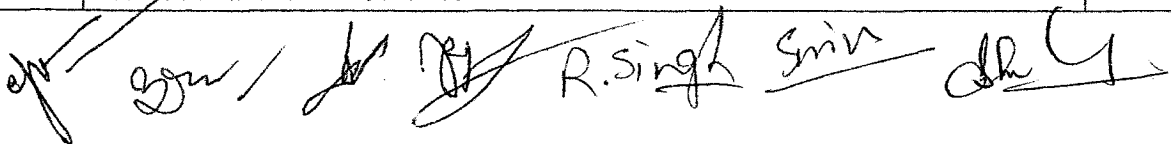
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
<ol style="list-style-type: none"> 1. K. L. Khurana – History of India from earliest time to 1526 A. D. 2. K. L. Khurana – Ancient India from earliest time to 1206 A. D. 3. Vincent smith – oxford history of India. 4. L. Prasad – Ancient India –Indus valley civilization to 1200 A. D. 5. रतिभान सिंह नाहर – प्राचीन भारतीय इतिहास एवं संस्कृति 6. बी. एन. लुनिया – प्राचीन भारतीय संस्कृति 7. भार्गव – प्राचीन भारत 8. एस. आर. शर्मा – प्राचीन भारत 9. शांता शुक्ला – भारत का राजनीतिक इतिहास 10. ए. के. मित्तल – भारत का इतिहास प्रारम्भ से 1206 ई. 11. ए. के. मित्तल एवं डॉ. आर अग्रवाल – विश्व का इतिहास 1453 से 1890 ई. 		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBPs:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester - I	Session: 2024-2025
1	Course Code	HIGE 01	
2	Course Title	प्राचीन भारत का इतिहास (आरम्भ से सातवाहन वंश तक)	
3	Course Type	GE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र प्राचीन काल, जीवन शैली के सम्बन्ध में ज्ञान प्राप्त करेंगे। 2 वे समाज की संस्कृति और धर्म के बारे में ज्ञान प्राप्त कर सकते हैं। 3 प्राचीन काल की राजनीतिक स्थिति एवं विभिन्न सामाजिक वर्ग की भूमिका से परिचित होंगे। 4 छात्र ऐतिहासिक प्रवृत्तियों के साथ-साथ प्राचीन भारतीय इतिहास के स्रोतों के बारे में जानेंगे। 5 छात्र वैदिक काल, जैन धर्म, बौद्ध धर्म और प्राचीन भारत के सभी शासक राजवंशों से परिचित होंगे।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. भारत की भौगोलिक दशा 2. प्राचीन भारतीय इतिहास के स्रोत 3. पूर्व पाषाण काल एवं उत्तर पाषाण काल 4. हड़प्पा सभ्यता – निर्माता, प्रसार, नगर योजना, राजनीतिक, सामाजिक, आर्थिक, धार्मिक संरचना		15
II	1. ऋगवैदिक काल 2. उत्तर वैदिक काल 3. महाजनपद काल 4. जैन धर्म 5. बौद्ध धर्म		15
III	1. सिकंदर का आक्रमण एवं प्रभाव 2. मगध साम्राज्य के उदय के कारण		15

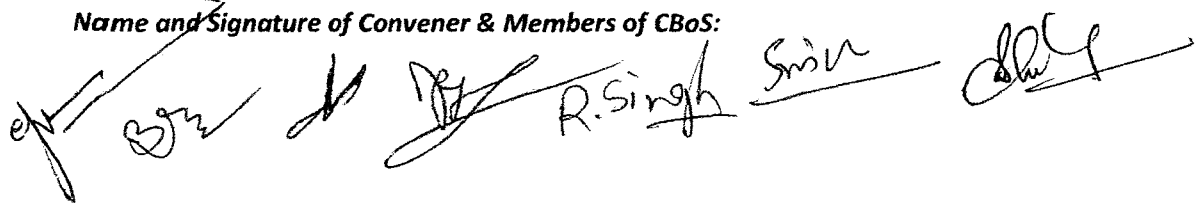

 R. Singh

	3. The Kushanas. 4. Satvahan Dynasty	
Keywords	.....

Signature of Convener & Members:

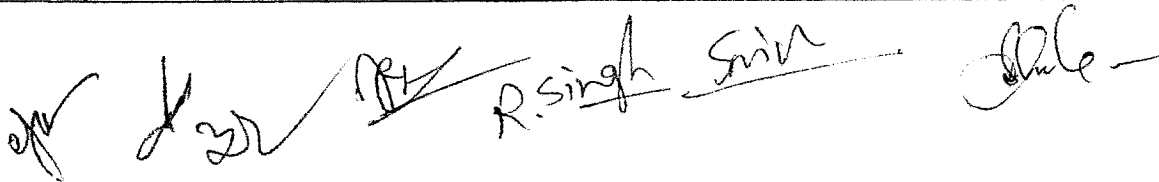
PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
12. K. L. Khurana – History of India from earliest time to 1526 A. D.		
13. K. L. Khurana – Ancient India from earliest time to 1206 A. D.		
14. Vincent smith – oxford history of India.		
15. L. Prasad – Ancient India –Indus valley civilization to 1200 A. D.		
16. रतिभान सिंह नाहर – प्राचीन भारतीय इतिहास एवं संस्कृति		
17. बी. एन. लुनिया – प्राचीन भारतीय संस्कृति		
18. भार्गव – प्राचीन भारत		
19. एस. आर. शर्मा – प्राचीन भारत		
20. शांता शुक्ला – भारत का राजनीतिक इतिहास		
21. ए. के. मित्रल – भारत का इतिहास प्रारम्भ से 1206 ई.		
22. ए. के. मित्रल एवं डॉ. आर अग्रवाल – विश्व का इतिहास 1453 से 1890 ई.		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

 R. Singh

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester - I	
		Session: 2024-2025	
1	Course Code	HIGE 01	
2	Course Title	<i>Ancient Indian History (From the beginning to Satvahan Dynasty)</i>	
3	Course Type	GE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>Student will acquire knowledge about ancient period, Life style</i> ➤ <i>They can gather knowledge about the society culture & religion.</i> ➤ <i>Political condition of ancient period and the role of different social class.</i> ➤ <i>Student will learn about the Historiographical trends as well as sources of ancient Indian History</i> ➤ <i>Student will be familiar vedic period, Jainism, Buddhism and all ruling dynasties of Ancient India.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. Geographical Features of India. 2. Sources of Ancient Indian History. 3. Pre Stone age and the New Stone age. 4. Harappan civilization & Founder, Extension, Town Planning, Political, Social, Economic - Religious Condition.		15
II	1. Rigvedic age. 2. Later Vedic age. 3. Mahajanpad age. 4. Jainism. 5. Buddhism		15
III	1. Invasion of Alexander and its effects. 2. Causes for the rise of Magadha empire. 3. Chandragupta Maurya & his conquests 4. Mauryan Administration.		15
IV	1. Ashoka and his Dhamma. 2. Sunga Dynasty. 3. The Kushanas. 4. Satvahan Dynasty		15



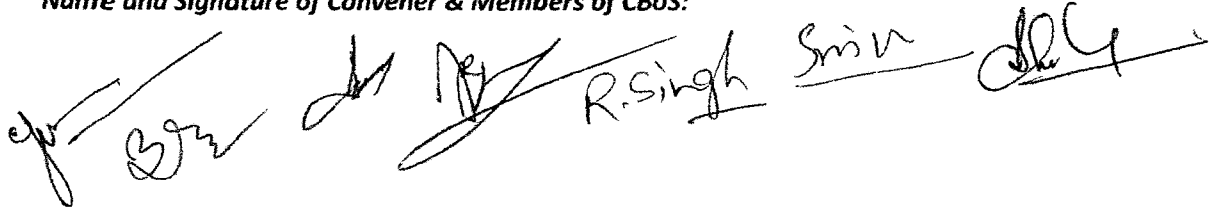
 R. Singh

IV	1. आधुनिक विश्व शक्ति के रूप में जापान का उदय 2. जापान की विदेश नीति 1919 से 1945 3. द्वितीय विश्व युद्ध में जापान की भूमिका	15
Keywords	.....

Signature of Convener & Members :

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
6. डॉ. एस. आर. वर्मा – इतिहास		
7. सत्यकेतु विद्यालंकार – सूदूरपूर्व का इतिहास		
8. दीनानाथ वर्मा – एशिया का इतिहास		
9. Dr. K. L. Khurana – History of modern Asia		
10. Vinacke Harold.M. – History of far east in Modern Times		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment/Seminar +Attendance - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:

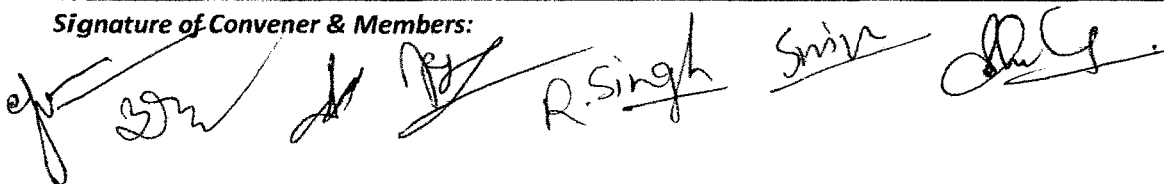


 R. Singh Srin [Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts (Hons)		Semester - VIII	
		Session: 2027-2028	
1	Course Code	HISE 12	
2	Course Title	<i>History of China and Japan(1800 to 1965)</i>	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ <i>The student will be able to understand the causes and effects of European Invasion in China.</i> ➤ <i>Comprehend the historical Background of Chinese history.</i> ➤ <i>Learn about the registance against imperialism in China.</i> ➤ <i>Student will also gain knowledge about the Historical Background of Japan, Meiji restoration, Militarism in Japan, Russo-Japanese war and its effects.</i> ➤ <i>They will know how the Japan rise as a modern world power state.</i> 	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	<ol style="list-style-type: none"> 1. Historical Background of China. 2. Europeon Invasion in China. 3. Colonialism. 4. Imperilism 		15
II	<ol style="list-style-type: none"> 1. Registance Against imperialism in China. 2. Establishment of Republic. 3. Communelism in China. 		15
III	<ol style="list-style-type: none"> 1. Historical Background of Japan. 2. Invasion of western countries in Japan. 3. Meiji Restoration. 4. Militarism in Japan, Russo-Japan war 1904-05. 		15
IV	<ol style="list-style-type: none"> 1. Rise of Japan as a modern world power. 2. Foreign policy of Japan 1919 to 1945. 3. The role of Japan in Second world war. 		15
Keywords:	.....	

Signature of Convener & Members:



PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended –

1. डॉ. एस. आर. वर्मा – इतिहास
2. सत्यकेतु विद्यालंकार – सूदूरपूर्व का इतिहास
3. दीनानाथ वर्मा – एशिया का इतिहास
4. Dr. K. L. Khurana – History of modern Asia
5. Vinacke Harold.M. – History of far east in Modern Times

Online Resources–

➤ e-Resources / e-books and e-learning portals

Online Resources–

➤ e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

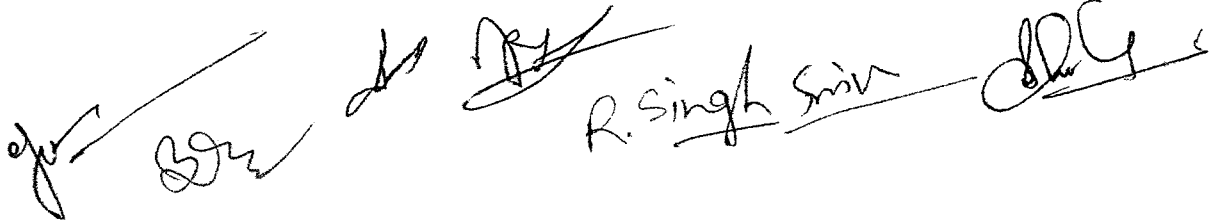
Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

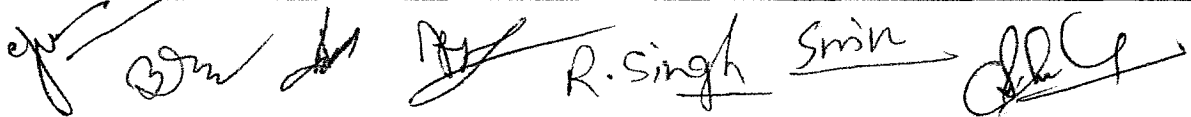
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment/Seminar +Attendance - 10	
	Total Marks - 30	
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks	

Name and Signature of Convener & Members of CBoS:


R. Singh Sriv

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction			
Program: Bachelor in Arts <i>(Hons)</i>		Semester - VIII	Session: 2027-2028
1	Course Code	HISE 12	
2	Course Title	चीन और जापान का इतिहास (1800 से 1965)	
3	Course Type	DSE	
4	Pre-requisite(if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र चीन में यूरोपीय प्रवेश के कारणों और प्रभावों को समझने में सक्षम होंगे। 2 चीनी इतिहास की ऐतिहासिक पृष्ठभूमि को समझेंगे। 3 चीन में साम्राज्यवाद के विरुद्ध प्रतिरोध के बारे में जानेंगे। 4 छात्र जापान की ऐतिहासिक पृष्ठभूमि, मेइजी पुर्नस्थापना, जापान में सैन्यवाद, रूस-जापानी युद्ध और उसके प्रभावों के बारे में भी ज्ञान प्राप्त करेंगे। 5 वे जानेंगे कि जापान एक आधुनिक विश्व शक्ति के रूप में कैसे उभरा।	
6	Credit Value	04	<i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods 60 (01 Hr. per period)			
Module / Unit	Topics (Course contents)		No. of Period
I	1. चीन की ऐतिहासिक पृष्ठभूमि 2. चीन में यूरोपियों का प्रवेश 3. उपनिवेशवाद 4. साम्राज्यवाद		15
II	1. चीन में साम्राज्यवाद के विरुद्ध प्रतिरोध 2. गणतंत्र की स्थापना 3. चीन में साम्यवाद		15
III	1. जापान की ऐतिहासिक पृष्ठभूमि 2. जापान में पश्चिमी राष्ट्रों का प्रवेश 3. मेइजी पुर्नस्थापना 4. जापान में सैन्यवाद, रूस जापान युद्ध 1904-05		15


 R. Singh Smir

III	1. मुस्लिम साम्प्रदायिकता 2. प्रथम विश्व युद्ध और राष्ट्रीय आंदोलन	08
IV	1. गांधीवादी आंदोलन, सुभाष चन्द्र बोस और आजद हिन्द फौज 2. स्वतंत्रता प्राप्ति व भारत विभाजन	07
Keywords	.....

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. Sumit Sarkar – Modern India 1885 to 1947
2. A. R. Desai – Social Background of Indian Nationalism
3. M. N. Gupta – History of the revolutionary movement in India.
4. Tarachand – History of Freedom movement in India vol 3
5. Vipin Chandra and other's – Freedom struggle
6. पं. सुन्दर लाल शर्मा – भारत में अंग्रेजी राज
7. कौलेश्वर राय – फ्रीडम स्ट्रगल
8. वीरकेश्वर प्रसाद सिंह – भारतीय राष्ट्रीय आंदोलन एवं संवैधानिक विकास
9. यशपाल एवं ग्रोवर – आधुनिक भारत का इतिास
10. शर्मा एवं शर्मा – भारतीय राष्ट्रीय आंदोलन एवं राजनैतिक विकास

Online Resources–

- a. e-Resources / e-books and e-learning portals

Online Resources–

- b. e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - 05 Total Marks - 15	

End Semester Exam (ESE):	Two section – A & B
	Section A: Q1. Objective – 05 x1= 05 Mark; Q2. Short answer type- 5x2 =10 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x05 =20 Marks

Name and Signature of Convener & Members of CBoS:

C.P. Yadav
 Dr. Anil K. Pandey
 Dr. Rajeev Sharma
 R. Singh
 Dr. Rajiv Singh
 Dr. Shashi Kala Sinha

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

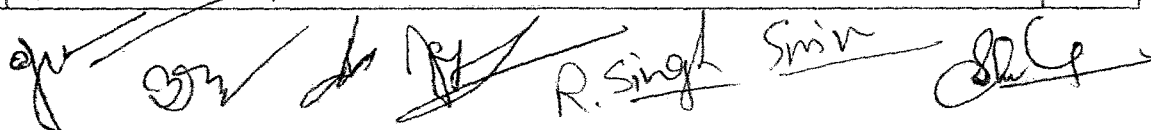
For 2 Credits

VAC

DEPARTMENT OF HISTORY

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree/Hons)		Semester – I, III, V	Session: 2025-2026
1	Course Code	HIVAC	
2	Course Title	भारतीय राष्ट्रीय आंदोलन (1857 to 1947)	
3	Course Type	VAC	
4	Pre-requisite (if, any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	1 छात्र को भारतीय इतिहास की उल्लेखनीय घटनाओं के कारणों और प्रभावों को समझने में सक्षम होंगे। 2 भारतीय इतिहास की राजनीतिक पृष्ठभूमि की समझ उत्पन्न होगी। ब्रिटिश शासन के दौरान भारत की राजनीतिक और सामाजिक-आर्थिक स्थिति से अवगत होंगे। 3 वे विश्व युद्ध के दौरान राष्ट्रीय आंदोलन के बारे में भी ज्ञान प्राप्त करेंगे। 4 गांधीवादी आंदोलन की शुरुआत किन परिस्थितियों में हुई और आंदोलन को कुचलने के लिए अंग्रेजों द्वारा अपनाए गए दमनकारी तरीकों के बारे में भी ज्ञान प्राप्त करेंगे।	
6	Credit Value	02	<i>Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) - 30 Periods (30 Hours)			
Unit	Topics (Course contents)		No. of Period
I	1. 1857 की क्रांति – कारण, परिणाम 2. भारतीय राष्ट्रवाद का उदय		08
II	1. भारतीय राष्ट्रीय कांग्रेस उदारवादी एवं उग्रवादी आंदोलन 2. क्रांतिकारी आंदोलन, स्वदेशी आंदोलन		07


 R. Singh Smir

Keywords
-----------------	-------

PART-C: Learning Resources

Text Books, Reference Books and Others

Text Books Recommended –

1. *Sumit Sarkar – Modern India 1885 to 1947*
2. *A. R. Desai – Social Background of Indian Nationalism*
3. *M. N. Gupta – History of the revolutionary movement in India.*
4. *Tarachand – History of Freemdom movement in India vol 3*
5. *Vipin Chandra and other's – Freedom struggle*
6. पं. सुन्दर लाल शर्मा – भारत में अंग्रेजी राज
7. कौलेश्वर राय – फ्रीडम स्ट्रगल
8. वीरकेश्वर प्रसाद सिंह – भारतीय राष्ट्रीय आंदोलन एवं संवैधानिक विकास
9. यशपाल एवं ग्रोवर – आधुनिक भारत का इतिास
10. शर्मा एवं शर्मा – भारतीय राष्ट्रीय आंदोलन एवं राजनैतिक विकास

Online Resources–

- e-Resources / e-books and e-learning portals

Online Resources–

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	10 & 10	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
	Assignment/Seminar +Attendance - Total Marks -	05 15	

End Semester Exam (ESE):	Two section – A & B
	Section A: Q1. Objective – 05 x1= 05 Mark; Q2. Short answer type- 5x2 =10 Marks Section B: Descriptive answer type qts..1out of 2 from each unit- 4x05 =20 Marks

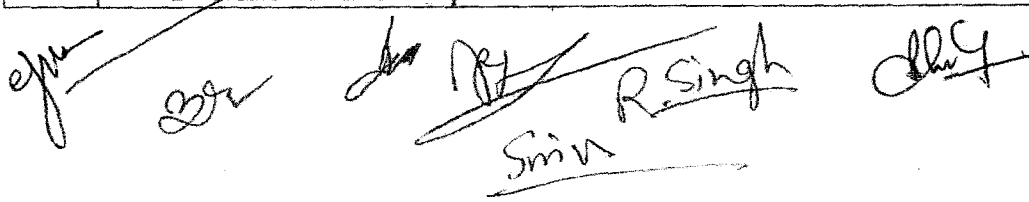
Name and Signature of Convener & Members of CBoS:

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

For 2 Credits
VAC

**DEPARTMENT OF HISTORY
COURSE CURRICULUM**

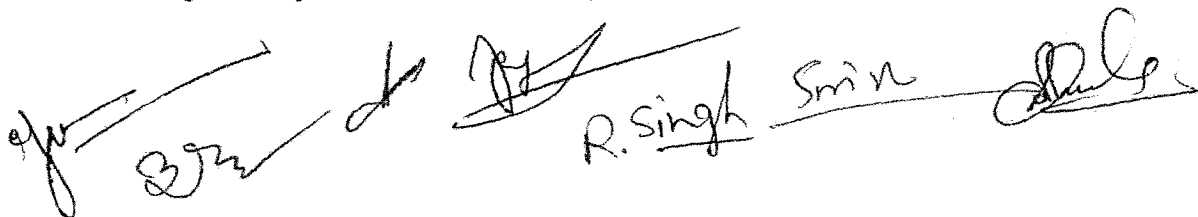
PART- A: Introduction			
Program: Bachelor in Arts (Certificate / Diploma / Degree/Hons)		Semester – I, III, V	Session: 2025-2026
1	Course Code	HIVAC	
2	Course Title	Indian National Movement (1857 to 1947)	
3	Course Type	VAC	
4	Pre-requisite (if, any)	As per Program	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ The student will be understood the causes and effects of notable events in Indian History. ➤ Comprehend political background of Indian History. ➤ Explain the political and socio-economic condition of India during the British rule. ➤ They will also gain knowledge about the national movement during world war. ➤ Know about the circumstances leading to the beginning of the Gandhian movement and also about the repressive methods adopted by the British to crush the movement. 	
6	Credit Value	02	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) - 30 Periods (30 Hours)			
Unit	Topics (Course contents)		No. of Period
I	1. Revolution of 1857 - Causes, Result. 2. Rise of Indian Nationalism.		08
II	1. All India Congress, Liberal & Extremist movement. 2. Revolutionary movement, swadeshi movement.		07
III	1. Muslim communalism. 2. First world war and National movement.		08
IV	1. Gandhian movement, Subhash Chandra Bose and Indian National Army. 2. Achievement of Independence & Partision of India.		08



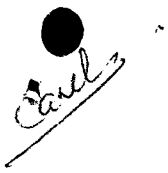
 eju 202 R. Singh Shrin

PART-C		
Learning Resources: Text Books, Reference Books and Others		
Text Books Recommended –		
6. मराठों का इतिहास – गोविन्द सखा राम सरदेसाई भाग एक व दो		
7. इतिहास – डॉ. एस. आर. वर्मा		
8. इतिहास – डॉ. ए. के. मित्तल		
9. इतिहास – दहीभाते एवं पारिख		
10. इतिहास – डॉ. सत्यनारायण दुबे		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
Online Resources–		
➤ e-Resources / e-books and e-learning portals		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Internal Assessment (CIA):		15 Marks
End Semester Exam (ESE):		35 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 05 x1= 05 Mark; Q2. Short answer type- 5x2 =10 Marks Section B: Descriptive answer type qts., out of 2 from each unit- 4x05 =20 Marks	

Name and Signature of Convener & Members of CBoS:



 R. Singh Srin [Signature]



FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Certificate / Diploma / Degree/Hons)		Semester – II, IV
Session: 2024-2025		
1	Course Code	HISEC-01
2	Course Title	मराठे का इतिहास
3	Course Type	SEC
4	Pre-requisite(if, any)	<i>As per Program</i>
5	Course Learning Outcomes (CLO)	1 छात्र यह जानेंगे कि महाराष्ट्र में किस स्थिति में मराठा शक्ति का उदय हुआ। 2 छात्र शिवाजी, शाहजी के सबसे करीबी लोगों का भी ज्ञान प्राप्त करते हैं। 3 छात्र शिवाजी के नेतृत्व में मराठा शक्ति के सुदृढीकरण से परिचित होंगे। 4 पेशवा के अधीन मराठा शक्ति के विस्तार से परिचित होंगे। 5 पानीपत का तीसरा युद्ध और भारत के इतिहास पर इसके प्रभावों का ज्ञान प्राप्त कर सकेंगे।
6	Credit Value	02 (Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 30 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. मराठों के उत्कर्ष के कारण 2. शाहजी भोंसले	08
II	1. शिवाजी की विजयें 2. शिवाजी का प्रशासन	07
III	1. पेशवा बालाजी विश्वनाथ 2. पेशवा बाजीराव प्रथम	08
IV	1. पेशवा – बालाजी बाजीराव 2. पानीपत का तृतीय युद्ध	08
Keywords	.....

Signature of Convener & Members:

R. Singh

PART-C

Learning Resources: Text Books, Reference Books and Others

Text Books Recommended -

1. मराठों का इतिहास - गोविन्द सखा राम सरदेसाई भाग एक व दो
2. इतिहास - डॉ. एस. आर. वर्मा
3. इतिहास - डॉ. ए. के. मित्तल
4. इतिहास - दहीभाते एवं पारिख
5. इतिहास - डॉ. सत्यनारायण दुबे

Online Resources-

- e-Resources / e-books and e-learning portals

Online Resources-

- e-Resources / e-books and e-learning portals

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

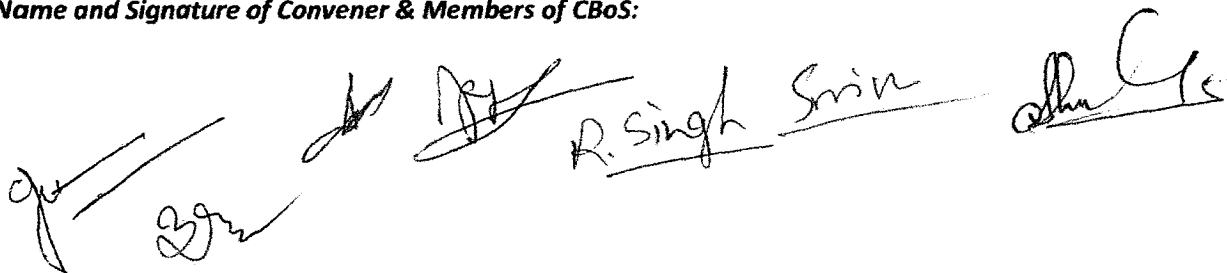
Maximum Marks: 50 Marks

Continuous Internal Assessment (CIA): 15 Marks

End Semester Exam (ESE): 35 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 05 x1= 05 Mark; Q2. Short answer type- 5x2 =10 Marks Section B: Descriptive answer type qts., Iout of 2 from each unit- 4x05 =20 Marks	

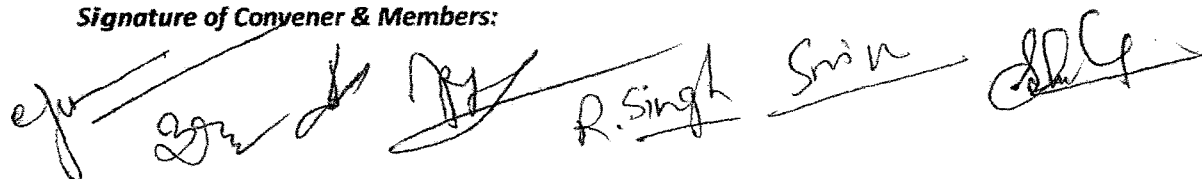
Name and Signature of Convener & Members of CBoS:


R. Singh Srivastava

DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts <i>(Certificate / Diploma / Degree/Hons)</i>		Semester – II, IV
		Session: 2024-2025
1	Course Code	HISEC-01
2	Course Title	Maratha History
3	Course Type	SEC
4	Pre-requisite(if, any)	As per Program
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> ➤ Student will learn about the Maratha power emerge in in maharashtra in which condition. ➤ Students also gain knowledge the congyest of Shivaji, Shahji. ➤ They will learn the consolidation of Maratha power in the leader administration ➤ Maratha power under Peshawa's. ➤ The 3rd war of panipat & its impact on the History of India.
6	Credit Value	02 <i>(Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)</i>
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 30 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. Causes for the rise of Maratha 2. Shahji Bhonsle	08
II	1. Conguarence of Shivaji 2. Administration of Shivaji	07
III	1. Peshawa Balaji Vishwanath 2. Peshawa Bajirao I	08
IV	1. Peshawa Balaji Bajirao 2. Third war of Panipat	07
Keywords	.....

Signature of Conyener & Members:

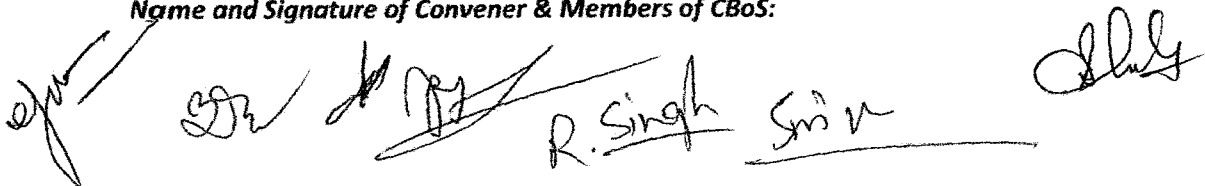


IV	1. भारत का दक्षिण पूर्व एशिया से संबंध 2. भारत में अरब आक्रमण 3. महमूद गजनवी 4. मुहम्मद गौरी	15
Keywords	.....

Signature of Convener & Members :

PART-C								
Learning Resources: Text Books, Reference Books and Others								
Text Books Recommended –								
<ol style="list-style-type: none"> 1. K. L. Khurana – History of India from earliest time to 1526 A. D. 2. K. L. Khurana – Ancient India from earliest time to 1206 A. D. 3. Vincent smith – oxford history of India. 4. L. Prasad – Ancient India –Indus valley civilization to 1200 A. D. 5. रतिभान सिंह नाहर – प्राचीन भारतीय इतिहास एवं संस्कृति 6. बी. एन. लुनिया – प्राचीन भारतीय संस्कृति 7. भार्गव – प्राचीन भारत 8. एस. आर. शर्मा – प्राचीन भारत 9. शांता शुक्ला – भारत का राजनीतिक इतिहास 10. ए. के. मित्तल – भारत का इतिहास प्रारम्भ से 1206 ई. 11. ए. के. मित्तल एवं डॉ. आर अग्रवाल – विश्व का इतिहास 1453 से 1890 ई. 								
Online Resources–								
➤ e-Resources / e-books and e-learning portals								
Online Resources–								
➤ e-Resources / e-books and e-learning portals								
PART -D: Assessment and Evaluation								
Suggested Continuous Evaluation Methods:								
Maximum Marks:		100 Marks						
Continuous Internal Assessment (CIA):		30 Marks						
End Semester Exam (ESE):		70 Marks						
Continuous Internal Assessment (CIA): (By Course Teacher)	<table border="1" style="width: 100%;"> <tr> <td>Internal Test / Quiz-(2):</td> <td style="text-align: right;">20 & 20</td> </tr> <tr> <td>Assignment/Seminar +Attendance -</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Total Marks -</td> <td style="text-align: right;">30</td> </tr> </table>	Internal Test / Quiz-(2):	20 & 20	Assignment/Seminar +Attendance -	10	Total Marks -	30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
Internal Test / Quiz-(2):	20 & 20							
Assignment/Seminar +Attendance -	10							
Total Marks -	30							
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10 =40 Marks							

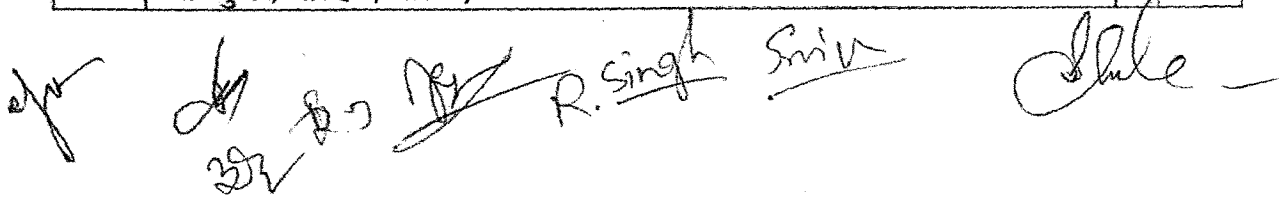
Name and Signature of Convener & Members of CBoS:



 R. Singh Sinu

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF HISTORY

PART-A: Introduction		
Program: Bachelor in Arts (Certificate / Diploma / Degree/Hons)		Semester - II
		Session: 2024-2025
1	Course Code	HIGE 02
2	Course Title	प्राचीन भारत का इतिहास (गुप्त युग से 1206 AD तक)
3	Course Type	GE
4	Pre-requisite(if, any)	As per Program
5	Course Learning Outcomes (CLO)	1 छात्र प्राचीन काल, का जीवन शैली के बारे में ज्ञान प्राप्त करेंगे। 2 वे समाज की संस्कृति और धर्म के बारे में ज्ञान प्राप्त कर सकते हैं। 2 प्राचीन काल की राजनीतिक स्थिति एवं विभिन्न सामाजिक वर्ग की भूमिका से अवगत होंगे। 3 छात्र ऐतिहासिक प्रवृत्तियों के साथ-साथ प्राचीन भारतीय इतिहास के स्रोतों के बारे में जानेंगे 4 छात्र प्राचीन काल में भारत का दक्षिण एशिया से सम्बन्ध एवं भारत में अरब आक्रमण के सम्बन्ध में जानकारी प्राप्त कर सकेंगे।
6	Credit Value	04 (Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work)
7	Total Marks	Max. Marks: 70+30=100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods 60 (01 Hr. per period)		
Module / Unit	Topics (Course contents)	No. of Period
I	1. गुप्त वंश 2. समुद्रगुप्त और उसकी विजयें 3. चंद्रगुप्त द्वितीय और उसकी विजयें 4. गुप्तकालीन प्रशासन	15
II	1. गुप्तकाल भारत का स्वर्ण युग 2. संगम वंश – चोल, चेर, पांड्या 3. पल्लव वंश 4. चालुक्य एवं राष्ट्रकूट वंश	15
III	1. हर्षवर्धन – विजयें एवं प्रशासन 2. राजपूतों की उत्पत्ति 3. राजपूत कालीन संस्कृति 4. गुर्जर, प्रतिहार, पाल एवं सेन वंश	15



 R. Singh Smita Dale

**FOUR YEAR
UNDERGRADUATE
PROGRAM (NEP 2020)
PROGRAM BACHELOR
DISCIPLINE**

POLITICAL SCIENCE

2024-28

(ENGLISH)

Edy Bay
10/6/24

Q/22

1-54 Pages

Se

3h
10/06/2024

Edy Bay

Edy Bay

1002

For 4 Credits

FOUR YEAR UNDERGRADUATE PROGRAM (NEP 2020)
PROGRAM BACHELOR
DISCIPLINE POLITICAL SCIENCE 2024-28

DSC 1 to 08		DSE 01 to12		GE 01 to 2	
CODE	TITLE	CODE	TITLE	CODE	TITLE
PSSC 01	Introduction to Political Theory	PSSE 01	Gandhian Study	PSGE01	Introduction to Political Theory
PSSC 02	Constitutional Government in India	PSSE 02	Political Ideologies	PSGE02	Constitutional Government in india
PSSC 03	Western Political Thought	PSSE 03	Indian Foreign Policy		
PSSC 04	Comparative constitutions and Comparative Governments	PSSE 04	National Movement and Constitutional Development of India	SEC	
PSSC 05	International Politics : Theory and Practice	PSSE 05	State Politics in India with special reference to Chhattisgarh	PSSEC 01	Public Opinion and Survey Research
PSSC 06	Introduction to Public Administration	PSSE 06	Comparative Politics	PSSEC 02	Citizenship duties and e - governance
PSSC 07	Indian political Thought	PSSE 07	Comparative Political Analysis and Political Sociology	VAC	
PSSC 08	Modern Political Thought and theory	PSSE 08	International Organisation	PSVAC 01	Constitutional values .
		PSSE 09	Public Policy and Development administration		
		PSSE 10	Human Rights Theory and Practice		
		PSSE 11	Political Economy		
		PSSE 12	Contemporary issues in global politics		

[Signature]
10/6/24

1. श्री. कोल शर्मा
[Signature]
10.06.2024

[Signature]
श्री. जीमा शर्मा

[Signature]
10/06/2024
श्री. मालवी (2024)

2. श्री. अशोक शर्मा
3. श्री. म. दुबे
[Signature]
10-6-24

4. *[Signature]*
[Signature]

[Signature]

श्री. व. राजू मेडिया *[Signature]*

Dr. S. E. Kumar *[Signature]*

[Signature]

PROGRAMME OUTCOMES .	
After completion of the programme A graduate in Political science students shall be able to ...	
PO 1	Create critical thinking and have the Capacity to examine the arguments, claims, and beliefs with independence and originality, and to assess practices, policies and theories unhindered by the influence of schools of thought.
PO 2	Evaluate and communicate thoughts and ideas effectively in writing and orally. The ability to listen carefully, and present complex information in a clear and concise manner.
PO 3	Analyze the values and beliefs of multiple cultures ; a global and cosmopolitan perspective, and a capacity to effectively engage in a multicultural society and interact respectfully with diverse communities and groups.
PO 4	Apply the holistic knowledge with the ability to make logical and critical analysis and develop their devotion and research vision towards society and nation and help them to become a competent, aware and dedicated citizen.
PO 5	aquants the foundational knowledge of Political Science and a thorough grasp of the theoretical and applied aspects of the discipline which leads towards self directed and lifelong learning process.
PROGRAM SPECIFIC OUTCOMES	
<ul style="list-style-type: none"> • The programme imparts basic knowledge of important concepts such as power, authority, legitimacy, sovereignty, freedom, justice, democracy, party system and political theory to the students. • The programme introduces the Indian Constitution, constitutional provisions, values and constitutional development. • The programme provides comprehensive knowledge of the values, personalities and achievements of the Indian National Movement and freedom struggle. • The programme introduces the ancient, mediaeval, modern and contemporary knowledge of political ideologies, western and Indian political philosophy • The programme provides comprehensive knowledge of modern political science through comparative politics, comparative analysis, comparative constitutional studies. • The programme introduces the students to the theoretical and practical aspects of international politics, comprehensive knowledge of international organisations and their functioning • The programme provides theoretical and practical knowledge of public administration, public policy, development administration. • The programme introduces comprehensive knowledge of Gandhian studies. • The programme introduces students to various concepts and processes of political sociology. • The programme provides in-depth knowledge of various concepts, processes, organisations and global dynamics of political economy. • The programme provides comprehensive knowledge of various theoretical and practical dimensions of politics of states including Chhattisgarh and human rights. • The programme enhances employability of students through proper knowledge of survey, research and e-governance. 	

① Dr. Anand
10/06/2024

Dr. Anand
10/06/2024

Dr. Anand

Dr. Anand
10/06/2024

② Dr. Anand
10-06-2024

③ Dr. Anand
10-06-24

④

Dr. Anand
Dr. Anand

Dr. Anand

Dr. Anand
10/6/24

Dr. Anand

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAMME: Bachelor in socialscienceCertificate/Diploma/Degree/Honors		Semester - I	Session 2024-2025
1	Course Code	PSSC 01	
2	Course Title	Introduction to Political Theory	
3	Course Type	DSC : Discipline Specific course	
4	Prerequisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student shall be able to . <ul style="list-style-type: none"> • Create the understanding of the concept of political science, and methodology . • Evaluate the concept of state, its theories of origin, functions and relation with individuals . • Analyse the basic concepts of Political Science like liberty, right, sovereignty . • Apply the knowledge of democracy and democratic norms, the functional machinery of electoral democracy like political party system and pressure groups. Role of State as welfare agency , and as an agency of social change . 	
6	Credit Value	4 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B CONTENT OF THE COURSE			
Total No. of Teaching - Learning Periods (01 Hr. Per period) - 60 Periods (60 Hours)			
Unit	Topics (Course Content)		No. of Periods
I	POLITICAL SCIENCE - Initial Political science : Concept, nature, Scope, Power, Authority - meaning, characteristics, types, Legitimacy - concept, relationship of power, authority and legitimacy. Study methods of political science, Behaviouralism and post-behaviouralism.		15
II	STATE State: Concept, Development of State, Essential Elements, Theories of origin state - Divine, power theory, social contract and evolutionary theory, Theories of functions of state - Marxist, liberal, neo-liberal, pluralist, theory, Law: Definition: Source, Classification Public welfare state, Nationalism : Concept , types.		15
III	Concepts Sovereignty: concept, types, Characteristics, Principles of Sovereignty: Legal or Monistic and Pluralist, Rights : Meaning, types major Theories, Duties, Freedom: Meaning Types, Positive and Negative Theory of Freedom, Equality : Meaning type and relation to freedom, Political Obligation, Justice : Concept, types, Democracy : Concept, types, Merits and demerits, Principles of democracy, Necessary conditions for the success of Democracy.		15
IV	State in Function Forms of Government :Unitary and Federal, Parliamentary and Presidential, Totalitarianism : Concept, types, Organs of Government : Legislature, Executive and Judiciary, Theory of Separation of Powers and Checks and Balances, Constitution : meaning and kinds, Political Party : meaning, kinds, major theories, merits and demerits, Pressure Groups: meaning, kinds and technique, Public Opinion, Social Justice, Theories of Representation.		15
Keywords : Political theory, state, sovereignty, right, liberty, democracy, constitution, party.			

Name and Signature of Convener & Members of CBoS:

① *[Signature]*
10.06.2024

② *[Signature]*
③ M. Dugg
10-06-24

[Signature]
10.06.2024

[Signature]
10/06/2024

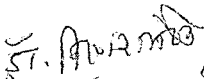
[Signature]
10/6/24

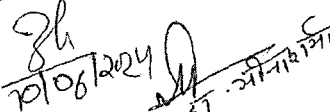
[Signature]


[Signature]


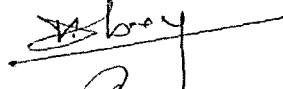


PART C		Learning Resources: Text Books, Reference Books and Others	
Text Books			
1- अंबादत्त पंत हरिमोहन जैन मदन गोपाल (1985) : राजनीति शास्त्र के मूल आधार। सेन्ट्रल पब्लिशिंग हाउस। इलाहाबाद। उ.प्र.			
2- संघु जान सिंह (1986) : राजनीतिक सिद्धांत हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्व विद्यालय, नई दिल्ली			
3- जौहरी जे सी (1986) : राजनीति शास्त्र के मूल सिद्धांत, साहित्य भवन आगरा।			
4- भागवत राजीव और अशोक आचार्य (एड.), राजनीतिक सिद्धांत, एक पिरचय, दिल्ली, पिएर्सन, 2008.			
5- कुमार, संजीव (एड.), राजनीतिक सिद्धांत की समझ, दिल्ली: ओरिएण्ट ब्लैक स्वान, 2019			
6- हुसैन शकील (2018) : राजनीतिक सिद्धांत, अवधारणात्मक परिचय। छ.ग. राज्य हिन्दी ग्रन्थ अकादमी, रायपुर, छ.ग.			
Reference Books			
7- Eddy Asirvatham & K.K. Mishra (2010) Political Theory, S. Chand Publishing Delhi (pdf available)			
8- O.P. Gauba (2014) An Introduction to Political Theory, MacMillan Publishers, Delhi.			
Online resource : e- books / pdf			
आशीर्वादम (1985) : राजनीतिक सिद्धांत - एस चन्द एण्ड कम्पनी। नई दिल्ली। (ई पुस्तकालय पर pdf उपलब्ध) https://epustakalay.com/book/27958-rajnit-shastra-by-adi-ashirvadani-ganga-ratna-pandey/			
वर्मा एस पी (1985) : विकास प्रकाशन दिल्ली ई पुस्तकालय पर pdf उपलब्ध) https://epustakalay.com/book/45890-adbhunik-rajnaitik-siddhanti-by-s-p-varma			
पुखराज जैन (1988) : राजनीति विज्ञान के सिद्धान्त, साहित्य भवन आगरा https://epustakalay.com/book/2111-rajnit-vigyan-ke-siddhanti-by-dr-pukhraj-jain			
Introduction to Political Science by Mark Carl Rom, Georgetown University https://open.umg.edu/epgate/sifbooks/textbooks/1179			
Online resource : e-learning portals			
NPTEL https://nptel.ac.in/NLS52/Weg/Su=1nizAJS0mPVckKu			
CEC https://youtu.be/0tSgcwE5_Mk (in Hindi)			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods			
Maximum Marks: 100	Continuous Internal Assessment(CIA) : 30		End Semester Exam (ESE): 70
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test/Quiz-(2) 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	
End Semester Exam (ESE):	Two section – A & B Section A Q1 Objective – 10 x1= 10 Mark; Q2 Shori answer type- 5x4 =20 Marks Section B Descriptive answer type qts. 1 out of 2 from each unit- 4x10=40 Marks		


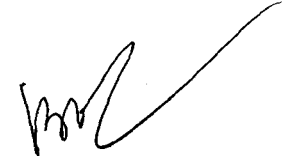
Name and Signature of Convener & Members of CBoS:

① 
10.06.24

② 
10.06.24

③ 
10.06.24

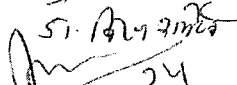





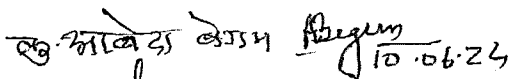



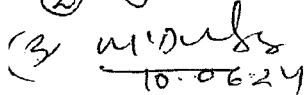
PART C		Learning Resources: Text Books, Reference Books and Others	
Text Books Recommended			
1- अंबादत्त पंत हरिमोहन जैन मदन गोपाल (1985) : राजनीति शास्त्र के मूल आधार। सेन्ट्रल पब्लिशिंग हाउस। इलाहाबाद। उ.प्र.			
2- संधु ज्ञान सिंह (1986) : राजनीतिक सिद्धांत हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्व विद्यालय, नई दिल्ली			
3- जौहरी जे सी (1986) : राजनीति शास्त्र के मूल सिद्धांत, साहित्य भवन आगरा।			
4- भागवत राजीव और अशोक आचार्य (एड.), राजनीतिक सिद्धांत: एक परिचय, दिल्ली, पिएर्सन, 2008.			
5- कुमार, संजीव (एड.), राजनीतिक सिद्धांत की समझ, दिल्ली: ओरिएण्ट ब्लैक स्वान, 2019.			
6- हुसैन शकील (2018) : राजनीतिक सिद्धांत: अवधारणात्मक परिचय। छ.ग. राज्य हिन्दी ग्रन्थ अकादमी, रायपुर, छ. ग			
7- Eddy Asirvatham & K K. Mishra (2010) Political Theory, S. Chand Publishing Delhi (pdf available)			
8- O.P. Gauba (2014) An Introduction to Political Theory, MacMillan Publishers, Delhi.			
Online resource : e- books / pdf			
आशीर्वादम (1985) : राजनीतिक सिद्धांत - एस चन्द एण्ड कम्पनी। नई दिल्ली। (ई पुस्तकालय पर pdf उपलब्ध) https://epustakalay.com/book/27958-rajniti-shastra-by-ashirvadam-ganga-ratna-pandey/			
वर्मा एस पी (1985) : विकास प्रकाशन दिल्ली ई पुस्तकालय पर pdf उपलब्ध) https://epustakalay.com/book/45890-adhunik-rajnietik-siddhant-by-s-p-varma			
पुखराज जैन (1988) : राजनीति विज्ञान के सिद्धान्त, साहित्य भवन आगरा https://epustakalay.com/book/60211-rajniti-vidyan-ke-siddhant-by-dr-pukhraj-jain/			
Introduction to Political Science by Mark Carl Rom, Georgetown University https://open.umn.edu/opentextbooks/textbooks/1179			
Online resource : e-learning portals			
NPTEL https://youtu.be/k11Nlx52Wec?si=1mzAJsSifudPVekKa .			CEC
https://youtu.be/ot5uwlF3_Mk (in Hindi)			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods			
Maximum Marks: 100		Continuous Internal Assessment(CIA) : 30	End Semester Exam (ESE): 70
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test/Quiz-(2):20 & 20 Assignment / Seminar - 10 Total Marks - 30		Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark. Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit- 4x10=40 Marks		

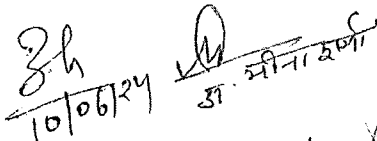
Name and Signature of Convener & Members of CBoS:

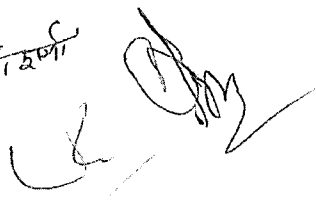


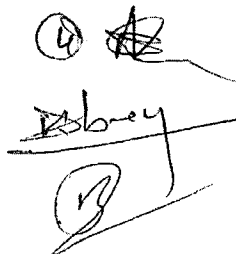
① 
10.06.24

② 
10.06.24

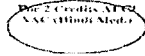
③ 
10.06.24


10/06/24



④ 





Four-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

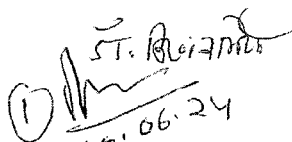
PART A INTRODUCTION			
PROGRAM : Bachelor in social science Certificate/Diploma/Degree/Honors		SEMESTER I	Session 2024-25
1	Course code	PSVAC 01	
2	Course Title	constitutional Values	
3	Course Type	VAC : Value added course	
4	Prerequisite (if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student shall be able to <ul style="list-style-type: none"> • Develop students as good citizens that will act based on constitutional values. • Evaluate the separation of power system in our constitution. • Interpret the fundamental rights and duties that are described in the Indian Constitution. • Explain democratic and constitutional values of Self governance. 	
6	Credit Value	2 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 30 Period (30 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Philosophy of Constitution Meaning of Constitution, meaning of Constitution values, constitutional values- Sovereignty, Republic (Vajji Sangha & Malla Sangh in Mahajanapada period) justice: social, economical & political, liberty, equality, fraternity, dignity of individual, unity and integrity of the nation.		8 hours
II	Division of Powers and Balance of Power Indian federal system, parliamentary democracy, independence and integrated judicial system, executive constantly accountable to the parliament.		7 hours
III	Rights and Duties Meaning of Fundamental rights and duties, Aim of directive Principles of State Policy, international peace and just international order (Vasudhaiva Kutumbkam), a unique blend of rights of LGBT and specially blessed people.		8 hours
IV	Self-Governance Composite culture, Free and fair elections, Local self government for rural and urban areas (Sabha & Samiti in vedic period)		7 hours
Keywords : sovereignty, Republic, justice, liberty, equality, judicial system			

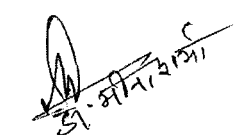
Name and Signature of Convener & Members of CBoS:

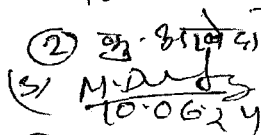
① *[Signature]*
 10-06-24
 ② *[Signature]*
 10-06-24
 ③ *[Signature]*
 10-06-24
[Signature]
 10/06/2024
[Signature]
 10-06-24
[Signature]
 10-06-24
[Signature]
 10-06-24
[Signature]
 10-06-24
[Signature]
 10-06-24

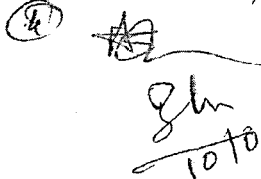
PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books</p> <p>1- बसु दुर्गादास, भारत का संविधान: एक परिचय, वाधवा एंड कंपनी लॉ पब्लिशर्स, 1989</p> <p>2- पांडे जय नारायण, भारत का संविधान, सेंट्रल लॉ एजेंसी, प्रयागराज, 1971</p> <p>3- कश्यप सुभाष, हमारा संविधान: भारत का संविधान और संवैधानिक विधि, नेशनल बुक ट्रस्ट, इंडिया 1996</p> <p>Reference books</p> <p>4- Kohli Atul, The success of India's democracy, Cambridge University Press, Cambridge, 2001</p> <p>5- Manor J. Public institution in India: performance and design, New Delhi: Oxford University Press, 2005</p> <p>6- Austin G., the Indian Constitution : cornerstone of a nation, Oxford University Press, 1999</p> <p>7- Ready S., fundamentalness of fundamental rights and Directive Principles on Indian constitution, journal of the Indian Law Institute, 22 (3) PP 399-407, 1980</p> <p>8- Bagchi A., Rethinking federalism: Overview on current debates with some reflection in Indian context, Economic and political weekly, 35(34), 3023-3036</p> <p>Online resource : e- books</p> <p>Constitution of India (pdf) https://legislative.gov.in/constitution-of-india/ संविधान सभा और संविधान, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली। https://eayankosh.ac.in/handle/123456789/58295 भारतीय संविधान, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली। https://eayankosh.ac.in/handle/123456789/53791</p> <p>e-learning portals</p> <p>NPTFL https://youtu.be/3DhQ_EgXwJ0?feature=shared (English) https://youtu.be/RdNYmWofhw8?feature=shared (English) https://youtu.be/c18xmGhd0g?feature=shared (Hindi) https://youtu.be/VoDn0gorit0?feature=shared</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 50 Marks</p> <p>Continuous Internal Assessment (CIA): 15 Marks</p> <p>End Semester Exam (ESE): 35 Marks</p>		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar + Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective – 05 x1 = 05 Mark; Q2. Short answer type- 5x2 =10 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit- 4x05 =20 Marks	

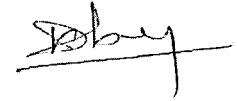
Name and Signature of Convener & Members of BOS:

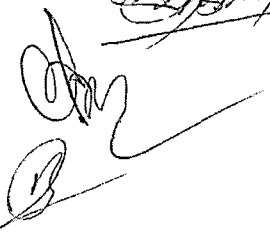
①  10.06.24

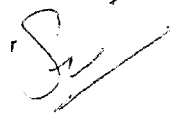
②  10-06-24


③  10-06-24

④  10/06/2024









For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION		
PROGRAM : Bachelor in social science Certificate/Diploma/Degree/ Honors		SEMESTER II
Session 2024-25		
1	Course code	PSSC 02
2	Course Title	Constitutional Government in India
3	Course Type	DSC : Discipline specific course
4	Prerequisite(if,any)	As per Program
5	Course Learning Outcomes (CLO)	After completion of the course, the student shall be able to.. <ul style="list-style-type: none"> Construct the political ideals mentioned in the preamble of the constitution. Assess the provisions of citizenship, fundamental rights and duties and their correlation . Examine the role of president and the functioning of union executive . Interpret the provisions and functioning of the union legislature and constitutional bodies of functional democracy, like election commission, finance commission and C&AG.
6	Credit Value	4 credits | Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100 | Min Passing Marks: 40
PART B - Content of the Course		
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)		
UNIT	Topics (Course Content)	No. of Periods
I	Constitution Citizenship and Rights Making of Indian Constitution : Cabinet mission plan and Constituent assembly. Preamble, features, Sources. Schedules.citizenship.Fundamental Rights and Duties, Directive Principles of State Policy. Constitution Amendment Process	15
II	Union President, Vice President. Council of Ministers and Prime Minister. Federal Parliament Lok Sabha and Rajya Sabha. Supreme court - Organization Functions, Powers, Judicial Review.	15
III	Union and Federal administration controller and auditor general .Centre State Relations: Legislative, Financial, Administrative.Union and state public service commission, Election Commission, Finance Commission.	15
IV	State and Local self government Legislature, Executive: Governor, Council of Ministers and Chief Minister. State High Court - Organization , Functions. Rights.	15
Keywords : Act, assembly, constitution, president, parliament, judiciary, panchayati raj.		

Name and Signature of Convener & Members of BOS

1) Dr. B. S. Singh - Convener

2) Dr. Anil Kumar - Member

3) M. D. Singh - Member

10/06/24

10/06/24

Handwritten signatures and dates of BOS members, including a date of 10/06/24.

Handwritten signature and date of 10/06/24.

PART C		Learning Resources: Text Books, Reference Books and Others
Text Books Recommended		
1- आर.सी अग्रवाल (1985) : राष्ट्रीय आंदोलन एवं संवैधानिक विकास , एस चन्द एण्ड कम्पनी . नई दिल्ली ।		
2- डीडी बसु भारत (1986) : भारतीय संविधान एक परिचय, प्रेन्टिस हाल, नई दिल्ली ।		
3- एम सत्य राय (1983) : भारत मे राष्ट्रवाद. हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय।		
4- सुभाष कश्यप (1996) : हमारा संविधान, नेशनल बुक ट्रस्ट नई दिल्ली		
5- राकेश डेढ़गर्वे (2018) : भारतीय शासन और राजनीति - छ. ग. राज्य हिन्दी ग्रन्थ अकादमी . रायपुर ।		
Reference books		
6- Bipan Chandra (2000): India after Independence, Penguin Books, New Delhi.		
7- Bipan Chandra, M. Mukherjee and A. Mukherjee (2007) : India Since Independence, Penguin Books New Delhi.		
8- D D Basu (2015) Introduction to the Constitution of India, Lexisnexis, Gurgaon.		
9- Subhash C. Kashyap, (1989) Our Parliament, National Book Trust India, New Delhi.		
10- Subhash C. Kashyap, (1994) Our Constitution—An Introduction to India's Constitution and Constitutional Law, National Book Trust India, New Delhi.		
11- W.H. Morris-Jones, (1989) The Government and Politics of India, Universal Book Stall.		
12- Granville Austin (1999) Indian Constitution: CornerStone of a Nation, Oxford University Press New Delhi		
13- Granville Austin (2004) Working a Democratic Constitution: A History of the Indian Experience Oxford University Press, New Delhi.		
14- M.V. Pylee (1995) An Introduction to the Constitution of India, Vikas Publishing House, New Delhi.		
e-books		
संवैधानिक विकास		
https://euvankosh.ac.in/bitstream/123456789/19930/1/Unit-23.pdf		
भारतीय संविधान		
https://code.mpp.gov.in/WriteReadData/Pdf/Act_1950_0000_Pdf_F897_Hindi.pdf		
भारतीय संविधान		
https://euvankosh.ac.in/handle/123456789/58295		
भारतीय संविधान		
https://legislative.gov.in/hit/0%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4-%E0%A4%95%E0%A4%BF-%E0%A4%B8%E0%A4%82%E0%A4%B5%E0%A4%BF%E0%A4		
e-learning portals		
Indian constitution , CEC		
https://youtu.be/of2SoOSi8mM?si=B1N2z6bJkrHboauq		https://youtu.be/e18xmGhdsOg?si=8RS9FouShOLrjbB1
https://youtu.be/VK7ZwVF9euc?si=mqE2dyeuRHkq9qc		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts .1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:

① ST. विवेकानंद - Convener

② ड. शम्भू दा वेणुगुप्पा
32M.Dubey
10-06-24

For 4 Credits

Four-year undergraduate course; 2024 - 28

③ Dr. Debroy

ST. जोशी 2024

④ Dr. [Signature]

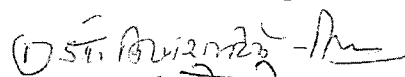
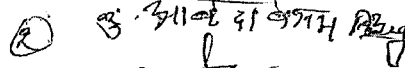
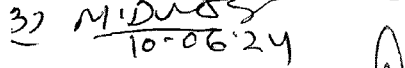










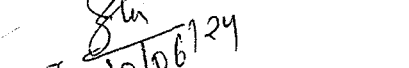



26
10/06/2024[Signature]
10/06/24

[Signature]

Department of Political Science Course Curriculum


PART A INTRODUCTION			
PROGRAM : Bachelor in social science Certificate/Diploma/Degree/Honors		SEMESTER II	Session 2024-25
1	Course code	PSGE 02	
2	Course Title	Constitutional Government in India	
3	Course Type	GE : Generic Elective	
4	Prerequisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student shall be able to.. <ul style="list-style-type: none"> • Construct the political ideals mentioned in the preamble of the constitution. • Assess the provisions of citizenship, fundamental rights and duties and their correlation • Examine the role of president and the functioning of the union executive . • Interpret the provisions and functioning of the union legislature and constitutional bodies of functional democracy, like election commission, finance commission and C&AG. 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UN IT	Topics (Course Content)		No. of Periods
I	Constitution Citizenship and Rights Making of Indian Constitution : Cabinet mission plan and Constituent assembly. Preamble, features, Sources. Schedules, citizenship, Fundamental Rights and Duties, Directive Principles of State Policy. Constitution Amendment Process		15
II	Union President, Vice President, Council of Ministers and Prime Minister. Federal Parliament Lok Sabha and Rajya Sabha. Supreme court - Organization Functions, Powers, Judicial Review.		15
III	Union and Federal administration controller and auditor general Centre State Relations: Legislative, Financial, Administrative. Union and state public service commission, Election Commission. Finance Commission.		15
IV	State and Local self government Legislature, Executive: Governor, Council of Ministers and Chief Minister. State High Court - Organization, Functions, Rights.		15
Keywords : Act, assembly, constitution, president, parliament, judiciary, panchayati raj.			

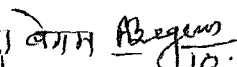
Name and Signature of Convener & Members of BOS


1.  - 
 2.  10.06.24
 3.  10-06-24
 4.  31-07-24
 5.  
 6.   10/06/24
 7.   10/06/24
 8.  
 9.   10/06/24
 10.  


PART C		Learning Resources: Text Books, Reference Books and Others	
Text Books Recommended			
1- आर.सी अग्रवाल (1985) : राष्ट्रीय आंदोलन एवं संवैधानिक विकास , एस चन्द एण्ड कम्पनी , नई दिल्ली ।			
2- डीडी बसु भारत (1986) : भारतीय संविधान एक परिचय. प्रेन्टिस हल. नई दिल्ली ।			
3- एम सत्य राय (1983) : भारत में राष्ट्रवाद. हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय।			
4- सुभाष कश्यप (1996) : हमारा संविधान. नेशनल बुक ट्रस्ट नई दिल्ली			
5- राकेश डेढगर्वे (2018) : भारतीय शासन और राजनीति - छ.ग. राज्य हिन्दी ग्रन्थ अकादमी . रायपुर ।			
Reference books			
6- Bipan Chandra (2000): India after Independence, Penguin Books, New Delhi.			
7- Bipan Chandra, M. Mukherjee and A. Mukherjee (2007): India Since Independence, Penguin Books New Delhi.			
8- D D Basu (2015) Introduction to the Constitution of India, Lexisnexis, Gurgaon.			
9- Subhash C. Kashyap. (1989) Our Parliament, National Book Trust India, New Delhi.			
10- Subhash C. Kashyap. (1994) Our Constitution—An Introduction to India's Constitution and Constitutional Law. National Book Trust India, New Delhi.			
11- W.H. Morris-Jones. (1989) The Government and Politics of India, Universal Book Stall..			
12- Granville Austin (1999) Indian Constitution: CornerStone of a Nation. Oxford University Press New Delhi			
13- Granville Austin (2004) Working a Democratic Constitution: A History of the Indian Experience Oxford University Press, New Delhi.			
14- M.V. Pylee (1995) An Introduction to the Constitution of India. Vikas Publishing House, New Delhi.			
e-books			
संवैधानिक विकास			
https://egyankosh.ac.in/bitstream/123456789/19930/1/Unit-23.pdf			
भारतीय संविधान			
https://code.npn.gov.in/WriteReadData.asPdfAct_1950_0000_Pdf_E897_Hindi.pdf			
भारतीय संविधान			
https://egyankosh.ac.in/handle/123456789/58295			
भारतीय संविधान			
https://legislative.gov.in/handle/123456789/58295			
e-learning portals			
Indian constitution , CEC			
https://youtu.be/0ESxO8i8mM?si=BJN2z6bkrdHboagq			
https://youtu.be/18xvGhdsOg?si=SRS9FouSh6OLcybBJ			
https://youtu.be/VK7ZvVF9onc?si=mgfE2dygentRIKq9qc			
PART-D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Maximum Marks:		100 Marks	
Continuous Internal Assessment (CIA):		30 Marks	
End Semester Exam (ESE):		70 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective – 10 x 1 = 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks		


Name and Signature of Convener & Members of BOS:


① डॉ. वि. वि. अग्रवाल - 


② डॉ. आर. सी. अग्रवाल  10.06.24


③ M. D.  10-06-24


④  10/06/2024

⑤  10/06/2024

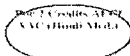
⑥  10/06/2024

⑦  10/06/2024

⑧  10/06/2024

⑨  10/06/2024

⑩ 10/06/2024



Four-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM: Bachelor in social science Certificate/Diploma/Degree/Honors		SEMESTER II	Session 2024-25
1	Course code	PSSEC 01	
2	Course Title	Public Opinion and Survey Research	
3	Course Type	SEC: Skill Enhancement Course	
4	Prerequisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to: <ul style="list-style-type: none"> • Develop the importance of public opinion in a democracy and the role of survey research in comprehending the working of a democratic political system • Assess the methods used for conducting surveys and interpreting survey data • Analyse techniques of data collection and analysis. • Interpret basic skill sets related to understanding public opinion formation and conducting research through the use of sample data, framing a questionnaire, etc. 	
6	Credit Value	2 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 50	Min Passing Marks: 40%
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 30 Period (30 Hours)			
UNIT	Topics (Course Content)		No of Periods
I	Voting Behaviour Public Opinion: Meaning, Definition, Concept, Characteristics, Means, Importance and Role in Democratic System Voting Behaviour: Meaning, Nature and Determinants of Voting Behaviour (in particular reference to India)		8
II	Survey Measuring Public Opinion with Surveys: Representation and sampling Sampling: Meaning and needs Sampling error. Types of sampling: Non random sampling: random sampling		7
III	Survey Research Interviewing: Interview techniques pitfalls, different types of and forms of interview Questionnaire: Question wording, fairness and clarity, types, steps, advantage, limitations		8
IV	Quantitative Data Analysis Introduction to quantitative data analysis, Basic concepts: correlational research, causation and prediction, descriptive and inferential Statistics Interpreting polls : Prediction in polling research: possibilities and pitfalls		7
Keywords : Public opinion, Voting Behaviour, Survey Research , Quantitative Data Analysis, Polls, Sampling			

Name and Signature of Convener & Members of BOS:

① Dr. Abir Singh - Convener

② Dr. Anurag Singh - Member
10.06.24

③ M. D. Singh - Member
10.06.24

④

Dr. Anurag Singh

Dr. Anurag Singh
31-06-2024

Dr. Anurag Singh
10/06/2024

Dr. Anurag Singh

Dr. Anurag Singh

Dr. Anurag Singh

PART C		Learning Resources: Text Books, Reference Books and Others	
Text Books			
1- कोठारी सी.आर., शोध पद्धति. Newage international (P) LTD.,2022			
2- दास डी.के. लाल.सामाजिक शोध: सिद्धांत एवं व्यवहार.रावत पब्लिकेशन्स. 2017			
3- यादव राम गणेश. सामाजिक अनुसंधान पद्धतियां.ओरिएंट ब्लैक स्वान.2014			
4- आहूजा राम.सामाजिक सर्वेक्षण एवं अनुसंधान, रावत पब्लिकेशन्स, 2003			
5- शर्मा शशि.राजनीतिक समाजशास्त्र की रूपरेखा. पीएचई लर्निंग प्राइवेट लिमिटेड.2010			
6- कुमार.संजय व राय.प्रवीण. भारत में मतदान व्यवहार का मापन, सेज पब्लिकेशन्स.2018			
Reference books			
7- G. Gallup.(1948) A guide to public opinion polls.Princeton University Press, 1948.			
8- S. Kumar and P. Rai. (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage.			
Online resource : e- books			
1- http://hdl.handle.net/123456789/11200 (English).Survey Research, e-gyankosh,IGNOU,New Delhi			
2- http://hdl.handle.net/123456789/30598 (हिन्दी),सर्वेक्षण शोध,e-gyankosh,IGNOU,New Delhi			
3- http://hdl.handle.net/123456789/30595 (हिन्दी),सर्वेक्षण शोध,e-gyankosh,IGNOU,New Delhi			
4- http://hdl.handle.net/123456789/30594 (हिन्दी),सर्वेक्षण शोध,e-gyankosh,IGNOU,New Delhi			
5- http://hdl.handle.net/123456789/30593 (हिन्दी),सर्वेक्षण शोध,e-gyankosh,IGNOU,New Delhi			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Maximum Marks:		50 Marks	
Continuous Internal Assessment (CIA):		15 Marks	
End Semester Exam (ESE):		35 Marks	
Continuous Internal Assessment (CIA): (By Course Coordinator)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks	
End Semester Exam (ESE):	Laboratory / Field Skill Performance: On spot Assessment A. Performed the Task based on learned skill - 20 Marks B. Spotting based on tools (written) - 10 Marks C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Coordinator as per skilling	

Name and Signature of Convener & Members of BOS:

① ज. शिवराम - Convener

② सु. शबेदा बेगम Begum
10-06-24

③ M. S. Khan
10-06-24

④

⑤
10/06/24

⑥

⑦

⑧

For 4
CreditsFour-year undergraduate course: 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM: Bachelor in social science Diploma/Degree/Honors		SEMESTER III	Session 2024-25
1	Course code	PSSC 03	
2	Course Title	Western Political Thought	
3	Course Type	DSC : Discipline specific course	
4	Prerequisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to .. <ul style="list-style-type: none"> • Develop the knowledge of ancient political philosophy given by founding fathers of political thought the great Plato and Aristotle. • Evaluate mediaeval political philosophy and contribution. • Examine the emergence of the modern age through the political philosophy of Machiavelli and Jean Bodin. • Interpret the political ideas of individualism and liberalism in Hobbes and John Lock's philosophy . General will and Social contract theory of Rousseau and others 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Greek Thought Soerates - virtue is knowledge Plato: Ideal State : Justice, Education, Communism, and Philosopher King. Aristotle: State, Family , property, Slavery, Citizenship, Constitution, Revolution.		15
II	From Mediaeval to Modernity Features of mediaeval political thought . Two Sword theory, Religious reforms movement, Conciliar movement. Thomas Aquinas and St Augustine, Renaissance. Machiavelli : religion and morality , the duties and conduct of the king. Jean Bodin: The Theory of Sovereignty.		15
III	Modern Thought Thomas Hobbes: Sovereignty, Theory of Social Contract sovereignty, and Hobbes's Individualism. . John Locke:- Locke as the father of liberalism, theory of social contract. Jean-Jacques Rousseau: Theory of Social Contract, and General Will. Jeremy Bentham : Utilitarianism. J.S.Mill: Amendment in Utilitarianism, Liberty and Representative Government.		15
IV	From Modern to Contemporary W F Hegel : Dialectical method, State. T.H.Green: idea of State. Karl Marx: Political thought. Antonio Gramsci- Hegemony, role of intellectuals. Hannah arendt- Totalitarianism . Mary Wollstonecraft . : First wave Feminist view		15
Keywords : Greek thought, Medieval thought, Modern age, Feminism.			

Name and Signature of Convener & Members of BOS:

① श्री. अरुण शर्मा -

② श्री. अरुण शर्मा - 10-06-24

③ M. D. Singh
10-06-24

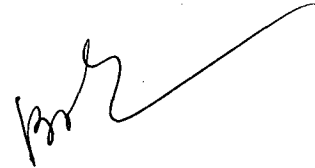
④

10/06/24

10/06/24

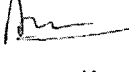
10/06/24

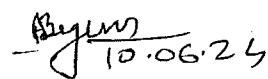
10/06/24

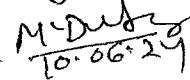



PART C		Learning Resources: Text Books, Reference Books and Others
Text Books Recommended		
1- जे सी जौहरी (1988) : पाश्चात्य राजनीतिक चिन्तन, साहित्य भवन आगरा।		
2- जीवन मेहता (2001) : पाश्चात्य राजनीतिक चिन्तन, रामप्रसाद एण्ड संस, रायपुर छ ग।		
3- हरिदत्त विद्यालंकार (1986) आधुनिक राजनीतिक चिन्तन रंजन प्रकाशन गृह नई दिल्ली।		
5- जेपी सूद : (1987) आधुनिक राजनीतिक विचारों का इतिहास खंड 1,2,3,4. के. नाथ एंड कंपनी मेरठ।		
Reference books		
6- ए बी डनिंग (1978) : राजनीतिक सिद्धांत का इतिहास, सेंट्रल बुक डिपो इलाहाबाद उत्तर प्रदेश।		
7- जार्ज एच सैबाइन (1987) राजनीतिक दर्शन का इतिहास एस चन्द एंड कंपनी नई दिल्ली		
8- Shefali Jha, Western Political Thought: from Plato to Marx, Pearson, Delhi, 2010		
9- M.P. Singh and Himanshu Roy (eds), Indian Political Thought: Themes and Thinkers, Pearson, Delhi, 2011		
11- J. W. Allen, A History of Political Thought in the Sixteenth Century, London, Methuen, 1967.		
e-books		
पाश्चात्य राजनीतिक चिन्तन : प्लेटो से मार्क्स तक		
https://eayankosh.ac.in/handle/123456789/45763 (hindi)		
https://mda.ac.in/UploadFiles/UploadFiles/2020/Jan/mg-ps91-1st-Western%20Political%20Thought.pdf (हिन्दी)		
https://cde.ac.in/Books/NI1498.pdf (हिन्दी)		
Western Political Thought (Plato to Marx)		
https://eayankosh.ac.in/handle/123456789/24354 (English)		
https://ebooks.Indu.in/arts/ba/year_2/DIPOL201_WESTERN_POLITICAL_THOUGHT_ENGLISH.pdf		
W M Spellman		
https://www.pdfdrive.com/a-short-history-of-western-political-thought-e33444251.html		
e-learning portals		
पाश्चात्य राजनीतिक चिन्तन , हिन्दी		
https://youtu.be/sf9SVnKnKeQ?sr=1&ion=YS/WbUYZg		
Introduction to western political thought. IIT Guwahati 31 videose.		
https://youtu.be/MLPU/zdQdi4?si=Lj1VafLzOwSersM		
Plato : cec		
https://youtu.be/Qzokac1CMLP?si=mvNtjtN0SSlgfVe		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A- Q1 Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit- 4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:


① डॉ. अरुण शर्मा - 

② कु. कान्हेका जोग -  10.06.24

③ M. D. D. -  10.06.24

④ 

3h
10/06/24


डॉ. जीना झा







For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum


PART A INTRODUCTION				
PROGRAM Bachelor in social science. Diploma/Degree/Honors			SEMESTER III	Session 2024-25
1	Course code	PSSE 01		
2	Course Title	Gandhian Studies		
3	Course Type	DSE : Discipline specific Elective		
4	Prerequisite(if,any)	As per Program		
5	Course Learning Outcomes (CLO)	After completion of the course, students will be able to <ul style="list-style-type: none"> • create a corpus of knowledge by studying the contribution of Gandhiji in the Indian national movement. • Evaluate Gandhi's principles of satyagraha, truth, non violence and purity of means and adopt them in their future life. • Analyse Gandhi's ideas with socialism, Marxism and nationalism. • Apply the knowledge like of social harmony, social conflict resolution from a Gandhian perspective 		
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work	
7	Total Marks	Max.Marks: 100	Min Passing Marks: 40	
PART B - Content of the Course				
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)				
UNIT	Topics (Course Content)			No. of Periods
I	Gandhi an Introduction A brief Biography of Gandhiji Satya, Satyagraha, civil disobedience, effect Religion and politics, Gandhi and feminism, India of my dreams (Gandhi).			15
II	Theory Trusteeship, Gandhi and socialism, Gandhi and environment, Basic education, Gandhian Ideology -Belief in the Holiness of Ends of Means			15
III	Theory and action Swaraj, Gram Swaraj, Sarvodaya, Swadeshi.			15
IV	Action and Philosophy Gandhi & Global Peace, Gandhian Philosophy in Contemporary World, Gandhi and Geeta, Gandhi and social harmony.			15
Keywords : Satyagraha, Civil Disobedience, Concept Of True and Non -Violence				

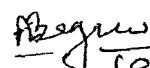
Name and Signature of Convener & Members of BOS:

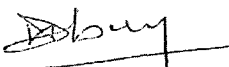
① Dr. Arun Kumar - Convener② Dr. Anil Kumar 10.06.24③ M. D. Das 10.06.24④ Dr. J. K. Das 10/06/24⑤ Dr. S. K. Das 31. 24/11/24


PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>1- डॉ. जीवन मेहता -राजनीतिक चिंतन का इतिहास -एस. बी. पी. डी. पब्लिकेशन्स हॉटस आगरा उ. प्र।</p> <p>2- डॉ पुखराज जैन -राष्ट्रीय आंदोलन एवं भारतीय शासन एवं राजनीति - साहित्य भवन आगरा उ. प्र।</p> <p>3- डॉ बी. एल. फाडिया -राजनीतिक चिंतन -भारतीय एवं पाश्चात्य (2007), साहित्य भवन पब्लिकेशन्स आगरा।</p> <p>4- डॉ के. एस. सक्सेना आधुनिक राजनीतिक चिंतन. विशाल प्रकाशन मुजफ्फरनगर।</p> <p>5-Ahmad H. (2017) politics.html : <i>Political face of Gandhi</i> https://www.mk Gandhi.org/articles/gandhi-</p> <p>Reference books</p> <p>6-Appadorai A. (1969) : <i>Gandhi's Contribution to Social theory: The Review of Politics</i> , Jul., 1969, Vol. 31, No. Cambridge University Press for the University of Notre Dame du lac on behalf of Review of Politics Stable. https://www.jstor.org/stable/1406548</p> <p>7-Brown J. and Parel A. (2011). <i>The Cambridge Companion to Gandhi</i>. New York: Cambridge University Press.</p> <p>8-Gandhi M.K (1910). <i>Hind swaraj</i> Hind swaraj hindi https://www.mk Gandhi.org/articles/gandhi-</p> <p>9-Parel A. (1997). <i>Hind Swaraj and other writings</i>. P.279 Cambridge University Press London.</p> <p>e books / pdf हिन्दी</p> <p>https://www.hindi.mk Gandhi.org/article/GandhiDarshanKeePrasangikaataa.pdf https://www.mk Gandhi.org/ebooks/hindi/Mahatma-Gandhi-ke-Vichar.pdf</p> <p>इंग्लिश</p> <p>https://egyankosh.ac.in/bitstream/123456789/58495/1/Unit2.pdf</p> <p>e-learning portals</p> <p>CEC</p> <p>https://youtu.be/1stAZ_5kgWk?si=hShAP4sueovSXAD9</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
<p>Continuous Internal Assessment (CIA): (By Course Teacher)</p>	<p>Internal Test / Quiz-(2) 20 & 20 Assignment / Seminar - 10 Total Marks - 30</p>	<p>Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks</p>
<p>End Semester Exam (ESE):</p>	<p>Two section - A & B Section A: Q1 Objective - 10 x1= 10 Mark; Q2 Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks</p>	

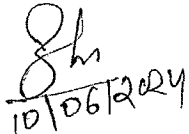
Name and Signature of Convener & Members of BOS:

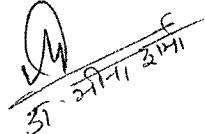
① डॉ. किशोर शर्मा - 

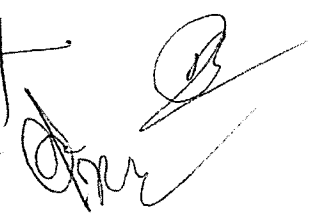
② एच. जयदेव शर्मा -  10-06-24


③ M. D. Dubey -  10-06-24

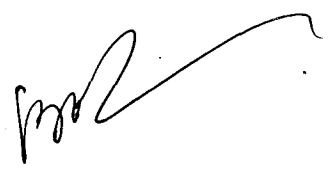
④ 

 10/06/2024

 31-06-2024







For 4 Credits

Four-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM Bachelor in social science Diploma/Degree/Honors		SEMESTER IV	Session 2024-25
1	Course code	PSSC 04	
2	Course Title	Comparative Constitutions and Comparative Governments .	
3	Course Type	DSC : Discipline specific course	
4	Prerequisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to <ul style="list-style-type: none"> • Develop the basic knowledge about salient features of the constitutions of Britain, USA, Switzerland, and China. • Calculate the comparative study of Legislature of USA Britain Switzerland and China • Solve the comparative study of Executive of the USA Britain Switzerland and China • Classify the comparative study of the judiciary , party system and bureaucratic system of USA, Britain,Switzerland and China. 	
6	CreditValue	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching–Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Constitutional Introduction Salient features of the Constitution of Britain. Role of conventions in the Constitution of Britain. Salient features of the Constitution of the United States of America. Salient features of the Constitution of Switzerland. Salient features of the Constitution of China		15
II	Legislature Legislature - Comparative study of the legislature and party system of Britain, USA, Switzerland and China.		15
III	Executive Executive - Comparative study of executive and bureaucracy of Britain, USA, Switzerland and China.		15
IV	Judiciary Judiciary - Judiciary of Britain, USA, Switzerland and China. Theory of Separation of Power and Balance of Power in the United States of America. Role of the military and communist party in Chinese politics.		15
Keywords : Comparative politics, constitution, Britain, America, Switzerland, China.			

Name and Signature of Convener & Members of BOS:

① Dr. Arun Kumar - [Signature] 10-06-24

② Dr. [Signature] 10-06-24

③ Mr. [Signature] 10-06-24

④ [Signature] 10/06/2024

[Signature] 10-06-24

[Signature] 10-06-24

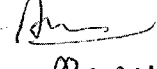
[Signature] 10-06-24

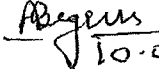
[Signature] 10-06-24

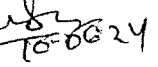
[Signature] 10-06-24


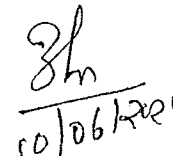
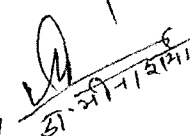


PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>1- जे सी जौहरी (2002) : तुलनात्मक राजनीति, साहित्य भवन आगरा उ प्र ।</p> <p>2- सी बी गेना (2001) : तुलनात्मक राजनीति, विकास प्रकाशन जयपुर . राजस्थान ।</p> <p>Reference books</p> <p>3- G.A. Almond, and S. Verba. The Civic Culture: Political Attitudes and Democracy in Five Nations. Princeton NJ, Princeton University Press, 1963.</p> <p>4- G.A. Almond, Comparative Politics Today: A World View, 7th edn., New York, London, Harper/Collins, 2000.</p> <p>5- D.E. Apter, The Politics of Modernization, Chicago, University of Chicago Press, 1965.</p> <p>6- H. Finer, Theory and Practice of Modern Government, Methuen, London, 1969</p> <p>7- J.C. Johari, Comparative Political Theory: New Dimensions, Basic Concepts and Major Trends, Sterling, New Delhi, 1987.</p> <p>8-R.C. Macridis, The Study of Comparative Government, Doubleday, New York, 1955</p> <p>9- R.C. Macridis and R.E. Ward, Modern Political Systems: Europe, and Asia, 2nd edn. Englewood Cliffs NJ, Prentice Hall, 1968.13. J. Manor (ed.), Rethinking Third World Politics, Longman, London, 1991.</p> <p>e-books</p> <p>तुलनात्मक राजनीति (हिन्दी)</p> <p>https://easankosh.ac.in/buisrcam/123156789/50676.1/Blog-1.pdf</p> <p>सी बी गेना : तुलनात्मक राजनीति एवं राजनीतिक संस्थाएं | ( हिन्दी)</p> <p>https://epustakaday.com/book/35202-comparative-politics-and-political-institutions-by-c-b-geena</p> <p>Comparative govt and politics.</p> <p>https://www.pdfdrive.com/comparative-government-and-politics-6th-edition-comparative-government-polit-e164749642.html</p> <p>e-learning portals</p> <p>तुलनात्मक राजनीति</p> <p>https://youtu.be/sixN_kpps?si=IKQMDfpWU7LwvEI</p> <p>Comparative politics NPTEL</p> <p>https://youtu.be/z8vBRUJQ5CE?si=ruFs5CrS9fLmHbc</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
<p>Continuous Internal Assessment (CIA): (By Course Teacher)</p>	<p>Internal Test / Quiz-(2): 20 & 20</p> <p>Assignment / Seminar - 10</p> <p>Total Marks - 30</p>	<p>Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks</p>
<p>End Semester Exam (ESE):</p>	<p>Two section – A & B</p> <p>Section A: Q1 Objective – 10 x1= 10 Mark, Q2. Short answer type- 5x4 =20 Marks</p> <p>Section B: Descriptive answer type qts. 3 out of 2 from each unit-4 x 10=40 Marks</p>	



Name and Signature of Convener & Members of BOS:


① डॉ. किशोर शर्मा - 

② डॉ. भावेदा वेणु  10.06.24

③ M. Dubey  10.06.24

④   10/06/2024   



For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM Bachelor in social science Diploma/Degree/Honors		SEMESTER IV	Session 2024-25
1	Course code	PSSE 02	
2	Course Title	Political Ideologies	
3	Course Type	DSE : Discipline Specific Elective	
4	Prerequisite(s) if any	As per Program	
5	Course Learning Outcomes (CLO)	<p>After completion of the course, the student will be able to</p> <ul style="list-style-type: none"> • Develop the ideas, concepts and values inherent in the political life of a citizen. • Judge the Systematic reflection and critical analysis of the political phenomenon. • Differentiate the concepts of 'political' relation to 'social', 'economic' and 'moral' Values. Interpret a good state in a good society, and create processes, procedures, institutions, and structures which could be rationally achievable. • Explain the idea of truth and non-violence which become the bedrock of Gandhian Philosophy. Define the nature and relevance of Indian Ideology and Impact on Society. 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	<p>Initial Ideologies</p> <p>Relevance of Political Ideologies . Liberalism Individualism and Neoliberalism neo individualism – development, characteristics, names of major thinkers. John Locke as the father of liberalism. Hobbes as the father of individualism. Pluralism – Concept, main characteristics, names of major thinkers.</p>		15
II	<p>Modern Ideologies</p> <p>Idealism – Concept, main characteristics, names of major thinkers. Nationalism – Concept, Nation State and Nationalism, Major Features. Multiculturalism – Concept, main features, names of major thinkers. Socialism – Concept, Major Features, Democratic Socialism or Fabianism, ..</p>		15
III	<p>Post industrial ideologies</p> <p>Marxism – Concept, Major Principles. Communism – concept, major principles, names of major thinkers. Fascism – concept, main characteristics. Anarchism – Concept, main features, names of major thinkers. Modernism – Concept, main characteristics, names of major thinkers.</p>		15
IV	<p>Contemporary ideologies</p> <p>Postmodernism – Concept, main characteristics, names of major thinkers. Feminism- concept, main characteristics, names of major thinkers. Environmentalism or Green Politics – Concept, Key Principles.</p>		15
Keywords : Comparative politics, constitution, Britain, America, Switzerland, China			

Name and Signature of Convener & Members of BOS:

① ST. विद्या शर्मा - [Signature]

② कु. लाल शर्मा - [Signature] 10.06.24

③ M. D. [Signature] 10.06.24

④ [Signature]

[Signature]

[Signature] 10.06.24

[Signature]

[Signature]

PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>1- जे सी जौहरी (2002) : राजनीतिक विचारधाराएं साहित्य भवन आगरा उ प्र ।</p> <p>2- सी Anderson, Benedict. Imagined Communities, Reflections on the Origin and Spread of Nationalism. Verso. London, 1991.</p> <p>Reference books</p> <ol style="list-style-type: none"> 1. Baradat, Leon P., Political Ideologies: Their Origins and Impact. Eighth Edition, Prentice Hall, Upper Saddle River, 2003. 2. Bellamy, Richard. Liberalism and Modern Society, Polity Press. Cambridge, 1992. 3. Downs, A. (1957). An Economic Theory of Democracy. New York: Harper 4. Eatwell, Roger and Wright, Anthony (Eds.), Contemporary Political Ideologies, Second Edition, Rawat, New Delhi, 2003. 5. Entman, R. (1983). Impact of Ideology on Legislative Behaviour and Public Policy. Journal of Politics 45, 163-182. 6. Frieden, Michael. Ideologies and Political Theory: A Conceptual Approach, Clarendon Press, Oxford, 1996. <p>e-books</p> <p>https://nlu.ac.in/UploadFiles/UploadFiles_2020/Jan/MA-F-Contemporary%20Political%20Thought%20an.pdf</p> <p>https://egyankosh.ac.in/handle/123456789/18424</p> <p>e-learning portals</p> <p>https://youtu.be/h-bmbRcP7IA?si=UjLBCz8hkCvzCcuA</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
<p>Continuous Internal Assessment (CIA): (By Course Teacher)</p>	<p>Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30</p>	<p>Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks</p>
<p>End Semester Exam (ESE):</p>	<p>Two section - A & B Section A: Q1. Objective - 10 x 1 = 10 Mark; Q2. Short answer type- 5x4 = 20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10 = 40 Marks</p>	

Name and Signature of Convener & Members of BOS:

① Dr. Anil Kumar - Convener

② Dr. Anil Kumar - Member

③ Dr. Anil Kumar - Member

④

Dr. Anil Kumar

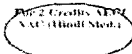
Dr. Anil Kumar

Dr. Anil Kumar
10/06/2024

Dr. Anil Kumar

Dr. Anil Kumar

Dr. Anil Kumar



Four-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM: Bachelor in social science Diploma/Degree/Honors			SEMESTER IV
			Session 2024-25
1	Course code	PSSEC 02	
2	Course Title	Citizenship , duties and e-governance	
3	Course Type	SEC: Skill Enhancement Course	
4	Prerequisite (if.any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>After completion of the course, the students will be able to</p> <ul style="list-style-type: none"> • Create an understanding about the concept of citizenship. • Have the ability to evaluate the basic features of modern state and citizenship. • Analyse the various aspects of duties of citizens. Have understanding and applicable knowledge of laws • Understand the concepts of duties, citizenship, Democracy and civil society. Have remembrance of the democratic, and constitutional values and active political life. 	
6	Credit Value	2 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 50	Min Passing Marks: 40%

PART B - Content of the Course

Total No. of Teaching-Learning Periods (01 Hr. per period) 30 Period (30 Hours)

UNIT	Topics (Course Content)	No. of Periods
I	Citizenship and duty Classical theory of citizenship. Kinds of Citizenship. civil society. concept of duty.	8
II	E-Governance : Concept Fundamental Duties in the Constitution. E-Governance: Concept. SMART technology E-Governance: Levels	7
III	E-Governance : Structure Institutional Framework of e-Governance. National e-governance plan Legal Framework of e-Governance e- suvidha kendra.	8
IV	E-Governance in Chhattisgarh National e-governance plan Legal Framework of e-Governance. MMPs Mission Mode Project MMPs. E-Governance in Chhattisgarh- Plans and Implementation	7

Keywords : citizenship, duties, constitution, e governance, . suvidha kendra

Name and Signature of Convener & Members of BOS:

① डॉ. अरुण शर्मा -

② डॉ. शोभा देवी -

③ M. D. D. -

④

⑤

⑥

⑦

⑧

⑨

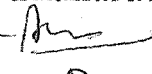
⑩

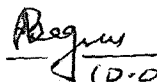
10/06/24

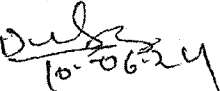
10/06/2024

PART C		Learning Resources: Text Books, Reference Books and Others	
<p>Books Recommended</p> <p>1-Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson.</p> <p>2-Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press. 3-Held, David (1995), Democracy and the Global Order: From the Modern State to Cosmopolitan Governance (Stanford: Stanford University Press).</p> <p>4-Kymlicka, Will (1999). "Citizenship in an Era of Globalization: A Response to Held," in Ian S-Shapiro and Casiano Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).</p> <p>6-Oliver, D. and D. Heater (1994). The Foundations of Citizenship. London, Harvester Wheatsheaf.</p> <p>7-Scholte, Jan Aart (2000), Globalization: A Critical Introduction (New York: St. Martin's).</p> <p>Online resource : e- books इग्नू (हिन्दी) https://eenvankosh.ac.in/handle/123456789/54022 Govt vvt pg autonomous college सम्पूर्ण पाठ्यक्रम (हिन्दी) https://oem.govtsciencecollegeodug.ac.in/FacultyProfile.aspx?fid=UE+eC5pvOUqKv7rmRAL8FO==</p>			
PART-D: Assessment and Evaluation			
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 50 Marks</p> <p>Continuous Internal Assessment (CIA): 15 Marks</p> <p>End Semester Exam (ESE): 35 Marks</p>			
<p>Continuous Internal Assessment (CIA): (By Course Coordinator)</p>	<p>Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15</p>	<p>Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks</p>	
<p>End Semester Exam (ESE):</p>	<p>Laboratory / Field Skill Performance: On spot Assessment</p> <p>D. Performed the Task based on learned skill - 20 Marks</p> <p>E. Spotting based on tools (written) - 10 Marks</p> <p>F. Viva-voce (based on principle/technology) - 05 Marks</p>	<p>Managed by Coordinator as per skilling</p>	


Name and Signature of Convener & Members of BOS:

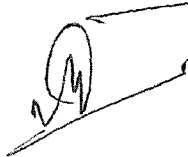
① डॉ. अरुण शर्मा - 

② डॉ. प्रमोद कुमार - 
10.06.24

③ M. D. Dubey - 
10.06.24

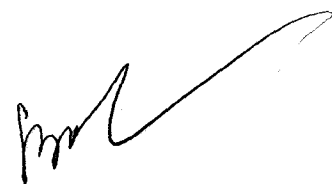
④ 

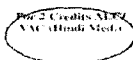
⑤ 
10/06/24











Four-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM : Bachelor in social science Degree/ Honors		SEMESTER V	Session 2024-25
1	Course code	PSSC 05	
2	Course Title	International Politics : Theory and Practice .	
3	Course Type	DSC : Discipline specific course	
4	Prerequisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to <ul style="list-style-type: none"> • Create the knowledge of concepts and approaches of international politics. • Evaluate the theories of international politics. • Analyse theoretical aspects of foreign policy. Interpret the execution of international politics like concepts of power, balance of power, diplomacy, disarmament etc. • Explain the political aspects of environmentalism, globalisation, and human rights. Define the global importance of India as emerging superpower. 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Theoretical International Politics, meaning, definitions, Nature, Scope, International Politics: Approaches to the study; Realism, Idealism, Neo realism, World System theory and Centre - Periphery theory, National interest and National power; Meaning Definition and Elements, Non-State actors : Concept types influence.		15
II	Theories Various theories of international politics:- system theory, game theory, decision making theory, bargaining theory, Cold War, Diplomacy, Balance of Power, Collective Security, Arms race and Disarmament, Nuclear Disarmament and Non-Proliferation.		15
III	Behavioural Causes of the Second World War and post war peace agreements, Cold War - development, major military alliances, End of the Cold War - causes and consequences, Detente and new detente, New world order, North-South cooperation, South-South cooperation,		15
IV	UNO and major issues Foreign policy- concept, determining factors, Role of United Nations in world peace, role in arms control, International terrorism, Palestine-Israel conflict, environmentalism, globalisation, human rights, Rise and importance of India as a superpower in world politics.		15
Keywords : International politics, foreign policy, UNO, cold war, disarmament.			

Name and Signature of Convener & Members of BOS:

1) Dr. Anurag Kumar - [Signature]

2) Dr. Anurag Kumar - [Signature]

3) M. D. [Signature] 10-06-24

4) [Signature] 10-06-24

[Signature]

[Signature] 10-06-24

[Signature] 10-06-24

[Signature] 10-06-24

[Signature]


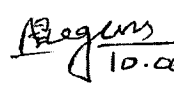



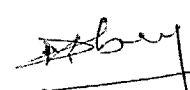



[Signature]

[Signature]

[Signature]

PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books</p> <p>1- महेन्द्र कुमार एवं नन्दलाल (2012) : अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष, शिवलाल अग्रवाल कम्पनी, आगरा उ प्र</p> <p>2- यू आर चड्डी (2020) : अन्तर्राष्ट्रीय राजनीति : सिद्धान्त एवं व्यवहार। एकेडेमिक पब्लिशिंग कम्पनी, जालन्धर पंजाब।</p> <p>3- बी एल फडिया - (2020) : अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष, साहित्य भवन, आगरा उ प्र।</p> <p>Reference books</p> <p>4- M.S. Magwani, Detente: Perspectives and Repercussions, Vikas, 1975 •</p> <p>5-John Gray, False Dawn: The Delusions of Global Capitalism, Grant Book, U.K., 199</p> <p>6-Hans J. Morgenthau Politics Among Nations: The Struggle for Power and Peace, Scientific Book Agency, Calcutta, 1974</p> <p>7- K.J. Holsti, International Politics: A Framework for Analysis, Prentice Hall of India, New Delhi, 1995.</p> <p>9- Paul Kennedy, Preparing for the Twenty-First Century, New York, 1993</p> <p>10 Huchings, Kimbley, International Political Theory, Sage, New Delhi</p> <p>e-books</p> <p>अन्तर्राष्ट्रीय राजनीति (हिन्दी)</p> <p>https://srujanikaosh.ac.in/bitstream/123456789/77994/1/Block-3.pdf</p> <p>https://srujanikaosh.ac.in/pdf/Blog/attachment-2.pdf</p> <p>English</p> <p>http://ideku.net/resources/PPT_PSI451_LCSU11Y.pdf</p> <p>e-learning portals</p> <p>CEC हिन्दी एवं इंग्लिश, 155 वीडियो</p> <p>https://youtu.be/gPDsJrpPhv?si=CePte-tpdyvOYxh7</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark, Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:

- ① डॉ. विरज शर्माके - 
- ② सु. आर्येड बेगम  10.06.24
- ③ M.  10.06.24
- ④      
- 10/06/2026

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION				
PROGRAM : Bachelor in social science Degree/Honors			SEMESTER V	Session 2024-25
1	Course code	PSSE 03		
2	Course Title	Indian Foreign Policy		
3	Course Type	DSE : Discipline specific Elective		
4	Prerequisite(if,any)	As per Program		
5	Course Learning Outcomes (CLO)	After completing this course, students will be able <ul style="list-style-type: none"> • To understand and analyse the world system and the formulation of Indian Foreign Policy and analyse the effect of internal and external elements in determining Foreign Policy. • To apply the major to the knowledge of Indian foreign policy . • To Explain the Foreign Policy in the context of different scenarios of world politics. • To remember the disputes arising with neighbouring countries and the process of their resolution. students will be able to decide the right direction in the future. 		
6	CreditValue	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs. for Practices/ Field work	
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40	
PART B - Content of the Course				
Total No. of Teaching–Learning Periods (01 Hr. per period) 60 Period (60 Hours)				
UNIT	Topics (Course Content)			No. of Periods
I	Foreign Policy : Concept Foreign Policy- meaning, definition, major approach, to the study of foreign policy, determinant element of Foreign Policy, instrument of foreign policy -Diplomacy - characteristics, objective, types, Types of Foreign Policy			15
II	Indian Foreign Policy : Theory and Practice Foreign Policy Of India, Fundamental Objective Of Indian Foreign Policy, Principles of Non-Alignment, Determinant elements -Domestic, and, External, Basic features of the Principles of Non -Alignment, use of the Non -Alignment policy of India India's Foreign policy in the changing context Impact of Indian Foreign Policy, -Globalization, Terrorism, Environment Position, and Human Rights			15
III	India and neighbours India's Foreign Policy - Relations To Towards her Neighbours Countries India and China . India and Pakistan . India and Nepal, India and Sri Lanka India and Bangladesh			15
IV	India and Super Powers India's Foreign Policy -Relations To super Pawe And Other Countries Indo-American Relations, Indo-Russia Relations, Indo - England (U. K.)Relations Indo- French Relations			15
Keywords : Foreign Policy, Indian Foreign Policy, Non Alignment Movement, Globalization Human Rights Disarmament				

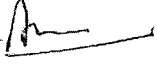
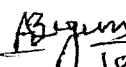
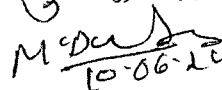
Name and Signature of Convener & Members of BOS:

① Dr. Anil Kumar
 ② Dr. Anil Kumar
 ③ Dr. Anil Kumar
 ④ Dr. Anil Kumar


10-06-24
 10/06/24
 10/06/24


PART C		Learning Resources: Text Books, Reference Books and Others	
Text Books			
1- डॉ. सुरेश चंद्र सिंहल -भारत की विदेश नीति -लक्ष्मी नारायण अग्रवाल आगरा उ.प्र.।			
2- काशी प्रसाद मिश्रा - भारत की विदेश नीति।			
3- वेदप्रकाश वैदिक -भारतीय विदेश नीति।			
4- शील के. अशोका -भारतीय विदेश नीति			
5- डॉ. बी. एल. फाडिया डॉ. कुलदीप फाडिया -अंतरराष्ट्रीय राजनीति एवं भारत की विदेश नीति -साहित्यभवन पब्लिकेशन्स आगरा उ. प्र.।			
6- जे. एन. दीक्षित. रहीस सिंह -भारतीय विदेश नीति -प्रभात प्रकाशन 2020			
e-learning portals			
भारत की विदेशनीति CEC			
https://a.gutn.be/#QdM9AR8KKA?s=09%7ZJ-rFwYBK-Ktu			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Maximum Marks:		100 Marks	
Continuous Internal Assessment (CIA):		30 Marks	
End Semester Exam (ESE):		70 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	
End Semester Exam (ESE):	Two section - A & B Section A: Q1 Objective - 10 x1= 10 Mark. Q2 Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts .1 out of 2 from each unit-4 x 10=40 Marks		


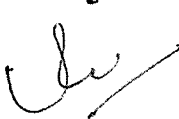
Name and Signature of Convener & Members of BOS:

- ① डॉ. करण शर्मा 
- ② डॉ. फारुख बेगम  10-06-24
- ③ M. D. ...  10-06-24

④ 


डा. मीना शर्मा


10/06/24

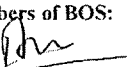



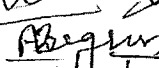



For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum


PART A INTRODUCTION			
PROGRAM : Bachelor in social science Degree/ Honors			SEMESTER VI
			Session 2024-25
1	Course code	PSSC 06	
2	Course Title	Introduction to Public Administration .	
3	Course Type	DSC : Discipline Specific Course	
4	Prerequisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>After completion of the course, the student will be able to</p> <ul style="list-style-type: none"> • Create knowledge about basic concepts, approaches and evolution of public administration . • Evaluate the knowledge of theoretical aspects of public administration . • Analyse the theories of organisation and management . • Interpret the knowledge of practical parts of public administration like bureaucracy, understands the Finance administration. Budget administration and control over administration . 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	<p align="center">Public Administration : Concept</p> <p>Public Administration : development of public administration as discipline, meaning definition, nature and scope. Approaches of study. Public Administration and Private Administration under liberalisation New Public Administration. Comparative Public Administration.</p>		15
II	<p align="center">Organisation</p> <p>Principles of Organisation : POSDCORB, Hierarchy, Span of Control, Unity of Command, Delegation. Chief Executive, Line and Staff Agencies. Departmental Organization. Public Corporation. Personnel Administration. Recruitment, Training Promotion. Independent Regulatory Commission, major regulatory commissions in India.</p>		15
III	<p align="center">Management</p> <p>Management : Concepts, Principles of Management, Scientific Management, Leadership, Policy Making, Coordination, Delegation, Communication, Motivation, Supervision. Financial Administration - Principles of Budget, Budget Preparation and Auditing in India.</p>		15
IV	<p align="center">Public Administration in India</p> <p>Administrative Reforms in India. Executive, Legislative, and Judicial on Administration. Corruption in Administration. Ombudsman, Lokpal and LokAyukta. Central Vigilance Commission, Right to Information Act, State Information Commissions. Public Administration in the Age of Globalization. Liberalization, Bureaucracy, Public Relations</p>		15
Keywords : Public administration, organisation, theory, management, budget, audit.			

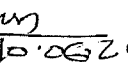
Name and Signature of Convener & Members of BOS:

(1) श्री. प्रमोद शर्मा - 

(2) श्री. राजेश कुमार - 


(3) M. D. Dubey - 







10/06/24

Sh
10/06/24









PART C	Learning Resources: Text Books, Reference Books and Others
Text Books	
1- एम पी शर्मा एवं सदाना (2005) : लोक प्रशासन सिद्धान्त एवं व्यवहार , किताब महल, नयी दिल्ली । 2-- अवस्थी एवं माहेश्वरी : (1985) लोक प्रशासन लक्ष्मीनारायण अग्रवाल एंड कंपनी आगरा उत्तर प्रदेश 3- एम पी शर्मा एवं सदाना (2005) लोक प्रशासन : सिद्धान्त एवं व्यवहार , किताब महल इलाहाबाद उत्तर प्रदेश । 4- मोहित भट्टाचार्य (1981) : लोक प्रशासन संरचना प्रक्रिया और व्यवहार , जवाहर प्रकाशन , नयी दिल्ली । 5- रूमकी बसु (1987) लोक प्रशासन सिद्धान्त एवं संकल्पनाएं , जवाहर प्रकाशन, नयी दिल्ली । 6- टी एन चतुर्वेदी (1999) : तुलनात्मक लोक प्रशासन . 7- शकील हुसैन- (2020) : लोक प्रशासन सिद्धान्त एवं व्यवहार शिक्षादूत प्रकाशन नई दिल्ली । 8-Avasthi and S. R. Maheswari. Public Administration, Agra, Lakshmi Narain Agrawal, 1996. 9-C. P. Bhambri. Administration in a Changing Society: Bureaucracy and Politics in India, Delhi. Vikas, 1991. 10-M. Bhattacharya. Public Administration: Structure, Process and Behaviour. Calcutta. The World Press. 1991.	
e-books	
ई पुस्तकालय (हिन्दी)	
https://epustakalay.com/book/60234-fok-prashasan-by-chandra-prakash-bhambhani https://epustakalay.com/book/3452-bharatiya-fok-prashasan-by-shafiq-vaadhwaj	
ईग्नू (हिन्दी)	
https://egyankosh.ac.in/handle/123456789/17034	
e-learning portals CEC 49 videos	
https://youtu.be/13R1fwPYWpY?si=vdAhvLbRLZwP_VVz	

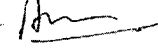
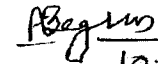
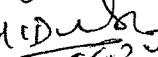

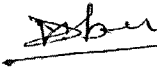
PART -D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A. Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B. Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:① ST. कौरा शर्मा - ② डॉ. फावेदा बेगम  10-06-24③ M. D.  10-06-24④   10/06/2024

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A. INTRODUCTION			
PROGRAM : Bachelor in social science Degree/ Honors			SEMESTER VI
Session 2024-25			
1	Course code	PSSE 04	
2	Course Title	National Movement and Constitutional Development of India	
3	Course Type	DSE : Discipline specific Elective	
4	Prerequisite (if, any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>After completion of the course, the student will be able to :</p> <ul style="list-style-type: none"> • Create the understanding of the nature of Indian nationalism and the Constitution with historical perspectives and insights. Evaluate the intentions and visions of Constitution makers in the design and inclusion of distinct aspects in the Indian Constitution. • Analyse the role of different culture and political organisations and ideologies which contributed to the freedom movement of India significantly. Predict the value and importance of freedom struggle and constitutional development in the making of Indian constitution and evolution of our democratic system and substantive democracy. • Discuss the stages and setting in which Constitutional measures and reforms were initiated, contested and modified culminating in the making of the Indian Constitution. • Recognize and appreciate the values and design of the Indian Constitution resulting from the diverse intellectual traditions, ideas, and concerns of freedom fighters 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max.Marks: 100	Min Passing Marks: 40
PART B. CONTENT OF THE COURSE			
Total No. of Teaching - Learning Periods (01 Hr. Per period) - 60 Periods (60 Hours)			
Unit	Topics (Course Content)		No. of Periods
1	<p>Emergence of National Movement</p> <p>Effect of Renaissance on Indian National Movement Important personalities of Renaissance Raja Rammohan Roy, Swami Vivekananda, Swami Dayanand Saraswati. Ramakrishna Paramhansa, Keshav Chandrasen, Ishwar Chandra Vidyasagar, Jyotiba Phule, Savitribai Phule. Institutions and works established by them. Major political institutions established before the formation of Congress. Education system in British India. Reasons for the birth of Indian National Movement. Establishment, objectives and policies of Indian National Congress. Partition of Bengal and Swadeshi. Rise of Moderate and Extremist Group and their programs. Home Rule League. Establishment of All India Muslim League (1906), All India Hindu Mahasabha. Rashtriya Swayamsevak Sangh.</p>		15
2	<p>Gandhi era I</p> <p>Rise of Gandhi in Indian Politics: Champaran and Kheda Satyagraha and Khilafat Movement. Non-cooperation movement, its program and importance. Khilafat Movement. Gandhiji's Chhattisgarh visit. Swaraj Party. Nehru Report, Simon Commission.</p>		15
3	<p>Gandhi era II</p> <p>Civil Disobedience Movement- its Programme and Importance. Round Table Conference. Gandhi-Ambedkar Pact. Cripps proposal and Quit India Movement (1942)- its Programme and Importance. Revolutionary Nationalism: Major Events and Leaders. Peasant Movement in British India. Press in British India. Vaikom Satyagraha, Guruvayur Satyagraha, Netaji Subhash Chandra Bose and Azad Hind Fauj.</p>		15
4	<p>Constitutional development of India</p> <p>Constitutional development of India Act of 1892. Morley-Minto Reforms Act of 1909. Montagu-Chelmsford Reforms Act of 1919. Government of India Act, 1935. Government of India Act (1947).</p>		15

① ST. Pawan Kumar - 10/06/24

② Dr. Anil Kumar - 10/06/24

③ M. D. Dubey - 10/06/24

④ Dr. Anil Kumar - 10/06/24

⑤ Dr. Anil Kumar - 10/06/24

⑥ Dr. Anil Kumar - 10/06/24

⑦ Dr. Anil Kumar - 10/06/24

⑧ Dr. Anil Kumar - 10/06/24

⑨ Dr. Anil Kumar - 10/06/24

⑩ Dr. Anil Kumar - 10/06/24

Keywords : Indian National Congress, Cripps's Proposals , constituent Assembly, Indian Constitution.

Name and Signature of Convener & Members of BOS:

- ① श्री. पंडित रामदेव - ~~...~~
- ② श्री. बाबासाहेब आम्बेडकर - ~~...~~
- ③ मदन मोहन मालवीय - ~~...~~
- ④ श्री. जवाहर लाल नेहरू - ~~...~~
- ⑤ श्री. राजगोपाल अचर्य - ~~...~~
- ⑥ श्री. कृष्णलाल शर्मा - ~~...~~
- ⑦ श्री. अशोक मेतलाल - ~~...~~
- ⑧ श्री. जयप्रकाश नारायण - ~~...~~
- ⑨ श्री. ए. आर. जयप्रकाश - ~~...~~
- ⑩ श्री. ए. टी. रामलाल - ~~...~~

...

PART C	Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <ul style="list-style-type: none"> • R.N.Agrawal National Movement and Constitutional Development of India. • Bipin Chandra Indian National Movement Vikas Publisher New Delhi. • R.C.Agarwal Indian national Movement and Indian Constitution. • Bipin Chandra et al., India's Struggle for Independence 1857-1947. New Delhi; Penguin, 2016 • Bipin Chandra, Nationalism and Colonialism in Modern India. Hyderabad: Orient Blackswan, 1984 • Sumit Sarkar : Modern India (Delhi Mac Millan, 1985) • Tara Chand : History of Freedom Movement in India. Vol.I, II, III (Delhi, 1965). • G.N. Singh - Land Marks in Indian Constitutional and National Movement. • R.C. Majumdar : History of Freedom Movement in India, Vol. II & III. • S.R. Mehrotra : Towards India's Freedom and Partition. <p>Online resource : e- books</p> <ol style="list-style-type: none"> 1. https://www.constitutionofindia.net/constitution-assembly-debates/ 2. https://eparlib.nic.in/handle/123456789/760448 3. https://www.igntu.ac.in/content/BA-PoliticalScience-II2Sem-DrudaySingh-Indian%20Government%20and%20Politics.pdf 4. https://www.constitutionofindia.net/stages-of-constitution-making/ <p>e-learning portals</p> <p>NPTEL https://onlinecourses.nptel.ac.in/noc20_1w03/preview VLEU https://vle.du.ac.in/course/view.php?id=154</p> <p>SANSAD TV https://www.youtube.com/watch?v=atSSN6ZLzXO https://www.youtube.com/watch?v=0U9KDOIsNk HYPERLINK https://www.youtube.com/watch?v=TVz6qKbYBmE HYPERLINK https://www.youtube.com/watch?v=TVz6qKbYBmE HYPERLINK https://www.youtube.com/watch?v=TVz6qKbYBmE HYPERLINK https://www.youtube.com/watch?v=TVz6qKbYBmE HYPERLINK</p>	

PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
<p>Continuous Internal Assessment (CIA): (By Course Teacher)</p>	<p>Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30</p>	<p>Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks</p>
<p>End Semester Exam (ESE):</p>	<p>Two section – A & B Section A: Q1. Objective – 10 x 1 = 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts .1 out of 2 from each unit-4 x 10=40 Marks</p>	

Name and Signature of Convener & Members of BOS:

① Dr. Anurag Kumar 10/06/24

② Dr. Anurag Kumar 10/06/24

③ M. D. ... 10-06-24

④ Dr. ...

⑤ Dr. ...

⑥ Dr. ...

⑦ Dr. ...

⑧ Dr. ...

⑨ Dr. ...

⑩ Dr. ...

⑪ Dr. ...

⑫ Dr. ...

⑬ Dr. ...

⑭ Dr. ...

⑮ Dr. ...

⑯ Dr. ...

⑰ Dr. ...

⑱ Dr. ...

⑲ Dr. ...

⑳ Dr. ...

㉑ Dr. ...

㉒ Dr. ...

㉓ Dr. ...

㉔ Dr. ...

㉕ Dr. ...

㉖ Dr. ...

㉗ Dr. ...

㉘ Dr. ...

㉙ Dr. ...

㉚ Dr. ...

㉛ Dr. ...

㉜ Dr. ...

㉝ Dr. ...

㉞ Dr. ...

㉟ Dr. ...

㊱ Dr. ...

㊲ Dr. ...

㊳ Dr. ...

㊴ Dr. ...

㊵ Dr. ...

㊶ Dr. ...

㊷ Dr. ...

㊸ Dr. ...

㊹ Dr. ...

㊺ Dr. ...

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM : Bachelor in social science Honors/Honors with research		SEMESTER VII	Session 2024-25
1	Course code	PSSC 07	
2	Course Title	INDIAN POLITICAL THOUGHT	
3	Course Type	DSC : Discipline specific course	
4	Prerequisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to <ul style="list-style-type: none"> • Create the knowledge of Indian Political Philosophy from ancient to modern period. • Evaluate the ideas of individual sages and philosophers on politics and functioning of government. Differentiate the ideas of ancient and modern ways of social and political thoughts. • Interpret how Political Theory draws from and is shaped by Indian traditions. Explain the critical understanding about modern Indian thought • Define the Indian Knowledge System through Indian Social and Political Thought. 	
6	Credit Value	4 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
1	Ancient Nature of ancient Indian political thought, Sources of Indian political thought. Political organisations during the Vedic period. Concept of state in ancient India- origin and development. Idea of kingship in ancient India. Kingship, functions of the king, justification (legitimacy) of the work and council of ministers. Dharmashastra. economics. political thought in Buddhist tradition. Origin of the state. Democratic nature of the Buddhist Sangha. Republic in ancient India.		15
2	Ancient and Medieval Manu: Origin and nature of state, Saptanga theory, King, Rajdharma, Council of Ministers, Administration, Mandala theory Kautilya: Origin and nature of state, Saptanga theory, Administration, Mandala theory and Shadgunaya policy Medieval political thought: Features Barani: Theory of monarchy, bureaucracy and administration Abul Fazal: Theory of monarchy, sovereignty, state Kabir's political thought		15
3	Modern Modern Political Thought: Features Raja Ram Mohan Roy: Pioneer of Renaissance, Social and Political Thoughts Swami Vivekananda: Social and Political Thoughts Swami Dayanand: Social and Political Thoughts Bal Gangadhar Tilak: Nationalism, Swadeshi and Swaraj Sri Aurobindo Ghosh: Spiritual Nationalism		15
4	Modern and Contemporary Mahatma Gandhi: Spiritualization of politics, means-end relationship, thoughts related to non-violence and satyagraha, thoughts related to state, thoughts related to trusteeship. Bhimrao Ambedkar: Social justice, socialist democracy, equality, freedom and fraternity. M.N. Roy: Neo-humanism, democracy. Ram Manohar Lohia: Freedom, equality, democratic socialism, Chauhambha state, Sapta Kranti, cyclical theory of history. V.D Savarkar: Hindutva, cultural nationalism. Pandit Deendayal Upadhyaya: Integral humanism, Antyodaya.		15
Keywords : Indian Political Thought, State, Sovereignty, Nationalism, Social Thought, Democracy, Non-Violence, Freedom, Equality, Liberty, Swaraj, Swadeshi, Hindutva			

Name and Signature of Convener & Members of BOS:

① ST. 10/06/2024 - 10/06/24

② M. D. 10-06-24

10-06-24

10/06/2024

PART C	Learning Resources: Text Books, Reference Books and Others
Text Books	
<ol style="list-style-type: none"> 1. शर्मा, बी. एम. भारतीय राजनीतिक विचारक. रावत प्रकाशन, 2005 2. वर्मा, वी. पी. आधुनिक भारतीय राजनीतिक चिंतन. लक्ष्मी नारायण अग्रवाल, 2011 3. अवस्थी, ए. पी. भारतीय राजनीतिक विचारक. लक्ष्मी नारायण अग्रवाल, 2020 4. गावा, ओ. पी. भारतीय राजनीतिक विचारक. मयूर बुक्स, 2018. 5. चक्रवर्ती, विद्युत व पाण्डेय. राजेन्द्र कुमार, आधुनिक भारतीय राजनीतिक चिंतन. सेज पब्लिकेशन्स, 2015 	
Reference books	
<ol style="list-style-type: none"> 1. Ray, Himanshu, Indian Political Thought. Pearson, 2017 2. Sharma, Urmila, Sharma, S. K., Indian Political Thought. Atlantic Publishers, 2024. 3. Chakraborty, Vidyut, Chandra, Prakash PUBLIC POLICY : Concept, Theory and Practice, Sage Publication, 2016 4. Pantham, Thomas and Deutsch Kenneth L.: Political Thought in Modern India, Sage Publication, 1986 5. Gauba, O. Indian Political Thought. Delhi: National Paperbac, (2019) 	
Online resource : Video Lectures	
1. Political Idea's of Kautilya https://www.youtube.com/watch?v=Fg-6Q4s7Mv0&list=PLNspmbLKJ8L1po1SC74b_0mObUwRCQJr&index=6 (ccc English)	
2. Political Ideas in Buddhism and Agganna Sutta https://www.youtube.com/watch?v=WkONsgbdf0&list=PLNspmbLKJ8L1po1SC74b_0mObUwRCQJr&index=8 (ccc English)	
3. Gandhi's Idea https://www.youtube.com/watch?v=U1HnK8-PaXQ&list=PLNspmbLKJ8L1po1SC74b_0mObUwRCQJr&index=9	
4. http://egyankosh.ac.in/handle/123456789/45814 राजा राम मोहन राय, स्वामी दयानंद सरस्वती के विचार (हिंदी)	
5. http://egyankosh.ac.in/handle/123456789/45812 स्वामी विवेकानंद एवम अरविंद घोष के विचार।	
6. http://egyankosh.ac.in/handle/123456789/45811 सवारकर के विचार	
7. http://egyankosh.ac.in/handle/123456789/45808 गांधी के विचार	
8. http://egyankosh.ac.in/handle/123456789/45803 बी आर अम्बेडकर के विचार	
9. http://egyankosh.ac.in/handle/123456789/45783 राम मनोहर लोहिया के विचार	
10. http://egyankosh.ac.in/handle/123456789/45787 एम एन राय के विचार	
11- कबीर का राजनीतिक चिन्तन (हिन्दी)	
CEC https://youtu.be/TDR_R10OXnA?si=PWRJMy6PcmgMr1X	
Indian thought https://arpanauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Political%20Science%201st	
Indian political tradition https://egyankosh.ac.in/bitstream/123456789/21019/1/Unit-6.pdf	
Human rights https://ebooks.inflibnet.ac.in/eadhyar.in/site/genre?tid=Human%20Rights%20and%20Duties	
Koutilya https://ebooks.inflibnet.ac.in/Home/ViewSubject?catid=qxCgn6i2dJ9uz2O8QM8FcA==	
e-learning portals	
https://ebooks.inflibnet.ac.in/Home/ViewSubject?catid=qxCgn6i2dJ9uz2O8QM8FcA==	
Political Science Study Materials in English (E-pg pathshala)	

PART -D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:**

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1 Objective - 10 x 1 = 10 Mark; Q2 Short answer type- 5x4 = 20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10 = 40 Marks	

Name and Signature of Convener & Members of BOS:

① डॉ. किशोरा शर्मा

② डॉ. आर्यदा शर्मा

③ M. Dubey

10/06/2024

10-06-24

10-06-24

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A. INTRODUCTION			
PROGRAM : Bachelor in social science Honors/Honors with research			SEMESTER VII
Session 2024-25			
1	Course code	PSSE 05	
2	Course Title	State Politics in India with special reference to Chhattisgarh.	
3	Course Type	DSE : Discipline specific Elective	
4	Prerequisite (if, any)	As per program	
5	Course Learning Outcomes (CLO)	<p>On completion of the course, this course enables the students to.</p> <ul style="list-style-type: none"> • Build a comprehensive knowledge about the basic assumptions of state politics, its development etc. • Enables the students to evaluate the impact and patterns of globalisation on state politics. • Enables the students to analyse the characteristics and politics of Chhattisgarh. • Enables the students to gain practical knowledge about the administrative structure of Chhattisgarh. 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max.Marks: 100	Min Passing Marks: 40
PART B CONTENT OF THE COURSE			
Total No. of Teaching - Learning Periods (01 Hr. Per period) - 60 Periods (60 Hours)			
Unit	Topics (Course Content)		No. of Periods
1	<p align="center">Concepts of State Politics</p> <p>1- Evolution of State Politics in India The State 2- Different Approaches to the Analysis of Politics 3- Evolution of State System in India 4- Nature of Indian Diversity and Nationalist Responses 5- Elections and Electoral Politics - Inter-State Disputes: Water and Territorial Boundaries</p>		15
2	<p align="center">Concepts of State Politics - 1</p> <p>Globalisation, Liberalisation: State-Political Implications, Development Issues and Regional Disparities 2- Linguistic Ethnic Minorities and Minorities in State Politics 3- State Autonomy Movements in India 4- Dissenting Patterns and Protest Movements in Indian States</p>		15
3	<p align="center">Politics of Chhattisgarh</p> <p>1- Features of Politics of Chhattisgarh. Movements for Demands of Chhattisgarh. 2- Farmers Movement in Chhattisgarh – Before and after Independence 3- Tribal Movement in Chhattisgarh – Before and after Independence 4- Political Parties in Chhattisgarh: Growth, Nature and Classification of Political Parties and their Role in Democracy. 5- Pressure Groups in Chhattisgarh: Business, Farmers and Professionals. 6- Voting Behaviour in Chhattisgarh.</p>		15
4	<p align="center">Administrative Structure of Chhattisgarh -</p> <p>1- Tribal Administration in Chhattisgarh under 5th Schedule Area. 2- Tribal Development Administration. 3- Panchayati Raj Institutions in Chhattisgarh: Structure, Powers and Functions. 4- District Panchayat, Janpad Panchayat and Gram Panchayat. 5- PESA Act and Role of Gram Sabha. 6- Municipalities: Structure, Powers and Functions, Municipal Corporation, Nagar Palika and Nagar Panchayat. 7- District Administration and District Collector in Chhattisgarh</p>		15
Keywords : Chhattisgarh, Zilla Panchayat ,Nagar panchayat, Schemes			

Name and Signature of Convener & Members of BOS:

① श्री. विद्या शर्मा - Convener
 ② श्री. राजेश शर्मा
 ③ श्री. म. शर्मा

10-06-24

④ श्री. राजेश शर्मा
 ⑤ श्री. राजेश शर्मा
 10/06/2024

PART C		Learning Resources: Text Books, Reference Books and Others
Text Books 1. गीतेश कुमार अमरोहित: छत्तीसगढ़ का इतिहास 2. भगवान सिंह वर्मा: छत्तीसगढ़ का इतिहास 3. अशोक शुक्ला: छत्तीसगढ़ का राजनैतिक इतिहास एवं राष्ट्रीय आन्दोलन 4. शांता शुक्ला: छत्तीसगढ़ का सामाजिक एवं आर्थिक इतिहास 5. मदनलाल गुप्ता: छत्तीसगढ़ दिग्दर्शन		
Online resource : e- books / pdf इग्नू हिन्दी में (राज्य राजनीति) https://egyankosh.ac.in/handle/123456789/25926 https://egyankosh.ac.in/handle/123456789/24596		
Online resource : e-learning portals CEC वीडियो हिन्दी में , राज्य राजनीति पर । https://youtu.be/cyDn7zRBVtH0?si=Ch6tJPCuEY7RC6hKE		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Marks Continuous Internal Assessment (CIA): 30 Marks End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x 1 = 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:

① डॉ. कि. न. रावटे

② प्रो. चक्रवर्त बेगम
B) M. D. ...
10-06-24

③

3h
10/06/24

(Handwritten signatures and marks)

(Handwritten signature)

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM : Bachelor in social science Honors/Honors with research			SEMESTER VII
Session 2024-25			
1	Course code	PSSE 06	
2	Course Title	Comparative Politics .	
3	Course Type	DSE : Discipline specific Elective	
4	Prerequisite(if,any)	As per Program	
5	Course Learning Outcomes (CLO)	<p>On completion of the course, this course enables the students to ..</p> <ul style="list-style-type: none"> • Build comprehensive knowledge about the basic assumptions of comparative politics, its development etc. • Enables students to evaluate the impact of scientific methods on comparative politics. • Enables students to understand various theories of comparative politics and its basic dimensions. • Enables students to gain practical knowledge about modern theories of comparative politics. 	
6	Credit Value	4 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	<p>Comparative Politics Conceptual</p> <p>Development of comparative politics as a discipline, concept, nature, scope, comparative. 2-Different approaches to the study of comparative politics- Systems approach, Political system theory, David Easton's input-output theory, Almond's structural functional theory, Institutional approach, Cultural approach, Political economy approach, Marxist approach 3-Behavioural revolution - its development, theories of behaviouralism and critique of behaviourism 4- Post behaviouralism - its development, theories of post behaviouralism and its critique.</p>		15
II	<p>Various theories I</p> <p>Constitutionalism - concept, elements, characteristics. 2- Theories of Constitutionalism – Western or Liberal, Marxist. Problems and limitations. 3- Political elite - concept, theories of Pareto, Michaels, Mosca and Lasswell. 4- Public opinion - concept, means of forming public opinion, Noam Chomsky's theory, social media and public opinion. 5- Political ideology - concept, characteristics, liberal theory, Marxist theory, neo-Marxist theory, totalitarian theory, theory of end of ideology.</p>		15
III	<p>Various theories II</p> <p>Political socialisation- concept, characteristics. Means. 2-Political culture- concept, characteristics. Means. 3- Political modernization- concept, characteristics. Means. 4-Party system – concept. Theories of party system, theories of Lenin, Maurice, Duverger and Michaels. Main elements and characteristics of party system in developing countries. 5-Pressure group- concept, types of pressure groups, Almond's classification. Functions and role of pressure groups. Review of the impact of pressure groups on legislature, executive and bureaucracy.</p>		15
IV	<p>Various Theories III</p> <p>Bureaucracy - Concept, Weber's Model and Critics of Weber. 2- Power - Concept, Contribution of Graham Wallace and Lasswell, Theories of Steven Lukes, Althusser, Michel Foucault. Difference between Power and Authority. 3- Power - Concept, Evolution, Nature and Types, Classification of Max Weber. 4- Legitimacy - Concept, Evolution, Importance, Types, Crisis of Legitimacy and Habermas. 5- Political Communication - Concept, Karl Deutsch's Model. 5- Political Development - Concept, Characteristics of Political Development. Lucian Pye's Theory. Concept of Underdevelopment.</p>		15
<p>Keywords : Indian Political Thought, State, Sovereignty, Nationalism, Social Thought, Democracy, Non-Violence, Freedom, Equality, Liberty, Swaraj, Swadeshi, Hindutva</p>			

Name and Signature of Convener & Members of BOS:

(1) Dr. Anurag Singh - Convener
 (2) Dr. Anurag Singh - Member
 (3) Mr. Anurag Singh - Member

10.06.24

10.06.24

10.06.24

10.06.24

PART C		Learning Resources: Text Books, Reference Books and Others	
<p>पाठ्य पुस्तके / संदर्भ ग्रंथ</p> <p>सीबी गेना : तुलनात्मक राजनीति , विकास प्रकाशन, जयपुर ।</p> <p>जेसी जौहरी : तुलनात्मक राजनीति, साहित्यभवन आगरा ।</p> <p>एस पी वर्मा : आधुनिक राजनीतिक सिद्धान्त , विकास प्रकाशन, जयपुर ।</p> <p>ई बुक्स / पीडीएफ</p> <p>एस पी वर्मा, हिन्दी में</p> <p>https://epustakalav.com/book/41663-adhunik-rajneetik-siddhant-by-s-p-varma/</p> <p>गेना</p> <p>https://epustakalav.com/book/52413-tulanatmak-rajniti-aur-rajnitik-sansthaven-by-c-v-gena/</p> <p>आनलाइन पोर्टल्स</p> <p>Cec</p> <p>https://youtu.be/9YhC6_5XqWA?si=DEnDF0KbizdYKPL3</p>			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Maximum Marks:		100 Marks	
Continuous Internal Assessment (CIA):		30 Marks	
End Semester Exam (ESE):		70 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	
End Semester Exam (ESE):	Two section - A & B Section A: Q1 Objective - 10 x 1 = 10 Mark, Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qns. 1 out of 2 from each unit-4 x 10=40 Marks		

Name and Signature of Convener & Members of BOS:

(1) Dr. Anil Kumar Sharma

(2) Dr. Anil Kumar Sharma 10/06/24

(3) M. S. Sharma 10/06/24

(4) Dr. Anil Kumar Sharma 10/06/24

(5) Dr. Anil Kumar Sharma

(6) Dr. Anil Kumar Sharma

(7) Dr. Anil Kumar Sharma

For 4 Credits

Four-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM : Bachelor In social science Honors/Honors with research		SEMESTER VII	Session 2024-25
1	Course code	PSSE 07	
2	Course Title	Comparative Political Analysis Political Sociology	
3	Course Type	DSE : Discipline specific elective	
4	Prerequisite(if,any)	As per Government norms	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to <ul style="list-style-type: none"> • Have an understanding of the concepts of comparative politics. • Evaluate the concept of contemporary issues such as feminism, globalization and postmodernism with comparative studies. • Develop the ability to compare theoretical and conceptual issues in political sociology and use them to understand political phenomena in a comparative perspective of a composite culture. • Explain the relationship between state and society in shaping politics in India historically and analytically. 	
6	Credit Value	4 credits	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Comparative Political Analysis- Concepts State - State in comparative perspective, changing form of state, development of state, modern state, characteristics of western and non-western state. Concept and characteristics of capitalist state, socialist state and post-colonial state. Ethnic politics - concept and characteristics of ethnicity. Interaction of ethnicity and state, problems of assimilation and integration. Politics of community identity - concept of community identity, structure, characteristics, consciousness of community identity. Conflicts arising out of community identity, causes, strategies - cultural resistance, armed conflict.		15
II	Modern Political Analysis Equality - different views. Bernard Williams - value of equality, John Rawls - equality of opportunity, Milton Friedman - criticism of equality of outcome, Parfit - priority, Elizabeth Anderson - egalitarianism and criticism. Justice - John Rawls' theory, communitarianism of justice: views of Walzer, Michael Sandel and Okin. Feminism and patriarchy. Major thinkers- Simone-de-Boire, Andre Dworkin, Betty Friedan, Philosophy and politics of identity- historical background, relation between philosophy and identity. Politics of identity- liberal view. Louis McNee's views, Amartya Sen's views on the relation between identity and violence. Modernity and postmodernity- concept and characteristics.		15
III	Introduction and concepts of political sociology Political Sociology: Meaning, significance, nature and scope. Influence and power: Interrelationships between masses, political system and society. Modern concepts of political sociology: Political sociology and recruitment: meaning, political culture: meaning and types, political participation: meaning, apathy and mobilization.		15
IV	Political Process Political Process: Types. Politicisation of social life. Role of language, caste, religion and region in Indian politics. Bureaucracy - Max Weber. Role of bureaucracy in political development. Political process in India, Social movements. Role of civil society.		15
Keywords : Political sociology, political parties, political development, political process			

Name and Signature of Convener & Members of BOS:

① ST. PRAJESH KUMAR - [Signature]
 ② [Signature] Begun 10/6/24
 ③ [Signature] 10/06/24
 ④ [Signature]
 [Signature] 10/06/24
 [Signature]
 [Signature]

PART C	Learning Resources: Text Books, Reference Books and Others
खण्ड स	अध्ययन स्रोत / सीखना
<p>Text books</p> <ol style="list-style-type: none"> 1-शर्मा शशि. राजनीतिक समाजशास्त्र की रूपरेखा. PIII Learning Private Limited (द्वितीय संस्करण-2015) 2- बघेल डी एस एवं सिंह टी पी. राजनीतिक समाजशास्त्र. विवेक प्रकाशन, जवाहर नगर, दिल्ली, 2002 3- दुबे प्रीति. राजनैतिक समाजशास्त्र. कैलाश पुस्तक सदन, भोपाल, मध्य प्रदेश, 2011 4- जैन पुखराज एवं फाडिया बी. एल. राजनीतिक समाजशास्त्र. साहित्य भवन पब्लिकेशन, आगरा, 2023 5- जैन पी सी. राजनीतिक समाजशास्त्र. रावत पब्लिकेशंस, 2023 6- जौहरी जे. सी. तुलनात्मक राजनीति. स्टर्लिंग पब्लिशर्स प्राइवेट लिमिटेड, नई दिल्ली, 2022 7- गेना सी. बी. तुलनात्मक राजनीति एवं राजनीतिक संस्थाएं. विकास पब्लिशिंग प्राइवेट लिमिटेड, नई दिल्ली 8- गेना सी. बी. तुलनात्मक राजनीति. विकास पब्लिशिंग प्राइवेट लिमिटेड, एस. चंद एंड कंपनी प्राइवेट लिमिटेड, नई दिल्ली <p>Reference books</p> <ol style="list-style-type: none"> 1. Mohinder Slariya & Abhishant Slariya, political sociology, Mahaveer Publications, 2022 2. Pradeep Basu, political sociology, Setu Prakashan, 2015 3. Rajni Kothari, politics in India, Orient logman, New Delhi, 1970 4. Rajni Kothari, democratic polity and social change in India, Allied publishers, 1976 5. M.N. Srinivas, Social change in modern india, Bombay, Allied Publishers, 1966 6. Martin L. Levin, Social climate and political socialization, the public opinion quarterly 1961, Oxford University Press 7. JauJauhaJ.C., comparative politics, Sterling publisher Private Limited, New Delhi, 2022 8. Gena C.B., comparative politics and political institutions, Vikas publishing Private Limited, New Delhi 	
<p>Online resource : e- books</p> <p>तुलनात्मक राजनीति, जैन विश्व भारती संस्थान, दूरस्थ शिक्षा निदेशालय, राजस्थान SLM- pdf)</p> <p>https://jvbi.ac.in/dde/odf/menudistance/SLM/2-MA-Political-Science-Paper-II-Final.pdf</p> <p>राजनैतिक समाजशास्त्र, दूरवर्ती अध्ययन एवं सतत शिक्षा केंद्र, महात्मा गांधी चित्रकूट ग्रामोदय विश्वविद्यालय, सतना, मध्य प्रदेश (pdf उपलब्ध)</p> <p>https://www.gramodayachitrakoot.ac.in/wp-content/uploads/2019/11/11-Political-Sociology-1-96.pdf</p> <p>राजनीतिक समाजशास्त्र, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय (pdf उपलब्ध)</p> <p>https://eayankosh.ac.in/bitstream/123456789/75703/1/Block-1.pdf</p> <p>Political Sociology, directorate of distance education, Tripura University (pdf available)</p> <p>https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Political%20Sociology%20-%20MA%20Science%20901C%20English%2072017.pdf</p> <p>Understanding the role of civil society</p>	<p>https://epqp.in/libnet.ac.in/Home/ViewSubject?catid=qxCqn8i2dJ9uz2O8QM8FcA=e-learning%20portals</p> <p>e- PG पाठशाला- Political Sociology in indian context</p> <p>https://youtu.be/kiQ4h3bqUeM?feature=shared(In English)</p> <p>e- PG पाठशाला- Political Sociology in indian context(in English)</p> <p>https://youtu.be/3QtQaR4sOLY?feature=shared</p> <p>e-learning portals</p> <p>CEC-</p> <p>https://youtu.be/YY3r1Z-Zvm8?feature=shared(In English)</p> <p>https://youtu.be/g_0B1Efp0U8?feature=shared(In English)</p>
<p>https://youtu.be/d-SDkq6wvf0?feature=shared (English)</p> <p>Vidhya-Mitra-</p> <p>Identity politics: insiders and outsiders</p> <p>https://youtu.be/e138z4rbJYI?feature=shared</p> <p>Historical perspective of feminism</p> <p>https://youtu.be/p4lhrPhTVPE?feature=shared</p> <p>Radical feminism</p> <p>e-learning portals</p> <p>https://youtu.be/Eo1qBsANz5M?feature=shared</p> <p>Political culture</p> <p>https://youtu.be/KVL0liqNngY?feature=shared</p> <p>Post colonial state</p> <p>https://youtu.be/BLhJ2QfLR6o?feature=shared</p> <p>https://youtu.be/AOqNjdoIbpY?feature=shared</p> <p>Relationship between society and politics</p> <p>https://youtu.be/92wtZ6WLLYc?feature=shared</p> <p>Political socialization</p> <p>https://youtu.be/2lpcIDf-75M?feature=shared</p>	<p>e-learning portals</p> <p>Political socialization</p> <p>https://youtu.be/fO_OmERhxnU?feature=shared</p> <p>Post-modernism</p> <p>https://youtu.be/OhnfnvU15Xl?feature=shared</p> <p>John Rawls-theory of justice and its critics-1</p> <p>https://youtu.be/AOqNjdoIbpY?feature=shared</p> <p>John Rawls-theory of justice and its critics-2</p>

① ज्ञान-प्रकाश समर्थ - 10/06/24

② ए. श्रीवास्तव बेगम - 10/06/24

③ म. व. - 10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1 Objective - 10 x1= 10 Mark: Q2 Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:

- ① Dr. Anil Kumar
- ② Dr. Anil Kumar 10-6-24
- ③ M. D. Singh 10-06-24

④ Dr. Anil Kumar 10-6-24

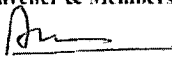
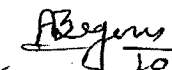

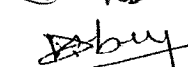

Dr. Anil Kumar

Dr. Anil Kumar
10/06/24

Dr. Anil Kumar

PART C		Learning Resources: Text Books, Reference Books and Others	
<p>Text books</p> <p>1.K.P. Saxena. Reforming the United Nations, the Challenging Reverence, New Delhi, SAGE, 1993. 2.Archer, International Organization, Newyork, Sent martin Press, 1975. 3. बैकुंठनाथ -अंतर्राष्ट्रीय संगठन जानदा प्रकाशन 4. एम पी राय अंतर्राष्ट्रीय संघठन</p> <p>Reference books</p> <p>1. पॉटर, पी.बी. अंतरराष्ट्रीय संगठन। 2. गुडरिचम एल.एच.: संयुक्त राष्ट्र 3. चीवर और अन्य: विश्व मामले में शांति के लिए अंतर्राष्ट्रीय संगठन का आयोजन 4. पी. बेहर और एल. गॉर्डनकर, 1990 के दशक में संयुक्त राष्ट्र, लंदन, ऑक्सफोर्ड विश्वविद्यालय प्रेस, 1992. 5. पी. बेहर, द यूनाइटेड ने 6. एएल बेनेट, अंतर्राष्ट्रीय संगठन: सिद्धांत और मुद्दे, एंगलवुड क्लिफ्स एनजे। प्रेंटिस हॉल, 1977. 7. एस.जे.आर. बिलग्रामी, अंतर्राष्ट्रीय संगठन, नई दिल्ली, विकास 1977। 8. एच.जे. मोगेंथाऊ (सं.). शांति, सुरक्षा और संयुक्त राष्ट्र, शिकागो, विश्वविद्यालयशिकागो प्रेस, 1946. 9. एम.एस. राजन, "भारत और संयुक्त राष्ट्र का निर्माण" 10.डॉ बी. एल फड़िया अंतर्राष्ट्रीय संघठन साहित्य भवन पब्लिकेशन आगरा 11. डॉ सुरेश चंद्र सिंहल भारत की विदेश नीति लक्समीनारायण अग्रवाल आगरा</p> <p>Online Resources EBOOKS /PDF अंतर्राष्ट्रीय संगठन https://egyankosh.ac.in/bitstream/123456789/71332/1/Block-4.pdf European Union - https://www.britannica.com/topic/European-Union संयुक्तराष्ट्रकीविशिष्टएजेंसियोंकीसूची https://www.un.org/en/ https://en.m.wikipedia.org/wiki/List_of_specialized_agencies_of_the_United_Nations https://treaties.un.org</p>			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods: Maximum Marks: 100 Marks Continuous Internal Assessment (CIA): 30 Marks End Semester Exam (ESE): 70 Marks			
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4 x 10=40 Marks		

Name and Signature of Convener & Members of BOS:

① जे. पी. लो अग्रवाल - ② सु. बालदेव वेमम 
③ M.D. D. S. 10-06-24 ④  10/06/2024⑤ ⑥ ⑦ ⑧ ⑨ ⑩ 

For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION				
PROGRAM : Bachelor in social science Honors/Honors with research			SEMESTER VIII	Session 2024-25
1	Course code	PSSC 08		
2	Course Title	MODERN POLITICAL THOUGHT AND THEORY		
3	Course Type	DSC : Discipline specific course		
4	Prerequisite (if any)	As per Program		
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able .. <ul style="list-style-type: none"> • To Create the knowledge of modern Political theory, thoughts of Rawls and Popper, and libertarianism. • To Evaluate the ideas of existentialists, and revolutionary Marxists • To Explain the ideas of neoliberalists, feminists and postmodernism. • To Interpret the Political thought of contemporary or Euro Marxists. 		
6	Credit Value	4 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work	
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40	
PART B - Content of the Course				
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)				
UNIT	Topics (Course Content)			No. of Periods
I	Modern theory and thought : Liberterianists and Justice Political Theory - Concept, Decline of Political Theory and its Restoration. Nation State - Development . John Rawls - The Concept of Justice. Karl Popper - The idea of an open society, a critique of historicism. Views of Isaiah Berlin, Milton Friedman, Robert Nozick, F.A. Hayek on freedom.			15
II	Existentialism and Communism Existentialism - concept and features. Soren Kierkegaard, Martin Heidegger, Jean Paul Sartre, Albert Camus, view. Alienation - concept. Marxist and existentialists view. Hannah Arendt-liberty. Lenin : Party. Amendment in Marxism, colonialism is the highest stage of capitalism. Mao :- theory of contradiction, mass support.			15
III	Neoliberalism and postmodernism C.B. Macpherson- Possessive or Hegemonic Individualism. Democracy. Michael Oakeshott- Civil association, liberty, defense of classical political theory. Major political ideas of Leo Strauss. Eric Voegelin. Michel Foucault. CR Gilman(Women's freedom) .			15
IV	Contemporary Marxism or Euro Marxism Contemporary Marxism - An Introduction to the Frankfurt School, Eric Fromm. Frantz Fanon - The Nature of Colonialism. Herbert Marcuse - The False Consciousness of Consumerism. Jürgen Habermas - The perversion of democracy, the crisis of legitimacy. Rosa Luxemburg - Marxist view.			15
Keywords : Modern theory, thought, Frankfurt School, liberty, legitimacy, civil association.				

Name and Signature of Convener & Members of BOS:

(1) ST. ...

(2) ...

(3) ...

Handwritten signatures and dates:

10/06/2024

10/06/2024

10/06/2024

PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>1- ओ पी गाबा (1996) : राजनीतिक चिन्तन की रूपरेखा . मयूर प्रकाशन . नयी दिल्ली ।</p> <p>2- एस पी वर्मा (1985) : आधुनिक राजनीतिक सिद्धान्त . विकास प्रकाशन , नयी दिल्ली ।</p> <p>3- डा एस एल वर्मा (2002) : उच्चतर आधुनिक राजनीतिक सिद्धान्त . नेशनल पब्लिशिंग हाउस नई दिल्ली</p> <p>4-- जे सी जोहरी (1990) : समकालीन राजनीतिक सिद्धांत स्टर्लिंग प्रकाशन नई दिल्ली ।</p> <p>5-- शकील हुसैन (2023): समकालीन राजनीतिक सिद्धान्त एवं दार्शनिक . भाग 1-2. शिक्षादूत प्रकाशन , नयी दिल्ली ।</p> <p>Reference</p> <p>6- Nandlal (2022) : History of Political theory. Rawat Publication, New Delhi.</p> <p>7- H. Shukla (2020) : Modern Political Philosophers. Mahaveer Publication, New Delhi.</p> <p>e-books</p> <p>एस पी वर्मा (1985) : आधुनिक राजनीतिक सिद्धान्त . https://opustakalpy.com/book/11663-aadhunik-rajaneetik-siddhant-by-s-p-varma/ अर्वाचीन राजनीतिक चिन्तन https://opustakalpy.com/book/13444-arvachin-rajaneetik-chintan-by-erabhadrat-sharma/ Govt VYT PG Autonomous College Durg CG https://oem.govtsciencecollegedurg.ac.in/Document/759_010041.pdf https://oem.govtsciencecollegedurg.ac.in/FacultyProfile.aspx?id=111-eC5ovO1qKv7mRAL8FO==</p> <p>Online resource : Video Lectures</p> <p>CEC https://youtu.be/CEP02uen85c?si=fcZNaS0A7Hf3KXc NPTEL 55 Videos https://youtu.be/D5MqZYnFDWbU?si=u0lx0VR2bTAZSiv- https://youtu.be/Umfj5CtNHx0?si=8Hdku5Vmc6M6WvL2</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x 1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks	

[Handwritten signature]

Name and Signature of Convener & Members of BOS:

① ज. क. शर्मा - *[Signature]*
 ② ए. अ. वर्मा - *[Signature]*
 ③ M. D. S. - 10-06-24

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]
 10/06/2024

[Handwritten signature]

For 4
CreditsFour-year undergraduate course: 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM : Bachelor in social science Honors/Honors with research			SEMESTER VIII
Session 2024-25			
1	Course code	PSSE 09	
2	Course Title	PUBLIC POLICY & DEVELOPMENT ADMINISTRATION	
3	Course Type	DSE : Discipline specific elective	
4	Prerequisite (if any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able ... • After completion of the course, the student will have a fair idea about: • To develop basic concepts like public policy and public policy process. • Assessing the importance of public policy • To analyze the various stages of the public policy process in terms of theoretical constructs and process. • To explain the conceptual and theoretical understanding of development administration.	
6	Credit Value	4 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Public Policy: Concept Public Policy: Meaning, Definition, Nature, Scope, Objectives, Types, Importance Public Policy Making Process – Various Stages		15
II	Public Policy Making Process in India Role of various stakeholders in the public policy making process: Role of legislature, executive, judiciary, planning machinery at central and state level in policy making. Role of other stakeholders in policy-making: Political parties, interest groups, mass media		15
III	Development Administration: Conceptual Development Administration: Meaning, definition, scope, objectives, characteristics, difference between traditional and development administration, elements, importance and features of development administration. Models of development administration and administrative development Model of Edward W. Widener, Model of F. W. Rigg		15
IV	Administrative Development Concept, Meaning, Definition, Need, Development Administration and Differences in administrative development, means of administrative development, problems of administrative development.		15
Key Words: Development Administration, Administrative Development, Public Administration, Public Policy, Public Policy Making Process, Stakeholders.			

Name and Signature of Convener & Members of BOS:

① St. Abhaya Prasad - [Signature]

② Dr. Anand Kumar - [Signature]

③ M. D. ... - 10-06-24

10-06-24

[Signature] 10/06/2024

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

[Signature]

PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>सिन्हा, मनोज(संपादन), प्रशासन एवं लोकनीति, ओरिएंट ब्लैक स्वान, दिल्ली, 2010</p> <p>2. शर्मा, रश्मि, प्रशासन एवं लोकनीति: अवधारणाएं एवं सिद्धांत, एसबीपीडी, आगरा, 2021</p> <p>3. शर्मा, रश्मि, भारत में लोकनीति निर्माण एवं प्रशासन, एसबीपीडी, आगरा, 2021</p> <p>4. अवस्थी, ए.पी., विकास प्रशासन, लक्ष्मी नारायण अग्रवाल, आगरा, 2015</p> <p>5. जोशी, प्रिता, विकास प्रशासन, आर.बी.एस.ए. जयपुर, 1987</p> <p>6. Awasthi, A. and Maheshwari, S. Public Administration. Agra Laxmi Narain Agarwal, (2003)</p> <p>7. Bhattacharya, M. ,New Horizons in Public Administration. New Delhi Jawahar, (2001)</p> <p>8. Sapru, R.K, Development Administration, Sterling Publication Ltd. Noida ,2015</p> <p>9. Palekar, S.A, Development Administration, PHI Learning, New Delhi, 2017</p> <p>10. Sapru, R.K, Public Policy: Art and Craft of Public Policy Analysis, New Delhi, PHI Learning, 2016</p> <p>11. Chakrabarti, Rajesh &, Sanyal, K, Public Policy in India, Oxford, 2016</p> <p>Online Resources</p> <p>Online resource : e- books/pdf</p> <p>https://www.distanceeducationju.in/pdf/405%20PUBLIC%20POLICY.pdf</p> <p>http://www.untag-smid.ac.id/files/Perpustakaan_Digital_2/PUBLIC%20POLICY%20(Public%20Administration%20and%20public%20policy%20125)%20Handbook%20of%20Public%20Policy%20Analysis%20Th.pdf</p> <p>https://ddceutkai.ac.in/Downloads/UG_SLM/Polsc/Core_9.pdf</p> <p>https://egvankosh.ac.in/handle/123456789/49017</p> <p>https://uou.ac.in/sites/default/files/slm/BAPA-301.pdf</p> <p>https://egvankosh.ac.in/bitstream/123456789/19222/1/Unit-1.pdf</p> <p>learning Platforms - Video Lectures</p> <p>https://youtu.be/5b3c6miH7-o?feature=shared Public Policy :An Indian Perspective(CEC)</p> <p>https://youtu.be/3ESaXl_wQ8?feature=shared Understanding Public Policy (Swayam Prabha, CH-05)</p> <p>https://youtu.be/sAugxCrve8q?feature=shared Relevance of Policy Making(Swayam Prabha, CH-05)</p> <p>https://youtu.be/RmTQvC_IPXU?feature=shared Proses of Policy Formation (Swayam Prabha, CH-05)</p> <p>https://www.youtube.com/watch?v=tW5RrRdmExA Public Policy and Analysis, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/9epmUVzLB8Y?feature=shared Nature & Scope of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/okWhZBQjPK8?feature=shared Elements of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/Rd-MMVbQDI?feature=shared Approach to Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/xcntJM18UV8?feature=shared Significance of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/060N-NnFIZc?feature=shared Models of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/4-sLLwa1Ekw?feature=shared Widener's View on Development Administration, (Swayam Prabha, CH-05)</p>		
PART -D: Assessment and Evaluation		
<p>Suggested Continuous Evaluation Methods:</p> <p>Maximum Marks: 100 Marks</p> <p>Continuous Internal Assessment (CIA): 30 Marks</p> <p>End Semester Exam (ESE): 70 Marks</p>		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective – 10 x 1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts..1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:

① श्री. राजेश शर्मा - 10/06/24

② श्री. राजेश शर्मा - 10/06/24

③ श्री. राजेश शर्मा - 10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

10/06/24

For 4
CreditsFour-year undergraduate course: 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM : Bachelor in social science Honors/Honors with research			SEMESTER VIII
Session 2024-25			
1	Course code	PSSE 10	
2	Course Title	Human Rights: Theory and Practices	
3	Course Type	DSE : Discipline specific elective	
4	Prerequisite (if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able to <ul style="list-style-type: none"> • Acquaint through comparative study, students will develop theoretical and practical understanding of human rights. • Evaluate the efforts made by the United Nations and India for human rights. • Explain human rights issues like terrorism, gender based violence, custodial torture etc. • Identify challenges to human rights implementation 	
6	Credit Value	4 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Understanding Of Human Rights Human Rights: Introduction, Meaning, Objectives and Importance, Types of Nature of Human Rights, Evolution of Human Rights: Development at Domestic Level, International Efforts in Development of Human Rights Norms, Generations of Human Rights, Universal Declaration of Human Rights, Collective Rights ..		15
II	Challenges before human rights Global impact of Universal Declaration of Human Rights, Criticism of Human Rights: Cultural differences – Challenges in East Asia, Use and misuse of cultural relativism, Ideological differences, Limitations of human rights practice.		15
III	Contemporary Human Rights Issues Women, children, elderly, refugees, minorities, undertrial prisoners, custodial torture, disabled, LGBT, terrorism and fundamentalism. Environment and globalization as challenges in the 21st century.		15
IV	Contemporary Marxist The Frankfurt School An Introduction, Concerted efforts for human rights United Nations Human Rights Commission, United Nations Human Rights Council, United Nations Human Rights Mechanism, United Nations Efforts for Human Rights, Efforts for Human Rights in India, Human Rights Act 1993, Role of Judiciary, National Human Rights Commission: Organization and Functions, State Human Rights Commission: Organization and work, affirmative action for weaker sections, Chhattisgarh Human Rights Commission.		15
Key Words: Human Rights, National Human Rights Commission, United Nations Universal Declaration of Human Rights			

Name and Signature of Convener & Members of BOS:

- ① Dr. Anil Kumar - Convener
- ② Dr. Anil Kumar - Member
- ③ M. D. Singh - Member

[Signature] 10/06/2024

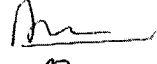

[Signature]

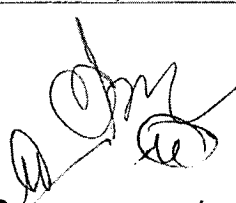
[Signature]

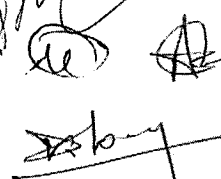
[Signature]

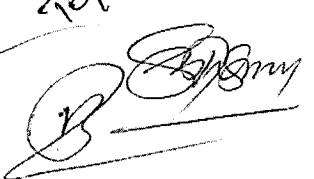
PART C		Learning Resources: Text Books, Reference Books and Others	
Text Books Recommended			
अग्रवाल एच. ओ. . मानव अधिकार, सेंट्रल लॉ पब्लिकेशन, प्रयागराज, 2000			
2- चौधरी एकता, मानव अधिकार, ग्लोबल अकेडमी पब्लिशर्स, 2023			
3- मीणा जनक सिंह, मानवाधिकार: संकल्पना एवं यथार्थ, राजस्थान हिंदी ग्रन्थ अकादमी, 2015			
4- श्रीवास्तव सुधारानी, मानव अधिकार, मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल, 2023			
5- सिंह शिव शंकर, मानवाधिकार के विभिन्न आयाम, नेशनल लॉ पब्लिकेशन, प्रयागराज, 2023			
6- इंद्रमणि, मानवाधिकार का वर्तमान वैश्विक परिदृश्य एवं सर्वोदय दर्शन, सरस्वती प्रकाशन, 2016			
7- द्विवेदी प्रीति, भूमंडलीकरण के दौर में मानवाधिकार 2018			
8- Mukharji Anusuya, Human Rights, Sighal law Publication, 2022			
9- Baxi Upendra, The right to be human rights, Lancer, 1987			
10- Iyer V.R. Krishana, The dialectics and dynamics of human rights in India, Eastern law house, Delhi, 1999			
10- human right education for beginners			
https://nhrc.nic.in/sites/default/files/HREdu.pdf			
11- Human rights: handbook of parliamentarians by United Nation human rights , office of the high Commission			
https://www.ohchr.org/Documents/Publications/HandbookParliamentarians.pdf			
12- human right (SLM), Directorate of distance education, University of Jammu			
https://www.distanceeducation.ju.in/pdf/404%20HUMAN%20RIGHTS.pdf			
13- Universal Declaration of Human Right, United Nation https://www.un.org/en/udhr/book/pdf/udhr_booklet_en_web.pdf			
14- Journal of the national human right Commission, volume I, 2002 https://nhrc.nic.in/sites/default/files/1-%20BOOK.pdf			
Online resource : e- books			
मानव अधिकार: विकास, अवधारणाएं तथा मुद्दे, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय pdf उपलब्ध			
https://egyankosh.ac.in/handle/123456789/43067			
Human Rights: Evolution, Concept and Concerns, IGNOU (pdf available)			
https://egyankosh.ac.in/handle/123456789/43178			
National human right Commission annual reports			
https://nhrc.nic.in/publications/annual-reports			
e-learning portals			
CEC- Understanding Human rights https://youtu.be/NiNSPpafQHE?feature=shared (English)			
CEC- Global Contemporary Concerns: Human rights https://youtu.be/w-uEjT85O84?feature=shared (English)			
CEC- अंतरराष्ट्रीय मानव अधिकार https://youtu.be/RRvhn9Zhi1w?feature=shared (हिंदी)			
CEC- अंतरराष्ट्रीय मानव अधिकार https://youtu.be/60norqKskLw?feature=shared (हिंदी)			
PART -D: Assessment and Evaluation			
Suggested Continuous Evaluation Methods:			
Maximum Marks:		100 Marks	
Continuous Internal Assessment (CIA):		30 Marks	
End Semester Exam (ESE):		70 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks	
End Semester Exam (ESE):	Two section - A & B Section A: Q1 Objective - 10 x 1 = 10 Mark; Q2 Short answer type- 5x4 = 20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit- 4 x 10 = 40 Marks		


Name and Signature of Convener & Members of BOS:

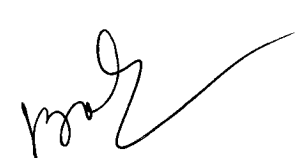
- ① डॉ. अरुण शर्मा - 
- ② डॉ. मालवी, काम - 
- ③ M. D. ... - 10-06-24

 10/06/2024









For 4
CreditsFour-year undergraduate course; 2024 - 28
Department of Political Science Course Curriculum

PART A INTRODUCTION			
PROGRAM. : Bachelor in social science Honors/Honors with research			SEMESTER VIII
Session 2024-25			
1	Course code	PSSE 11	
2	Course Title	POLITICAL ECONOMY	
3	Course Type	DSE : Discipline specific elective	
4	Prerequisite (if,any)	As per Program	
5	Course Learning Outcomes (CLO)	After completion of the course, the student will be able .. • To develop a basic understanding of the structural functional relationships linking the fields of politics and economics. • To evaluate different approaches that will enhance students' knowledge on international political economy. • Examining diverse global challenges to international political economy. • To identify the prospects and challenges facing the Indian political economy.	
6	Credit Value	4 Credit	Credit = 15 Hours - learning & Observation and 30 Hrs for Practices/ Field work
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART B - Content of the Course			
Total No. of Teaching-Learning Periods (01 Hr. per period) 60 Period (60 Hours)			
UNIT	Topics (Course Content)		No. of Periods
I	Political Economy Conceptual Political Economy: Meaning and Nature, Scope. Various concepts of political economy, politics, political economic approach to the study of politics, economy and power, influence of money and economic power in political processes, influence of political dynamics in economic policy making, theory of public choice.		15
II	Principle Theories of Political Economy: Mercantilism, Classical and Neo-Classical Marxist and Neo-Marxist, Keynesian Political Economy, Monetarism, Neoliberal, Institutionalism, State Centered Approach, Power Centered Approach, Justice Centered Approach		15
III	International Political Economy Globalization and the New World Order, Dependency Theory, World System Theory, International Monetary System, Bretton Woods System and its Failure, IMF, World Bank, WTO, Economic Regionalization Global Challenges: Climate Change, Resource Scarcity, Growing Inequality		15
IV	Indian Political Economy Political economy before independence, Era of planning in India – Types of planning, Land reforms in India, Dynamics of Indian agricultural and industrial policy, Economic reforms and industrialization in India, Corporate economy and crony capitalism, Rising power and emerging India as a political economy, India's prospects and challenges in the global market.		15
Key Words: Political Economy, Theory, Capitalism, Marxist, Perspective, Economic Policy, Globalization, New World Order.			

Name and Signature of Convener & Members of BOS:

① Dr. Anil Kumar
 ② Dr. Anil Kumar
 ③ M. D. Singh 10-06-24

Dr. Anil Kumar
Dr. Anil Kumar
Dr. Anil Kumar
Dr. Anil Kumar
Dr. Anil Kumar
 10/06/2024

PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>भट्ट, गंगा प्रसाद, राजनीतिक अर्थशास्त्र: मार्क्सवादी अध्ययन पाठ्यक्रम, राहुल फाउंडेशन, दिल्ली, 2018</p> <p>2. यूथ सेल्फ एजुकेशन सीरीज, राजनीतिक अर्थशास्त्र के मूलभूत सिद्धान्त, राहुल फाउंडेशन, दिल्ली, 2017</p> <p>3. P. Bardhan, The Political Economy of Development in India, 6th impression, Oxford University Press, Delhi, (2005).</p> <p>4. S. Chakravarty, Development Planning: The Indian Experience, Oxford University Press, Delhi (1987)</p> <p>5. P. Chatterjee, 'Development Planning and the Indian State', in Zoya Hasan (ed.), Politics and the State in India, New Delhi: Sage, pp.116-140. (2000)</p> <p>Online resource : e- books/pdfs</p> <p>1. http://hdl.handle.net/123456789/20895, The Political Economy Approach, e-gyankosh, IGNOU, New Delhi.</p> <p>2. http://hdl.handle.net/123456789/30363, विकास की राजनीतिक अर्थव्यवस्था, e-gyankosh, IGNOU, New Delhi.</p> <p>3. http://egyankosh.ac.in/handle/123456789/71799, Political Economy Approach, e-gyankosh, IGNOU, New Delhi.</p> <p>4. https://egyankosh.ac.in/bitstream/123456789/79329/1/Unit-5.pdf</p> <p>5. https://assets.press.princeton.edu/chapters/s6819.pdf</p> <p>6. https://library.oapen.org/bitstream/id/ace1823f-bdea-4486-b80b-08ad8cca4c21/1005950.pdf/1000</p> <p>7. https://polisci.wustl.edu/files/polisci/imce/2.book_barcelona.political20economycomplete1.pdf 8. https://www.imf.org/en/Publications/fandd/issues/2020/06/political-economy-of-economic-policy-jeff-frieden</p> <p>9. https://epustakalay.com/book/64632-rainitik-arthshastra-ke-mool-sidhant-by-p-nikitin</p> <p>E-learning Platforms</p> <p>1. https://youtu.be/8qckdF4HBEM?feature=shared, International Political Economy (CEC)</p> <p>2. https://youtu.be/xQYdEiIllumA?feature=shared, Political Economy Approach-I (CEC)</p> <p>3. https://youtu.be/q7uf_vqOM5s?feature=shared, Political Economy Approach-II, (CEC)</p> <p>4. https://youtu.be/9DSpDEy38ek?feature=shared, Introduction to International Political Economy, (CEC)</p> <p>5. https://youtu.be/bLcZ_S3zzDs?feature=shared, Birth of Political Economy : Mercantilism (NEPTL)</p> <p>6. https://youtu.be/4v7FeaFncWc?feature=shared, Key Approaches in International Political Economy, (CEC)</p> <p>7. https://youtu.be/tS354agEj54?feature=shared, International Political Economy, London School of Economy.</p>		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2) 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x 1 = 10 Mark; Q2. Short answer type- 5x4 = 20 Marks Section B: Descriptive answer type qts. 1 out of 2 from each unit-4 x 10=40 Marks	

Name and Signature of Convener & Members of BOS:

- ① श. प्रदीप शर्मा - [Signature]
- ② डॉ. भावेराजराज [Signature]
- ③ M. D. ... - 10-06-24

[Signature] 8/10/06/2024

[Signature]

[Signature]

[Signature]

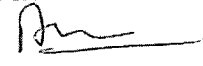
[Signature]

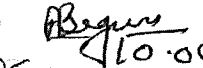
[Signature]

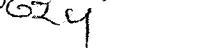
[Signature]

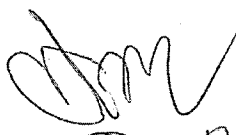
PART C		Learning Resources: Text Books, Reference Books and Others
<p>Text Books Recommended</p> <p>जोहरी जे सी 2004: अंतर्राष्ट्रीय राजनीति में समकालीन मुद्दे। साहित्य भवन SBPD प्रकाशन . आगरा।</p> <p>रचना एस 2016 : समसामयिक राजनीतिक मुद्दे, रावत प्रकाशन, दिल्ली।</p> <p>हुसैन एस 2017 : चीन पाक का अवैध शस्त्र व्यापार और भारतीय सुरक्षा . शिक्षादत्त प्रकाशन . नयी दिल्ली।</p> <p>Chanchal k , Sanju Contemporary Issues In Global Politics, Regal Publications New Delhi</p> <p>ई बुक्स / पीडीएफ</p> <p>https://mdu.ac.in/UpFiles/UpPdfFiles/2021/Mar/4_03-24-2021_15-24-07_International%20Politics-1(20POL21c3).pdf</p> <p>https://epustakalay.com/book/45056-international-politics-by-unknown/</p> <p>ई रिसोर्स</p> <p>https://youtu.be/107VwOuz02s?si=iT4Gnnximi_U6k9Ei</p> <p>CEC</p> <p>https://youtu.be/2OV6Y3memkE?si=iOG7isrPDOWW3o_G</p> <p>अन्य (शोध पत्र)</p> <ul style="list-style-type: none"> Rahman, K. (2010). Contemporary Middle East Global Politics and Regional Issues. Policy Perspectives, 7(1), 1–3. http://www.jstor.org/stable/42909247 Wojciechowski, S. (2017). Reasons of Contemporary Terrorism.: An Analysis of Main Determinants. In A. Sroka, F. C.-R. Garrone, & R. D. T. Kumbrián (Eds.), <i>Radicalism and Terrorism in the 21st Century: Implications for Security</i> (pp. 49–70). Peter Lang AG. http://www.jstor.org/stable/61.ctv214bgx.6 Singh, N. K., & Nunes, W. (2013). Drug Trafficking and Narco-terrorism as Security Threats: A Study of India's North-east. <i>India Quarterly</i>, 69(1), 65–82. http://www.jstor.org/stable/45072708 BROMLEY, M., COOPER, N., & HOLTOM, P. (2012). The UN Arms Trade Treaty: arms export controls, the human security agenda and the lessons of history. <i>International Affairs (Royal Institute of International Affairs 1944-)</i>, 88(5), 1029–1048. http://www.jstor.org/stable/23325015 Jenzen-Jones, N. R., Baartz, S., Ferguson, J., Gobinet, P., Karp, A., King, B., Marsh, N., Rigual, C., Schroeder, M., & Smallwood, M. (2014). Producers of Small Arms, Light Weapons, and Their Ammunition. <i>Small Arms Survey</i>. http://www.jstor.org/stable/resrep10650 <p>Rodriguez V., J. J. (2019). The Neoliberal Co-Optation of Identity Politics: Geo-Political Situatedness as a Decolonial Discussion Partner. <i>Horizontes Decoloniales / Decolonial Horizons</i>, 5, 101–130. https://doi.org/10.13169/decohor.5.1.0101.</p>		
PART -B: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective – 10 x1= 10 Mark, Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts..1 out of 2 from each unit-4 x 10=40 Marks	

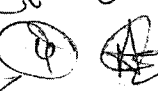
Name and Signature of Convener & Members of BOS:


(1) डॉ. विद्या शर्मा - 


(2) डॉ. शोबदा बेगम  10-06-24


(3) M.D.  10-06-24

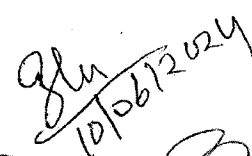












 10/06/2024





**FOUR YEAR
UNDERGRADUATE
PROGRAM (NEP 2020)
PROGRAM BACHELOR
DISCIPLINE
POLITICAL SCIENCE
2024-28
(HINDI)**

④
②
③
④
Zhi
10/06/2024
M. D. S.
10-06-24

1-57 Pages

S. S. S.

S. S. S.
S. S. S.

S. S. S.

FOUR YEAR UNDERGRADUATE PROGRAM (NEP 2020)
PROGRAM BACHELOR
DISCIPLINE POLITICAL SCIENCE 2024-28

DSC 01 to 08		DSE 01 to12		GE 01 to 2	
CODE	TITLE	CODE	TITLE	CODE	TITLE
PSSC 01	राजनीतिक सिद्धांत का परिचय	PSSE 01	गांधी अध्ययन	PSGE01	राजनीतिक सिद्धांत का परिचय
PSSC 02	भारत में संवैधानिक शासन	PSSE 02	राजनीतिक विचारधाराएं	PSGE02	भारत में संवैधानिक शासन
PSSC 03	पश्चात्य राजनीतिक चिन्तन	PSSE 03	भारतीय विदेशनीति		
PSSC 04	तुलनात्मक संविधान और तुलनात्मक शासन	PSSE 04	भारत का राष्ट्रीय आंदोलन और संवैधानिक विकास	SEC	
PSSC 05	अंतर्राष्ट्रीय राजनीति: सिद्धांत और व्यवहार	PSSE 05	भारत में राज्यों की राजनीति, छत्तीसगढ़ के विशेष संदर्भ में	PSSEC 01	जनमत और सर्वेक्षण अनुसंधान
PSSC 06	लोक प्रशासन का परिचय	PSSE 06	तुलनात्मक राजनीति	PSSEC 02	नागरिकता कर्तव्य और ई-गवर्नेंस
PSSC 07	भारतीय राजनीतिक चिन्तन	PSSE 07	तुलनात्मक राजनीतिक विश्लेषण और राजनीतिक समाजशास्त्र	VAC	
PSSC 08	आधुनिक राजनीतिक चिन्तन और सिद्धांत	PSSE 08	अंतर्राष्ट्रीय संगठन	PSVAC 01	संवैधानिक मूल्य
		PSSE 09	लोक नीति और विकास प्रशासन		
		PSSE 10	मानव अधिकार: सिद्धांत और व्यवहार		
		PSSE 11	राजनीतिक अर्थव्यवस्था		
		PSSE 12	अन्तर्राष्ट्रीय राजनीति के समकालीन मुद्दे		

① A
② A
③ R

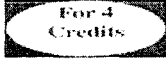
10/06/2024

10/6/24

④ A
⑤ A
⑥ M.P. 10-6-24

10/6/24

10/6/24



FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
DEPARTMENT OF POLITICAL SCIENCE
Course Curriculum

प्रोग्राम आउटकम्स : Programme Outcomes
कार्यक्रम पूरा होने के बाद राजनीति विज्ञान में स्नातक विद्यार्थी

- तार्किक व आलोचनात्मक सोच पैदा कर सकने, स्वतंत्रता और मौलिकता के साथ तर्कों, दावों और विश्वासों की जांच कर सकने और विचारधाराओं के प्रभाव से अप्रभावित रहकर नीतियों और सिद्धांतों का आंकलन करने की क्षमता उत्पन्न कर सकने में सक्षम होंगे।
- राजनीति विज्ञान की मूल अवधारणाओं, राजनीतिक दर्शन, विश्व की प्रमुख शासन प्रणालियों तथा भारतीय संविधान के कार्य करण आदि का मूल्यांकन कर सकने में सक्षम होंगे।
- अन्तर्राष्ट्रीय राजनीति की सैद्धान्तिकता, विदेशनीति की व्यवहारिकताएँ, लोक प्रशासन के मौलिक ज्ञान का विश्लेषण कर सकने में सक्षम होंगे।
- शोध तकनीकियों के सारभित ज्ञान से परिपूर्ण होकर तार्किक और आलोचनात्मक विश्लेषण करने की क्षमता के साथ समग्र ज्ञान को लागू करने समाज और राष्ट्र के प्रति निष्ठा, शोध दृष्टि विकसित करने और एक सक्षम, जागरूक और समर्पित नागरिक बन सकने में सक्षम होंगे।
- मानवाधिकारों, राष्ट्रीय और वैश्विक आर्थिक व राजनीतिक प्रणाली की गत्यात्मकता, तदनुकूल अन्तर्राष्ट्रीय संगठनों संस्थाओं, आधुनिकता उत्तर आधुनिकता, बहुसंस्कृतिवाद, आधुनिक वैश्विक व भारतीय राजनीतिक चिन्तन को समझने और व्याख्यायित करने में सक्षम होंगे।

प्रोग्राम स्पेसिक आउटकम्स (Programme Specific Outcomes)

- कार्यक्रम विद्यार्थियों को शक्ति, अधिकार, वैधता, संप्रभुता, स्वतंत्रता, न्याय, लोकतंत्र, पार्टी प्रणाली जैसी महत्वपूर्ण अवधारणाओं, तथा राजनीतिक सिद्धांत का बुनियादी ज्ञान प्रदान करता है।
- कार्यक्रम भारतीय संविधान, संवैधानिक प्रावधानों, मूल्यों और संवैधानिक विकास से परिचित कराता है।
- कार्यक्रम भारत के राष्ट्रीय आन्दोलन व स्वतंत्रता संग्राम के मूल्यों व्यक्तित्वों व कृतत्वों का समग्र ज्ञान उपलब्ध कराता है।
- कार्यक्रम राजनीतिक विचारधाराओं, पाश्चात्य और भारतीय राजनीतिक दर्शन के प्राचीन मध्यकालीन आधुनिक व समकालीन ज्ञान से परिचित कराता है।
- कार्यक्रम तुलनात्मक राजनीति, तुलनात्मक विश्लेषण, तुलनात्मक संवैधानिक अध्ययन के द्वारा आधुनिक राजनीति विज्ञान का समग्र ज्ञान उपलब्ध कराता है।
- कार्यक्रम अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक व व्यवहारिक पक्षों, अन्तर्राष्ट्रीय संगठनों उनकी क्रियात्मकता के समग्र ज्ञान से विद्यार्थियों को परिचित कराता है।
- कार्यक्रम लोकप्रशासन, लोकनीति, विकास प्रशासन का सैद्धान्तिक व व्यवहारिक ज्ञान उपलब्ध कराता है।
- कार्यक्रम गांधी अध्ययन के समग्र ज्ञान से परिचय कराता है।
- कार्यक्रम राजनीतिक समाजशास्त्र की विभिन्न अवधारणाओं, प्रक्रियाओं से विद्यार्थियों को परिचित कराता है।
- कार्यक्रम राजनीतिक अर्थशास्त्र की विभिन्न अवधारणाओं, प्रक्रियाओं, संगठनों और वैश्विक क्रियात्मकता का वृहद ज्ञान उपलब्ध कराता है।
- कार्यक्रम छत्तीसगढ़ सहित राज्यों की राजनीति, मानवाधिकारों के विभिन्न सैद्धान्तिक व व्यवहारिक आयामों का समग्र ज्ञान उपलब्ध कराता है।
- कार्यक्रम सर्वेक्षण, शोध एवं ई गवर्नेन्स के समुचित ज्ञान के द्वारा विद्यार्थियों की रोजगारपरकता में वृद्धि कराता है।

① A
② D
③ B
④ A
⑤ Begun
E - 11/01/24
10/06/24

10/06/2024
10/06/24
10/06/24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

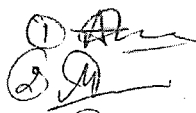
खण्ड अ परिचय		
पाठ्यक्रम: बैचलर इन (सर्टिफिकेट / डिप्लोमा/डिग्री/आनर्स)		
संसेस्टर- I सत्र: 2024 - 2025		
1	कोर्स कूट PSSC 01	
2	कोर्स शीर्षक राजनीतिक सिद्धान्त का परिचय (Introduction to Political Science)	
3	कोर्स टाइप DSC डीसिप्लिन स्पेसिफिक कोर्स	
4	पूर्वापेक्षा (यदि कोई हो तो) कार्यक्रम अनुसार	
5	<p>कोर्स पूरा होने के बाद, विद्यार्थी निम्नलिखित उद्देश्यों को पूर्ण करने में सक्षम हो सकेंगे -</p> <ul style="list-style-type: none"> राजनीति विज्ञान की अवधारणा और कार्यप्रणाली की समझ विकसित कर सकें राज्य की अवधारणा, इसकी उत्पत्ति के सिद्धांत, कार्य और व्यक्तियों के साथ संबंध का मूल्यांकन कर सकें। राजनीति विज्ञान की बुनियादी अवधारणाओं जैसे स्वतंत्रता, अधिकार, संप्रभुता और का विश्लेषण कर सकें। लोकतंत्र और लोकतांत्रिक मानदंडों के ज्ञान को लागू कर सकें एवं राजनीतिक पार्टी प्रणाली और दबाव समूहों जैसे चुनावी लोकतंत्र की कार्यात्मक मशीनरी को समझें। कल्याणकारी एजेंसी और सामाजिक परिवर्तन की एजेंसी के रूप में राज्य की भूमिका समझ सकें। 	
6	क्रेडिट महत्व 4 क्रेडिट क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण	
7	कुल अंक पूर्णांक: 100 उत्तीर्णांक: 40	
खण्ड-ब : कोर्स की विषयवस्तु		
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)		
इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	<p>राजनीति विज्ञान - प्रारम्भिक</p> <p>राजनीति विज्ञान का अर्थ प्रकृति, विषय क्षेत्र। राजनीतिक सिद्धान्त- अवधारणा विशेषताएं, शक्ति, सत्ता - अर्थ, विशेषताएं प्रकार। वैधता- अवधारणा, शक्ति सत्ता एवं वैधता का सम्बन्ध। विभिन्न अध्ययन पद्धतियां - परम्परागत और आधुनिक। व्यवहारवाद एवं उत्तर व्यवहारवाद</p>	15
II	<p>राज्य</p> <p>राज्य: अवधारणा, राज्य का विकास, आवश्यक तत्व। राज्योत्पत्ति के विभिन्न सिद्धान्त - दैवीय, शक्ति सिद्धान्त, समझौतावादी और विकासवादी सिद्धान्त, राज्य के कार्य के सिद्धान्त: मार्क्सवादी, उदारवादी, नव उदारवादी, बहुलवादी, सिद्धान्त। विधि: अवधारणा, प्रकार स्रोत। लोक कल्याणकारी राज्य। राष्ट्रवाद: अवधारणा, प्रकार</p>	15
III	<p>अवधारणाएं</p> <p>सम्प्रभुता: अवधारणा, प्रकार विशेषताएं, सम्प्रभुता के सिद्धान्त: एकलवादी एवं बहुलवादी। अधिकार: अर्थ, प्रकार, सिद्धान्त। कर्तव्य। स्वतन्त्रता: अर्थ प्रकार, स्वतंत्रता का सकारात्मक एवं नकारात्मक सिद्धान्त। समानता: अर्थ, प्रकार एवं स्वतन्त्रता से सम्बन्ध। राजनीतिक आधार। न्याय - अवधारणा, प्रकार, प्रजातन्त्र: अर्थ, परिभाषाएं, प्रकार, गुण दोष, प्रजातंत्र के सिद्धान्त, सफलता के लिए आवश्यक दशाएं</p>	15
IV	<p>कार्य रूप में राज्य</p> <p>शासन के प्रकार: एकात्मक व संघात्मक संसदीय व अध्यक्षतात्मक, सर्वसत्तावाद - अवधारणा, प्रकार। शासन के अंग कार्यपालिका, व्यवस्थापिका न्यायपालिका शक्ति पृथक्करण का सिद्धान्त व नियंत्रण संतुलन का सिद्धान्त। संविधान: अवधारणा, प्रकार, संविधानवाद। राजनीतिक दल: अवधारणा, प्रकार, प्रमुख सिद्धान्त, गुण दोष। दबाव समूह: अर्थ, प्रकार, तकनीकी। जनमत, सामाजिक न्याय, प्रतिनिधित्व के सिद्धान्त।</p>	15
कुंजी शब्द	राजनीतिक सिद्धान्त, राज्य, संप्रभुता, अधिकार, स्वतंत्रता, लोकतंत्र, संविधान, पार्टी।	


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

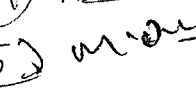
① [Signature] 15/06/2024
 ② [Signature] 15/06/2024
 ③ [Signature] 15/06/2024
 ④ [Signature] 15/06/2024
 ⑤ [Signature] 15/06/2024
 ⑥ [Signature] 15/06/2024
 ⑦ [Signature] 15/06/2024
 ⑧ [Signature] 15/06/2024
 ⑨ [Signature] 15/06/2024
 ⑩ [Signature] 15/06/2024


खण्ड स	अध्ययन स्रोत / साधन
<p>पाठ्य पुस्तकें</p> <p>1- अंबादत्त पंत हरिमोहन जैन मदन गोपाल (1985) : राजनीति शास्त्र के मूल आधार। सेन्ट्रल पब्लिशिंग हाउस। इलाहाबाद। उ.प्र.</p> <p>2- संधु ज्ञान सिंह (1986) : राजनीतिक सिद्धांत हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्व विद्यालय, नई दिल्ली</p> <p>3- जौहरी जे सी (1986) : राजनीति शास्त्र के मूल सिद्धांत, साहित्य भवन आगरा।</p> <p>4- भागवत राजीव और अशोक आचार्य (एड.), 2008: राजनीतिक सिद्धांत: एक परिचय, दिल्ली, पिएसएन,</p> <p>5- कुमार, संजीव (एड.), राजनीतिक सिद्धांत की समझ, दिल्ली: ओरिएण्ट ब्लैक स्वान, 2019.</p> <p>6- हुसैन शकील (2018) : राजनीतिक सिद्धांत: अवधारणात्मक परिचय। छ.ग. राज्य हिन्दी ग्रन्थ अकादमी. रायपुर, छ. ग</p> <p>संदर्भ ग्रन्थ</p> <p>7- Eddy Asirvatham & K.K. Mishra (2010) Political Theory. S. Chand Publishing Delhi (pdf available)</p> <p>8- O.P. Gauba (2014) An Introduction to Political Theory, MacMillan Publishers, Delhi.</p>	
<p>आनलाइन स्रोत : ई बुक्स / पीडीएफ e- books / pdf</p> <p>आशीर्वादम (1985) : राजनीतिक सिद्धांत - एस चन्द्र एण्ड कम्पनी। नई दिल्ली। (ई पुस्तकालय पर pdf उपलब्ध) https://epustakalay.com/book/27958-rainiti-shastra-by-adi-ashirvadam-ganga-ratna-pandey/</p> <p>वर्मा एस पी (1985) : विकास प्रकाशन दिल्ली ई पुस्तकालय पर pdf उपलब्ध https://epustakalay.com/book/45890-adhunik-rajaneetik-siddhant-by-s-p-varma/</p> <p>पुखराज जैन (1988) : राजनीति विज्ञान के सिद्धान्त, साहित्य भवन आगरा https://epustakalay.com/book/50211-rajniti-vigyan-ke-sidhant-by-dr-pukhraj-jain/</p> <p>Introduction to Political Science by Mark Carl Rom, Georgetown University https://open.umn.edu/opentextbooks/textbooks/1179</p>	
<p>आनलाइन स्रोत : ई लर्निंग पोर्टल्स e-learning portals</p> <p>NPTTEL https://youtu.be/fdFNx52Yeg?si=Imz3JdS6wfpVckKq</p> <p>CEC https://youtu.be/05gwfF3_Mk (in Hindi)</p>	
<p>खण्ड द आंकलन एवं मूल्यांकन</p>	
<p>अनुशंसित सतत मूल्यांकन प्रविधि</p>	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

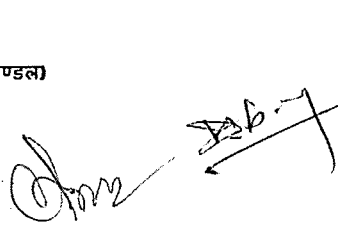
①  10/06/2024


②  10/06/2024

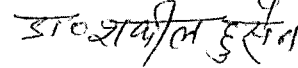
③  10-06-24

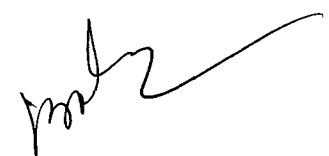
④  10-06-24

⑤  10-06-24

 10/06/2024

 10/06/2024

 डा. शकील हुसैन





चार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खंड अ परिचय		
पाठ्यक्रम: बैचलर इन (सर्टिफिकेट/डिप्लोमा/डिग्री/आनर्स)		सेमेस्टर I
सत्र 2024-25		
1	कोर्स कोड	PSVAC 01
2	कोर्स शीर्षक	संवैधानिक मूल्य (constitutional values)
3	कोर्स टाइप	वैल्यू एडेड कोर्स : वीएसी (VAC)
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकमस (CLO)	<p>कोर्स पूरा होने के बाद, विद्यार्थी निम्नलिखित उद्देश्यों को पूर्ण करने में सक्षम हो सकेंगे।</p> <ul style="list-style-type: none"> संविधान की प्रस्तावना में वर्णित आदर्शों व दर्शन की प्राथमिक जानकारी प्राप्त करने में सक्षम होंगे। हमारे संविधान में संघ व ईकाइयों के मध्य शक्ति विभाज एवं संतुलन का मूल्यांकन कर सकने में सक्षम होंगे। भारतीय संविधान में वर्णित मौलिक अधिकारों और कर्तव्यों का विवेचन कर सकेंगे। स्वशासन के लोकतांत्रिक और संवैधानिक मूल्यों की व्याख्या कर सकने में सक्षम होंगे।
6	क्रेडिट महत्व	2 क्रेडिट
		क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण एवं 30 घण्टे का प्रैक्टिस/क्षेत्र कार्य
7	कुल अंक	पूर्णांक : 50
		उत्तीर्णांक : 20
खण्ड ब - पाठ्यक्रम की विषय वस्तु		
कुल अध्यापन कालखण्ड (सैद्धान्तिक अध्ययन 1घण्टा प्रति कालखण्ड) 30 कालखण्ड (30 घण्टे)		
इकाई	प्रसंग (विषय वस्तु)	कालखण्ड की संख्या
I	<p>संविधान का दर्शन</p> <p>भारतीय संविधान की प्रस्तावना में वर्णित संविधान का दर्शन : संप्रभुता, गणराज्य- न्याय:सामाजिक, आर्थिक, राजनीतिक। स्वतंत्रता, समानता, बंधुता, व्यक्ति की गरिमा, राष्ट्र की एकता अखंडता।</p>	8 hours
II	<p>शक्ति विभाजन और शक्ति संतुलन</p> <p>भारतीय संघीय व्यवस्था- केन्द्र व राज्यों के मध्य शक्ति विभाजन, संसदात्मक लोकतंत्र, स्वतंत्र एवं एकीकृत न्याय व्यवस्था, कार्यपालिका का संसद के प्रति उत्तरदायित्व।</p>	7 hours
III	<p>अधिकार एवं कर्तव्य</p> <p>मौलिक अधिकार और कर्तव्य, राज्य के नीति निर्देशक तत्वों का उद्देश्य, अंतर्राष्ट्रीय शांति एवं न्यायपूर्ण अंतर्राष्ट्रीय व्यवस्था- (वसुधैव कुटुंबकम)। दिव्यांग एवं एलजीबीटी के अधिकार।</p>	8 hours
IV	<p>स्वशासन</p> <p>सामाजिक संस्कृति, स्वतंत्र एवं निष्पक्ष चुनाव स्थानीय प्रशासन ग्रामीण एवं शहरी- (वैदिक काल में सभा एवं समिति), पंचायती राज।</p>	7 hours
कुंजी शब्द : संप्रभुता, गणतंत्र, न्याय, स्वतंत्रता, समानता, न्यायिक प्रणाली		

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① [Signature] ② [Signature] ③ [Signature] ④ [Signature] ⑤ [Signature] ⑥ [Signature]


10/06/2024 10.06.24 20-06-24


[Signature] 31/05/2024


[Signature]

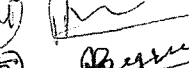
खण्ड स	सीखने के साधन: पाठ्य पुस्तकें, संदर्भ पुस्तकें और अन्य		
पाठ्य पुस्तकें	<p>1- बसु दुर्गादास, 1989 भारत का संविधान: एक परिचय, वाधवा एंड कंपनी लॉ पब्लिशर्स,</p> <p>2- पांडे जय नारायण, 1971 भारत का संविधान, सेंट्रल लॉ एजेंसी, प्रयागराज,</p> <p>3- कश्यप सुभाष, हमारा संविधान: 1996 भारत का संविधान और संवैधानिक विधि, नेशनल बुक ट्रस्ट, इंडिया संदर्भ ग्रंथ</p> <p>4- Kohli Atul, The success of India's democracy, Cambridge University Press, Cambridge, 2001</p> <p>5- Manor J, Public institution in India: performance and design, New Delhi: Oxford University Press, 2005</p> <p>6. Austin G., the Indian Constitution : cornerstone of a nation, Oxford University Press, 1999</p>		
ई बुक्स / पीडीएफ	<p>Constitution of India (pdf) https://legislative.gov.in/constitution-of-india/ संविधान सभा और संविधान, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली। https://eqvankosh.ac.in/handle/123456789/58295 भारतीय संविधान, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय, नई दिल्ली। https://eqvankosh.ac.in/handle/123456789/53790</p>		
ई लर्निंग पोर्टल्स	<p>NPTTEL https://youtu.be/0DbQ_Eq8wJ0?feature=shared(English)</p> <p>NPTTEL https://youtu.be/RdXVmVwF6w8?feature=shared(English)</p> <p>CEC Basic features of constitution of India-1(Hindi) https://youtu.be/e18xmGhdsOg?feature=shared</p> <p>CEC basic features of constitution of India-2 (Hindi) https://youtu.be/VoDn0gori0o?feature=shared</p>		
खण्ड द	आंकलन एवं मूल्यांकन		
अनुशंसित सतत मूल्यांकन प्रविधि			
पूर्णांक 50 अंक	सतत आन्तरिक मूल्यांकन (CIA) 15 अंक	अंत सेमेस्टर परीक्षा (ESE) 35 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 10+10 कार्यभार /सेमिनार + उपस्थिति - 05 कुल अंक - 15</p>	दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 15 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा	
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड- अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 5x1=05 अंक एवं प्र -2- लघुउत्तरीय प्रश्न & 5x2=10 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 5=20 अंक</p>		


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


①  10/06/2024


②  10/06/2024

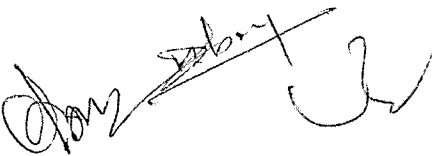
③  10/06/2024


④  10/06/2024

⑤  10/06/2024

⑥  10/06/2024







For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खंड अ परिचय		
पाठ्यक्रम:	बैचलर इन सर्टिफिकेट / डिप्लोमा/डिग्री/आनर्स	सेमेस्टर- I सत्र 2024-25
1	कोर्स कोड	PSGE 01
2	कोर्स शीर्षक	राजनीतिक सिद्धान्त का परिचय (Introduction to Political Science)
3	कोर्स टाइप	GEC : जेनेरिक कोर्स
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकमस (CLO)	<p>कोर्स पूरा होने के बाद, विद्यार्थी निम्नलिखित उद्देश्यों को पूर्ण करने में सक्षम हो सकेंगे -</p> <ul style="list-style-type: none"> राजनीति विज्ञान की अवधारणा और कार्यप्रणाली की समझ विकसित कर सकें राज्य की अवधारणा, इसकी उत्पत्ति के सिद्धांत, कार्य और व्यक्तियों के साथ संबंध का मूल्यांकन करें। राजनीति विज्ञान की बुनियादी अवधारणाओं जैसे स्वतंत्रता, अधिकार, संप्रभुता और का विश्लेषण करें। लोकतंत्र और लोकतांत्रिक मानदंडों के ज्ञान को लागू कर सकें एवं राजनीतिक पार्टी प्रणाली और दबाव समूहों जैसे चुनावी लोकतंत्र की कार्यात्मक मशीनरी को समझें। कल्याणकारी एजेंसी और सामाजिक परिवर्तन की एजेंसी के रूप में राज्य की भूमिका समझ सकें।
6	क्रेडिट महत्व	4 क्रेडिट
7	कुल अंक	पूर्णांक: 100 उत्तीर्णांक: 40
<p>क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण</p>		
<p>खण्ड-ब : कोर्स की विषयवस्तु</p>		
<p>कुल अध्यापन कालखण्ड (सैद्धान्तिक अध्ययन 1घण्टा प्रति कालखण्ड) 30 कालखण्ड (30 घण्टे)</p>		
इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	<p>राजनीति विज्ञान - प्रारम्भिक</p> <p>राजनीति विज्ञान का अर्थ प्रकृति, विषय क्षेत्र। राजनीतिक सिद्धान्त- अवधारणा विशेषताएं, शक्ति, सत्ता - अर्थ, विशेषताएं प्रकार वैधता- अवधारणा, शक्ति सत्ता एवं वैधता का सम्बन्ध। विभिन्न अध्ययन पद्धतियां - परम्परागत और आधुनिक। व्यवहारवाद एवं उत्तर व्यवहारवाद।</p>	15
II	<p>राज्य</p> <p>राज्य : अवधारणा, राज्य का विकास, आवश्यक तत्व। राज्योत्पत्ति के विभिन्न सिद्धान्त - दैवीय, शक्ति सिद्धान्त, समझौतावादी और विकासवादी सिद्धान्त, राज्य के कार्य के सिद्धान्त: मार्क्सवादी, उदारवादी, नव उदारवादी, बहुलवादी, सिद्धान्त, विधि: अवधारणा, प्रकार स्रोत। लोक कल्याणकारी राज्य। राष्ट्रवाद: अवधारणा, प्रकार।</p>	15
III	<p>अवधारणाएं</p> <p>सम्प्रभुता: अवधारणा, प्रकार विशेषताएं, सम्प्रभुता के सिद्धान्त: एकलवादी एवं बहुलवादी। अधिकार: अर्थ, प्रकार, सिद्धान्त। कर्तव्य। स्वतन्त्रता: अर्थ प्रकार, स्वतंत्रता का सकारात्मक एवं नकारात्मक सिद्धान्त। समानता: अर्थ, प्रकार एवं स्वतन्त्रता से सम्बंध। राजनीतिक आभार। न्याय - अवधारणा, प्रकार, प्रजातन्त्र: अर्थ, परिभाषाएं, प्रकार, गुण दोष, प्रजातंत्र के सिद्धान्त, सफलता के लिए आवश्यक दशाएं</p>	15
IV	<p>कार्य रूप में राज्य</p> <p>शासन के प्रकार: एकात्मक व संघात्मक संसदीय व अध्यक्षीय, सर्वसत्तावाद - अवधारणा, प्रकार। शासन के अंग कार्यपालिका, व्यवस्थापिका न्यायपालिका शक्ति पृथक्करण का सिद्धान्त व नियंत्रण संतुलन का सिद्धान्त। संविधान: अवधारणा, प्रकार, संविधानवाद। राजनीतिक दल: अवधारणा, प्रकार, प्रमुख सिद्धान्त, गुण दोष। दबाव समूह: अर्थ, प्रकार, तकनीकी। जनमत, सामाजिक न्याय, प्रतिनिधित्व के सिद्धांत।</p>	15
कुंजी शब्द	राजनीतिक सिद्धांत, राज्य, संप्रभुता, अधिकार, स्वतंत्रता, लोकतंत्र, संविधान, पार्टी।	

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① A ② M ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳ ㉑ ㉒ ㉓ ㉔ ㉕ ㉖ ㉗ ㉘ ㉙ ㉚ ㉛ ㉜ ㉝ ㉞ ㉟ ㊱ ㊲ ㊳ ㊴ ㊵ ㊶ ㊷ ㊸ ㊹ ㊺ ㊻ ㊼ ㊽ ㊾ ㊿


10/06/2024


10/06/24


11/06/24

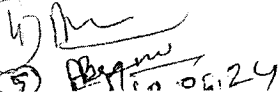
खण्ड स	अध्ययन स्रोत / साधन
<p>पाठ्य पुस्तक</p> <p>1- अंबादत्त पंत हरिमोहन जैन मदन गोपाल (1985) : राजनीति शास्त्र के भूल आधार। सेन्ट्रल पब्लिशिंग हाउस। इलाहाबाद। उ.प्र.</p> <p>2- संधु जान सिंह (1986) : राजनीतिक सिद्धांत हिन्दी माध्यम कार्यान्वयन निदेशालय, दिल्ली विश्व विद्यालय, नई दिल्ली</p> <p>3- जोहरी जे सी (1986) : राजनीति शास्त्र के मूल सिद्धांत, साहित्य भवन आगरा।</p> <p>4- भागवत राजीव और अशोक आचार्य (एड), राजनीतिक सिद्धांत एक परिचय, दिल्ली, पिएसएन, 2008.</p> <p>5- कुमार, संजीव (एड), राजनीतिक सिद्धांत की समझ, दिल्ली: ओरिएण्ट ब्लैक स्वान, 2019.</p> <p>6- हुसैन शकील (2018) : राजनीतिक सिद्धांत: अवधारणात्मक परिचय। छ.ग. राज्य हिन्दी ग्रन्थ अकादमी. रायपुर, छ. ग संदर्भ ग्रन्थ</p> <p>7- Eddy Asirvatham & K.K. Mishra (2010) Political Theory, S. Chand Publishing Delhi (pdf available)</p> <p>8- O.P. Gauba (2014) An Introduction to Political Theory, MacMillan Publishers, Delhi.</p>	
<p>आनलाइन स्रोत : ई बुक्स / पीडीएफ e- books / pdf</p> <p>आशीर्वादम (1985) : राजनीतिक सिद्धांत - एस चन्द्र एण्ड कम्पनी। नई दिल्ली। (ई पुस्तकालय पर pdf उपलब्ध) https://epustakalay.com/book/27958-rainiti-shastra-by-adi-ashirvadam-ganga-ratna-pandey/</p> <p>वर्मा एस पी (1985) : विकास प्रकाशन दिल्ली ई पुस्तकालय पर pdf उपलब्ध https://epustakalay.com/book/45890-adhunik-raianeelik-siddhanti-by-s-p-varma/</p> <p>पुखराज जैन (1988) : राजनीति विज्ञान के सिद्धान्त, साहित्य भवन आगरा https://epustakalay.com/book/60211-rainiti-vigyan-ke-sidhant-by-dr-pukhraj-jain/</p> <p>Introduction to Political Science by Mark Carl Rom, Georgetown University https://open.unn.edu/opentextbooks/textbooks/1179</p>	
<p>आनलाइन स्रोत : ई लर्निंग पोर्टल्स e-learning portals</p> <p>NPTEL https://www.bopu.in/EN/52Weg/so/Imz/AsSfvt/PVckKq</p> <p>CEC https://www.bopu.in/EN/52Weg/so/Imz/AsSfvt/PVckKq (in Hindi)</p>	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशासित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	
सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

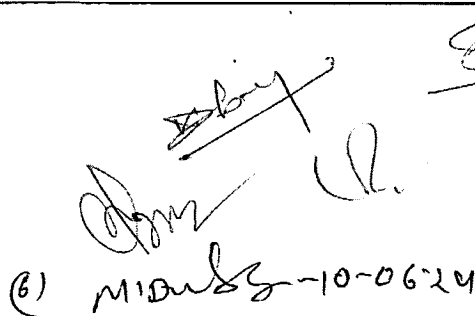
हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


①  10/06/24

②  10/06/24

③  10/06/24

④  10/06/24

⑤  10/06/24

⑥  10/06/24



For 3
Creditsचार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय		
पाठ्यक्रम: बैचलर इन सर्टिफिकेट/डिप्लोमा/डिग्री/आनर्स		सेमेस्टर II सत्र 2024 -25
1	कोर्स कोड	PSSC 02
2	कोर्स शीर्षक	भारत में संवैधानिक शासन (Constitutional Government in India)
3	कोर्स टाइप	डीएससी: डिसिप्लिन स्पेसिफिक कोर्स
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकमस (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र सक्षम होंगे कि वे</p> <ul style="list-style-type: none"> • संविधान की प्रस्तावना में उल्लिखित राजनीतिक आदर्शों के बारे में समग्र ज्ञान का निर्माण कर सकें। • नागरिकता, मौलिक अधिकारों और कर्तव्यों के प्रावधानों और उनके सहसंबंध का आंकलन कर सकें। • राष्ट्रपति की भूमिका और संघ कार्यपालिका के कामकाज की, संघ विधानमंडल और कार्यात्मक लोकतंत्र के संवैधानिक • निकायों, जैसे चुनाव आयोग, वित्त आयोग और C&AG के प्रावधानों और कामकाज का विश्लेषण कर सकें। • राज्य विधायिका, कार्यपालिका और स्थानीय स्वशासन को व्याख्यायित करने योग्य ज्ञान विकसित कर सकें
6	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	पूर्णांक: 100	उत्तीर्णांक 40
खण्ड-ब : कोर्स की विषयवस्तु		
कुल अध्यापन काल खण्ड (1 घण्टा प्रति काल खण्ड) 60 इगल खण्ड (60 घंटे)		
इकाई	प्रसंग (विषय वस्तु)	कुल काल खण्ड की संख्या
I	<p>संविधान नागरिकता और अधिकार</p> <p>भारतीय संविधान का निर्माण: कैबिनेट मिशन योजना और संविधान सभा। भारतीय संविधान: प्रस्तावना, विशेषताएं, स्रोत, नागरिकता, मौलिक अधिकार, मूल कर्तव्य, नीति निर्देशक तत्व। संविधान संशोधन प्रक्रिया</p>	15
II	<p>संघ</p> <p>राष्ट्रपति, उपराष्ट्रपति, मन्त्रिपरिषद् और प्रधानमंत्री। संसद - लोकसभा और राज्यसभा। सर्वोच्च न्यायालय संगठन कार्य अधिकार, न्यायिक पुरावलोकन।</p>	15
III	<p>संघ और संघीय प्रशासन</p> <p>नियंत्रक एवं महालेखा परीक्षक केंद्र राज्य संबंध: विधायी, वित्तीय प्रशासकीय। संघ एवं राज्य लोक सेवा आयोग। निर्वाचन आयोग। वित्त आयोग।</p>	15
IV	<p>राज्य और स्थानीय स्वशासन</p> <p>राज्य विधायिका, राज्यपाल मन्त्रिपरिषद् और मुख्यमंत्री। राज्य उच्च न्यायालय - संगठन, कार्य अधिकार। पंचायती राज व्यवस्था। स्थानीय स्वशासन।</p>	15
कुंजी शब्द: अधिनियम, विधानसभा, निर्वाचन क्षेत्र, राष्ट्रपति, संसद, न्यायपालिका, पंचायती राज।		

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④ ⑤

10/06/2024

10/06/24

⑥ 10-06-24

खण्ड स	अध्ययन स्रोत / साधन	
पाठ्य पुस्तक		
1- आर.सी अग्रवाल (1985): राष्ट्रीय आंदोलन एवं संवैधानिक विकास, एस चन्द एण्ड कम्पनी, नई दिल्ली।		
2- डीडी बसु भारत (1986): भारतीय संविधान एक परिचय, प्रेन्टिस हॉल, नई दिल्ली।		
3- एम सत्य राय (1983): भारत में राष्ट्रवाद, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय।		
4- सुभाष कश्यप (1996): हमारा संविधान, नेशनल बुक ट्रस्ट नई दिल्ली		
5- राकेश डेढ़गर्वे (2018): भारतीय शासन और राजनीति - छ.ग. राज्य हिन्दी ग्रन्थ अकादमी. रायपुर।		
संदर्भ ग्रन्थ		
1. Bipan Chandra (2000): India after Independence, Penguin Books, New Delhi.		
2. Bipan Chandra, M. Mukherjee and A. Mukherjee (2007): India Since Independence, Penguin Books New Delhi.		
3. D D Basu (2015) Introduction to the Constitution of India, Lexisnexis, Gurgaon.		
4. Subhash C. Kashyap, (1989) Our Parliament, National Book Trust India, New Delhi.		
5. Subhash C. Kashyap, (1994) Our Constitution—An Introduction to India's Constitution and		
6. Constitutional Law, National Book Trust India, New Delhi.		
7. W.H. Morris-Jones, (1989) The Government and Politics of India, Universal Book Stall,.		
8. Granville Austin (1999) Indian Constitution: CornerStone of a Nation, Oxford University Press New Delhi		
9. Granville Austin (2004) Working a Democratic Constitution: A History of the Indian		
i. Experience Oxford University Press, New Delhi.		
10. M.V. Pylee (1995) An Introduction to the Constitution of India, Vikas Publishing House, New Delhi.		
11. ई बुक्स e-books		
संवैधानिक विकास		
https://egvankosh.ac.in/bitstream/123456789/19930/1/Unit-23.pdf		
भारतीय संविधान		
https://code.mp.gov.in/WriteReadData/Pdf/Act_1950_0000_Pdf_F897_Hindi.pdf		
https://egvankosh.ac.in/handle/123456789/58295		
https://legislative.gov.in/hi/%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4-%E0%A4%95%E0%A4%BE-%E0%A4%B8%E0%A4%82%E0%A4%B5%E0%A4%BF%E0%A4		
ई लर्निंग पोर्टल्स e-learning portals		
Indian constitution , CEC		
https://youtu.be/of2SoQ8i8mM?si=B1N2z6blkrHbcaug		
https://youtu.be/e18xmGhdsOg?si=8RS9FouShQlrybBJ		
https://youtu.be/VK7ZwVE96uc?si=mgE2dyacuRHkQ9ac		
खण्ड द	आंकलन एवं मूल्यांकन	
अनुशासित सतत मूल्यांकन प्रविधि		
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार /सेमिनार + उपस्थिति- 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड - अ तथा ब खण्ड-अ: प्र.1 वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ③ ④ 10/06/24

⑤ 10-06-24

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन सर्टिफिकेट/डिप्लोमा/डिग्री/आनर्स		सेमेस्टर II	सत्र 2024-25
1	कोर्स कोड	पीएसजीई PSGE 02	
2	कोर्स शीर्षक	भारत में संवैधानिक शासन (Constitutional Government in India)	
3	कोर्स टाइप	जीई: जेनेरिक कोर्स	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र सक्षम होंगे कि वे</p> <ul style="list-style-type: none"> संविधान की प्रस्तावना में उल्लिखित राजनीतिक आदर्शों के बारे में समग्र ज्ञान का निर्माण कर सकें। नागरिकता, मौलिक अधिकारों और कर्तव्यों के प्रावधानों और उनके सहसंबंध का आकलन कर सकें। राष्ट्रपति की भूमिका और संघ कार्यपालिका के कामकाज की, संघ विधानमंडल और कार्यात्मक लोकतंत्र के संवैधानिक निकार्यों, जैसे चुनाव आयोग, वित्त आयोग और C&AG के प्रावधानों और कामकाज का विश्लेषण कर सकें। राज्य विधायिका, कार्यपालिका और स्थानीय स्वशासन को व्याख्यायित करने योग्य ज्ञान विकसित कर सकें। 	
6	4 क्रेडिट		क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	पूर्णांक: 100	उत्तीर्णांक 40	
खण्ड-ब: कोर्स की विषयवस्तु			
कुल अध्यापन कालखण्ड(1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घंटे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	संविधान नागरिकता और अधिकार भारतीय संविधान का निर्माण: कैबिनेट मिशन योजना और संविधान सभा। भारतीय संविधान: प्रस्तावना, विशेषताएं, स्रोत, नागरिकता, मौलिक अधिकार, मूल कर्तव्य, नीति निर्देशक तत्व। संविधान संशोधन प्रक्रिया		15
II	संघ राष्ट्रपति, उपराष्ट्रपति, मन्त्रिपरिषद् और प्रधानमन्त्री। संसद - लोकसभा और राज्यसभा। सर्वोच्च न्यायालय संगठन कार्य अधिकार, न्यायिक पुरालोकन।		15
III	संघ और संघीय प्रशासन नियंत्रक एवं महालेखा परीक्षक केंद्र राज्य संबंध: विधायी, वित्तीय प्रशासकीय। संघ एवं राज्य लोक सेवा आयोग। निर्वाचन आयोग। वित्त आयोग।		15
IV	राज्य और स्थानीय स्वशासन राज्य विधायिका, राज्यपाल मन्त्रिपरिषद् और मुख्यमन्त्री। राज्य उच्च न्यायालय - संगठन, कार्य अधिकार। पंचायती राज व्यवस्था। स्थानीय स्वशासन।		15
कुंजी शब्द: अधिनियम, विधानसभा, निर्वाचन क्षेत्र, राष्ट्रपति, संसद, न्यायपालिका, पंचायती राज।			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्यापन मण्डल)

① ③ ④
 ② ⑤
 का. 10/06/2024

⑤ M. D.
 10-06-24

खण्ड स	अध्ययन स्रोत / साधन
<p>प्राथ्य पुस्तक.</p> <ol style="list-style-type: none"> 1. आर.सी अग्रवाल (1985) : राष्ट्रीय आंदोलन एवं संवैधानिक विकास, एस चन्द एण्ड कम्पनी, नई दिल्ली। 2. डीडी बसु भारत (1986) : भारतीय संविधान एक परिचय, प्रेन्टिस हॉल, नई दिल्ली। 3. एम सत्य राय (1983) : भारत में राष्ट्रवाद, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय। 4. सुभाष कश्यप (1996) : हमारा संविधान, नेशनल बुक ट्रस्ट नई दिल्ली 5. राकेश डेढगर्वे (2018) : भारतीय शासन और राजनीति - छ.ग. राज्य हिन्दी ग्रन्थ अकादमी. रायपुर। <p>संदर्भ ग्रन्थ.</p> <ol style="list-style-type: none"> 1. Bipan Chandra (2000): India after Independence, Penguin Books, New Delhi. 2. Bipan Chandra, M. Mukherjee and A.Mukherjee (2007) : India Since Independence, i. Penguin Books New Delhi. 3. D D Basu (2015) Introduction to the Constitution of India, Lexisnexis, Gurgaon. 4. Subhash C. Kashyap, (1989) Our Parliament, National Book Trust India, New Delhi. 5. Subhash C. Kashyap, (1994) Our Constitution—An Introduction to India's Constitution and 6. Constitutional Law, National Book Trust India, New Delhi. 7. W.H. Morris-Jones, (1989) The Government and Politics of India, Universal Book Stall,. 8. Granville Austin (1999) Indian Constitution: Corner Stone of a Nation, Oxford University Press New Delhi 9. Granville Austin (2004) Working a Democratic Constitution: A History of the Indian i. Experience Oxford University Press, New Delhi. 10. M.V. Pylee (1995) An Introduction to the Constitution of India, Vikas Publishing House, New Delhi. <p>ई बुक्स e-books</p> <p>संवैधानिक विकास</p> <p>https://egvankosh.ac.in/bitstream/123456789/19930/1/Unit-23.pdf</p> <p>भारतीय संविधान</p> <p>https://code.mpp.gov.in/WriteReadData/Pdf/Act 1950 0000 Pdf F897 Hindi.pdf</p> <p>भारतीय संविधान</p> <p>https://egvankosh.ac.in/handle/123456789/58295</p> <p>भारतीय संविधान</p> <p>https://legislative.gov.in/nii/%E0%A4%AD%E0%A4%BE%E0%A4%B0%E0%A4%A4-%E0%A4%95%E0%A4%BE-%E0%A4%B8%E0%A4%82%E0%A4%B5%E0%A4%BF%E0%A4</p> <p>ई लर्निंग पोर्टल्स e-learning portals</p> <p>Indian constitution , CEC</p> <p>https://youtu.be/af2SoQ6i8mM?si=B1N2z6b!krHboauc</p> <p>https://youtu.be/e18xmGhdsOg?si=8RS9FouShQLrybBJ</p> <p>https://youtu.be/VK7ZwVE96uc?si=maE2dvqcuRHKq9ac</p>	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशासित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्रप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जयेगा।</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

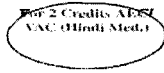
① ③ ④

② ⑤

10/06/2024

11/06/24

10-06-24



चार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

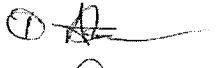
खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन सर्टिफिकेट /डिप्लोमा/डिग्री/आनर्स			सेमेस्टर II सत्र 2024-25
1	कोर्स कोड	PSSEC 01	
2	कोर्स शीर्षक	Public Opinion and Survey Research जनमत और सर्वेक्षण अनुसंधान	
3	कोर्स टाइप	एस ई सी : स्किल इनहान्समेन्ट कोर्स SEC: Skill Enhancement Course	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र को निम्नलिखित के बारे में उचित जानकारी होगी:</p> <ul style="list-style-type: none"> • लोकतंत्र में जनमत के महत्व को विकसित करना और लोकतांत्रिक राजनीतिक प्रणाली के कामकाज को समझने में • सर्वेक्षण अनुसंधान की भूमिका • सर्वेक्षण आयोजित करने और सर्वेक्षण डेटा की व्याख्या करने के लिए उपयोग की जाने वाली विधियों का आकलन करना • डेटा संग्रह और विश्लेषण की तकनीकों का विश्लेषण करना। • जनमत निर्माण को समझने और नमूना डेटा के उपयोग, प्रश्नावली तैयार करने आदि के माध्यम से अनुसंधान करने से • संबंधित बुनियादी कौशल सेट की व्याख्या करना। 	
6	क्रेडिट महत्व	2 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण एवं 30 घण्टे का प्रैक्टिस/ क्षेत्र कार्य
7	कुल अंक	पूर्णांक 50	उत्तीर्णांक : 40%
भाग ब - पाठ्यक्रम की विषय वस्तु			
कुल अध्यापन कालखण्ड (सैद्धान्तिक अध्ययन 1घण्टा प्रति कालखण्ड) 30 कालखण्ड (30 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	मतदान व्यवहार जनमत: अर्थ, परिभाषा, अवधारणा, विशेषताएँ, साधन, महत्व। मतदान व्यवहार : मतदान व्यवहार का अर्थ, प्रकृति और निर्धारक तत्व (विशेष रूप से भारत के संदर्भ में)		8
II	सर्वेक्षण सर्वेक्षणों के साथ जनमत को मापना: प्रतिनिधित्व और नमूनाकरण नमूनाकरण नमूनाकरण त्रुटि का अर्थ और आवश्यकता। नमूने के प्रकार: गैर यादृच्छिक नमूनाकरण, यादृच्छिक नमूना।		8
III	सर्वेक्षण अनुसंधान साक्षात्कार: साक्षात्कार तकनीक के नुकसान, साक्षात्कार के विभिन्न प्रकार और रूप प्रश्नावली: प्रश्नावली; निष्पक्षता और स्पष्टता, प्रकार, चरण, लाभ, सीमाएँ		7
IV	डाटा विश्लेषण मात्रात्मक डाटा विश्लेषण: मात्रात्मक डाटा विश्लेषण का परिचय, बुनियादी अवधारणाएँ: सहसंबंधी अनुसंधान, कारण और भविष्यवाणी, वर्णनात्मक और अनुमानात्मक सांख्यिकी।		7
कुंजी शब्द : जनमत, मतदान व्यवहार, सर्वेक्षण अनुसंधान, मात्रात्मक डाटा विश्लेषण, जनमत को मापना, नमूनाकरण			


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


① ② ③ ④ ⑤ M.P. 10/06/24


खण्ड स	अध्ययन स्रोत / साधन
<p>पाठ्यपुस्तक</p> <ol style="list-style-type: none"> कोठारी सी.आर., शोध पद्धति, Newage international (P) LTD.,2022 दास डी.के. लाल,सामाजिक शोध: सिद्धांत एवं व्यवहार,रावत पब्लिकेशन्स, 2017 यादव राम गणेश, सामाजिक अनुसंधान पद्धतियां,ओरिएंट ब्लैक स्वान,2014 आहूजा राम,सामाजिक सर्वेक्षण एवं अनुसंधान, रावत पब्लिकेशन्स, 2003 शर्मा शशि,राजनीतिक समाजशास्त्र की रूपरेखा, पीएचई लर्निंग प्राइवेट लिमिटेड,2010 कुमार,संजय व राय,प्रवीण, भारत में मतदान व्यवहार का मापन, सेज पब्लिकेशन्स,2018 <p>संदर्भ</p> <ol style="list-style-type: none"> G. Gallup,(1948) A guide to public opinion polls,Princeton University Press, 1948. S. Kumar and P. Rai, (2013) 'Chapter 1', in Measuring Voting Behaviour in India, New Delhi: Sage. <p>आनलाइन रिसोर्स: ई बुक्स / पीडीएफ</p> <p>ईग्नू हिन्दी में</p> <ol style="list-style-type: none"> https://egyankosh.ac.in/handle/123456789/28999 ,New Delhi. https://egyankosh.ac.in/handle/123456789/72197 https://www.uky.edu/AS/PolSci/Peffley/pdf/473Measuring%20Public%20Opinion.pdf <p>आनलाइन रिसोर्स: वीडियो लेक्चर्स / PPT</p> <ol style="list-style-type: none"> https://sicdarjeeling.edu.in/files/SS.ppt <p>NPTEL</p> <ol style="list-style-type: none"> https://youtube.com/playlist?list=PLRb7ot-9tbChzZkkVpoICczGNJ1a#o91M&si=nZfR1Bao1uqV0vod 	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशासित सतत मूल्यांकन प्रविधि	
पूर्णांक 50 अंक	
सतत आन्तरिक मूल्यांकन (CIA) 15 अंक अंत सेमेस्टर परीक्षा (ESE) 35 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 10+10</p> <p>कार्यभार /सेमिनार + उपस्थिति - 05</p> <p>कुल अंक - 15</p>
दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 15 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा	
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 5x1=05 अंक एवं प्र -2- लघुउत्तरीय प्रश्न & 5x2= 10 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 5=20 अंक</p>


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

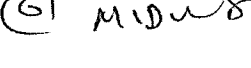
①  20/06/24


②  20/06/24


③  20/06/24

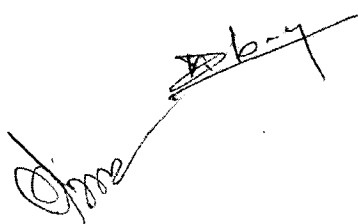
④  20/06/24

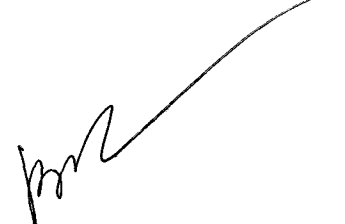
⑤  20/06/24

⑥  20/06/24

 20/06/24

 20/06/24

 20/06/24

 20/06/24

For 4
Creditsचार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन डिप्लोमा/डिग्री/आनर्स		सेमेस्टर III	सत्र 2024-25
1	कोर्स कोड	PSSC 03	
2	कोर्स शीर्षक	Western Political Thought पश्चात्य राजनीतिक चिन्तन	
3	कोर्स टाइप	डीएससी : डिप्लोमा स्पेशल कोर्स	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकॉम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, विद्यार्थी इतने सक्षम हो सकेंगे कि वे -</p> <ul style="list-style-type: none"> प्राचीन राजनीतिक दर्शन के योगदान जान विकसित कर सकें। मध्यकालीन राजनीतिक दर्शन के माध्यम से आधुनिक युग के उद्भव की समीक्षा कर सकें। हॉब्स और जॉन लॉक के दर्शन में व्यक्तिवाद, रूसो की सामान्य इच्छा और सामाजिक अनुबंध सिद्धांत, उपयोगितावाद, व्यक्तिवाद, नकारात्मक और सकारात्मक स्वतंत्रता, प्रतिनिधि सरकार की व्याख्या कर सकें। आदर्शवाद, मार्क्सवाद, नारीवाद और ग्राम्शी और हन्ना अरेण्ट दर्शन के मूल विचार को परिभाषित कर सकें। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषयवस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या	
I	<p>यूनानी चिन्तन</p> <p>यूनानी राजनीतिक चिन्तन की विशेषताएं, सुकरात - सदगुण ही ज्ञान है। प्लेटो- आदर्श राज्य, न्याय, शिक्षा, साम्यवाद, दार्शनिक राजा। अरस्तू - परिवार, संपत्ति, राज्य, दासप्रथा, नागरिकता, सविधान, क्रान्ति। सिसैरो, सेनेका एवं स्टोईक्स राजनीतिक दर्शन, कन्फूशियस।</p>	15	
II	<p>मध्ययुग से आधुनिकता की ओर</p> <p>मध्ययुगीन राजनीतिक चिन्तन की विशेषताएं, दो तलवारों का सिद्धान्त। धर्म सुधार आन्दोलन, परिषदीय आन्दोलन। संत थामस एक्वीनास, संत आगस्टीन, पुनर्जागरण। मैकियावेली : धर्म व नैतिकता, राजा के कर्तव्य। जीन बोदां : सम्प्रभुता सिद्धान्त।</p>	15	
III	<p>आधुनिक चिन्तन</p> <p>थामस हॉब्स : सामाजिक समझौता सिद्धान्त, सम्प्रभुता, हाब्स का व्यक्तिवाद। जान लॉक : लॉक उदारवाद के जनक के रूप में, सामाजिक समझौता सिद्धान्त। जीन जैक्स रूसो : सामाजिक समझौता सिद्धान्त, सामान्य इच्छा। जेरेमी बेंथम : उपयोगितावाद। जान स्टुअर्ट मिल : उपयोगितावाद में संशोधन, स्वतंत्रता और प्रतिनिधि शासन।</p>	15	
IV	<p>आधुनिक से समकालीन की ओर</p> <p>हेगेल : द्वन्द्ववाद, राज्य। टी एच. ग्रीन : राज्य, स्वतंत्रता। कार्ल मार्क्स का राजनीतिक चिन्तन। एण्टोनियो ग्राम्शी, - प्रभुत्व, बुद्धिजीवियों की भूमिका। हन्नाह अरेण्ट - सर्वाधिकारवाद। मेरी वोस्टोनक्राफ्ट : प्लारम्भिक नारीवादी विचार।</p>	15	
कुंजी शब्द : ग्रीक विचार, मध्यकालीन विचार, आधुनिक युग, नारीवाद।			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① A ③ B ④ C ⑤ D

(0) M. D. 10-06-24

10/06/24

10-06-24

10/06/24

खण्ड स	अध्ययन स्रोत / साधन
	<p>पाठ्यपुस्तक</p> <p>1- जे सी जौहरी (1988): पाश्चात्य राजनीतिक चिन्तन, साहित्य भवन आगरा।</p> <p>2- जीवन मेहता (2001): पाश्चात्य राजनीतिक चिन्तन, रामप्रसाद एण्ड संस, रायपुर छ ग।</p> <p>3- हरिदत्त विद्यालंकार (1986) आधुनिक राजनीतिक चिंतन रंजन प्रकाशन गृह नई दिल्ली।</p> <p>5- जेपी सूद: (1987) आधुनिक राजनीतिक विचारों का इतिहास खंड 1,2,3,4. के. नाथ एंड कंपनी मेरठ।</p> <p>6- ए बी डनिंग (1978): राजनीतिक सिद्धांत का इतिहास, सेंट्रल बुक डिपो इलाहाबाद उत्तर प्रदेश।</p> <p>7- जार्ज एच सैंबाइन (1987) राजनीतिक दर्शन का इतिहास एस चन्द एंड कंपनी नई दिल्ली</p> <p>संदर्भ ग्रन्थ</p> <p>1. Shefali Jha, Western Political Thought: from Plato to Marx, Pearson, Delhi, 2010</p> <p>2. M.P. Singh and Himanshu Roy (eds), Indian Political Thought: Themes and Thinkers, Pearson, Delhi, 2011</p> <p>3. J. W. Allen, A History of Political Thought in the Sixteenth Century, London, Methuen, 1967.</p> <p>ई बुक्स / पीडीएफ</p> <p>पाश्चात्य राजनीतिक चिन्तन: प्लेटो से मार्क्स तक</p> <p>https://egvankosh.ac.in/handle/123456789/45763 (hindi)</p> <p>https://indu.ac.in/UpFiles/UpPdfFiles/2020/Jan/ma-ps01-1st-Western%20Political%20Thought.pdf (हिन्दी)</p> <p>https://dde-ac.in/Books/MH408.pdf (हिन्दी)</p> <p>Western Political Thought (Plato to Marx)</p> <p>https://egvankosh.ac.in/handle/123456789/24354 (English)</p> <p>https://ebooks.ipude.in/arts/ba/year_2/DPOL201_WESTERN_POLITICAL_THOUGHT_ENGLISH.pdf</p> <p>W M Spellman</p> <p>https://www.pdfdrive.com/a-short-history-of-western-political-thought-e33444251.html</p> <p>ई लर्निंग पोर्टल्स e-learning portals</p> <p>पाश्चात्य राजनीतिक चिंतन, हिन्दी</p> <p>https://youtu.be/sia3VnKnKeQ?si=j1eronXSiWbtYZ2g</p> <p>Introduction to western political thought. IIT Guwahati 31 videose.</p> <p>https://youtu.be/WUPUzd2Qdi4?si=Li1VaisLzQwSqtXm</p> <p>Plato : cec</p> <p>https://youtu.be/OzoKacTCMCU?si=mvXifitN0SSigFVe</p>
खण्ड द	आंकलन एवं मूल्यांकन
अनुशंसित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो):</p> <p>20+20</p> <p>कार्यभार /सेमिनार + उपस्थिति- 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड- अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 6 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

①
②
③
④
⑤

M. D. Dubey 10-06-24

16/6/24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन डिप्लोमा/डिग्री/आनर्स			सेमेस्टर III सत्र 2024-25
1	कोर्स कोड	PSSE 01	
2	कोर्स शीर्षक	Gandhian Studies गांधी अध्ययन	
3	कोर्स टाइप	DSE : Discipline specific Elective डीएसई: डिसिप्लिन स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र सक्षम होंगे..</p> <ul style="list-style-type: none"> • भारतीय राष्ट्रीय आंदोलन में गांधीजी के योगदान का अध्ययन करके ज्ञान का भंडार तैयार करें। • गांधी के सत्याग्रह, सत्य, अहिंसा और साधनों की पवित्रता के सिद्धांतों का मूल्यांकन करें और उन्हें अपने भावी जीवन में अपनाएं। • समाजवाद, मार्क्सवाद और राष्ट्रवाद के साथ गांधी के विचारों का विश्लेषण करें। • सामाजिक सद्भाव, सामाजिक संघर्ष समाधान जैसे ज्ञान को गांधीवादी दृष्टिकोण से लागू करें। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे । अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषयवस्तु			
कुल अध्यापन कालखण्ड (1 घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	गांधी-एक परिचय- गांधीजी का जीवन परिचय-जन्म एवं शिक्षा, सत्य, सत्याग्रह, सविनय अवज्ञा, अहिंसा, धर्म और राजनीति, गांधी और नारीवाद, मेरे सपनों का भारत (गांधी) ।		15
II	सिद्धान्त ट्रस्टीशिप, गांधी और समाजवाद, गांधी और पर्यावरण, बुनियादी शिक्षा, साध्य और साधन.		15
III	सिद्धान्त और क्रिया स्वराज, ग्राम स्वराज, सर्वोदय, स्वदेशी,		15
IV	क्रिया और दर्शन गांधी और गीता, गांधी और सामाजिक सद्भाव । पंचायतीराज और ग्रामोद्योग, गांधी का शांति दर्शन, रचनात्मक कार्यक्रम, गांधीवाद की वैश्विक प्रासंगिकता ।		15
कुंजी शब्द : सत्याग्रह, सविनय अवज्ञा, सत्य और अहिंसा की अवधारणा			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④ ⑤
10/06/2024
10-06-24

⑤ 10-06-24
10-06-24

खण्ड स	अध्ययन स्रोत / सीखना						
	<p>पाठ्यपुस्तक</p> <p>1- डॉ. जीवन मेहता -राजनीतिक चिंतन का इतिहास -एस. बी. पी. डी. पब्लिकेशन्स हॉउस आगरा उ. प्र.।</p> <p>2- डॉ पुखराज जैन -राष्ट्रीय आंदोलन एवं भारतीय शासन एवं राजनीति - साहित्य भवन आगरा उ. प्र.।</p> <p>3- डॉ बी. एल.फाडिया -राजनीतिक चिंतन -भारतीय एवं पश्चात्य (2007), साहित्य भवन पब्लिकेशन्स आगरा।</p> <p>4-डॉ. के. एस. सक्सेना आधुनिक राजनीतिक चिंतन, विशाल प्रकाशन मुजफ्फरनगर।</p> <p>संदर्भ ग्रंथ</p> <p>5-Ahmad H.(2017) politics.html : <i>Political face of Gandhi</i> https://www.mkgandhi.org/articles/gandhi-</p> <p>6-Appadorai A. (1969) : <i>Gandhi's Contribution to Social theory</i>. The Review of Politics , Jul., 1969, Vol. 31, No. Cambridge University Press for the University of Notre Dame du lac on behalf of Review of Politics Stable. https://www.istor.org/stable/1406548</p> <p>7-Brown J. and Parel A. (2011). <i>The Cambridge Companion to Gandhi</i>. New York: Cambridge University Press.</p> <p>8-Gandhi M.K. (1910). <i>Hind swaraj</i> Hind swaraj hindi https://www.mkgandhi.org/articles/gandhi-</p> <p>9-Parel A. (1997). <i>Hind Swaraj and other writings</i>. P.279 Cambridge University Press London.</p> <p>e books / pdf ई बुक्स / पीडीएफ हिन्दी</p> <p>https://www.hindi.mkgandhi.org/article/GandhiDarshanKeePraasanqikataa.pdf</p> <p>https://www.mkgandhi.org/ebks/hindi/Mahatma-Gandhi-ke-Vichaar.pdf</p> <p>इग्नू</p> <p>https://egyankosh.ac.in/bitstream/123456789/58495/1/Unit2.pdf</p> <p>e-learning portals ई लर्निंग पोर्टल्स</p> <p>CEC</p> <p>https://youtu.be/sEAZ_5kgWk?si=bSbAP4sueoySXAD9</p>						
खण्ड द	आंकलन एवं मूल्यांकन						
अनुशंसित सतत मूल्यांकन प्रविधि							
	<table border="1"> <thead> <tr> <th>पूर्णांक 100 अंक</th> <th>सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक</th> </tr> </thead> <tbody> <tr> <td> <p>सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा</p> <p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार/सेमिनार + उपस्थिति - 10 कुल अंक - 30</p> </td> <td> <p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</p> </td> </tr> <tr> <td>अंत सेमेस्टर परीक्षा (ESE)</td> <td> <p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p> </td> </tr> </tbody> </table>	पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक	<p>सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा</p> <p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार/सेमिनार + उपस्थिति - 10 कुल अंक - 30</p>	<p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</p>	अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक						
<p>सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा</p> <p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार/सेमिनार + उपस्थिति - 10 कुल अंक - 30</p>	<p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</p>						
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>						

① 8h
10/06/2024

②

③

④

⑤ 10.6.24

⑥ 10-06-24

खण्ड अ परिचय		
पाठ्यक्रम: बैचलर इन डिप्लोमा/डिग्री/आनर्स		सेमेस्टर IV सत्र 2024-25
1	कोर्स कोड	PSSC 04
2	कोर्स शीर्षक	तुलनात्मक संविधान एव शासन Comparative Constitutions and Governments
3	कोर्स टाइप	डीएससी : डिसिप्लिन स्पेसिफिक कोर्स
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकॉम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, विद्यार्थी इतने सक्षम हो सकेंगे कि वे ...</p> <ul style="list-style-type: none"> • ब्रिटेन, अमेरिका, स्विट्जरलैंड, एवं चीन के संविधान की बुनियादी विशेषताओं की समझने निर्मित करने में सक्षम हों सकें। • यूएसए ब्रिटेन स्विट्जरलैंड और चीन के विधानमंडल के तुलनात्मक अध्ययन की मूल्यांकन कर सकें। • यूएसए ब्रिटेन स्विट्जरलैंड और चीन की कार्यपालिका के तुलनात्मक अध्ययन के द्वारा उनकी विभिन्नताओं में अंतर कर सकें • यूएसए ब्रिटेन स्विट्जरलैंड और चीन की न्यायपालिका, पार्टी प्रणाली और नौकरशाही प्रणाली के तुलनात्मक अध्ययन को व्याख्यायित कर सकें।
6	क्रेडिट महत्व	4 क्रेडिट क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100 उत्तीर्णांक : 40

खण्ड-ब : कोर्स की विषयवस्तु

कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)

इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	संवैधानिक परिचय 1- ब्रिटिश संविधान की प्रमुख विशेषताएं । ब्रिटिश संविधान में अभिसमयों का महत्व 12- संयुक्त राज्य अमेरिका के संविधान की प्रमुख विशेषताएं । 3- स्विट्जरलैंड के संविधान की प्रमुख विशेषताएं । 4- चीन के संविधान की प्रमुख विशेषताएं ।	15
II	व्यवस्थापिका ब्रिटेन, संयुक्त राज्य अमेरिका स्विट्जरलैंड एवं चीन की व्यवस्थापिका एवं दल प्रणाली का तुलनात्मक अध्ययन ।	15
III	कार्यपालिका ब्रिटेन, संयुक्त राज्य अमेरिका स्विट्जरलैंड एवं चीन की कार्यपालिका एवं नौकरशाही का तुलनात्मक अध्ययन ।	15
IV	न्यायपालिका ब्रिटेन, संयुक्त राज्य अमेरिका, स्विट्जरलैंड एवं चीन की न्यायपालिका । संयुक्त राज्य अमेरिका में शक्ति पृथक्करण एवं शक्ति संतुलन का सिद्धांत । चीन की राजनीति में सेना और साम्यवादी दल की भूमिका ।	15

कुंजी शब्द : तुलनात्मक राजनीति, संविधान, ब्रिटेन, अमेरिका, स्विट्जरलैंड, चीन।

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① A ② B ③ C ④ D ⑤ E
20/06/24
10/6/24

① A ② B ③ C ④ D ⑤ E
10/6/24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन डिप्लोमा/डिग्री/आनर्स		सेमेस्टर IV	सत्र 2024-25
1	कोर्स कोड	PSSE 02	
2	कोर्स शीर्षक	राजनीतिक विचारधाराएं Political Ideologies .	
3	कोर्स टाइप	डीएसई: डिप्लोमा स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम (CLO)	<p>पाठ्यक्रम के पूर्ण होने पर विद्यार्थी सक्षम होंगे कि वे</p> <ul style="list-style-type: none"> राजनीतिक विचारधाराओं के महत्व उदारवाद बहुलवाद व्यक्तिवाद आदि के बारे में समग्र ज्ञान निर्मित कर सकें । आदर्शवाद, समाजवाद, बहुसंस्कृतिवाद, फेबियनवाद आदि विचारधाराओं का मूल्यांकन कर सकें । मार्क्सवाद फासीवाद साम्यवाद अराजकतावाद और आधुनिकता के विचारों का समग्र विश्लेषण कर सकें उत्तरआधुनिकतावाद, नारीवाद और हरित राजनीति के अवधारणा विशेषताओं और मानकों को व्याख्यायित कर सकें । 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	<p>प्रारम्भिक विचारधाराएं</p> <p>राजनीतिक विचारधाराओं का महत्व और प्रासंगिकता, व्यक्तिवाद, नवव्यक्तिवाद, उदारवाद नव उदारवाद विकास, विशेषताएं, प्रमुख चिन्तकों के नाम। जान लाक उदारवाद के जनक के रूप में। हाब्स व्यक्तिवाद के जनक के रूप में। बहुलवाद - अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के नाम।</p>		15
II	<p>आधुनिक विचारधाराएं</p> <p>आदर्शवाद - अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के विचार, । राष्ट्रवाद - अवधारणा, राष्ट्र राज्य और राष्ट्रवाद, प्रमुख विशेषताएं, बहुसंस्कृतिवाद - अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के नाम, । समाजवाद - अवधारणा, प्रमुख विशेषताएं, लोकतांत्रिक समाजवाद या फेबियनवाद ।</p>		15
III	<p>उत्तर औद्योगिक विचारधाराएं</p> <p>मार्क्सवाद - अवधारणा, प्रमुख सिद्धान्त । साम्यवाद - अवधारणा, प्रमुख सिद्धान्त, प्रमुख चिन्तकों के विचार । फासीवाद - अवधारणा, प्रमुख विशेषताएं । अराजकतावाद - अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के विचार, । आधुनिकतावाद - अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के विचार, ।</p>		15
IV	<p>समकालीन विचारधाराएं</p> <p>उत्तर आधुनिकतावाद - अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के विचार, । नारीवाद- अवधारणा, प्रमुख विशेषताएं, प्रमुख चिन्तकों के विचार, । पर्यावरणवाद या हरित राजनीति - अवधारणा, प्रमुख सिद्धान्त ।</p>		15
कुंजी शब्द : विचारधारा, व्यक्तिवाद, उदारवाद, आदर्शवाद, मार्क्सवाद, आधुनिकता, उत्तर आधुनिकता			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① A ② A ③ B ④ B







10/06/2024

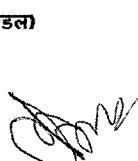

(5) M. Dubey 10-06-24

mm

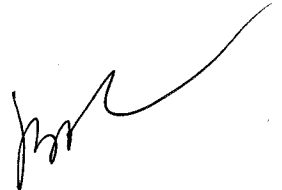
खण्ड स	अध्ययन स्रोत / साधन
<p>पाठ्य पुस्तकें</p> <p>1- जे सी जौहरी (2002) : राजनीतिक विचारधारण साहित्य भवन आगरा उ प्र।</p> <p>2- सी Anderson, Benedict, Imagined Communities, Reflections on the Origin and Spread of Nationalism, Verso, London, 1991.</p> <p>संदर्भ ग्रंथ</p> <ol style="list-style-type: none"> 1. Baradat, Leon P., Political Ideologies: Their Origins and Impact, Eighth Edition, Prentice Hall, Upper Saddle River, 2003. 2. Bellamy, Richard, Liberalism and Modern Society, Polity Press, Cambridge, 1992. 3. Downs, A. (1957). An Economic Theory of Democracy. New York: Harper 4. Eatwell, Roger and Wright, Anthony (Eds.), Contemporary Political Ideologies, Second Edition, Rawat, New Delhi, 2003. 5. Entman, R. (1983). Impact of Ideology on Legislative Behaviour and Public Policy. Journal of Politics. 45, 163-182. 6. Frieden, Michael, Ideologies and Political Theory: A Conceptual Approach, Clarendon Press, Oxford, 1996. <p>ईबुकस / पीडीएफ e-books / pdf</p> <p>https://mdu.ac.in/UpFiles/UpPdfFiles/2020/Jan/MA-F-Contemporary%20Political%20Thought%20and%20Theory-complete.pdf</p> <p>https://egvankosh.ac.in/handle/123456789/18424</p> <p>ई लर्निंग पोर्टल्स e-learning portals</p> <p>https://youtu.be/h-bmbReP7iA?si=UjLbGz8bkCyzCcuA</p>	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशासित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	
सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो): 20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधियहित किया जयेगा</p> <p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

- ① 
- ② 
- ③ 
- ④ 
- ⑤ 
- ⑥ 


10/6/24



खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन डिप्लोमा/डिग्री/आनर्स		सेमेस्टर IV	सत्र 2024-25
1	कोर्स कोड	PSSEC 02	
2	कोर्स शीर्षक	नागरिकता, कर्तव्य और ई शासन Citizenship , duties and e-governance	
3	कोर्स टाइप	एसईसी : स्किल इन्हांसमेंट कोर्स	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकॉम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद विद्यार्थी सक्षम हो सकेंगे कि वे</p> <ul style="list-style-type: none"> • नागरिकता की अवधारणा के बारे में समय जान निर्मित कर सकें । । • नागरिक के कर्तव्यों के संवैधानिक व व्यवहारिक पक्षों का मूल्यांकन कर सकें । • ई गवर्नेंस और शासन की प्रारम्भिक वैधानिक समझ प्राप्त कर सकें। • ई-गवर्नेंस के संस्थागत ढांचे और ई-सुविधा केंद्र जैसी प्रमुख व्यावहारिक पहलों का विश्लेषण कर सकें । 	
6	क्रेडिट महत्व	2 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 50	उत्तीर्णांक : 40%
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन कालखण्ड (सैद्धान्तिक अध्ययन 1घण्टा प्रति कालखण्ड) 30 कालखण्ड (30 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	नागरिकता और कर्तव्य नागरिकता का शास्त्रीय सिद्धान्त । नागरिकता के प्रकार । नागरिक समाज कर्तव्य की अवधारणा. संविधान में मूल कर्तव्य.		8
II	ई- गवर्नेंस: अवधारणा ई- गवर्नेंस: अवधारणा , स्मार्ट तकनीक ई- गवर्नेंस: के स्तर		8
III	ई- गवर्नेंस: संरचना ई- गवर्नेंस का संस्थागत संरचना नेशनल ई- गवर्नेंस प्लान । ई- गवर्नेंस का कानूनी संरचना		7
IV	छत्तीसगढ़ में ई- गवर्नेंस मिशन मोड प्रोजेक्ट छत्तीसगढ़ में ई- गवर्नेंस- योजनाएं एवं क्रियान्वयन । ई- सुविधा केन्द्र सुविधा केन्द्र .		7
कुंजी शब्द : नागरिकता, कर्तव्य, संविधान, ई-गवर्नेंस, सुविधा केंद्र।			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)







① [Signature] ② [Signature] ③ [Signature] ④ [Signature] ⑤ [Signature]
10/06/24 10/06/24 10/06/24 10/06/24 10/06/24

[Signature]

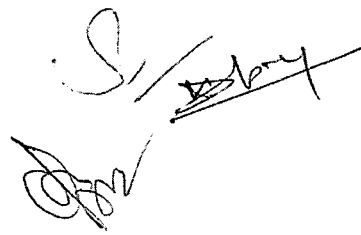
खण्ड स	अध्ययन स्रोत / साधन
<p>पाठ्य पुस्तकें</p> <p>1-Acharya, Ashok. (2012) Citizenship in a Globalising World. New Delhi: Pearson. 2-Beiner, R. (1995) Theorising Citizenship. Albany: State University of New York Press. 3-Held, David (1995), Democracy and the Global Order: From the Modern State to Cosmopolitan Governance (Stanford: Stanford University Press). 4-Kymlicka, Will (1999), "Citizenship in an Era of Globalization: A Response to Held," in Ian 5-Shapiro and Casiano Hacker-Cordon (eds.), Democracy's Edges (Cambridge, UK: Cambridge University Press).</p> <p>ई बुक्स: e- books</p> <p>इग्नू (हिन्दी) https://egyankosh.ac.in/handle/123456789/54022 सम्पूर्ण पाठ्यक्रम का ई कन्टेन्ट पीडीएफ हिन्दी में निम्नलिखित लिंक पर उपलब्ध है। (राजनीति विज्ञान विभाग Govt vyt pg autonomous college) https://ocm.govtsciencecollegedurg.ac.in/FacultyProfile.aspx?fid=UE+eC5pyOUoKv7rmRAL8FQ==</p>	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशंसित सतत मूल्यांकन प्रविधि	
पूर्णांक 50 अंक	सतत आन्तरिक मूल्यांकन (CIA) 15 अंक अंत सेमेस्टर परीक्षा (ESE) 35 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो): 10+10 कार्यभार/सेमिनार+ उपस्थिति- 05 कुल अंक- 15
दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 15 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा।	
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड - अ तथा ब खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 5x1=05 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x2= 10 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 5=20 अंक



हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

- ① 
- ② 
- ③ 
- ④ 
- ⑤  10/06/24
- ⑥  10/06/24

10/06/2024




For 4
Creditsचार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ		परिचय	
पाठ्यक्रम: बैचलर डिग्री/आनर्स		सेमेस्टर V	सत्र 2024-25
1	कोर्स कोड	PSSC 05	
2	कोर्स शीर्षक	International Politics : Theory and Practice . अंतर्राष्ट्रीय राजनीति: सिद्धांत और व्यवहार।	
3	कोर्स टाइप	डीएससी: डिसिप्लिन स्पेसिफिक कोर्स	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम (CLO)	पाठ्यक्रम पूरा होने के बाद, छात्र निम्नलिखित कार्य करने में सक्षम होंगे.. <ul style="list-style-type: none"> • अंतर्राष्ट्रीय राजनीति की अवधारणाओं और दृष्टिकोणों का ज्ञान निर्मित कर सकें। • अंतर्राष्ट्रीय राजनीति के सिद्धांतों का मूल्यांकन कर सकें। • शक्ति की अवधारणाएँ, शक्ति संतुलन, कूटनीति, निरस्त्रीकरण और विदेश नीति के सैद्धांतिक पहलुओं जैसी • अंतर्राष्ट्रीय राजनीति के क्रियान्वयन की व्याख्या कर सकें। • पर्यावरणवाद, वैश्वीकरण और मानवाधिकारों के राजनीतिक पहलुओं का विश्लेषण कर सकें। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	अन्तर्राष्ट्रीय राजनीति अर्थ, परिभाषा प्रकृति, क्षेत्र। अन्तर्राष्ट्रीय राजनीति के अध्ययन उपागम - यथार्थवाद, आदर्शवाद, नवयथार्थवाद, विश्व व्यवस्था सिद्धान्त एवं केन्द्र - परिधि सिद्धान्त या माडल। राष्ट्रीय हित एवं राष्ट्रीय शक्ति अर्थ, परिभाषा एवं तत्व। राज्येत्तर अभिकर्ता : अवधारणा प्रकार एवं प्रभाव।		15
II	अन्तर्राष्ट्रीय राजनीति के विभिन्न सिद्धान्त :- व्यवस्था सिद्धान्त, खेलसिद्धान्त, निर्णय निर्माण सिद्धान्त, सौदेबाजी का सिद्धान्त। शीतयुद्ध, राजनय, शक्ति संतुलन, सामूहिक सुरक्षा, शस्त्र प्रतिस्पर्धा एवं निशस्त्रीकरण, आणविक निःशस्त्रीकरण एवं अप्रसार।		15
III	द्वितीय विश्व युद्ध के कारण तथा तथा युद्धोत्तर शांति समझौते। शीत युद्ध - विकास, प्रमुख सैन्य गठबन्धन। शीतयुद्ध का अंत- कारण तथा परिणाम। दीतां तथा नया दीतां। नयी विश्व व्यवस्था, उत्तर-दक्षिण सहयोग, दक्षिण-दक्षिण सहयोग,		15
IV	विदेशनीति - अवधारणा, निर्धारक तत्व। संयुक्त राष्ट्र संघ की विश्व शांति में भूमिका, शस्त्रनियंत्रण में भूमिका। अन्तर्राष्ट्रीय आतंकवाद, फिलिस्तीन-इसराइल संघर्ष, पर्यावरणवाद, वैश्वीकरण, मानव अधिकार। विश्व राजनीति में महाशक्ति के रूप में भारत का उदय और महत्व।		15
कुंजी शब्द : अंतर्राष्ट्रीय राजनीति, विदेश नीति, संयुक्त राष्ट्र संघ, शीत युद्ध, निरस्त्रीकरण।			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

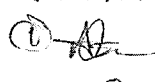

① [Signature] ③ [Signature]
② [Signature] ④ [Signature]
10/06/2024
10-06-24

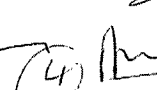
[Signature] [Signature]
⑤ [Signature]
10-06-24


[Signature]


खण्ड स	अध्ययन स्रोत / सीखना
<p>पाठ्यपुस्तकें</p> <p>1- महेन्द्र कुमार एवं नन्दलाल (2012) : अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष, शिवलाल अग्रवाल कम्पनी, आगरा उ प्र</p> <p>2- यू आर घई (2020) : अन्तर्राष्ट्रीय राजनीति : सिद्धान्त एवं व्यवहार। एकेडेमिक पब्लिशिंग कम्पनी, जालन्धर पंजाब।</p> <p>3- बी एल फड़िया - (2020) : अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष, साहित्य भवन, आगरा उ प्र।</p> <p>संदर्भ ग्रंथ</p> <ol style="list-style-type: none"> 1. M.S. Magwani, Détente: Perspectives and Repercussions, Vikas, 1975 • 2. John Gray, False Dawn: The Delusions of Global Capitalism, Grant Book, U.K. 199 3. Hans J. Morgenthau Politics Among Nations: The Struggle for Power and Peace, Scientific Book Agency, Calcutta, 1974 4. K.J. Holsti, International Politics: A Framework for Analysis, Prentice Hall of India, New Delhi, 1995. 5. Paul Kennedy, Preparing for the Twenty-First Century, New York, 1993 6. Hutchings, Kimbley, International Political Theory, Sage, New Delhi <p>ई बुक्स / पीडीएफ e-books/ pdf</p> <p>अन्तर्राष्ट्रीय राजनीति (हिन्दी)</p> <p>https://eqvankosh.ac.in/bitstream/123456789/77994/1/Block-3.pdf</p> <p>https://dsprmuranchi.ac.in/pdf/Blog/attachment-2.pdf</p> <p>English</p> <p>http://ideku.net/resources/PPT_PS1431_ECSGHY.pdf</p> <p>ई लर्निंग पोर्टल्स e-learning portals</p> <p>CEC हिन्दी एवं इंग्लिश, 155 वीडियो</p> <p>https://youtu.be/gPDsIrpPh_s?si=CrPfc_todvwOTxh7</p>	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशंसित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	
सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार /सेमिनार + उपस्थिति- 10 कुल अंक - 30</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जयेगा।</p> <p>दो खण्ड - अ तथा ब खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

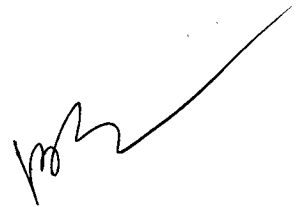
①  ③  10/06/2024

④  10/06/24

⑤  10-06-24

⑥  10-06-24





For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन डिग्री/आनर्स		सेमेस्टर V	सत्र 2024-25
1	कोर्स कोड	PSSE 03	
2	कोर्स शीर्षक	Indian Foreign Policy भारतीय विदेशनीति	
3	कोर्स टाइप	DSE : Discipline specific Elective डीएसई: डिसिप्लिन स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र सक्षम होंगे..</p> <ul style="list-style-type: none"> • यह पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी भारतीय विदेश नीति के जान के बारे में सक्षम होंगे जिससे कि वे • विदेश नीति की अवधारणात्मक समझ बनाने में सक्षम हो सकेंगे । • भारतीय विदेश नीति के सैद्धांतिक और व्यावहारिक पक्षों का मूल्यांकन कर सकने में सक्षम होंगे । • भारत तथा उसके पड़ोसियों के साथ भारत के संबंधों के निर्धारण को व्याख्यायित कर सकते में सक्षम होंगे । • भारत का महाशक्तियों के साथ संबंधों तथा उसकी गत्यात्मकता का परीक्षण कर सकने में सक्षम होंगे । 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड-ब : कोर्स की विषयवस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	विदेश नीति : अवधारणा विदेश नीति का अर्थ, परिभाषा, उद्देश्य, विदेश नीति के अध्ययन के प्रमुख उपागम, विदेश नीति के निर्धारक तत्व, विदेश नीति के साधन - कूटनीति-विशेषताएं. उद्देश्य, प्रकार,, विदेश नीति के प्रकार ।		15
II	भारतीय विदेशनीति : सिद्धान्त और व्यवहार भारत की विदेश नीति के आधारभूत तत्व, उद्देश्य, विशेषताएं। गुटनिरपेक्षता का सिद्धान्त, निर्धारक तत्व -आंतरिक एवं बाह्य, गुटनिरपेक्षता के सिद्धान्त की प्रमुख विशेषतायें, गुट निरपेक्षता की नीति का प्रयोग। बदलते संदर्भ में भारत की विदेश नीति की प्रासंगिकता, भारत की विदेश नीति पर प्रभाव - वैश्वीकरण आतंकवाद, पर्यावरणीय स्थिति निःशस्त्रीकरण, मानवाधिकार ।		15
III	भारत और पड़ोसी भारत की विदेश नीति -पड़ोसी देशों के साथ सम्बन्ध भारत एवं चीन भारत एवं पाकिस्तान भारत एवं नेपाल भारत एवं श्रीलंका भारत एवं बांग्लादेश		15
IV	भारत और महाशक्तियां भारत की विदेश नीति -महाशक्तियां एवं अन्य देशों के साथ संबंध भारत -अमेरिका संबंध भारत-रूस संबंध भारत -इंग्लैंड संबंध भारत -फ्रांस संबंध		15
कुंजी शब्द : विदेश नीति, भारतीय विदेश नीति, गुटनिरपेक्ष आंदोलन, वैश्वीकरण मानवाधिकार निरस्त्रीकरण			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① [Signature] ② [Signature] ③ [Signature] ④ [Signature] ⑤ [Signature]


10/06/2024
10/06/24


[Signature]


[Signature]

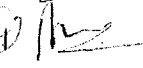
खण्ड स	अध्ययन स्रोत / सीखना
<p>पाठ्य पुस्तकें</p> <p>1- डॉ. सुरेश चंद्र सिंहल -भारत की विदेश नीति -लक्ष्मी नारायण अग्रवाल आगरा उ.प्र.।</p> <p>2- काशी प्रसाद मिश्रा - भारत की विदेश नीति।</p> <p>3- वेदप्रकाश वैदिक -भारतीय विदेश नीति।</p> <p>4- शील के. अशोका -भारतीय विदेश नीति</p> <p>5- डॉ. बी. एल. फाड़िया. डॉ. कुलदीप फाड़िया -अंतराष्ट्रीय राजनीति एवं भारत की विदेश नीति -साहित्यभवन पब्लिकेशन्स आगरा उ. प्र.।</p> <p>6- जे. एन. दीक्षित, रहीस सिंह -भारतीय विदेश नीति -प्रभात प्रकाशन 2020</p> <p>ई बुक्स / पीडीएफ</p> <p>हिन्दी</p> <p>https://eqvankosh.ac.in/handle/123456789/85472</p> <p>https://eqvankosh.ac.in/handle/123456789/30007</p> <p>https://mdu.ac.in/UpFiles/UpPdfFiles/2020/Jan/ma-ps19-2nd-Foreign%20Policy%20of%20India.pdf</p> <p>ई लर्निंग पोर्टल्स e-learning portals</p> <p>भारत की विदेशनीति CEC</p> <p>https://youtu.be/0QdM9JBKXA?si=O9CZJ-rFwYBK-Ktu</p> <p>NPTEL</p>	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशंसित सतत मूल्यांकन विधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20</p> <p>कार्यभार /सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा।</p>
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड - अ तथा ब खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र -2- लघुउत्तरीय प्रश्न 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


①  10/06/2024

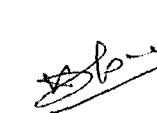
②  10/06/2024


③  10/06/2024


④  10/06/2024


⑤  10/06/2024

⑥  10/06/2024









For 4
Creditsचार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन डिग्री/आनर्स		सेमेस्टर VI	सत्र 2024-25
1	कोर्स कोड	PSSC 06	
2	कोर्स शीर्षक	लोक प्रशासन का परिचय Introduction to Public Administration	
3	कोर्स टाइप	डीएससी : डिसिप्लिन स्पेसिफिक कोर्स	
4	पूर्वापेक्षा(यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>कोर्स पूरा होने के बाद, विद्यार्थी निम्नलिखित उद्देश्यों को पूर्ण करने में</p> <ul style="list-style-type: none"> • लोक प्रशासन की अवधारणात्मक समझ समय रूप से निर्मित कर सकने में सक्षम होंगे । • संगठन तथा उसके विभिन्न सिद्धांतों का समग्र मूल्यांकन कर सकने में सक्षम होंगे । • प्रबंध तथा वैज्ञानिक प्रबंध के विभिन्न सिद्धांतों आयामों की व्याख्या कर सकने में सक्षम होंगे । • भारत में लोक प्रशासन की विभिन्न सैद्धांतिक और संस्थात्मक पक्षों का विश्लेषण कर सकने में सक्षम होंगे । 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	लोक प्रशासन : अवधारणा लोक प्रशासन अर्थ, परिभाषा प्रकृति, क्षेत्र ,अध्ययन पद्धतियां । विषय के रूप में लोक प्रशासन का विकास । उदारीकरण के अधीन लोक प्रशासन और निजी प्रशासन । नवीन लोक प्रशासन, तुलनात्मक लोक प्रशासन ।		15
II	संगठन संगठन के सिद्धान्त पोस्डकार्ब, पदसोपान, नियंत्रण का क्षेत्र आदेश की एकता । मुख्य कार्यपालिका, सूत्र एवं स्टाफ अभिकरण विभागीय संगठन, लोक निगम । कार्मिक प्रशासन : भर्ती , प्रशिक्षण पदोन्नति। स्वतंत्र नियामकीय आयोग, भारत के प्रमुख नियामक आयोग ।		15
III	प्रबंध प्रबंध : अवधारणा प्रबंध के सिद्धान्त वैज्ञानिक प्रबंध, नेतृत्व , नीति निर्माण, समन्वय प्रत्यायोजन, संचार ,अभिप्रेरण , पर्यवेक्षण । वित्तीय प्रशासन - बजट के सिद्धान्त, भारत में बजट निर्माण एवं लेखापरीक्षण ।		15
IV	भारत में लोकप्रशासन भारत में प्रशासनिक सुधार । प्रशासन पर कार्यपालिका, विधायी, और न्यायिक । प्रशासन में भ्रष्टाचार, आम्बुड्समैन, लोकपाल और लोक आयुक्त । केंद्रीय सतर्कता आयोग , सूचना का अधिकार कानून, राज्य सूचना आयोग , वैश्वीकरण के युग में लोक प्रशासन । उदारीकरण , नौकरशाही, लोक सम्पर्क।		15
कुंजी शब्द : लोक प्रशासन, संगठन, सिद्धान्त, प्रबंधन, बजट, लेखा परीक्षा।			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① [Signature] ② [Signature] ③ [Signature] ④ [Signature]

10/06/2024

10.6.24


10/06/24


[Signature]


[Signature]

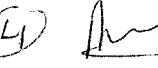
खण्ड स	अध्ययन स्रोत / सीखना										
	<p>पाठ्य पुस्तकें</p> <p>1- एम पी शर्मा एवं सदाना (2005): लोक प्रशासन सिद्धान्त एवं व्यवहार, किताब महल, नयी दिल्ली।</p> <p>2-- अवस्थी एवं माहेश्वरी: (1985) लोक प्रशासन लक्ष्मीनारायण अग्रवाल एंड कंपनी आगरा उत्तर प्रदेश</p> <p>3- एम पी शर्मा एवं सदाना (2005) लोक प्रशासन: सिद्धान्त एवं व्यवहार, किताब महल इलाहाबाद उत्तर प्रदेश।</p> <p>4- मोहित भट्टाचार्य (1981): लोक प्रशासन संरचना प्रक्रिया और व्यवहार, जवाहर प्रकाशन, नयी दिल्ली।</p> <p>5- रूमकी बसु (1987) लोक प्रशासन सिद्धान्त एवं संकल्पनाएं, जवाहर प्रकाशन, नयी दिल्ली।</p> <p>6- टी एन चतुर्वेदी (1999): तुलनात्मक लोक प्रशासन,</p> <p>7- शकील हुसैन- (2020): लोक प्रशासन सिद्धान्त एवं व्यवहार शिक्षादूत प्रकाशन नई दिल्ली।</p> <p>संदर्भ ग्रंथ</p> <p>1. Avasthi and S. R. Maheswari, Public Administration, Agra. Lakshmi Narain Agrawal, 1996</p> <p>2. C. P. Bhabari, Administration in a Changing Society: Bureaucracy and Politics in India, Delhi, Vikas, 1991.</p> <p>3. M. Bhattacharya, Public Administration: Structure, Process and Behaviour, Calcutta, The World Press, 1991.</p> <p>ई बुक्स / पीडीएफ e-books/pdf</p> <p>ई पुस्तकालय (हिन्दी)</p> <p>https://epustakalay.com/book/60234-lok-prashasan-by-chandra-prakash-bhabhari/</p> <p>https://epustakalay.com/book/3452-bharatiya-lok-prashasan-by-shafini-wadhwa/</p> <p>ईग्नू (हिन्दी)</p> <p>https://ecyankosh.ac.in/handle/123456789/17634</p> <p>ई लर्निंग पोर्टल्स e-learning portals</p> <p>CEC 49 videos</p> <p>https://youtu.be/U8L1wPYWpY?si=vIAhvLbRLZwP_VVz</p>										
खण्ड द	आंकलन एवं मूल्यांकन										
अनुशासित सतत मूल्यांकन प्रविधि											
	<table border="1"> <thead> <tr> <th>पूर्णांक 100 अंक</th> <th>सतत आन्तरिक मूल्यांकन (CIA) 30 अंक</th> </tr> </thead> <tbody> <tr> <td>अंत सेमेस्टर परीक्षा (ESE) 70 अंक</td> <td></td> </tr> <tr> <td>सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा</td> <td> <p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो):</p> <p>20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> </td> </tr> <tr> <td>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</td> <td></td> </tr> <tr> <td>अंत सेमेस्टर परीक्षा (ESE)</td> <td> <p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघु उत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p> </td> </tr> </tbody> </table>	पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक	अंत सेमेस्टर परीक्षा (ESE) 70 अंक		सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो):</p> <p>20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p>	दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा		अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघु उत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक										
अंत सेमेस्टर परीक्षा (ESE) 70 अंक											
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो):</p> <p>20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p>										
दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा											
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघु उत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>										

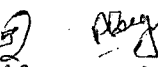
हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


①  10/06/2024


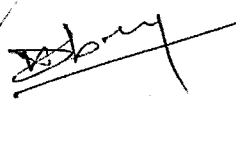
②  10/06/2024

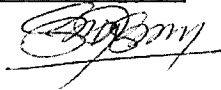
③  10/06/2024

④  10/06/2024

⑤  10/06/2024

⑥  10/06/2024





For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ		परिचय	
पाठ्यक्रम: बैचलर इन डिग्री/आनर्स		सेमेस्टर VI	सत्र 2024-25
1	कोर्स कोड	PSSE 04	
2	कोर्स शीर्षक	भारत का राष्ट्रीय आन्दोलन और संवैधानिक विकास Indian National Movement and Constitutional Development .	
3	कोर्स टाइप	डीएसई : डिसिप्लिन स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>यह पाठ्यक्रम पूर्ण करने के पश्चात विद्यार्थी सक्षम होंगे जिससे कि वे...</p> <ul style="list-style-type: none"> • भारत के राष्ट्रीय आंदोलन पर पुनर्जागरण के प्रभाव और प्रमुख नेतृत्व विभूतियों तथा उनके सिद्धांतों के बारे में ज्ञान का निर्माण कर सकें • राष्ट्रीय आंदोलन में गांधी युग में जन मानस के विभिन्न जन आंदोलन को के बारे में ज्ञान का मूल्यांकन कर सकें । • राष्ट्रीय आंदोलन तथा उसके अन्य स्वरूपों का क्रांतिकारी राष्ट्रवाद आदि के ज्ञान का विश्लेषण कर सकें • भारत के संवैधानिक विकास के बारे में ज्ञान की समय व्याख्या कर सकें 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40

खण्ड ब कोर्स की विषय वस्तु

कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)

इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	<p>भारतीय राष्ट्रीय आंदोलन पर पुनर्जागरण का प्रभाव</p> <p>पुनर्जागरण के प्रमुख व्यक्तित्व राजा राममोहन राय, स्वामी विवेकानंद, स्वामी दयानंद सरस्वती, रामकृष्ण परमहंस, केशव चंद्रसेन, ईश्वर चंद्र विद्यासागर, ज्योतिबा फुले, सावित्रीबाई फुले, इनके द्वारा स्थापित संस्थाएं एवं कार्य । कांग्रेस की स्थापना से पूर्व स्थापित होने वाले प्रमुख राजनीतिक संस्थाएं । ब्रिटिश भारत में शिक्षा व्यवस्था । भारतीय राष्ट्रीय आंदोलन के जन्म के कारण । भारतीय राष्ट्रीय कांग्रेस की स्थापना, उद्देश्य एवं नीतियाँ, बंगाल विभाज और स्वदेशी, नरमदल और गरमदल का उदय और उनका कार्यक्रम । होमरूल लीग, अखिल भारतीय मुस्लिम लीग की स्थापना (1906), अखिल भारतीय हिन्दू महासभा । राष्ट्रीय स्वयं सेवक संघ ।</p>	15
II	<p>गांधी युग ।</p> <p>भारतीय राजनीति में गांधी का उदय: चम्पारण और खेड़ा सत्याग्रह और खिलाफत आंदोलन । असहयोग आंदोलन इसका कार्यक्रम और महत्त्व । खिलाफत आन्दोलन । गांधी जी की छत्तीगढ़ यात्रा (स्वराज दल, नेहरू रिपोर्ट, साइमन कमीशन ।</p>	15
III	<p>गांधी युग ।</p> <p>सविनय अवज्ञा आंदोलन इसका कार्यक्रम और महत्त्व । गोलमेज सम्मेलन । गांधी अंबेडकर समझौता । क्रिप्स प्रस्ताव और भारत छोड़ो आंदोलन (1942) कार्यक्रम एवं महत्त्व । क्रांतिकारी राष्ट्रवाद: प्रमुख घटनाएं एवं नायक ब्रिटिश भारत में किसान आन्दोलन । ब्रिटिश भारत में प्रेस । वायकोम सत्याग्रह, गुरुवायूर सत्याग्रह, नेताजी सुभाष चन्द्र बोस एवं आजाद हिन्द फौज</p>	15
IV	<p>भारत का संवैधानिक विकास</p> <p>1892 का अधिनियम । मॉर्ले-मिटो सुधार 1909 का अधिनियम । माण्टेग्यू चेम्सफोर्ड सुधार 1919 का अधिनियम भारत सरकार अधिनियम, 1935 भारत शासन अधिनियम (1947)।</p>	15

कुंजी शब्द : राष्ट्रीय आंदोलन कांग्रेस भारत विभाजन गांधी युग क्रांतिकारी राष्ट्रवाद किसान आंदोलन असहयोग सविनय अवज्ञा स्वतंत्रता ।

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④
 ① ② ③ ④
 10/06/2024
 10.6.24
 M.D. 10-06-24
 10-06-24

खंड-स	Learning Resources: Text Books, Reference Books and Others	
पाठ्यपुस्तकें	1 डा. वीरकेश्वर प्रसाद शर्मा भारत का राष्ट्रीय आंदोलन एवं संवैधानिक विकास 2 डा. ओम नागपाल भारत का राष्ट्रीय आंदोलन एवं संवैधानिक विकास 3 विपिन चन्द्र राष्ट्रीय आंदोलन 4 आर.सी.अग्रवाल राष्ट्रीय आंदोलन एवं भारतीय संविधान 5 डा. पुस्तयज जैन भारत का राष्ट्रीय आंदोलन शारान एवं राजनीति संदर्भ ग्रंथ 1. Prof. R. N. Agrawal National Movement and Constitutional Development of India. 2. Prof. Vipin Chandra Indian National Movement Vikas Publisher New Delhi. 3. Sumit Sarkar : Modern India (Delhi Mac Millian, 1985) 4. S. R. Mehrotra : Towards India's Freedom and Paritition.	
ई बुक्स / पीडीएफ: e-books / pdf	ईग्नू हिन्दी https://egvankosh.ac.in/handle/123456789/44539 https://egvankosh.ac.in/handle/123456789/24149 1. https://www.constitutionofindia.net/constitution-assembly-debates/ 2. https://eparlib.nic.in/handle/ HYPERLINK " https://eparlib.nic.in/handle/123456789/760448 " 123456789 HYPERLINK " https://eparlib.nic.in/handle/123456789/760448/ " HYPERLINK " https://eparlib.nic.in/handle/123456789/760448 " 760448 3. https://www.igntu.ac.in/eContent/BA-PoliticalScience	
Online resource : e-learning portals	NPTEL 1. https://onlinecourses.nptel.ac.in/noc HYPERLINK " https://onlinecourses.nptel.ac.in/noc20_lw03/preview " 20 HYPERLINK " https://onlinecourses.nptel.ac.in/noc20_lw03/preview " lw HYPERLINK " https://onlinecourses.nptel.ac.in/noc20_lw03/preview " 03 HYPERLINK " https://onlinecourses.nptel.ac.in/noc20_lw03/preview " /preview SANSAD TV 1. https://www.youtube.com/watch?v=atSSN HYPERLINK " https://www.youtube.com/watch?v=atSSN6ZLzXQ " 6 HYPERLINK " https://www.youtube.com/watch?v=atSSN6ZLzXQ " ZLzXQ 2. https://www.youtube.com/watch?v=0U9KDQnlsNk HYPERLINK " https://www.youtube.com/watch?v=0U9KDQnlsNk " 0 HYPERLINK " https://www.youtube.com/watch?v=0U9KDQnlsNk " U HYPERLINK " https://www.youtube.com/watch?v=0U9KDQnlsNk " 9 HYPERLINK " https://www.youtube.com/watch?v=0U9KDQnlsNk " KDQnlsNk 3. https://www.youtube.com/watch?v=W6ZiCDoR-FQ HYPERLINK " https://www.youtube.com/watch?v=W6ZiCDoR-FQ " ZiCDoR-FQ HYPERLINK " https://www.youtube.com/watch?v=W6ZiCDoR-FQ " ZiCDoR-FQ	
खण्ड द	आंकलन एवं मूल्यांकन	
अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक	
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो): 20+20 कार्यभार /सेमिनार + उपस्थिति - 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड - अ तथा ब खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① *[Signature]* 10/06/2024
 ② *[Signature]* 10/06/24
 ③ *[Signature]* 10/06/24
 ④ *[Signature]* 10/06/24
 ⑤ *[Signature]* 10/06/24
 ⑥ *[Signature]* 10/06/24
 ⑦ *[Signature]* 10/06/24
 ⑧ *[Signature]* 10/06/24
 ⑨ *[Signature]* 10/06/24
 ⑩ *[Signature]* 10/06/24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28

राजनीति विज्ञान विभाग

खण्ड अ		परिचय	
पाठ्यक्रम: बैचलर इन आनर्स/ आनर्स सह रिसर्च		सेमेस्टर VII	सत्र 2024-25
1	कोर्स कोड	PSSC 07	
2	कोर्स शीर्षक	भारतीय राजनीतिक चिन्तन Indian Political Thought.	
3	कोर्स टाइप	डीएससी : डिसिप्लिन स्पेसिफिक कोर्स	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, विद्यार्थी सक्षम होंगे कि वे ...</p> <ul style="list-style-type: none"> प्राचीन भारतीय राजनीतिक दर्शन के ज्ञान की समझ उत्पन्न कर सकें। प्राचीन व मध्यकालीन भारतीय राजनीतिक दर्शन के ज्ञान आंकलन कर सकें। आधुनिक भारतीय राजनीतिक दर्शन के बारे में आलोचनात्मक समझ को स्पष्ट कर सकें। आधुनिक व समकालीन भारतीय राजनीतिक दर्शन की व्याख्या कर सकें। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उतीर्णांक : 40

खण्ड ब कोर्स की विषय वस्तु

कुल अध्यापन कालखण्ड (1 घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)

इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	<p>प्राचीन</p> <p>प्राचीन भारतीय राजनीतिक चिंतन की प्रकृति, भारतीय राजनीतिक चिंतन के स्रोत। वैदिक कालीन राजनीतिक संगठन। प्राचीन भारत में राज्यकी अवधारणा- उद्भव एवं विकास। प्राचीन भारत में राजत्व का विचार। राजपद, राजाके कार्य, कार्यका औचित्य (वैधता) और मंत्रिपरिषद। धर्मशास्त्र, अर्थशास्त्र बौद्ध परंपरा में राजनीतिक चिंतन. राज्य की उत्पत्ति. बौद्ध संघ की लोकतांत्रिक प्रकृति प्राचीन भारत में गणतंत्र।</p>	15
II	<p>प्राचीन व मध्यकालीन</p> <p>मनु: राज्य की उत्पत्ति और स्वरूप, सप्तांग सिद्धांत, राजा, राजधर्म, मंत्रीपरिषद, प्रशासन, मण्डल सिद्धांत कौटिल्य: राज्य की उत्पत्ति और स्वरूप, सप्तांग सिद्धांत, प्रशासन, मण्डल सिद्धांत और ब्रह्मगुण्य नीति मध्यकालीन राजनीतिक चिंतन: विशेषताएं बरनी: राजत्व का सिद्धांत, नौकरशाही और प्रशासन, अबुल फजल: राजत्व का सिद्धांत, संप्रभुता, राज्य कबीर का राजनीतिक चिन्तन</p>	15
III	<p>आधुनिक</p> <p>आधुनिक राजनीतिक चिंतन: विशेषताएं राजा राम मोहन राय: पुनर्जागरण के अग्रदूत, सामाजिक एवं राजनीतिक विचार स्वामी विवेकानंद: सामाजिक एवं राजनीतिक विचार स्वामी दयानंद: सामाजिक एवं राजनीतिक विचार बाल गंगाधर तिलक: राष्ट्रवाद, स्वदेशी व स्वराज्य श्री अरविन्द घोष: आध्यात्मिक राष्ट्रवाद</p>	15
IV	<p>आधुनिक व समकालीन</p> <p>महात्मा गांधी: राजनीति का आध्यात्मिकीकरण, साध्य साधन संबंध, अहिंसा एवं सत्याग्रह संबंधी विचार, राज्य संबंधी विचार, न्यायसिद्धांत संबंधी विचार। भीमराव अंबेडकर: सामाजिक न्याय, समाजवादी लोकतंत्र, समानता, स्वतंत्रता एवं बंधुत्व। एम.एन राय: नव मानववाद, लोकतंत्र राम मनोहर लोहिया: स्वतंत्रता, समानता, लोकतान्त्रिक समाजवाद, चौखम्बा राज्य, सप्त क्रांति, इतिहास का चक्रीय सिद्धांत वी. डी. सावरकर: हिन्दुत्व, सांस्कृतिक राष्ट्रवाद पं. दीनदयाल उपाध्याय: एकलम मानववाद, अंत्योदय</p>	15

① 12 ③ 12 9/6/2024
② 24 ④ 12 10/06/2024
⑤ 12 10/06/24
⑥ 12 10/06/24
⑦ 12 10/06/24
⑧ 12 10/06/24
⑨ 12 10/06/24
⑩ 12 10/06/24
⑪ 12 10/06/24
⑫ 12 10/06/24

कुंजी शब्द : भारतीय राजनीतिक विचार, राज्य, संप्रभुता, राष्ट्रवाद, सामाजिक विचार, लोकतंत्र, अहिंसा, स्वतंत्रता

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

- ① ~~AB~~ JK
 ② AD 10/06/2024 ~~AD~~
 ③ B
 ④ AD AD
 ⑤ Beqin 10-6-24
 ⑥ M. Dubey 10-06-24
AD AD AD

खण्ड स	अध्ययन स्रोत / सीखना
पाठ्य पुस्तके	<ol style="list-style-type: none"> 1. शर्मा,बी.एम.,भारतीय राजनीतिक विचारक, रावत प्रकाशन, 2005 2. वर्मा, बी.पी.,आधुनिक भारतीय राजनीतिक चिंतन, लक्ष्मी नारायण अग्रवाल,2011 3. अवस्थी,ए.पी.,भारतीय राजनीतिक विचारक,लक्ष्मी नारायण अग्रवाल,2020 4. गाबा,ओ.पी.,भारतीय राजनीतिक विचारक, मयूर बुक्स,2018. 5. चक्रवर्ती,विद्युत व पाण्डेय, राजेन्द्र कुमार,आधुनिक भारतीय राजनीतिक चिंतन, सेज पब्लिकेशन्स,2015
संदर्भ ग्रंथ	<ol style="list-style-type: none"> 6.Ray, Himanshu,Indian Political Thought, Pearson,2017 7.Sharma,Urmila, Sharma, S.K, Indian Political Thought, Atlantic Publishers,2024. 8.Chakraborty, Vidyut, Chandra, Prakash PUBLIC POLICY : Concept, Theory and Practice,Sage Publication,2016
ई बुक्स / पीडीएफ	<p>मनु काँटिल्य महादेवी, अबुल फजल बरनी कबीर हिन्दी में https://egyanakosh.ac.in/bitstream/123456789/86501/1/Block-1.pdf</p> <p>प्राचीन भारतीय चिन्तन https://egyanakosh.ac.in/bitstream/123456789/24063/1/Unit-6.pdf</p> <p>e-learning portals https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=qxCgn6i2dJ9uz2O8QM8FcA==</p> <p>Political Science Study</p> <p>आनलाइन पोर्टल्स</p> <ol style="list-style-type: none"> 1.Political Idea's of Kautilya https://www.youtube.com/watch?v=Fg-6O4x7Mv0&list=PLNspmbLkJ8L1po1SC74b_0mObUwRCQJr&index=6 (cec English) 2.Political Ideas in Buddhism and Agganna Sutta https://www.youtube.com/watch?v=WkONsqbdgf0&list=PLNspmbLkJ8L1po1SC74b_0mObUwRCQJr&index=8 (cec English) 3.Gandhi's Idea https://www.youtube.com/watch?v=U1lnK8-PoXO&list=PLNspmbLkJ8L1po1SC74b_0mObUwRCQJr&index=9 <p>e-learning portals https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=qxCgn6i2dJ9uz2O8QM8FcA==</p> <p>Political Science Study Materials in English (E-pg pathshala)</p>
खण्ड द	आंकलन एवं मूल्यांकन
अनुशंसित सतत मूल्यांकन प्रविधि	
पूर्णक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार /सेमिनार + उपस्थिति- 10 कुल अंक - 30
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड - अ तथा ब खण्ड-अ: प्र.1 वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-3 प्रश्न हल करना- 4 x 10=40 अंक

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④ ⑤
 10/06/24
 10-06-24
 10-06-24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ		परिचय	
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स सह रिसर्च		सेमेस्टर VII	सत्र 2024-25
1	कोर्स कोड	PSSE 05	
2	कोर्स शीर्षक	भारत में राज्यों की राजनीति छत्तीसगढ़ के विशेष संदर्भ में। State Politics in India with special reference to Chhattisgarh.	
3	कोर्स टाइप	डीएसई : डिप्लोमा स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकॉम्स (CLO)	<p>पाठ्यक्रम पूर्ण करने पर यह पाठ्यक्रम विद्यार्थियों को ..</p> <ul style="list-style-type: none"> राज्य राजनीति के मूल अभिग्रह उसके विकास आदि के बारे में समग्र ज्ञान निर्मित करने में सक्षम करता है राज्य राजनीति पर भ्रमंडलीकरण के प्रभाव और प्रतिमानों का मूल्यांकन करने में यह विद्यार्थियों को सक्षम करता है। छत्तीसगढ़ की राजनीति की विशेषताओं और तथा उसका विश्लेषण करने में विद्यार्थियों को सक्षम करता है। विद्यार्थियों को छत्तीसगढ़ के प्रशासकीय ढांचे के बारे में व्यावहारिक ज्ञान प्राप्त करने में सक्षम करता है। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन काल खण्ड (1 घण्टा प्रति काल खण्ड) 60 काल खण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुल काल खण्ड की संख्या
I	राज्य राजनीति के अभिग्रह 1- भारत में राज्य राजनीति का विकास राज्य 2- राजनीति के विश्लेषण के विभिन्न दृष्टिकोण 3- भारत में राज्य प्रणाली का विकास 4- भारतीय विविधताओं की प्रकृति और राष्ट्रवादी प्रतिक्रियाएं 5- चुनाव और चुनावी राजनीति - अंतर्राज्यीय विवाद : जलीय व क्षेत्रीय सीमाएँ।		15
II	राज्य राजनीति के अभिग्रह 1- भ्रमंडलीकरण, उदारीकरण: राज्यीय-राजनीतिक तात्पर्य विकास के मुद्दे और क्षेत्रीय विषमताएँ 2- राज्यीय राजनीति में भाषाई नृजातीय एवं अल्पसंख्यक 3- भारत में राज्य स्वायत्तता आन्दोलन 4- भारतीय राज्यों में मतभेद प्रतिमान और विरोधान्दोलन।		15
III	छत्तीसगढ़ की राजनीति 1- छत्तीसगढ़ की राजनीति की विशेषताएं। छत्तीसगढ़ की मांग के लिए आंदोलन। 2- छत्तीसगढ़ में किसान आंदोलन - स्वतंत्रता के पहले और बाद में 3- छत्तीसगढ़ में आदिवासी आंदोलन - स्वतंत्रता के पहले और बाद में 4- छ ग में राजनीतिक दल: विकास, प्रकृति और राजनीतिक दलों का वर्गीकरण और प्रजातंत्र में उनकी भूमिका। 5- छत्तीसगढ़ में दबाव समूह: व्यवसाय, कृषक और पेशेवर। 6- छत्तीसगढ़ में मतदान व्यवहार।		15

① 10/06/2024

② 10/06/24

③ 10/06/24

④ 10/06/24

⑤ 10/06/24

IV	<p style="text-align: center;">छत्तीसगढ़ का प्रशासकीय ढांचा</p> <p>1- छत्तीसगढ़ में जनजातीय प्रशासन, 5वीं अनुसूची क्षेत्र के अंतर्गत। 2- जनजातीय विकास प्रशासन । 3- छत्तीसगढ़ में पंचायती राज संस्थाएँ: संरचना, शक्तियाँ और कार्य । 4- जिला पंचायत जनपद पंचायत एवं ग्राम पंचायत। 5- पेसा अधिनियम और ग्रामसभा की भूमिका। 6- नगर पालिकाएँ संरचना शक्तियाँ और कार्य नगर निगम, नगर पालिका और नगर पंचायत। 7- छत्तीसगढ़ में जिला प्रशासन और जिला कलेक्टर ।</p>	15
<p>कुंजी शब्द : छत्तीसगढ़, जिला पंचायत, नगर पंचायत, योजनाएं</p>		

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ~~A~~ 3h
 ② M 10/06/24
 ③ B
 ④
 ⑤ ... 10/6-24
 ⑥ M D ... 10-06-24
...
10/6/24
...

...

खण्ड-स	अध्ययन स्रोत / साधन
Text Books Recommended	
<ol style="list-style-type: none"> 1. नीलेश कुमार अग्रसेविन: छात्रीयमंडल का इतिहास 2. प्रमोद सिंह वर्मा: छात्रीयमंडल का इतिहास 3. प्रमोद भुवना: छात्रीयमंडल का राजनीतिक इतिहास एवं राष्ट्रीय आन्दोलन 4. शांता भुवना: छात्रीयमंडल का सामाजिक एवं आर्थिक इतिहास 5. गणेशदास शुभा: छात्रीयमंडल टिप्पणियाँ 	
Online resource : e- books / pdf इग्नू हिन्दी में (राज्य राजनीति) https://egyankosh.ac.in/handle/123456789/28926 https://egyankosh.ac.in/handle/123456789/24596	
Online resource : e-learning portals CEC वीडियो हिन्दी में, राज्य राजनीति पर। https://youtu.be/cvDa7zR6VH0?si=G16UPCuEIY7RChKE	
खण्ड द	आंकलन एवं मूल्यांकन
अनुशंसित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार /सेमिनार + उपस्थिति - 10 कुल अंक - 30
दोनों आंतरिक परीक्षा उच्चतर प्राप्तंक + कार्यभार में प्राप्तंक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा	
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड- अ तथा ब खण्ड-अ: प्र-1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न & 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① *[Signature]*
 ② *[Signature]* 10/06/2024
 ③ *[Signature]*
 ④ *[Signature]*
 ⑤ *[Signature]* 10-06-24


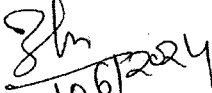



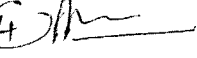
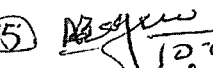

[Signature]

[Signature]

[Signature]

IV	<p style="text-align: center;">विभिन्न सिद्धान्त 3</p> <p>1-नौकरशाही - अवधारणा, वेबर का माडल और वेबर के आलोचक । 2- शक्ति - अवधारणा, ग्राहम वालेस और लॉसवेल का योगदान, स्टीवन लुक्स, एल्थूजर, माइकेल फोर्कोल्ट के सिद्धांत। शक्ति और सत्ता के बीच अंतर। 3- सत्ता - अवधारणा, विकास, प्रकृति और प्रकार, मैक्स वेबर का वर्गीकरण। 4- वैधता - अवधारणा, विकास, महत्व, प्रकार, वैधता का संकट और हैबरमास। 5- राजनीतिक संचार - अवधारणा, कार्ल डायश का मॉडल । 5- राजनीतिक विकास - अवधारणा राजनीतिक विकास की विशेषताएं । लुसियन पाई का सिद्धांत अल्प विकास की अवधारणा।</p>	15
<p>कुंजी शब्द : तुलनात्मक राजनीति डेविड ईस्टन राजनीतिक संचार नौकरशाही शक्ति सत्ता।</p>		

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)






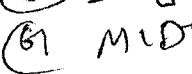
- ①  
 ②  10/06/2024
 ③  
 ④ 
 ⑤  12-6-24
 ⑥ M.D. 10-06-24 



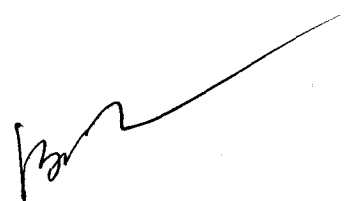


खण्ड स	अध्ययन स्रोत / सीखना	
<p>पाठ्य पुस्तके / संदर्भ ग्रंथ</p> <p>सीवी गेना : तुलनात्मक राजनीति , विकास प्रकाशन, जयपुर ।</p> <p>जेसी जौहरी : तुलनात्मक राजनीति, साहित्यभवन आगरा ।</p> <p>एस पी वर्मा : आधुनिक राजनीतिक सिद्धान्त , विकास प्रकाशन, जयपुर ।</p> <p>ई बुक्स / पीडीएफ</p> <p>एस पी वर्मा, हिन्दी मे</p> <p>https://epustakalay.com/book/41663-adhunik-rajneetik-siddhant-by-s-p-varma/</p> <p>गेना</p> <p>https://epustakalay.com/book/52418-tulanatmak-rajniti-aur-rajnitik-sansthaven-by-c-v-gena/</p> <p>आनलाइन पोर्टल्स</p> <p>Cec</p> <p>https://youtu.be/9YhC6_5XqWA?si=DEnDF0KblzdYKPL3</p>		
खण्ड द	आंकलन एवं मूल्यांकन	
अनुशंसित सतत मूल्यांकन प्रविधि		
पूर्णांक 100 अंक		सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/पश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार /सेमिनार + उपस्थिति - 10 कुल अंक - 30	दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड - अ तथा ब खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 6 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

1.  3/10/2024
2.  10/06/2024
3. 
4. 
5.  10/6/24
6.  MIDUR - 10/06/24





खण्ड अ परिचय			
पाठ्यक्रम: बेंचलर इन आनर्स/आनर्स सह रिसर्च		सेमेस्टर VII	सत्र 2024-25
1	कोर्स कोड	PSSE 07	
2	कोर्स शीर्षक	Comparative Political Analysis / Political Sociology तुलनात्मक राजनीतिक विश्लेषण एवं राजनीतिक समाजशास्त्र	
3	कोर्स टाइप	डीएसई : डिसिप्लिन स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकॉम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र सक्षम हो जाएगा कि उन्हें</p> <ul style="list-style-type: none"> तुलनात्मक राजनीति की अवधारणाओं की समझ होगी। नारीवाद, वैश्वीकरण और उत्तर आधुनिकतावाद जैसे समकालीन मुद्दों की अवधारणा का तुलनात्मक अध्ययन के साथ मूल्यांकन कर पायेगा। राजनीतिक समाजशास्त्र में सैद्धांतिक और वैचारिक मुद्दों की तुलना कर और एक सामासिक संस्कृति के तुलनात्मक परिप्रेक्ष्य में राजनीतिक घटनाओं को समझने के लिए उनका उपयोग करने की क्षमता विकसित कर सकेंगे। भारत में राजनीति को ऐतिहासिक और विश्लेषणात्मक रूप से आकार देने में राज्य और समाज के बीच संबंधों को समझने के लिए व्याख्या करने में सक्षम होंगे। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उतीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन काल खण्ड (1 घण्टा प्रति काल खण्ड) 60 काल खण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुल काल खण्ड की संख्या
I	तुलनात्मक राजनीतिक विश्लेषण- अवधारणाएं		15
<p>राज्य - तुलनात्मक परिप्रेक्ष्य में राज्य, राज्य का परिवर्तित रूप, राज्य का विकास, आधुनिक राज्य, पश्चिमी और गैर पश्चिमी राज्य की विशेषताएं। पूंजीवादी राज्य, समाजवादी राज्य और उत्तर-औपनिवेशिक राज्य की अवधारणा और विशेषताएं। नृजातीयता की अवधारणा विशेषताएं। नृजातीयता और राज्य की अंतःक्रिया, आत्मसातीकरण व एकीकरण की समस्याएं। सामुदायिक पहचान की राजनीति - सामुदायिक पहचान की अवधारणा, संरचना, लक्षण, सामुदायिक पहचान की चेतना, सामुदायिक पहचान जनित संघर्ष, कारण, रणनीतियां - सांस्कृतिक प्रतिरोध, सशस्त्र संघर्ष।</p>			
II	आधुनिक राजनीतिक विश्लेषण		15
<p>समानता - विभिन्न विचार बरनार्ड विलियम्स - समानता का मूल्य, जान राल्स - अवसर की समानता, मिल्टन फ्रीडमैन- परिणाम के समानता की आलोचना, पारफिट- प्राथमिकता, एलिजाबेथ एण्डरसन - ईगैलिटेरियनिज्म एवं आलोचना। न्याय की समुदायवादी व्याख्या - वालजर, माइकल सैन्डेल और ओकिन के विचार। नारीवाद - अवधारणा, विकास, विभिन्न दृष्टिकोण- उदारवादी, मार्क्सवादी, उग्रनारीवादी, उत्तर आधुनिकतावादी दृष्टिकोण। नारीवाद और पितृ सत्तावाद। प्रमुख विचारक - सिमान-द- ब्वायर, एन्ड्रे दवोकिन, बेट्टी फ्रेडन। पहचान का दर्शन और राजनीति- ऐतिहासिक पृष्ठभूमि, दर्शन और पहचान का सम्बन्ध। पहचान की राजनीति- उदारवादी मत लुई मैकने के विचार, पहचान और हिंसा के सम्बन्ध पर अमर्त्यसेन के विचार आधुनिकता और उत्तर-आधुनिकता- अवधारणा और विशेषताएं।</p>			

① ② ③ ④ 10/06/2024

10-6-24 15/06/24

III	<p style="text-align: center;">राजनीतिक समाजशास्त्र का परिचय एवं अवधारणाएं</p> <p>राजनीतिक समाजशास्त्र: अर्थ, उद्भव, प्रकृति एवं क्षेत्र। प्रभाव एवं शक्ति: जनसमूह, राजनीतिक व्यवस्था और समाज के मध्य अंतर-संबंध। राजनीतिक समाजशास्त्र के आधुनिक अवधारणाएं: राजनीतिक समाजशास्त्र एवं भर्ती: अर्थ, राजनीतिक संस्कृति: अर्थ एवं प्रकार, राजनीतिक सहभागिता: अर्थ, उदासीनता एवं लामबंदी।</p>	15
IV	<p style="text-align: center;">राजनीतिक प्रक्रिया</p> <p>राजनीतिक प्रक्रिया: प्रकार, सामाजिक जीवन का राजनीतिकरण, भाषा, जाति, रिलीजन एवं क्षेत्र की भारतीय राजनीति में भूमिका, नौकरशाही - मैक्स वेबर, राजनीतिक विकास में नौकरशाही की भूमिका, भारत में राजनीतिक प्रक्रिया, सामाजिक आंदोलन, नागरिक समाज की भूमिका।</p>	15
<p>कुंजी शब्द: राज्य, जातीय, समानता, न्याय, राजनीतिक समाजशास्त्र, राजनीतिक संस्कृति, राजनीतिक प्रक्रिया</p>		

[Handwritten Signature]

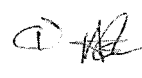




हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

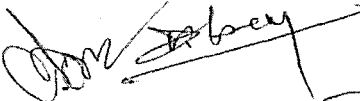



- ① *[Handwritten Signature]*
- ② *[Handwritten Signature]* 10/06/24
- ③ *[Handwritten Signature]* *[Handwritten Signature]*
- ④ *[Handwritten Signature]*
- ⑤ *[Handwritten Signature]* 10/6/24
- ⑥ *[Handwritten Signature]* 10-06-24

[Handwritten Signature]

[Handwritten Signature]

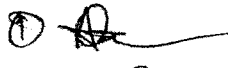


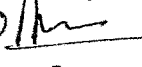
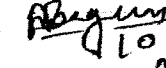
खण्ड स	अध्ययन स्रोत / सीखना
<p>पाठ्यपुस्तकें</p> <p>1-शर्मा शशि, राजनीतिक समाजशास्त्र की रूपरेखा, PHI Learning Private Limited. (द्वितीय संस्करण-2015)</p> <p>2- बघेल डी. एस. एवं सिंह टी.पी., राजनीतिक समाजशास्त्र, विवेक प्रकाशन, जवाहर नगर, दिल्ली, 2002</p> <p>3- दुबे प्रीति, राजनैतिक समाजशास्त्र, कैलाश पुस्तक सदन, भोपाल, मध्य प्रदेश, 2011</p> <p>4- जैन पुखराज एवं फाडिया बी. एन., राजनीतिक समाजशास्त्र, साहित्य भवन पब्लिकेशन, आगरा, 2023</p> <p>5- जैन पी.सी., राजनीतिक समाजशास्त्र, रावत पब्लिकेशंस, 2023</p> <p>6- जौहरी जे. सी., तुलनात्मक राजनीति, स्टर्लिंग पब्लिशर्स प्राइवेट लिमिटेड, नई दिल्ली, 2022</p> <p>7- गेना सी. बी., तुलनात्मक राजनीति एवं राजनीतिक संस्थाएं, विकास पब्लिशिंग प्राइवेट लिमिटेड, नई दिल्ली</p> <p>8- गेना सी. बी., तुलनात्मक राजनीति, विकास पब्लिशिंग प्राइवेट लिमिटेड, एस. चंद एंड कंपनी प्राइवेट लिमिटेड, नई दिल्ली</p> <p>संदर्भ ग्रंथ</p> <p>1. Mohinder Slariya & Abhishant Slariya, political sociology, Mahaveer Publications, 2022</p> <p>2. Pradeep Basu, political sociology, Setu Prakashan, 2015</p> <p>3. Rajni Kothari, politics in India, Orient logman, New Delhi, 1970</p> <p>4. Rajni Kothari, democratic polity and social change in India, Allied publishers, 1976</p> <p>5. M.N. Srinivas, Social change in modern india, Bombay, Allied Publishers, 1966</p> <p>6. Martin L. Levin, Social climate and political socialization, the public opinion quarterly 1961, Oxford University Press</p> <p>7. JauJauhaJ.C., comparative politics. Sterling publisher Private Limited, New Delhi, 2022</p> <p>8. Gena C.B., comparative politics and political institutions, Vikas publishing Private Limited, New Delhi</p>	<p>Online resource : e- books</p> <p>तुलनात्मक राजनीति, जैन विश्व भारती संस्थान, दूरस्थ शिक्षा निदेशालय, राजस्थान SLM-pdf)</p> <p>https://ivbi.ac.in/dde/pdf/menu/distance/SLM/2-MA-Political-Science-Paper-II-Final.pdf</p> <p>राजनैतिक समाजशास्त्र, दूरवर्ती अध्ययन एवं सतत शिक्षा केंद्र, महात्मा गांधी चित्रकूट ग्रामोदय विश्वविद्यालय, सतना, मध्य प्रदेश (pdf उपलब्ध)</p> <p>https://www.gramodayachitrakoot.ac.in/wp-content/uploads/2019/11/11-Political-Sociology-1-96.pdf</p> <p>राजनैतिक समाजशास्त्र, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय pdf उपलब्ध)</p> <p>https://eayankosh.ac.in/bitstream/123456789/75708/1/Biock-1.pdf</p> <p>Political Sociology, directorate of distance education, Tripura University (pdf available)</p> <p>https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Political%20Sociology%20-%20MA%20Science%20901C%20English_21072017.pdf</p>
<p>e-learning portals</p> <p>https://youtu.be/Eo1qBsANz5M?feature=shared</p> <p>Political culture</p> <p>https://youtu.be/KVL0ljqNngY?feature=shared</p> <p>Post colonial state</p> <p>https://youtu.be/BLhJ2QfLR6o?feature=shared</p> <p>https://youtu.be/ACqNjdo/bpY?feature=shared</p> <p>Relationship between society and politics</p> <p>https://youtu.be/92wTZ6WLLYc?feature=shared</p> <p>Political socialization</p> <p>https://youtu.be/2lpcIDf-75M?feature=shared</p>	<p>Understanding the role of civil society</p> <p>https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=qxCqg6i2rlJ9uz2O8QM8FcA=</p> <p>e-learning portals</p> <p>e-PG पाठशाला- Political Sociology in indian context</p> <p>https://youtu.be/klQ4h3bqUeM?feature=shared(in English)</p> <p>e-PG पाठशाला- Political Sociology in indian context(in English)</p> <p>https://youtu.be/3QtQaR4sOLY?feature=shared</p> <p>e-learning portals</p> <p>CEC-</p> <p>https://youtu.be/YY3r1Z-Zvm8?feature=shared(in English)</p> <p>https://youtu.be/g_DS1Efp0U8?feature=shared(in English)</p> <p>https://youtu.be/d-SDkg6wvf0?feature=shared(English)</p> <p>Vidhya-Mitra-</p> <p>Identity politics: insiders and outsiders</p> <p>https://youtu.be/ef38z4rbJYI?feature=shared</p> <p>Historical perspective of feminism</p> <p>https://youtu.be/p4ihrPhTVPE?feature=shared</p> <p>Radical feminism</p>
<p>e-learning portals</p> <p>https://youtu.be/Eo1qBsANz5M?feature=shared</p> <p>Political culture</p> <p>https://youtu.be/KVL0ljqNngY?feature=shared</p> <p>Post colonial state</p> <p>https://youtu.be/BLhJ2QfLR6o?feature=shared</p> <p>https://youtu.be/ACqNjdo/bpY?feature=shared</p> <p>Relationship between society and politics</p> <p>https://youtu.be/92wTZ6WLLYc?feature=shared</p> <p>Political socialization</p> <p>https://youtu.be/2lpcIDf-75M?feature=shared</p>	<p>e-learning portals</p> <p>Political socialization</p> <p>https://youtu.be/fO_QmERhxnU?feature=shared</p> <p>Post-modernism</p> <p>https://youtu.be/OhntnyU15XI?feature=shared</p> <p>John Rawls-theory of justice and its critics-1</p> <p>https://youtu.be/AOqNjdo/bpY?feature=shared</p> <p>John Rawls-theory of justice and its critics-2</p>

①  10/06/2024
 ②  10.06.24
 ③  10.06.24
 ④  10.06.24
 ⑤  10.06.24

खण्ड	अंकन एवं मूल्यांकन	
अनुसंसित सतत मूल्यांकन प्रविधि		
	पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो): 20+20 कार्यभार/सेमिनार+ उपस्थिति- 10 कुल अंक- 30	दोनों आंतरिक परीक्षा उच्चतर प्राप्तंक + कार्यभार में प्राप्तंक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जावेगा।
अंत सेमेस्टर परीक्षा (ESE)	दो खण्ड- अतया ब खण्ड-अ: प-1 वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प-2 लघुउत्तरीय प्रश्न 6 5x4= 20 अंक खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक	

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

- ①  10/06/2024
- ②  10/06/2024
- ③  10/06/2024
- ④  10/06/2024
- ⑤  10.6.24
- ⑥ MIDULS-10-06-24



For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय		
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स सह रिर्सच।		सेमेस्टर VII
सत्र 2024-25		
1	कोर्स कोड	PSSE 08
2	कोर्स शीर्षक	International Organization अंतर्राष्ट्रीय संगठन
3	कोर्स टाइप	टैल्सर्ड : डिस्टिन्ट स्पेसिफिक इलेक्टिव
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकम्स (CLO)	<ul style="list-style-type: none"> इस पाठ्यक्रम के दौरान छात्र विश्व में शांति और न्याय बनाए रखने वाले अंतर्राष्ट्रीय संगठन के ज्ञान और आलोचनात्मक समझ का प्रदर्शन करने में सक्षम होंगे। अंतर्राष्ट्रीय संगठन की प्रकृति और विकास के ज्ञान को निर्मित कर सकेंगे। विश्व शांति स्थापित करने में राष्ट्र संघ और संयुक्त राष्ट्र की भूमिका का मूल्यांकन कर सकेंगे। समकालीन आर्थिक और राजनीतिक संगठनों की भूमिकाओं का विश्लेषण करना। शीत युद्ध के बाद के युग में उत्पन्न आर्थिक, सामाजिक और मानवीय समस्याओं का समाधान करना।
6	क्रेडिट महत्व	4 क्रेडिट
		क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100
		उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु		
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)		
इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	<p>प्रथम विश्व युद्ध के पश्चात अंतर्राष्ट्रीय संगठन का जन्म</p> <p>1-अंतर्राष्ट्रीय संगठन का अर्थ प्रकृति और विकास राष्ट्र राज्य का संकट। 2-राष्ट्र संघ संरचना एवं कार्य, विश्व शांति की रक्षा में भूमिका, राष्ट्र संघ की असफलता के कारण 3-संयुक्त राष्ट्र संघ - संरचना उद्देश्य एवं कार्य, संयुक्त राष्ट्र संघ के विभिन्न अंग महासभा, 4-सुरक्षा परिषद, आर्थिक एवं सामाजिक परिषद, अंतर्राष्ट्रीय न्यायलय, न्यास परिषद, सुरक्षा परिषद में सुधार की आवश्यकता। 5- सचिवालय-संघटन उद्देश्य शक्तियां एवं कार्यप्रणाली।</p>	15
II	<p>शीत युद्ध कालीन संगठन</p> <p>शीत युद्धकाल में संयुक्त राष्ट्र संघ की सामाजिक आर्थिक एवं मानवीय भूमिका, शांति के संरक्षक के रूप में संयुक्त राष्ट्र संघ की भूमिका, संयुक्त राष्ट्र संघ एवं निःशस्त्रीकरण सुरक्षा का विषय जेटो, सीएटो, SEATO सेंटो CENTO एवं बगदाद पैक्ट, वारसा पैक्ट WARSAW Pact और शीत युद्ध में इनकी भूमिका शीत युद्ध कालीन प्रमुख संघर्ष। संयुक्त राष्ट्र संघ में भारत की भूमिका।</p>	15
III	<p>ब्रेटन वुड्स वित्तीय संस्थाएं</p> <p>अंतर्राष्ट्रीय मुद्रा कोष, विश्व बैंक, विश्व व्यापार संगठन, नयी आर्थिक व्यवस्था एवं संयुक्त राष्ट्र संघ की भूमिका का मूल्यांकन</p>	15
IV	<p>समकालीन आर्थिक एवं राजनीतिक संगठन</p> <p>दक्षेस, आसियान, विश्व स्वास्थ्य संगठन, ओईसीडी, नाफटा, यूरोपी संघ, क्वाड, यू एन एवं एर्जेसी - संरचना उद्देश्य एवं कार्य प्रणाली</p>	15
कुंजी शब्द: अंतर्राष्ट्रीय संगठन, राष्ट्र संघ, संयुक्त राष्ट्र संगठन		



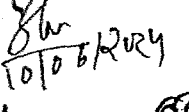
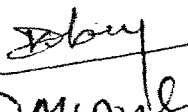

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन

① [Signature] ② [Signature] ③ [Signature] ④ [Signature] ⑤ [Signature]

10/06/24 10/06/24 10/06/24

खण्ड स	अध्ययन स्रोत / सीखना
पाठ्य पुस्तकें	<p>1. K.P. Saxena, Reforming the United Nations, the Challenging Reverence, New Delhi, SAGE, 1993</p> <p>2. Archer, International Organization, Newyork, Sent martin Press, 1975.</p> <p>3. बैकुंठनाथ -अंतर्राष्ट्रीय संगठन जानदा प्रकाशन</p> <p>4. एम पी राय अंतर्राष्ट्रीय संघठन</p>
संदर्भ ग्रन्थ	<p>1. पॉटर, पी.बी. अंतरराष्ट्रीय संगठन।</p> <p>2. गुडरिचम एल.एच.: संयुक्त राष्ट्र</p> <p>3. चौवर और अन्य: विश्व मामले में शांति के लिए अंतर्राष्ट्रीय संगठन का आयोजन</p> <p>4. पी. बेहर और एल. गॉर्डनकर, 1990 के दशक में संयुक्त राष्ट्र, लंदन, ऑक्सफोर्ड विश्वविद्यालय प्रेस, 1992. 5. पी. बेहर, द यूनाइटेड ने</p> <p>6. एएल बेनेट, अंतर्राष्ट्रीय संगठन: सिद्धांत और मुद्दे, एंगलवुड क्लिफ्स एनजे। प्रेंटिस हॉल, 1977.</p> <p>7. एस.जे.आर. बिलग्रामी, अंतर्राष्ट्रीय संगठन, नई दिल्ली, विकास 1977।</p> <p>8. एच.जे. मोर्गेंथाऊ (सं.), शांति, सुरक्षा और संयुक्त राष्ट्र, सिकागो, विश्वविद्यालयसिकागो प्रेस, 1946.</p> <p>9. एम.एस. राजन, "भारत और संयुक्त राष्ट्र का निर्माण"</p> <p>10. डॉ. बी. एल फड़िया अंतर्राष्ट्रीय संघठन साहित्य भवन पब्लिकेशन आगरा</p> <p>11. डॉ सुरेश चंद्र सिंहल भारत की विदेश नीति लक्ष्मीनारायण अकादमी आगरा</p>
Online Resources	<p>EBOOKS /PDF</p> <p>अंतर्राष्ट्रीय संगठन https://eriyankosh.ac.in/bitstream/123456789/71332/1/Block-4.pdf</p> <p>European Union - https://www.britannica.com/topic/European-Union</p> <p>संयुक्तराष्ट्रकीविशिष्टएजेंसियोंकीसूची</p> <p>https://www.un.org/en/</p> <p>https://en.m.wikipedia.org/wiki/List_of_specialized_agencies_of_the_United_Nations</p> <p>https://treaties.un.org</p>
खण्ड द	आंकलन एवं मूल्यांकन
अनुशासित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो):</p> <p>20+20</p> <p>कार्यभार /सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्राप्तंक + कार्यभार में प्राप्तंक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जयेगा।</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र-1 वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 5 x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

①  ③  ④  ⑤  ⑥ 

10/06/24

10.06.24

10-06-24

For 4
Creditsचार वर्षीय स्नातक पाठ्यक्रम; 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय		
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स सह रिसर्च		सेमेस्टर VIII सत्र 2024-25
1	कोर्स कोड	PSSC 08
2	कोर्स शीर्षक	MODERN POLITICAL THOUGHT AND THEORY आधुनिक राजनीतिक चिन्तन और सिद्धान्त
3	कोर्स टाइप	(DSC) : डिस्टिन्ग्विस्ड स्पेशिफिक कोर्स
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकम्स (CLO)	कोर्स पूरा होने के बाद, विद्यार्थी निम्नलिखित उद्देश्यों को पूर्ण करने में सक्षम हो सकेंगे - <ul style="list-style-type: none"> आधुनिक राजनीतिक सिद्धांत, रॉल्स और पॉपर के विचारों और स्वतंत्रतावाद के ज्ञान की समझ निर्मित कर सकें अस्तित्ववादियों और क्रंतिकारी मार्क्सवादियों के विचारों का मूल्यांकन कर सकें। नवउदारवादियों, नारीवादियों और उत्तर आधुनिकतावाद के विचारों का विश्लेषण कर सकें। समकालीन मार्क्सवादियों के विचारों का परीक्षण कर सकें।
6	क्रेडिट महत्व	4 क्रेडिट क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100 उत्तीर्णांक : 40

खण्ड ब कोर्स की विषय वस्तु

कुल अध्यापन कालखण्ड (1 घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)

इकाई	प्रसंग (विषय वस्तु)	कुल काल खण्ड की संख्या
I	राजनीतिक सिद्धान्त : स्वतंत्रतावादी व न्यायवादी राजनीतिक सिद्धांत - अवधारणा, राजनीतिक सिद्धांत का पतन और इसकी पुनर्स्थापना। राष्ट्र राज्य -विकास। जॉन रॉल्स - न्याय की अवधारणा। कार्ल पॉपर - खुले समाज का विचार, ऐतिहासिकता की आलोचना। हन्ना अरेण्ट - स्वतंत्रता सम्बन्धी विचार। स्वतंत्रता पर आइजा बर्लिन, मिल्टन फ्रीडमैन, राबर्ट नोजिक, एफ ए हायक के विचार।	15
II	अस्तित्ववादी व साम्यवादी अस्तित्ववाद - अवधारणा, विशेषताएं, अस्तित्ववाद पर ज्यां पाल सार्त्र, सोरेन किर्केगार्ड, मार्टिन हाइडेगर, अल्बर्ट कैमस, के विचार। अलगवा - अवधारणा, मार्क्सवादी और अस्तित्ववादी दृष्टिकोण। लेनिन : दल सिद्धान्त, मार्क्सवाद में संशोधन, साम्राज्यवाद पूंजीवाद की उच्चतम अवस्था। माओ त्से तुंग:- अन्तर्विरोध का सिद्धान्त, जनसमर्धन।	15
III	नव उदारवादी आधुनिकतावादी सी बी मैकफरसन - स्वत्वमूलक या प्रभुत्ववादी व्यक्तिवाद। जनतंत्र। माइकल ओकशॉट- सिविल एंसेसिएशन, स्वतंत्रता, शास्त्रीय राजनीतिक सिद्धांत की रक्षा। लियो स्ट्रास के प्रमुख राजनीतिक विचार। एरिक वोएगलिन, माइकल फूको। सी आर गिलमैन (नारीस्वतंत्रता)।	15
IV	समकालीन मार्क्सवादी फ्रैंकफर्ट स्कूल एक परिचय। एरिक फ्राम। फ्रॉन्ट्स फैनन - उपनिवेशवाद की प्रकृति। हर्बर्ट मार्कूजे - उपभोक्तावाद की मिथ्या चेतना। जुरगेन हेबरमास - लोकतंत्र की विकृति, वैधता का संकट। रोजा लक्जमबर्ग - मार्क्सवाद पर विचार।	15

कुंजी शब्द: आधुनिक सिद्धांत, विचार, फ्रैंकफर्ट स्कूल, स्वतंत्रता, वैधता, नागरिक संघ।

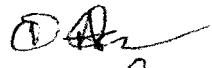
हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


① [Signature] ② [Signature] ③ [Signature] ④ [Signature] ⑤ [Signature] ⑥ [Signature]


10/06/2024 10/06/24 10/06/24


खण्ड स	अध्ययन स्रोत / सीखना
	<p>पाठ्य पुस्तक</p> <p>1- ओ पी गाबा (1996) : राजनीतिक चिन्तन की रूपरेखा , मयूर प्रकाशन, नयी दिल्ली ।</p> <p>2- एस पी वर्मा (1985) : आधुनिक राजनीतिक सिद्धान्त, विकास प्रकाशन, नयी दिल्ली ।</p> <p>3- डा एस एल वर्मा (2002) : उच्चतर आधुनिक राजनीतिक सिद्धान्त, नेशनल पब्लिशिंग हाउस नई दिल्ली</p> <p>4- जे सी जौहरी (1990) : समकालीन राजनीतिक सिद्धांत स्टर्लिंग प्रकाशन नई दिल्ली ।</p> <p>5- शकील हुसैन (2023) : समकालीन राजनीतिक सिद्धान्त एवं दार्शनिक, भाग 1-2, शिक्षादूत प्रकाशन, नयी दिल्ली ।</p> <p>संदर्भ ग्रंथ</p> <p>1- Nandlal (2022) : History of Political theory, Rawat Publication, New Delhi.</p> <p>2- H. Shukla (2020) : Modern Political Philosophers, Mahaveer Publication, New Delhi.</p> <p>ईबुकस / पीडीएफ e-books</p> <p>एस पी वर्मा (1985) : आधुनिक राजनीतिक सिद्धान्त, https://epustakalay.com/book/41663-adhunik-rajneetik-siddhant-by-s-p-varma/ अर्वाचीन राजनीतिक चिन्तन https://epustakalay.com/book/43444-arvachin-rajnitik-chintan-by-prabhudutt-sharma/ Govt VYT PG Autonomous College Durg CG https://ocm.govtsciencecollegedurg.ac.in/Document/759_010041.pdf https://ocm.govtsciencecollegedurg.ac.in/FacultyProfile.aspx?fid=UE+eC5pyOUqKv7rmRAL8FQ== Online resource : Video Lectures CEC https://youtu.be/CEPo2oen85c?si=fcZxmS0A7IHF3KXc NPTEL 55 Videos https://youtu.be/DMqZYaiDWbU?si=u0ky0VR2bTAZSfy- https://youtu.be/UmFj5CtXhx0?si=8HdKo5AmoeM6VvU2</p>
खण्ड द	आंकलन एवं मूल्यांकन
अनुसंसित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20</p> <p>कार्यभार /सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्राप्तंक + कार्यभार में प्राप्तंक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा।</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड- अ तथा ब</p> <p>खण्ड-अ: प्र.1 वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघु उत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>


हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


①  10/06/2024

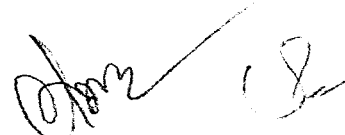
②  10/06/2024

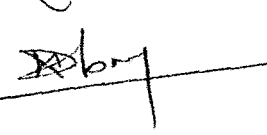
③  10/06/2024


④  10/06/2024


⑤  10/06/2024

⑥  10/06/2024












For 4
Creditsचार वर्षीय स्नातक पाठ्यक्रम, 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

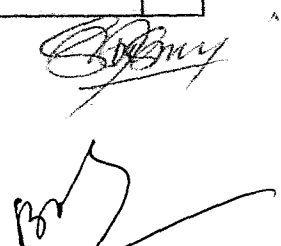
खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स सह रिसेच		सेमेस्टर VIII	सत्र 2024-25
1	कोर्स कोड	PSSE 09	
2	कोर्स शीर्षक	PUBLIC POLICY & DEVELOPMENT ADMINISTRATION लोक नीति एवं विकास प्रशासन	
3	कोर्स टाइप	डीएसई : डिस्टिन्टिन् स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<ul style="list-style-type: none"> पाठ्यक्रम पूरा होने के बाद, छात्र को इसके बारे में एक उचित विचार होगा: सार्वजनिक नीति और सार्वजनिक नीति प्रक्रिया जैसी बुनियादी अवधारणाओं का निर्माण करना। सार्वजनिक नीति के महत्व का आकलन करना सैद्धांतिक निर्माण और प्रक्रिया के संदर्भ में सार्वजनिक नीति प्रक्रिया के विभिन्न चरणों का विश्लेषण करना विकास प्रशासन की वैचारिक और सैद्धांतिक समझ की व्याख्या करना। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन काल/खण्ड (1 घण्टा प्रति काल/खण्ड) 60 काल/खण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	लोकनीति: अवधारणा लोक नीति: अर्थ, परिभाषा, प्रकृति, क्षेत्र, उद्देश्य, प्रकार, महत्व लोक नीति निर्माण प्रक्रिया - विभिन्न चरण		15
II	भारत में लोक नीति निर्माण प्रक्रिया लोक नीति निर्माण प्रक्रिया में विभिन्न हितधारकों की भूमिका: नीति निर्माण में केंद्र और राज्य स्तर पर विधायिका, कार्यपालिका, न्यायपालिका, योजना तंत्र की भूमिका। नीति-निर्माण में अन्य हितधारकों की भूमिका: राजनीतिक दल, हित समूह, जनसंचार माध्यम		15
III	विकास प्रशासन: अवधारणात्मक विकास प्रशासन अर्थ, परिभाषा, क्षेत्र, उद्देश्य, विशेषताएं, पारंपरिक और विकास प्रशासन के बीच अंतर, विकास प्रशासन के तत्व, महत्व और विशेषताएं।		15
IV	विकास प्रशासन के माडल एवं प्रशासनिक विकास एडवर्ड डब्ल्यू वाइडनर का माडल, एफ.डब्ल्यू रिग्स का माडल प्रशासनिक विकास : अवधारणा, अर्थ, परिभाषा, आवश्यकता, विकास प्रशासन और प्रशासनिक विकास में अंतर, प्रशासनिक विकास के साधन, प्रशासनिक विकास की समस्याएं।		15 (15 hours)
कुंजी शब्द : विकास प्रशासन, प्रशासनिक विकास, लोक प्रशासन, लोक नीति, लोक नीति निर्माण प्रक्रिया, हितधारक।			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

①  10/06/2024

②  10/06/24

③  10/06/24



खण्ड स	अध्ययन स्रोत / सीखना
पाठ्य पुस्तकें	<ol style="list-style-type: none"> 1. सिन्हा, मनोज(संपादन), प्रशासन एवं लोकनीति, ऑरिएंट ब्लैक स्वान, दिल्ली, 2010 2. शर्मा, रश्मि, प्रशासन एवं लोकनीति, अवधारणाएं एवं सिद्धांत, एसबीपीडी, आगरा, 2021 3. शर्मा, रश्मि, भारत में लोकनीति निर्माण एवं प्रशासन, एसबीपीडी, आगरा, 2021 4. अवस्थी, ए.पी., विकास प्रशासन, लक्ष्मी नारायण अग्रवाल, आगरा, 2015 5. जोशी, प्रिता, विकास प्रशासन, आर.बी.एस.ए. जयपुर, 1987 6. Awasthi, A. and Maheshwari, S. Public Administration. Agra Laxmi Narain Agarwal, (2003) 7. Bhattacharya, M., New Horizons in Public Administration. New Delhi Jawahar, (2001) 8. Sapru, R.K., Development Administration, Sterling Publication Ltd. Noida, 2015 9. Palekar, S.A., Development Administration, PHI Learning, New Delhi, 2017 10. Sapru, R.K., Public Policy: Art and Craft of Public Policy Analysis, New Delhi, PHI Learning, 2016 11. Chakrabarti, Rajesh &, Sanyal, K, Public Policy in India, Oxford, 2016
ऑनलाइन स्रोत Online resource : e- books/pdf	<p>https://www.distanceeducationju.in/pdf/405%20PUBLIC%20POLICY.pdf</p> <p>http://www.untag-smd.ac.id/files/Perpustakaan Digital 2/PUBLIC%20POLICY%20(Public%20Administration%20and%20public%20policy%20125)%20Handbook%20of%20Public%20Policy%20Analysis%20Th.pdf</p> <p>https://ddceutkal.ac.in/Downloads/UG_Sl/M/Potsc/Core_9.pdf</p> <p>https://egvankosh.ac.in/handle/123456789/40017</p> <p>https://uou.ac.in/sites/default/files/slm/BAPA-301.pdf</p> <p>https://egvankosh.ac.in/bitstream/123456789/19222/1/Unit-1.pdf</p> <p>learning Platforms - Video Lectures</p> <p>https://youtu.be/5b3c6mH7-o?feature=shared Public Policy :An Indian Perspective(CEC)</p> <p>https://youtu.be/3ESaXI_wQ8?feature=shared Understanding Public Policy (Swayam Prabha, CH-05)</p> <p>https://youtu.be/sAugzCrve8g?feature=shared Relevance of Policy Making(Swayam Prabha, CH-05)</p> <p>https://youtu.be/RmTQvC_IPXU?feature=shared Process of Policy Formation (Swayam Prabha, CH-05)</p> <p>https://www.youtube.com/watch?v=tW5RrRdmExA Public Policy and Analysis, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/9epmUVzLB8Y?feature=shared Nature & Scope of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/okWhZBQjPK8?feature=shared Elements of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/Rd-MMEVbQDI?feature=shared Approach to Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/xcntJM18UV8?feature=shared Significance of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/060N-NnFLZc?feature=shared Models of Development Administration, (Swayam Prabha, CH-05)</p> <p>https://youtu.be/4-silwa1Ekw?feature=shared Widener's View on Development Administration, (Swayam Prabha, CH-05)</p>
खण्ड द	आंकलन एवं मूल्यांकन
अनुसंसित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो) : 20+20 कार्यभार/सेमिनार + उपस्थिति- 10 कुल अंक - 30
अंत सेमेस्टर परीक्षा (ESE)	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा। दो खण्ड- अ तथा ब खण्ड-अ: प्र.1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघु उत्तरीय प्रश्न 5x4= 20 अंक खण्ड-ब: वर्णोत्तरक प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④ ⑤

10/06/2024

10/06/24

For 4
Creditsचार वर्षीय स्नातक पाठ्यक्रम: 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स सह रिसर्च।		सेमेस्टर VIII	सत्र 2024-25
1	कोर्स कोड	PSSE 10	
2	कोर्स शीर्षक	Human Rights: Theory and Practices मानवाधिकार सिद्धान्त एवं व्यवहार	
3	कोर्स टाइप	डीएसई : डिसिप्लिन स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र सक्षम हो जाएगा-</p> <ul style="list-style-type: none"> तुलनात्मक अध्ययन के माध्यम से छात्रों में मानवाधिकार की सैद्धांतिक एवं व्यावहारिक समझ विकसित होगी। संयुक्त राष्ट्र संघ और भारत द्वारा मानवाधिकारों के लिए किए गए प्रयासों का मूल्यांकन कर सकेगा। आतंकवाद, लिंग आधारित हिंसा, हिरासत में यातना आदि जैसे मानव अधिकार मुद्दों की व्याख्या करने में। मानवाधिकार कार्यान्वयन के लिए चुनौतियों की पहचान करने में सक्षम होंगे। 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100	उत्तीर्णांक : 40
खण्ड-ब : कोर्स की विषयवस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
इकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	मानवाधिकार की समझ मानव अधिकार: परिचय, अर्थ, उद्देश्य एवं महत्व, मानव अधिकार की प्रकृति के प्रकार, मानव अधिकार का उद्भव घरेलू स्तर पर विकास, मानव अधिकारों के मानदण्ड के विकास में अंतर्राष्ट्रीय प्रयास, मानव अधिकार की पीढ़ियां, मानवाधिकारों की सार्वभौमिक उद्घोषणा, सामूहिक अधिकार।		15
II	मानवाधिकारों के समक्ष चुनौतियां मानवाधिकारों की सार्वभौमिक उद्घोषणा का वैश्विक प्रभाव, मानवाधिकारों की आलोचना: संस्कृतिक विभेद- पूर्वी एशिया में चुनौतियां, संस्कृतिक सापेक्षवाद का उपयोग एवं दुरुपयोग, वैचारिक विभेद, मानवाधिकारों के व्यवहार की सीमाएं।		15
III	समकालीन मानवाधिकार मुद्दे महिलाएं, बच्चे, बुजुर्ग, रिफ्यूजी, अल्पसंख्यक, विचाराधीन कैदी, अभिरक्षा में प्रताड़ना, दिव्यांग, एल.जी.बी.टी., आतंकवाद एवं कहरवाद 21वीं सदी में पर्यावरण एवं वैश्वीकरण चुनौती के रूप में।		15
IV	मानवाधिकार के लिए समेकित प्रयास संयुक्त राष्ट्र मानवाधिकार आयोग, संयुक्त राष्ट्र मानवाधिकार परिषद, संयुक्त राष्ट्र मानवाधिकार तंत्र, मानवाधिकार के लिए संयुक्त राष्ट्र के प्रयास, भारत में मानवाधिकार के लिए प्रयास, मानवाधिकार अधिनियम 1993, न्यायपालिका की भूमिका, राष्ट्रीय मानवाधिकार आयोग: संगठन एवं कार्य, राज्य मानवाधिकार आयोग: संगठन एवं कार्य, कमजोर वर्ग के लिए सकारात्मक कार्यवाही। उत्तीसगढ़ मानवाधिकार आयोग।		15
कुंजी शब्द : मानव अधिकार, राष्ट्रीय मानवाधिकार आयोग, संयुक्त राष्ट्र मानवाधिकारों की सार्वभौमिक उद्घोषणा			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④ ⑤

Sh. 10/06/24

10/06/24

10-06-24

खण्ड स	अध्ययन स्रोत / साधन
	<p>Text Books Recommended</p> <p>1- अग्रवाल एच.ओ., मानव अधिकार, सेंट्रल लॉ पब्लिकेशन प्रयागराज, 2000</p> <p>2- चौधरी एकता, मानव अधिकार, ग्लोबल अकैडमी पब्लिशर्स, 2023</p> <p>3- मीणा जनक सिंह, मानवाधिकार संकल्पना एवं यथार्थ, राजस्थान हिंदी ग्रन्थ अकादमी, 2015</p> <p>4- श्रीवास्तव सुधारानी, मानव अधिकार, मध्य प्रदेश हिंदी ग्रंथ अकादमी, भोपाल, 2023</p> <p>5- सिंह शिव शंकर, मानवाधिकार के विभिन्न आयाम, नेशनल लॉ पब्लिकेशन, प्रयागराज, 2023</p> <p>6- इंद्रमणि, मानवाधिकार का वर्तमान वैश्विक परिदृश्य एवं सर्वोदय दर्शन, सरस्वती प्रकाशन, 2016</p> <p>7- द्विवेदी प्रीति, भूमंडलीकरण के दौर में मानवाधिकार 2018</p> <p>8- Mukharji Anusuya, Human Rights, Signal law Publication, 2022</p> <p>9- Baxi Upendra, The right to be human rights, Lancer, 1987</p> <p>10- Iyer V.R. Krishana, The dialectics and dynamics of human rights in India, Eastern law house, Delhi, 1999</p> <p>10-human right education for beginners https://nhrc.nic.in/sites/default/files/HREdu.pdf</p> <p>11- Human rights: handbook of parliamentarians by United Nation human rights, office of the high Commission https://www.ohchr.org/Documents/Publications/HandbookParliamentarians.pdf</p> <p>12- human right (SLM), Directorate of distance education, University of Jammu https://www.distanceeducationju.in/pdf/404%20HUMAN%20RIGHTS.pdf</p> <p>13- Universal Declaration of Human Right, United Nation https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf</p> <p>14- Journal of the national human right Commission, volume 1, 2002 https://nhrc.nic.in/sites/default/files/l-%20BOOK.pdf</p> <p>Online resource : e- books</p> <p>मानव अधिकार विकास, अवधारणाएं तथा मुद्दे, इंदिरा गांधी राष्ट्रीय मुक्त विश्वविद्यालय pdf उपलब्ध https://egyankosh.ac.in/handle/123456789/43057</p> <p>Human Rights: Evolution, Concept and Concerns, IGNOU (pdf available) https://egyankosh.ac.in/handle/123456789/43178</p> <p>National human right Commission annual reports https://nhrc.nic.in/publications/annual-reports</p> <p>e-learning portals</p> <p>CEC- Understanding Human rights https://youtu.be/NtNSPpafQHE?feature=shared (English)</p> <p>CEC- Global Contemporary Concerns: Human rights https://youtu.be/w-uEJT85Q84?feature=shared (English)</p> <p>CEC- अंतरराष्ट्रीय मानव अधिकार https://youtu.be/RRvhn9Zhi1w?feature=shared (हिंदी)</p> <p>CEC- अंतरराष्ट्रीय मानव अधिकार https://youtu.be/60norqKskLw?feature=shared (हिंदी)</p>
खण्ड द	आंकलन एवं मूल्यांकन
	अनुशासित सतत मूल्यांकन प्रविधि
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	<p>आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो): 20+20</p> <p>कार्यभार/सेमिनार + उपस्थिति - 10</p> <p>कुल अंक - 30</p> <p>दोनों आंतरिक परीक्षा उच्चतर प्रप्तांक + कार्यभार में प्राप्तांक - 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा</p>
अंत सेमेस्टर परीक्षा (ESE)	<p>दो खण्ड - अ तथा ब</p> <p>खण्ड-अ: प्र-1 वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2 लघु उत्तरीय प्रश्न 5x4= 20 अंक</p> <p>खण्ड-ब: वर्णात्मक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक</p>

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

10/10/24
151 M.D. 10-624

10/10/24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम 2024 - 28
राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय		
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स इन्हें रिसेंच।		सेमेस्टर VIII
		सत्र 2024-25
1	कोर्स कोड	PSSE 11
2	कोर्स शीर्षक	POLITICAL ECONOMY राजनीतिक अर्थशास्त्र
3	कोर्स टाइप	डीएसई : डिसिप्लिन स्पेसिफिक इलेक्टिव
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार
5	लर्निंग आउटकॉम्स (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, छात्र को इसके बारे में उचित विचार होना की</p> <ul style="list-style-type: none"> राजनीति और अर्थशास्त्र के क्षेत्रों को जोड़ने वाले संरचनात्मक कार्यात्मक संबंधों की बुनियादी समझ विकसित करना विभिन्न दृष्टिकोणों का मूल्यांकन करना जो अंतर्राष्ट्रीय राजनीतिक अर्थव्यवस्था पर छात्रों के ज्ञान को बढ़ाएगा। अंतर्राष्ट्रीय राजनीतिक अर्थव्यवस्था के लिए विविध वैश्विक चुनौतियों की जांच करना भारतीय राजनीतिक अर्थव्यवस्था के समक्ष संभावनाओं और चुनौतियों की पहचान करना।
6	क्रेडिट महत्व	4 क्रेडिट
		क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/पर्यवेक्षण
7	कुल अंक	पूर्णांक 100
		उत्तीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु		
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)		
इकाई	प्रसंग (विषय वस्तु)	कुलकाल खण्ड की संख्या
I	<p>राजनीतिक अर्थशास्त्र : अवधारणात्मक</p> <p>राजनीतिक अर्थशास्त्र : अर्थ और प्रकृति, क्षेत्र । राजनीतिक अर्थव्यवस्था की विभिन्न अवधारणाएँ, राजनीति, राजनीतिक के अध्ययन के लिए राजनीतिक आर्थिक दृष्टिकोण, अर्थव्यवस्था और शक्ति , राजनीतिक प्रक्रियाओं में धन और आर्थिक शक्ति का प्रभाव, आर्थिक नीति निर्माण में राजनीतिक गतिशीलता का प्रभाव, सार्वजनिक चयन का सिद्धांत।</p>	15
II	<p>सिद्धान्त</p> <p>राजनीतिक अर्थशास्त्र के सिद्धांत: वणिकवाद, शास्त्रीय और नव शास्त्रीय मार्क्सवादी और नव मार्क्सवादी, कीन्सियन राजनीतिक अर्थव्यवस्था, मुद्रावाद, नवउदारवादी, संस्थागतवाद, राज्य केंद्रित दृष्टिकोण, शक्ति केंद्रित दृष्टिकोण, न्याय केंद्रित दृष्टिकोण।</p>	15
III	<p>अंतर्राष्ट्रीय राजनीतिक अर्थशास्त्र</p> <p>वैश्वीकरण और नई विश्व व्यवस्था, निर्भरता सिद्धांत, विश्व प्रणाली सिद्धांत, अंतर्राष्ट्रीय मॉड्रिक प्रणाली, ब्रेटनवुड्स प्रणाली और इसकी विफलता, आईएमएफ, विश्व बैंक, डब्ल्यूटीओ, आर्थिक क्षेत्रीयकरण वैश्विक चुनौतियाँ : जलवायु परिवर्तन, संसाधनों की कमी, बढ़ती असमानता।</p>	15
IV	<p>भारतीय राजनीतिक अर्थशास्त्र</p> <p>स्वतंत्रता से पहले की राजनीतिक अर्थव्यवस्था, भारत में योजना का युग - योजना के प्रकार, भारत में भूमि सुधार, भारतीय कृषि और औद्योगिक नीति की गतिशीलता, भारत में आर्थिक सुधार और औद्योगिकीकरण, कॉर्पोरेट अर्थव्यवस्था और क्रोनी(घोर) पूंजीवाद, बढ़ती शक्ति और उभरती राजनीतिक अर्थव्यवस्था के रूप में भारत , वैश्विक बाजार में भारत की संभावनाएं और चुनौतियाँ।</p>	15
कुंजी शब्द : राजनीतिक अर्थव्यवस्था, सिद्धांत, पूंजीवाद, मार्क्सवादी, दृष्टिकोण, आर्थिक नीति, वैश्वीकरण, नई विश्व व्यवस्था।		

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)


①
②
③
④


10/06/24
15/06/24
10-06-24


mm


खण्ड स	अध्ययन स्रोत / सीखना
पाठ्यपुस्तकें	
<ol style="list-style-type: none"> 1. भद्रगंगा प्रसाद, राजनीतिक अर्थशास्त्र मार्क्सवादी अध्ययन पाठ्यक्रम, राहुल फाउंडेशन, दिल्ली, 2018 2. युथ सेल्फ एजुकेशन सीरीज, राजनीतिक अर्थशास्त्र के मूलभूत सिद्धान्त, राहुल फाउंडेशन, दिल्ली, 2017 3. P. Bardhan, The Political Economy of Development in India, 8th impression, Oxford University Press, Delhi, (2005). 4. S. Chakravarty, Development Planning: The Indian Experience, Oxford University Press, Delhi (1987) 5. P. Chatterjee, 'Development Planning and the Indian State', in Zoya Hasan (ed.), Politics and the State in India, New Delhi: Sage, pp.116-140. (2000) 	
Online resource : e- books/pdfs	
<ol style="list-style-type: none"> 1. http://hdl.handle.net/123456789/20895, The Political Economy Approach, e-gyankosh, IGNOU, New Delhi. 2. http://hdl.handle.net/123456789/30363, विकास की राजनीतिक अव्यवस्था, e-gyankosh, IGNOU, New Delhi. 3. http://egyankosh.ac.in/handle/123456789/71799, Political Economy Approach, e-gyankosh, IGNOU, New Delhi. 4. https://egyankosh.ac.in/bitstream/123456789/79329/1/Unit-5.pdf 5. https://assets.press.princeton.edu/chapters/s6819.pdf 6. https://library.oapen.org/bitstream/id/ace1823f-bdea-4486-b80b-08ad8cca4c21/1005950.pdf/1000 7. https://polisci.wustl.edu/files/polisci/imce/2_book_barcelona.political20economycomplete1.pdf 8. 8. https://www.imf.org/en/Publications/fanddi/issues/2020/06/political-economy-of-economic-policy-jeff-frieden 9. https://epustakalay.com/book/64632-rainitik-arthshastra-ke-mool-sidhant-by-p-rikitin 	
E-learning Platforms	
<ol style="list-style-type: none"> 1. https://youtu.be/8qckdF4HBE8?feature=shared, International Political Economy (CEC) 2. https://youtu.be/xQYdEillumA?feature=shared, Political Economy Approach-I (CEC) 3. https://youtu.be/q7uf_vqOM5s?feature=shared Political Economy Approach-II, (CEC) 4. https://youtu.be/9DSpDEy38ek?feature=shared, Introduction to International Political Economy, (CEC) 5. https://youtu.be/blCZ_S3zzDs?feature=shared Birth of Political Economy : Mercantilism (NEPTL) 6. https://youtu.be/4v7FeaFncWc?feature=shared Key Approaches in International Political Economy, (CEC) 7. https://youtu.be/tS354agEj54?feature=shared , International Political Economy, London School of Economy. 	
खण्ड द	आंकलन एवं मूल्यांकन
अनुसूचित सतत मूल्यांकन प्रविधि	
पूर्णांक 100 अंक	सतत आन्तरिक मूल्यांकन (CIA) 30 अंक अंत सेमेस्टर परीक्षा (ESE) 70 अंक
सतत आन्तरिक मूल्यांकन (CIA) कोर्स शिक्षक द्वारा	आंतरिक जाच परीक्षा/प्रश्नोत्तरी परीक्षा (दो): 20+20 कार्यभार /सेमिनार + उपस्थिति- 10 कुल अंक- 30
अंत सेमेस्टर परीक्षा (ESE)	दोनों आंतरिक परीक्षा उच्चतर प्राप्तांक + कार्यभार में प्राप्तांक- 30 अंक के परिप्रेक्ष्य में अधिग्रहित किया जायेगा। दो खण्ड- अ तथा ब खण्ड-अ: प्र-1. वस्तुनिष्ठ प्रश्न- 10x1=10 अंक एवं प्र-2- लघुउत्तरीय प्रश्न 5x4= 20 अंक खण्ड-ब: वर्णाल्पक प्रकार के प्रश्न-2 प्रति इकाई में से 1-1 प्रश्न हल करना- 4 x 10=40 अंक

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

①  10/06/2024

②  10/06/2024

③  10/06/24

④  10/06/24

For 4
Credits

चार वर्षीय स्नातक पाठ्यक्रम : 2024 - 28

राजनीति विज्ञान विभाग कोर्स करिकुलम

खण्ड अ परिचय			
पाठ्यक्रम: बैचलर इन आनर्स/आनर्स सह रिसर्च		सेमेस्टर VIII	सत्र 2024-25
1	कोर्स कोड	PSSE 12	
2	कोर्स शीर्षक	अन्तर्राष्ट्रीय राजनीति के समकालीन मुद्दे (Contemporary issues in global politics)	
3	कोर्स टाइप	DSE : Discipline specific Elective डीएसई: डिस्सिप्लिन स्पेसिफिक इलेक्टिव	
4	पूर्वापेक्षा (यदि कोई हो तो)	कार्यक्रम अनुसार	
5	लर्निंग आउटकम (CLO)	<p>पाठ्यक्रम पूरा होने के बाद, विद्यार्थी सक्षम होंगे कि वे ...</p> <ul style="list-style-type: none"> • शीतयुद्ध की समाप्ति के कारणों व प्रभावों का ज्ञान प्राप्त कर सकें। • शस्त्र व्यापार और क्षेत्रीय संघर्ष पर उनके प्रभावों का आकलन कर सकें। • आतंकवाद के कारणों और सुरक्षा पर प्रभावों के नियामक तत्वों को खोज सकें। • विभिन्न क्षेत्रीय संघर्षों तथा पहचान की राजनीति, प्रवसन , आदि का विश्लेषण कर सकें 	
6	क्रेडिट महत्व	4 क्रेडिट	क्रेडिट = 15 घण्टे का अध्ययन/प्रशिक्षण/परिदेक्षण
7	कुल अंक	पूर्णांक 100	उतीर्णांक : 40
खण्ड ब कोर्स की विषय वस्तु			
कुल अध्यापन कालखण्ड (1घण्टा प्रति कालखण्ड) 60 कालखण्ड (60 घण्टे)			
ईकाई	प्रसंग (विषय वस्तु)		कुलकाल खण्ड की संख्या
I	1- शीत युद्ध का अंत - कारण, परिणाम, मध्य एशिया का उदय- मध्य एशिया में तेल गैस भण्डार और तेल कूटनीति, मध्य एशियाई देश और भारत, नाको आतंकवाद और भारतीय सुरक्षा। प्रवसन, घुसपैठ और शरणार्थी समस्या। चीन का विस्तारवाद और भारतीय सुरक्षा।		15
II	शस्त्र व्यापार - प्रमुख उत्पादक, निर्यातक आयातक, वैश्विक स्थिति, संयुक्त राष्ट्र शस्त्र व्यापार रजिस्टर, और क्षेत्रीय संघर्षों पर हथियारों के व्यापार का प्रभाव। साल्व- स्मॉल आर्म्स एंड लाइट वेपन्स - अवधारणा, प्रकार वैश्विक स्थिति, प्रमुख अभिनेता राज्य, क्षेत्रीय संघर्षों, आतंकवाद में तथा सुरक्षा पर प्रभाव। पहचान की राजनीति भूराजनीति- अवधारणा विशेषताएं, हिमालय क्षेत्र की भूराजनीति और भारतीय सुरक्षा।		15
III	जातीय संघर्ष- अवधारणा, प्रकृति, प्रकार, अंतर्राष्ट्रीय आतंकवाद- पश्चिम एशिया में अवधारणा, प्रकृति, आतंकवाद - कारण, उद्भव, विस्तार, महाशक्तियों की भूमिका। सऊथ चाइना समुद्र समस्या, भारत प्रशांत क्षेत्र की राजनीति और प्रभाव। वैश्वीकरण- अवधारणा, विशेषताएं, समस्याएं, परमाणु अप्रसार - एनपीटी। CTBT, ईरानी और उत्तर कोरियाई परमाणु कार्यक्रम और अमेरिकी नीति।		15
IV	प्रमुख क्षेत्रीय संघर्ष - इजराइल फिलिस्तीन संघर्ष - गाजास्ट्रिप, वेस्ट बैंक, 1990 के बाद मुख्य समझौते। यमन संघर्ष, रोहिंग्या संकट, यूक्रेन संकट, नाजुक राज्य - अवधारणा प्रकृति, उदाहरण। रोम स्टैट- अवधारणा, प्रकृति, उदाहरण। पर्यावरण की राजनीति- अवधारणा पृथ्वी शिखर सम्मेलन, प्रमुख समझौते, पेरिस सम्मेलन 2016, पर्यावरण राजनीति पर भारतीय दृष्टिकोण। महाशक्ति के रूप में भारत का उदय		15
कुंजी शब्द: शीतयुद्ध, जातीय संघर्ष, शस्त्र व्यापार, क्षेत्रीय संघर्ष, भारत प्रशांत क्षेत्र, परमाणु अप्रसार			

हस्ताक्षर, सदस्य एवं संयोजक (केन्द्रीय अध्ययन मण्डल)

① ② ③ ④
 10/06/24
 का M.D. Date - 10-06-24






FOUR YEAR UNDERGRADUATE PROGRAM (NEP-2020)


Program: Bachelor in Arts & Humanities (2024 -28)


DISCIPLINE –ENGLISH LITERATURE

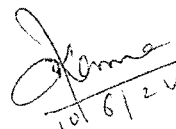
Session – 2024 -25


DSC -01 to 08		DSE -01 to 12		AEC -01 & 02	
Code	Title	Code	Title	Code	Title
ENSC -01	Introduction to the Study of English Literature	ENSE -01	New Literatures	ENAEC -02	English Language
ENSC -02	History of English Literature	ENSE- 02	Indian Literature in Translation	ENAEC -04	Communicative English and Soft Skills
ENSC -03	Indian Writings in English	ENSE -03	Partition Literature		
ENSC -04	American Literature	ENSE -04	Women's Studies	ENGE -01	Introduction to the Study of English Literature
ENSC -05	Drama	ENSE -05	Indian Diasporic Literature	ENGE -02	History of English Literature
ENSC -06	Post Colonial Literature	ENSE -06	World Literature		
ENSC -07	Literary Criticism	ENSE -07	British Literature Post World War II		
ENSC -08	Linguistics	ENSE -08	Literary Theories I	ENSEC- 01	Creative Writing
		ENSE -09	Literary Theories II	ENVAC-01	Emotional Intelligence
		ENSE -10	Popular Literature		
		ENSE -11	Dalit Literature		
		ENSE -12	Literature and Cinema		

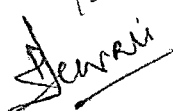
1. 
10/6/24
2. 
10/6/24
3. 
10/6/24
4. 
10/06/24
5. 
10/06/24


10/6/24


10.6.24


10/6/24


10.6.24


10.6.24

Program Outcomes (PO):

- PO - 1 Utilize efficiently the acquired knowledge of humanities to face the challenges of life.
- PO – 2 Implement the contributions of great thinkers and transform the society in accordance with local, national and global needs.
- PO – 3 Prioritize cultural, ethical and moral values through learning experiences for a sustainable development.
- PO - 4 Understand the cultural values of different countries through their literature. Develop global leadership competencies
- PO – 5 Enhance leadership qualities, team spirit and communication skills for a better developmental career.
- PO – 6 Apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.
- PO-7 Emerge with competency to view challenges and experiences with multiple perspectives through critical thinking.
- PO-8 Develop LSRW skills to communicate effectively and appropriately in person and online to facilitate inter-personal relationship with every section of the society
- PO-9 Nurture social concerns and social justice for effective civic life participation and to enhance value systems for assessing moral dimensions at every walk of life
- PO-10 Acquire the ability to simultaneously engage in independent multidisciplinary learning which facilitates lifelong learning

Program Specific Outcomes (PSO):

English Literature

Programme Specific Outcomes (PSOs)

- PSO - 1 Master communication skills for employability and higher education.
- PSO - 2 Ascertain specialized knowledge of literature and its backgrounds.
- PSO - 3 Interact confidently at the interface between life and self.
- PSO-4 Understand the basic tenets of Literature.
- PSO-5 Analyse cross-cultural nuances and to assess the underlying human values that connect peoples of all races
- PSO-6 Determine the criss-crossing influencing factors in the fields of History, Literatures of the East and the West, Writings of Men and Women, Psychology and Socio Economics
- PSO-7 Understand the applications of Literary Theories to creatively analyse literature with prismatic interpretation
- PSO-8 Extend the envisioned emotional, social and psychological mellowness in the affairs of the society
- PSO-9 Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- PSO -10 Identify, analyze, interpret and describe the critical ideas, values, and themes that appear

1. *[Signature]*
2. *[Signature]* 10/06/24
3. *[Signature]* 10/06/24
4. *[Signature]* 10/06/24

[Signature]
10/06/24

[Signature]
10/06/24

[Signature]

[Signature]

in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

PSO-11 Write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.

PSO – 12 Ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.

PSO – 13 Understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

SWind
10/16/24

J. J. J.
10/16/24

M
10.6.24

Due
10/16/24

2. P. J.
10.6.24

J. J.
10.6.24

3. L.
10/16/2024

4. S.
10/16/24

H.
10/16/24

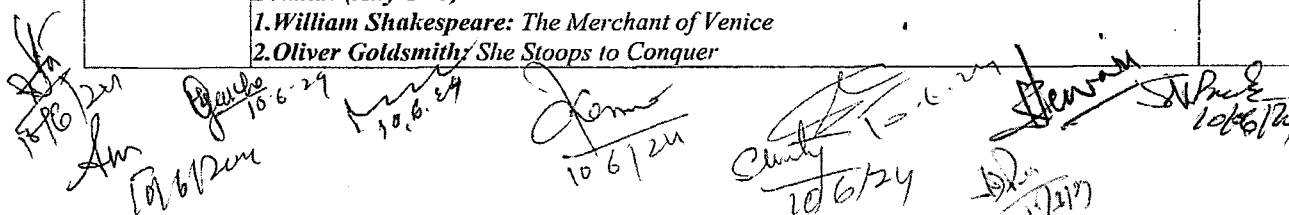
FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction		
Program: Bachelor in Arts (Certificate/Diploma/Degree/Honors)		Semester - I
		Session: 2024-2025
1	Course Code	ENGE-01
2	Course Title	Introduction to the study of English Literature
3	Course Type	DSC (Discipline Specific Course)
4	Pre-requisite	As per Program
5	Course Learning Outcomes (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Have a deep insight into various genres of English Literature and write clearly, coherently and effectively about them. ➤ Recognize the culture and context of the work of literature. ➤ Develop sensitivity to nature and fellow human beings. ➤ Understand the growth of Indian Literature in English. ➤ Apply the knowledge of literary genres in interdisciplinary fields. ➤ Read and analyze the representative texts as categorized under the various genres
6	Credit Value	4 Credits <i>Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100 Min Passing Marks: 40

PART -B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)

Unit	Topics (Course contents)	No. of Periods
I	Section A: <i>Types of Poetry: The Sonnet, The Elegy, The Ode, The Epic, The Ballad, The Lyric, The Dramatic Monologue, Allegory.</i> Section B: (Any Two) 1. William Shakespeare: <i>Shall I Compare Thee to a Summer's Day?</i> 2. William Wordsworth: <i>The Solitary Reaper</i> 3. Rabindranath Tagore: <i>Waiting</i> 4. Sarojini Naidu: <i>The Autumn Song</i> 5. Toru Dutt: <i>Our Casuarina Tree</i>	15
II	Section A: <i>Types of Prose: Autobiography, Biography, Memoir, Travelogue; Periodical Essay; Formal Essay; Personal Essay.</i> Section B: (Any Two) 1. Francis Bacon- <i>Of Studies</i> 2. Charles Lamb- <i>Dream Children</i> 3. Joseph Addison- <i>Sir Roger at the Church</i> 4. A.P.J. Kalam- <i>Patriotism Beyond Politics & Religion (from Our Ignited Mind</i> 5. Amartya Sen- <i>Tagore & His India (from The Argumentative Indian)</i>	15
III	Section A: <i>Types of Drama: Tragedy, Comedy, Tragicomedy, Farce, Melodrama, The Problem Play; Theatre of Absurd</i> <i>Elements of Drama: Plot, Character, Diction, Thought, Music, Spectacle.</i> Section-B Drama: (Any Two) 1. William Shakespeare: <i>The Merchant of Venice</i> 2. Oliver Goldsmith/ <i>She Stoops to Conquer</i>	15


 A collection of handwritten signatures and dates from faculty members, including names like 'An', 'James', 'Christy', 'Stewart', and 'S.P. Reddy', with dates such as '10/6/24' and '10/6/23'.

	3. Kalidas: <i>Abhigyan Shakuntalam</i> 4. Mohan Rakesh- <i>Adhe Adhure (Halfway House)</i> Vijay Tendulkar- <i>Kanyadan</i>	
IV	Section A: <i>Types of Novel: Bildungsroman, Picaresque, Epistolary, Stream-of-Consciousness, Novel of Social Reality, Psychological Novel, Historical Novel, Science Fiction, Gothic Novel and Graphic Novel.</i> Section B: <i>Novels (Any Two)</i> 1. Jane Austen: <i>Pride and Prejudice</i> 2. Robert Louis Stevenson: <i>Dr. Jekyll and Mr. Hyde</i> 3. Mulk Raj Anand: <i>The Untouchable</i> 4. R.K. Narayan: <i>The Guide</i> 5. Bheesham Sahni: <i>Amritsar Aa Gaya</i>	15

Signature of Convener & Members (CBoS):

PART-C: Learning Resources		
Text Books, Reference Books and Others		
Reference Books—		
<ul style="list-style-type: none"> • Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010. • Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010. • Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi, 1982. • Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957. • Kalam, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014. • W H Hudson, An Introduction to the Study of English Literature, Maple Press, 2003 ed. • P. Varghese, Introduction to English Literature, Alfa Publications, 2011. • Martin Gray, A Dictionary of Literary Terms, Blackwell, 1998. 		
Online Resources—		
<ul style="list-style-type: none"> ➤ https://www.britannica.com/art/English-literature ➤ https://www.slideshare.net/RahilaKhan6/introduction-to-english-literature-70272809 ➤ https://guides.library.illinois.edu/c.php?g=964117&p=7731764 ➤ https://researchguides.library.tufts.edu/EnglishUndergraduateResources ➤ https://instr.iastate.libguides.com/englitres 		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	
Name and Signature of Convener & Members of CBoS:		

Convener: [Signature] 10/6/24
 Member 1: [Signature] 10/6/24
 Member 2: [Signature] 10/6/24
 Member 3: [Signature] 10/6/24
 Member 4: [Signature] 10/6/24
 Member 5: [Signature] 10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction		
Program: Bachelor in Arts (Certificate/Diploma/Degree/Honors)		Semester - I
Session: 2024-2025		
1	Course Code	ENSC-01
2	Course Title	Introduction to the study of English Literature
3	Course Type	DSC (Discipline Specific Course)
4	Pre-requisite	As per Program
5	Course Learning Outcomes (CLO)	<p>After completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> ➤ Have a deep insight into various genres of English Literature and write clearly, coherently and effectively about them. ➤ Recognize the culture and context of the work of literature. ➤ Develop sensitivity to nature and fellow human beings. ➤ Understand the growth of Indian Literature in English. ➤ Apply the knowledge of literary genres in interdisciplinary fields. ➤ Read and analyze the representative texts as categorized under the various genres
6	Credit Value	4 Credits
Credit = 15 Hours - learning & Observation		
7	Total Marks	Max. Marks: 100
Min Passing Marks: 40		

PART -B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)

Unit	Topics (Course contents)	No. of Periods
I	<p>Section A: <i>Types of Poetry: The Sonnet, The Elegy, The Ode, The Epic, The Ballad, The Lyric, The Dramatic Monologue, Allegory.</i></p> <p>Section B: (Any Two) 1. William Shakespeare: <i>Shall I Compare Thee to a Summer's Day?</i> 2. William Wordsworth: <i>The Solitary Reaper</i> 3. Rabindranath Tagore: <i>Waiting</i> 4. Sarojini Naidu: <i>The Autumn Song</i> 5. Toru Dutt: <i>Our Casuarina Tree</i></p>	15
II	<p>Section A: <i>Types of Prose: Autobiography, Biography, Memoir, Travelogue; Periodical Essay; Formal Essay; Personal Essay.</i></p> <p>Section B: (Any Two) 1. Francis Bacon- <i>Of Studies</i> 2. Charles Lamb- <i>Dream Children</i> 3. Joseph Addison- <i>Sir Roger at the Church</i> 4. A.P.J. Kalam- <i>Patriotism Beyond Politics & Religion (from Our Ignited Mind</i> 5. Amartya Sen- <i>Tagore & His India (from The Argumentative Indian)</i></p>	15
III	<p>Section A: <i>Types of Drama: Tragedy, Comedy, Tragicomedy, Farce, Melodrama, The Problem Play; Theatre of Absurd</i> <i>Elements of Drama: Plot, Character, Diction, Thought, Music, Spectacle.</i></p> <p>Section-B <i>Drama: (Any Two)</i> 1. William Shakespeare: <i>The Merchant of Venice</i> 2. Oliver Goldsmith: <i>She Stoops to Conquer</i></p>	15

1. *Sw* 10/6/24 2. *Arund* 10/6/24 3. *Am* 10/6/24 4. *Shruti* 10/6/24 5. *SN* 10/6/24 6. *Shruti* 10/6/24


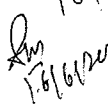
	3. Kalidas: <i>Abhigyan Shakuntalam</i> 4. Mohan Rakesh- <i>Adhe Adhure (Halfway House)</i> Vijay Tendulkar- <i>Kanyadan</i>	
IV	Section A: <i>Types of Novel: Bildungsroman, Picaresque, Epistolary, Stream-of-Consciousness, Novel of Social Reality, Psychological Novel, Historical Novel, Science Fiction, Gothic Novel and Graphic Novel.</i> Section B: <i>Novels (Any Two)</i> 1. Jane Austen: <i>Pride and Prejudice</i> 2. Robert Louis Stevenson: <i>Dr. Jekyll and Mr. Hyde</i> 3. Mulk Raj Anand: <i>The Untouchable</i> 4. R.K. Narayan: <i>The Guide</i> 5. Bheesham Sahni: <i>Amritsar Aa Gaya</i>	15

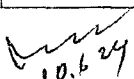
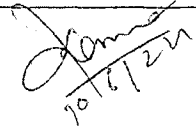
Signature of Convener & Members (CBoS):

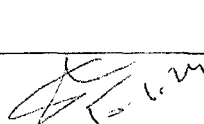
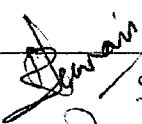
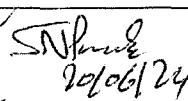
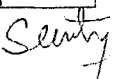
PART-C: Learning Resources		
Text Books, Reference Books and Others		
<i>Reference Books-</i>		
<ul style="list-style-type: none"> • Daiches, D., "A Critical History of English Literature", Supernova Publishers, 2010. • Compton- Rickett, A., "A History of English Literature" Nabu Press, 2010. • Boulton, M., "The Anatomy of Prose", Kalyani, New Delhi, 1982. • Chambers, E., "The Development of English Prose", Oxford University Press, London, 1957. • Kalam, A.P.J., "Ignited Minds: Unleashing the power within India" Penguin, 2014. • W H Hudson, An Introduction to the Study of English Literature, Maple Press, 2003 ed. • P. Varghese, Introduction to English Literature, Alfa Publications, 2011. • Martin Gray, A Dictionary of Literary Terms, Blackwell, 1998. 		
<i>Online Resources-</i>		
<ul style="list-style-type: none"> ➤ https://www.britannica.com/art/English-literature ➤ https://www.slideshare.net/RahilaKhan6/introduction-to-english-literature-70272809 ➤ https://guides.library.illinois.edu/c.php?g=964117&p=7731764 ➤ https://researchguides.library.tufts.edu/EnglishUndergraduateResources ➤ https://instr.iastate.libguides.com/englitres 		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:100 Marks		
Continuous Internal Assessment (CIA):30 Marks		
End Semester Exam (ESE):70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	
Name and Signature of Convener & Members of CBoS:		

1. *[Signature]* 10/6/24
 2. *[Signature]* 10.6.24
 3. *[Signature]* 10.6.24
 4. *[Signature]* 10/06/24
 5. *[Signature]* 10/06/24
 6. *[Signature]* 10/6/24
 7. *[Signature]* 10/6/24
 8. *[Signature]*

	<p>Section B: (any one) a) Francis Bacon (Prose): <i>Of Revenge</i> b) William Shakespeare (Sonnet): <i>From Fairest Creatures We Desire Increase</i></p>	
II	<p>Puritan Age (1625-1660) Section A: a) Salient Features: <i>Purification of Church, Religious Fervour, Supremacy of Bible, Political Supremacy, Rise of Religious Verses, Metaphysical Poetry</i> b) Prominent Authors: John Milton, John Donne, George Herbert, Thomas Browne, Henry Vaughan Section B: (any one) a) John Milton: i. <i>On His Blindness</i> ii. <i>How Soon Hath Time</i> b) John Donne: i. <i>The Sun Rising</i> ii. <i>Death Be Not Proud</i></p> <p>Restoration (1660-1700) Section A: a) Salient Features: <i>Social & Political Conflict, Imitation of the ancients, Opening of Theaters, Rise of Neo-Classicism, Heroic Drama, Comedy of Manners, Cavalier Poetry</i> b) Prominent Authors: John Dryden, John Bunyan, Samuel Butler, William Congreve. Section B: (any one) a) John Dryden: <i>Happy The Man</i> b) John Bunyan: <i>Of The Boy and Butterfly</i></p>	15
III	<p>Neo-Classical Age:(1700-1798) Section A: a) Salient Features: <i>Emphasis on order, accuracy and structure, Periodical Essay, Literature of Sensibility, Graveyard Poetry</i> b) Prominent Authors: Alexander Pope, Dr. Samuel Johnson, Thomas Gray, Joseph Addison, Oliver Goldsmith Section B: (Any one author) Alexander Pope: <i>Ode on Solitude</i> Joseph Addison: <i>Sir Roger at Home</i></p> <p>The Romantic Age (1798-1850) Section A: Salient features: <i>Nature Poetry, Gothic Novel, Jacobean Novel Celebration of Nature, Focus on the Individual, Idealization of Common man and woman</i> Prominent Authors: William Wordsworth, P.B. Shelley, John Keats, Jane Austen, Charles Lamb, William Hazlitt Section B:(Any one author) William Wordsworth: <i>Daffodils</i> Charles lamb: <i>A Bachelor's Complaint of the Behaviour of Married People</i></p>	15
IV	<p>The Victorian Age: Section A: Salient Features:</p>	


10/6/24

10-6-24


10.6.24

10/6/24


10.6.24

10/6/24

20/06/24

Security

	<p><i>Conflict between Science and Religion, Prominence of Novels, Dramatic Monologues, Periodicals, Children Literature, Oxford Movement, Pre-Raphaelite Movement.</i></p> <p>Prominent Authors: <i>Robert Browning, Matthew Arnold, Charles Dickens, George Eliot, Emily Bronte, Thomas Carlyle, Thomas Macaulay.</i></p> <p>Section B: Robert Browning: <i>My Last Duchess/</i> Alfred Tennyson: <i>Lotus Eater/</i> Mathew Arnold: <i>Dover Beech/</i> Thomas Carlyle: <i>Hero as Poet</i></p> <p>Modern Age Section A: Salient Features: <i>Shift from external to inner reality of human mind, psychological detailing of mind, stream of consciousness and interior monologue, Imagism, Dadaism, Surrealism, Georgian Poetry.</i></p> <p>Prominent Authors: <i>W.B. Yeats, Siegfried Sassoon, T.S. Eliot, W.H. Auden, Dylan Thomas, G.B. Shaw, Samuel Becket, Thomas Hardy, Rudyard Kipling, Virginia Woolf, George Orwell</i></p> <p>Section B: (any one) W.B. Yeats: <i>A Prayer for my Daughter</i> T.S. Eliot: <i>Portrait of a Lady</i> George Orwell: <i>Animal Farm</i></p>
Key-words	<i>Hundred Years war, Black Death, Intellectual Rebirth, Supremacy of Bible, Metaphysical Poetry, Neo-Classicism, Comedy of Manners, Periodic Essay, Gothic Novel.</i>

Signature of Convener & Members (CBoS) :

PART-C: Learning Resources	
Text Books, Reference Books and Others	
Reference Books:	
<p>Albert, E., "History of English Literature", Oxford University Press, London, 2015.</p> <ul style="list-style-type: none"> • Homer: The Iliad, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985. • Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984. • Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017. • Plato, The Republic, Book X, tr. Desmond Lee London: Penguin, 2007. • Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005. • Cuddon, J.A., "Dictionary of Literary Terms and Literary Theory", Penguin Books, London, 1999. • Drabble, M., (ed.). "The Oxford Companion to English Literature", Oxford University Press, Oxford, 1996. • Prasad, B., "A Background to the Study of English Literature", Trinity Press, New Delhi, 2014 • Harmon & Holman., (ed.), "A Handbook to English Literature", Prentice Hall, New York, 1996. • Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New York, 1990. 	
Online Resources	
<ul style="list-style-type: none"> ➤ https://www.britannica.com/art/English-literature ➤ https://leverageedu.com/blog/history-of-english-literature/ ➤ https://www.edvisehub.com/history-of-english-literature/ ➤ https://www.worldwidejournals.com/paripex/recent_issues_pdf/2015/April/April_2015_1429622759_169.pdf 	

15/6/24

15/6/24

15/6/24

15/6/24

15/6/24

15/6/24

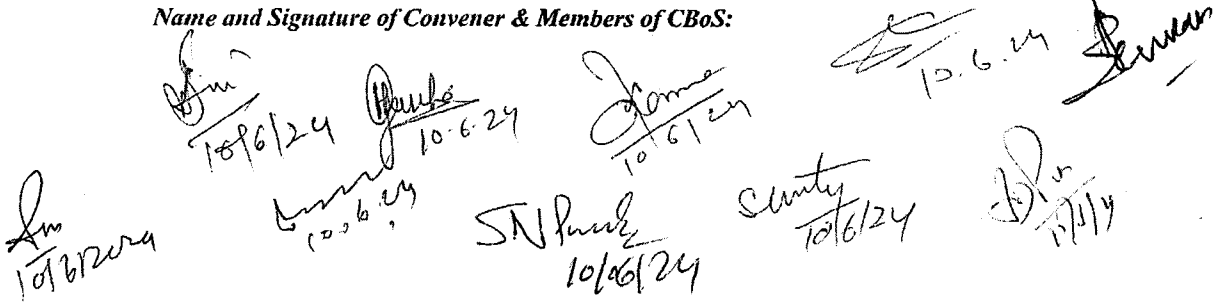
15/6/24

15/6/24

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 Marks	
Continuous Internal Assessment (CIA):	30 Marks	
End Semester Exam (ESE):	70 Marks	
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:



 Am 10/6/24
 10/6/24
 10-6-24
 10/6/24
 SN Paul 10/06/24
 12.6.24
 10/6/24
 10/6/24

	<p>Section B: (any one) a) Francis Bacon (Prose): <i>Of Revenge</i> b) William Shakespeare (Sonnet): <i>From Fairest Creatures We Desire Increase</i></p>	
II	<p>Puritan Age (1625-1660) Section A: a) Salient Features: <i>Purification of Church, Religious Fervour, Supremacy of Bible, Political Supremacy, Rise of Religious Verses, Metaphysical Poetry</i> b) Prominent Authors: John Milton, John Donne, George Herbert, Thomas Browne, Henry Vaughan Section B: (any one) a) John Milton: i. <i>On His Blindness</i> ii. <i>How Soon Hath Time</i> b) John Donne: i. <i>The Sun Rising</i> ii. <i>Death Be Not Proud</i></p> <p>Restoration (1660-1700) Section A: a) Salient Features: <i>Social & Political Conflict, Imitation of the ancients, Opening of Theaters, Rise of Neo-Classicism, Heroic Drama, Comedy of Manners, Cavalier Poetry</i> b) Prominent Authors: John Dryden, John Bunyan, Samuel Butler, William Congreve. Section B: (any one) a) John Dryden: <i>Happy The Man</i> b) John Bunyan: <i>Of The Boy and Butterfly</i></p>	15
III	<p>Neo-Classical Age:(1700-1798) Section A: a) Salient Features: <i>Emphasis on order, accuracy and structure, Periodical Essay, Literature of Sensibility, Graveyard Poetry</i> b) Prominent Authors: Alexander Pope, Dr. Samuel Johnson, Thomas Gray, Joseph Addison, Oliver Goldsmith Section B: (Any one author) Alexander Pope: <i>Ode on Solitude</i> Joseph Addison: <i>Sir Roger at Home</i></p> <p>The Romantic Age (1798-1850) Section A: Salient features: <i>Nature Poetry, Gothic Novel, Jacobean Novel Celebration of Nature, Focus on the Individual, Idealization of Common man and woman</i> Prominent Authors: William Wordsworth, P.B. Shelley, John Keats, Jane Austen, Charles Lamb, William Hazlitt Section B:(Any one author) William Wordsworth: <i>Daffodils</i> Charles lamb: <i>A Bachelor's Complaint of the Behaviour of Married People</i></p>	15
IV	<p>The Victorian Age: Section A: Salient Features:</p>	15

Sum 10/6/24 *P. Smith* 10/6/24 *Im. B. 2000* 10/6/24 *S. Smith* 10/6/24 *J. Smith* 10/6/24 *J. Smith* 10/6/24 *J. Smith* 10/6/24 *J. Smith* 10/6/24

	<p><i>Conflict between Science and Religion, Prominence of Novels, Dramatic Monologues, Periodicals, Children Literature, Oxford Movement, Pre-Raphaelite Movement.</i></p> <p>Prominent Authors: <i>Robert Browning, Matthew Arnold, Charles Dickens, George Eliot, Emily Bronte, Thomas Carlyle, Thomas Macaulay.</i></p> <p>Section B: Robert Browning: <i>My Last Duchess/</i> Alfred Tennyson: <i>Lotus Eater/</i> Mathew Arnold: <i>Dover Beech/</i> Thomas Carlyle: <i>Hero as Poet</i></p> <p>Modern Age Section A: Salient Features: <i>Shift from external to inner reality of human mind, psychological detailing of mind, stream of consciousness and interior monologue, Imagism, Dadaism, Surrealism, Georgian Poetry.</i></p> <p>Prominent Authors: <i>W.B. Yeats, Siegfried Sassoon, T.S. Eliot, W.H. Auden, Dylan Thomas, G.B. Shaw, Samuel Becket, Thomas Hardy, Rudyard Kipling, Virginia Woolf, George Orwell</i></p> <p>Section B: (any one) W.B. Yeats: <i>A Prayer for my Daughter</i> T.S. Eliot: <i>Portrait of a Lady</i> George Orwell: <i>Animal Farm</i></p>	
Key-words	<p><i>Hundred Years war, Black Death, Intellectual Rebirth, Supremacy of Bible, Metaphysical Poetry, Neo-Classicism, Comedy of Manners, Periodic Essay, Gothic Novel.</i></p>	

Signature of Convener & Members (CBoS) :

<p>PART-C: Learning Resources</p>
<p>Text Books, Reference Books and Others</p>
<p>Reference Books: Albert, E., "History of English Literature", Oxford University Press, London, 2015. • Homer: The Iliad, (Book I) tr. E.V. Rieu Harmondsworth: Penguin, 1985. • Sophocles: Oedipus, the King, tr. Robert Fagles in Sophocles: The Three Theban Plays Harmondsworth: Penguin, 1984. • Gilbert Murray, A History of Ancient Greek Literature, Andesite Press, 2017. • Plato, The Republic, Book X, tr. Desmond Lee London: Penguin, 2007. • Gregory, J. (ed.) The Blackwell Companion to Greek Tragedy. Oxford, 2005. • Cuddon, J.A., "Dictionary of Literary Terms and Literary Theory", Penguin Books, London, 1999. • Drabble, M., (ed.), "The Oxford Companion to English Literature", Oxford University Press, Oxford, 1996. • Prasad, B., "A Background to the Study of English Literature", Trinity Press, New Delhi, 2014 • Harmon & Holman., (ed.), "A Handbook to English Literature", Prentice Hall, New York, 1996. • Wynne-Davies, M., "The Bloomsbury Guide to English Literature", Prentice Hall, New York, 1990.</p>
<p>Online Resources</p> <ul style="list-style-type: none"> ➤ https://www.britannica.com/art/English-literature ➤ https://leverageedu.com/blog/history-of-english-literature/ ➤ https://www.edvisehub.com/history-of-english-literature/ ➤ https://www.worldwidejournals.com/paripex/recent_issues_pdf/2015/April/April_2015_1429622_759_169.pdf

[Signature] 10/6/24
 [Signature] 10.6.24
 [Signature] 10.6.24
 [Signature] 10/6/24
 [Signature] 10/6/24
 [Signature] 10/6/24
 [Signature] 10/6/24
 [Signature] 10/6/24
 [Signature] 10/6/24

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]
10/6/24

[Signature]
10.6.24

[Signature]
10.6.24

[Signature] SN
10/6/24 10/06/24

[Signature]
10/6/24

[Signature]

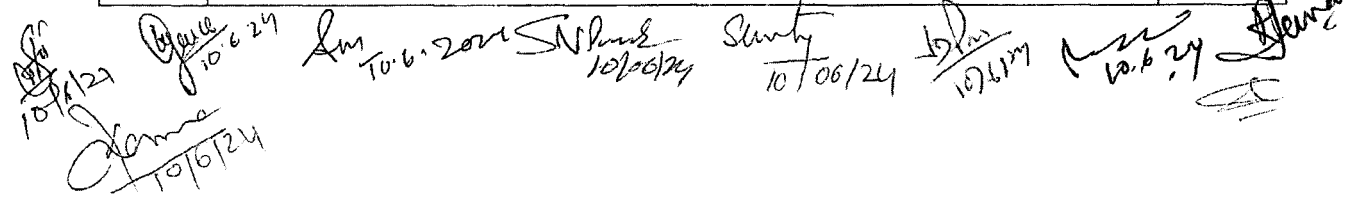
[Signature]
10.6.24

[Signature]
Suresh

[Signature]
10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Diploma/Degree/Honours)		Semester - III	Session: 2024-2025
1	Course Code	ENSE-01	
2	Course Title	New Literatures in English	
3	Course Type	DSE	
4	Pre-requisite	As per Program	
5	Course Learning Outcomes (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Understand New Literatures that were written under colonial influences. ➤ Identify the regionalization of the language. ➤ Critical analyse the themes of the texts. ➤ Engage with major forms and works of literature of the 20th Century. 	
6	Credit Value	4 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)			
Unit	Topics (Course contents)	No. of Periods	
I	New Literatures: Section A: What is Commonwealth Literature? (Definition) and Major writers Section B: Fiction (Any One) Amish Tripathy: Meluha Arvind Adiga: The White Tiger Poetry Li Young Lee: I ask my Mother to Sing	15	
II	Afro-American Literature: Section-A Background to Afro -American Literature (Questions not to be asked from this section) Major writers & themes Diaspora Section-B (Any one)	15	



- Ngugi wa, T., "Homecoming: Essays on African and Caribbean Literature, Culture and Politics", Heinemann Educational Books, London, 1972.
- Fanon, Frantz, "Black Skin, White Masks", Perseus Books Group, Revised edition, 2007.
- Menon, Nivedita., "Seeing Like a Feminist", Penguin India, 2012.
- Anand, Mulk Raj, "Untouchable", Penguin India, 2001.
- Rowland, S.W., "Postcolonizing the Commonwealth: Studies in Literature and Culture", Laurier University Press, Ontario, 2000.
- Rao, A.V. Krishna and Menon, M., 'Kamala Markandaya: A Critical Study of Her Novels 1954-1982 (Indian Writers Series)', BR Publishing Corporation, 1997.

Online Resources: e-Resources / e-books and e-learning portals

- https://www.goodreads.com/book/show/1768603.The_White_Tiger
- <https://ebooks.inflibnet.ac.in/engp08/chapter/new-literatures-in-english-and-the-world-literature>
- <https://www.nobelprize.org/prizes/literature/1971/neruda/biographical/>
- <https://www.britannica.com/art/African-literature>
- <https://www.goodreads.com/book/show/6642715-the-forty-rules-of-love>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

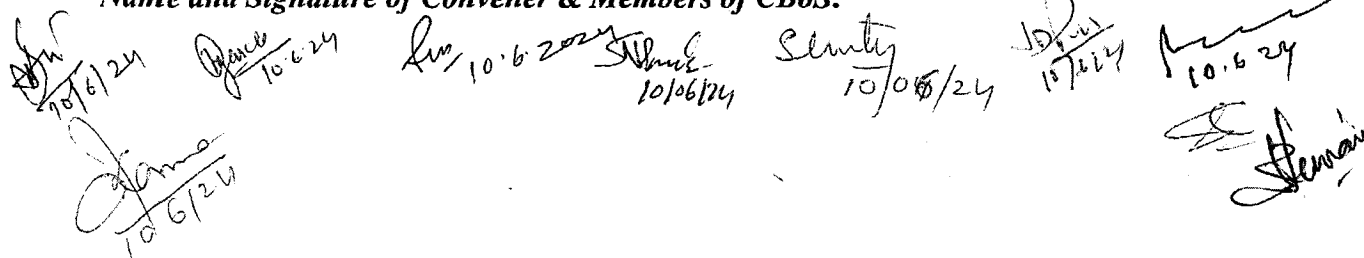
Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10 Total Marks - 30	

End Semester Exam (ESE):	Two Sections- A&B	
	Section A:	
	Objective /MCQ (Any 10) 10x1=10 Marks	
	Short Answer Questions (Any 5) 5x4=20 Marks	
	Section B: Essay type/Long Answer Questions (Any 4) 4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:



 Convener: *[Signature]* 10/6/24
 Member: *[Signature]* 10/6/24
 Member: *[Signature]* 10/6/24
 Member: *[Signature]* 10/06/24
 Member: *[Signature]* 10/06/24
 Member: *[Signature]* 10/6/24
 Member: *[Signature]* 10/6/24
 Member: *[Signature]* 10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction		
Program: Bachelor in Arts (Diploma/Degree/Honors)		Semester - III
Session: 2024-2025		
1	Course Code	ENSC-03
2	Course Title	Indian Writings in English
3	Course Type	DSC (Discipline Specific Course)
4	Pre-requisite	As per Program
5	Course Learning Outcomes (CLO)	<p>After completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> ➤ Analyze the complexities of culture. ➤ Understand the role of English as a medium for political awakening and the use of English In India for creative writing. ➤ Analyze the strength and constraints of Indian English as a literary medium. ➤ Develop a literary sensibility.
6	Credit Value	4 Credits <i>Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100 Min Passing Marks: 40
PART -B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)		
Unit	Topics (Course contents)	No. of Periods
I	Section A : Simile, Metaphor, Symbolism, Mysticism, Autobiography, Confessional Poetry Section B : Poetry : (Any one) a) Toru Dutt : The Lotus b) Kamala Das : My Grandmother's House c) Nissim Ezekiel : The Patriot	15
II	Section A : Advocacy literature, Persuasive rhetoric, Non-violence, Satyagraha, Socialism, Nationalism, Secularism, Meta Physic, Historical Narrative Section B : Prose: (Any one) a) Bhimrao Ramji Ambedkar – Annihilation of Caste. b) Dr. Radha Krishnan – An Idealist View of Life c) Swami Vivekananda – At the World's Parliament of Religions Chicago 11 th September, 1893.	15
III	Section A : Partition, Communal riots, Politics, Casteism, Narratology, Trauma Literature, Feminism, Brechtian Technique, Minimalism. Section B : Fiction : (Any one) a) Khushwant Singh : Train to Pakistan b) Arundhati Roy : The God of Small Things. c) Atal Bihari Vajpayee : Towards a New World	15

10/6/24 *10.6.24* *10.6.24* *10/6/24* *10/6/24* *10/6/24*

10/6/24 *10.6.24* *10/6/24*

IV	Section A : Indian Mythology, Social customs , Caste and religion, Culture Social structure, Patriarchy. Section B : Drama : (Any One) a) Girish Karnad : Hayavadana b) Badal Sarkar : Evam Indrajit c) Mahesh Dattani : Final Solutions	15
Key- words	Autobiography, Confessional, Policy, Advocacy Literature, Satyagraha, Partition, Brechtian Technique.	

Signature of Convener & Members (CBoS) :

PART-C: Learning Resources

. Text Books, Reference Books and Others	
Reference Books –	
<ul style="list-style-type: none"> ➤ Amber Stewart, author of classic Note. Completed on January 31, 2020. Copyright held by GradeSaver. ➤ Agrawal L.N. – A literary spectrum (Prakash Book Depot, Bareilly 1984). ➤ Ezekiel. Nissim, Collected poems. New Delhi : Oxford University Press, 2005. ➤ Ambedkar, B.R. – The Annihilation of Caste, New Delhi : General Press 2020. ➤ Library of Congress writers. “Khushwant Singh”. Library of Congress South Asian Literary Recording Project January 11, 2016. June 12, 2019. ➤ Birgani, Shiva Zaheri, and Maryam Jafari, ‘Arundhati Roy’s the God of Small Things (TGST) :Diaspora “SIASAT4 No. 2 (April 28, 2020) : 7-15 ➤ Agrawal, Dipti. The plays of Mahesh Dattani : New Delhi : Discovery Publishing House, 2013.print. 	
Online Resources: e-Resources / e-books and e-learning portals	
<ul style="list-style-type: none"> ➤ https://poemanalysis.com/toru-dutt/our-casuarina-tree/ ➤ https://edubirdie.com/examples/critical-analysis-of-caste-system-in-ambedkars-annihilation-of- caste/ ➤ https://www.enotes.com/topics/an-idealist-view-life ➤ https://www.iasgyan.in/daily-current-affairs/swami-vivekanandas-speech ➤ https://www.gradesaver.com/train-to-pakistan ➤ https://www.litcharts.com/lit/the-god-of-small-things/summary ➤ https://www.gradesaver.com/hayavadana 	

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 Marks	
Continuous Internal Assessment (CIA):	30 Marks	
End Semester Exam (ESE):	70 Marks	
Continuous Internal Assessment (CIA):	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz+ obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature] 10/6/24 [Signature] 10/6/24 [Signature] 10/6/24 [Signature] 10/6/24 [Signature] 10/6/24 [Signature] 10/6/24

	Section B: Drama (any one) Dharmveer Bharti: Andha Yug Vijay Tendulkar: Silence! The Court is in Session	
IV	Unit 4 Fiction Section A Concept Studies: Gender Roles in Caste Section B (any one) G Kalyan Rao: Untouchable Spring Amrita Pritam: Pinjar Gectanjali Shree: Tombs of Sand	15
Key-words	Gender & Caste, Epic Poems, Linguistic Region, Gender Roles.	

Signature of Convener & Members of CBoS:

PART-C: Learning Resources
Text Books, Reference Books and Others
Reference Books: <ul style="list-style-type: none"> ➤ Jayshankar Prasad: Aansu (The Garden of Loneliness), tr. Charles S.J. White (Delhi: Motilal Banarasidas, 2006 ➤ Baker, M., "In Other Words: A Course Book on Translation", Routledge, New York, 2001. ➤ Chaudhuri, Sukanta, "Translation and Understanding", OUP, New Delhi. ➤ Gargesh, R. & Goswami, K.K., "Translation and Interpreting: Reader and Workbook", Orient Longman, New Delhi, 2007. ➤ Lakshmi, H., "Problems of Translation", Booklings Corporation, Hyderabad, 1993. ➤ Newmark, P., "A Textbook of Translation", Prentice Hall, London, 1988. ➤ Toury, G., "Translation Across Cultures", Bahri Publications, New Delhi, 1984. ➤ Sukrita P. Kumar, "Narrating Partition", Indialog, Delhi, 2004. ➤ Tendulkar, V., "Kanyadan", OUP, 1996.
Online Resources: e-Resources / e-books and e-learning portals <ul style="list-style-type: none"> ➤ https://www.ijsr.net/archive/v5i9/ART20161838.pdf ➤ https://www.youtube.com/embed/DNohmWH21OY ➤ https://www.youtube.com/embed/UmDqN7zWPls ➤ https://www.jetir.org/papers/JETIR2204043.pdf ➤ https://anuskaguin.medium.com/tomb-of-sand-by-gectanjali-shrce-border-partition-and-migration-9380950c849c ➤ https://ebooks.inflibnet.ac.in/cngp09/chapter/dharamvir-bharatis-andha-yug/ ➤ https://ebooks.inflibnet.ac.in/cngp09/chapter/kalidasa-abhignana-shakuntalam/ ➤ https://www.jetir.org/papers/JETIR1903J94.pdf

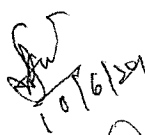
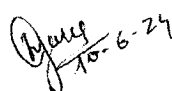
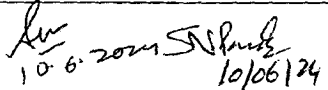
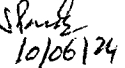
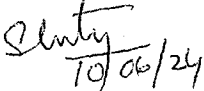
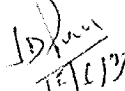
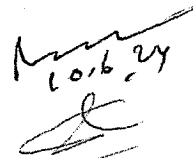


[Handwritten signatures and dates below the table, including names like Anur, Rajesh, Anur, S.P. Pandey, Shubh, J.P. Singh, and dates like 10/6/24, 10/6/24, 10/6/24, 10/6/24]

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:
Maximum Marks: 100 marks
Continuous Internal Assessment (CIA):30 Marks
End Semester Exam (ESE):70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz +obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two sections – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

 10/6/24
 10-6-24
 10-6-2024
 10/06/24
 10/06/24
 10/6/24
 10.6.24
 10/6/24


FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts (Diploma/Degree/Honors)		Semester - IV	Session: 2024-2025
1	Course Code	ENSC-04	
2	Course Title	American Literature	
3	Course Type	DSC (Discipline Specific Course)	
4	Pre-requisite	As per Program	
5	Course Learning Outcomes (CLO)	<p style="text-align: center;">After completion of this course, the students will able to :</p> <ul style="list-style-type: none"> ➤ Understand the depth and diversity of American Literature and relate different themes and ideas in all the four genres of American Literature. ➤ Identify the contributions of major authors in the growth of American literature and trace out the causes and impact of World Wars I and II. ➤ Develop their knowledge on major literary trends, stages of growth and development of Poetry, Drama, Prose, Fiction and other writings. ➤ The students will be able to critically examine, compare and comment on the political, socio-cultural and economic influences on the writers and their works especially the influence of Indian Spirituality and transcendentalism 	
6	Credit Value	4 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60Hours)			
Unit	Topics (Course contents)		No. of Periods
I	UNIT 1: Poetry Section A: Colonial & Early Colonial Period (1700 – 1839) Literature of this period, Westward Movement Section B: (any two) Walt Whitman : O Captain my Captain Carl Sandberg: Who am I ? Robert Frost: Mending Wall Dickinson: Hope is a thing with Feathers		15
II	Unit 2: Prose Section A: American Renaissance (1828- 1865) (Definition) Transcendental Influences Section B (Any one) Emerson : Self Reliance Thoreau : Civil Disobedience		15

James 10/16/24
Rejals
for 10/6/24
10/6/24
Sriniv 10/16/24
12/16/24
10/11/24
10/11/24
10/11/24

	Faulkner: Nobel Acceptance Speech	
III	Unit 3 Fiction Section A: Realistic Period (1865 - 1900) Realism (Definition) Major writers of realism and realistic period, Social Realism Section B : (Any one) Mark Twain: Hucklebury Finn Hemingway: Old Man and the Sea	15
IV	Unit 4 Drama Section A Types of Drama Expressionistic Drama, Naturalistic Drama, Features of American Drama, Main features of American Drama Section B (Any one) Eugene O'Neil: The Hairy Ape Arther Miller: All My Sons	15
Key-words	Westward Movement, realism, Naturalism, Expressionism.	

Signature of Convener & Members of CBoS:

PART-C: Learning Resources

Text Books, Reference Books and Others

Reference Books –

- Hector St. John Crevecoeur' What is an American', (Letter III) in *Letters from an American Farmer* (Harmondsworth: Penguin, 1982)pp 66-105
- Henry David Thoreau: Battle of Ants' excerpt from Brute Neighbours, in *Walden* (Oxford: OUP, 1997) chap 12

Online Resources: e-Resources / e-books and e-learning portals

- <https://www.studysmarter.co.uk/explanations/english-literature/american-drama>
- <https://plato.stanford.edu/entries/emerson/>
- <https://www.nobelprize.org/prizes/literature/1949/summary/>
- <https://www.google.com/search?q=whitman+o+captain+my+captain>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10	
	Total Marks - 30	

[Signature]
10/6/24

[Signature]
10.6.2024

[Signature]
10.6.2024

[Signature]
10/04/24

[Signature]
20/06/24

[Signature]
10/6/24

[Signature]

[Signature]
10/6/24

[Signature]
10.6.24

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective:10 x1= 10 Mark; Q2. Short answer type- 5x4 =20Marks Section B:Descriptive answer type qts..1out of 2 from each unit-4x10=40 Marks
---------------------------------	--

Signature of Convener & Members of CBoS:

[Signature]
10/6/24

[Signature]
10.6.24

[Signature]
10.6.2024

[Signature]
10/06/24

[Signature]
10/06/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]

**FOUR YEAR UNDERGRADUATE PROGRAM
DEPARTMENT OF ENGLISH
COURSE CURRICULUM – 2024-2028**

Part A Introduction		
Program: Bachelor in Arts (Honors/ Honors with Research)	Semester - V	Session: 2024-2025
1. Course Code	ENSE-03	
2. Course Title	Partition Literature	
3. Course Type	DSE [Discipline Specific Elective]	
4. Pre-requisite	As per Program	
5. Learning Outcome (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Develop an understanding of the term 'Partition Literature'. ➤ Understand historical and socio-cultural factors responsible for the partition of the Indian sub-continent. ➤ Demonstrate critical understanding of manifestations of the experience of partition in various art forms. ➤ Link and analyse the eco-socio-historical-cultural contexts and dimensions related to partition of India. ➤ Interpret texts and experiences and relate it to their contexts and experiences. 	
6. Credit Value	4 Credits	<i>Credit =15 Hours –Learning & Observation</i>
7. Total Marks	Max.M:100	Min Passing Marks:40
Part B Content of the Course		
Total number of Teaching – Learning periods (1 hour per period) – 60 Periods (60 hours)		
Unit	TOPICS	No.of Periods
I	Section A: Introduction to Partition Literature: <i>Concepts:</i> Colonialism, Nationalism and Partition, Communalism and Violence, Exile, Writers during Partition Section B: <i>Fiction:</i> Manohar Malgaonkar- A Bend in the Ganges Chaman Nahal- Azadi Amitav Ghosh- The Shadow Lines	15

for 10/6/24 *by* 10-6-24 *for* 10.6.2024 *by* 10/06/24 *for* 10/06/24 *by* 10/6/24 *for* 10-6-24

London: Sage, 2007 Print.

- Khan, Yasmin. The Great Partition: The Making of India and Pakistan. New Haven: Yale University Press, 2007 Print.
- Pandey, Gyanendra. Remembering Partition: Violence, Nationalism, and History in India Cambridge : Cambridge UP, 2001

Online Resources – e-Resources / e-books and e-learning portals-

Web Sources –

- <https://www.litcharts.com/lit/the-shadow-lines/summary>
- <https://www.slideshare.net/SamanthaMartinez967672/azadi-by-chaman-nahal-a-book-review>
- <https://www.studysmarter.co.uk/explanations/english-literature/american-literature/clear-light-of-day/>
- <https://www.supersummary.com/ice-candy-man/chapter-1-5/>
- <https://www.studocu.com/in/document/university-of-gour-banga/english-literature/alams-own-house-dibyendu-palit-z-lib/48288224>
- <https://www.javatpoint.com/toba-tek-singh-summary-manto>

Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods-

Maximum Marks: 100

Continuous Internal Assessment (CIA): 30 marks

End Semester Exam (ESE): 70 marks

Continuous Internal Assessment (CIA) (By Course Teacher)	Internal Test/Quiz (2): 20 & 20 Assignment/Seminar- 10 Total Marks – 30 Marks	Better Marks out of the two tests/quiz + obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two sections – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4=20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit- 4x10=40 Marks	

Name and Signature of Convener and Members of CBoS

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10.6.24
[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10.6.24

[Signature]

	Section B (Any one) Samuel Beckett: Waiting for Godot Tennessee Williams: Death of a Salesman	
IV	Section A Works of Bhasa, Kalidas, Bhavbhuti, Shudrak , Asagisha(only names) Types of Indian Drama (Definition only): Kudiyyattam, Bhavai Bhaona and Ankiya Nats , Swang , Yakshangana , Jatra , Kathakali Section B(any one) Habib Tanvir: Chrandas Chor Asif Currimbhoy: The Captives	15
Key-words	Tragi-Comedy, Expressionist Drama, Drama of Ideas, Poetic Drama; Closet Drama, The Problem Play, Hyperbaton, Circumlocution.	

Name and Signature of Convener & Members of CBoS:

PART-C: Learning Resources
Text Books, Reference Books and Others
Learning Resources: Text Books, Reference Books, and others <ul style="list-style-type: none"> ➤ Bogard, T. & Oliver, W., "Modern Drama: Essays in Criticism", Oxford University Press, New York, 1965. ➤ Boulton, M., "The Anatomy of Drama", Kalyani, New Delhi, 1980. ➤ Brooks, V.W., "The Writer in America", E.P. Dutton and Co. Inc., New York, 1953. ➤ Cohn, R., "Currents in Contemporary Drama", Indiana University Press, Bloomington, 1969. ➤ Golden, W.C., "A Brief History of English Drama from the Earliest to the Latest Times", Forgotten Books, London, 2018. • Krasner, D., Ed., "A Companion to Twentieth Century American Drama", Blackwell Companions, 2007. ➤ Kernan, A.B., "The Modern American Theatre", Prentice Hall, New Jersey, 1967. ➤ Kitchin, L., "Drama in Sixties", Faber and Faber, London, 1966. ➤ Nicoll, A., "A History of English Drama", Cambridge University Press, Cambridge, 2009
Online Resources: e-Resources / e-books and e-learning portal- <ul style="list-style-type: none"> ➤ https://ebooks.inflibnet.ac.in/engp09/chapter/habib-tanveers-charandas-chor-dakxin-bajrange-chahras-budhan-bolta-hai/ ➤ https://ebooks.inflibnet.ac.in/engp14/chapter/indian-theatre-in-english-genesis-and-evolution/ ➤ https://www.yourdictionary.com/articles/different-types-drama-literature ➤ https://owlcation.com/humanities/Shakespeares-Plays-Comedy-Tragedy-History ➤ https://www.linkedin.com/pulse/indian-english-drama-uttiya-sarkar-0fohc

Am 10/6/24 *Janak* *Sw* 10.6.2024 *Sevanti* *Shankar* 10/06/24 10/06/24 *ADP* 19/6/24 *St*
Janak 10/6/24 *Am* 10/6/24 *Janak*

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction		
Program: Bachelor in Arts <i>(Honours/Honours with Research)</i>		Semester - VI
Session: 2024-2025		
1	Course Code	ENSC-06
2	Course Title	Colonial & Postcolonial Studies
3	Course Type	DSC (Discipline Specific Course)
4	Pre-requisite	<i>As per program</i>
5	Course Learning Outcomes (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Understand the socio-historical, political-economic contexts of Colonialism and Post-Colonialism in India and other countries affected by the colonial rule. ➤ Understand the scope of Post-Colonial Literature in India and abroad; and realize the effects of colonial rule on language, culture, economy and habitat of specific groups of people affected by it. ➤ Critically evaluate and interpret the issues of Imperialism and Racism ➤ Appreciate and critically analyse the changing role of English in Postcolonial literatures and relate colonialism to modernity.
6	Credit Value	4 Credits <i>Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100 Min Passing Marks: 40

PART -B: Content of the Course

Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)

Unit	Topics (Course contents)	No. of Periods
I	Section A Ashcroft, B., Griffiths, G. & Tiffins, H.: The Empire Writes Back (Introduction) What is Postcolonialism? Section B Fiction (Any one) Joseph Conrad :Heart of Darkness Toni Morrison : Beloved	15
II	Section A: Leela Gandhi: Postcolonialism and Feminism Section B: Fiction (Any one) Vikram Seth: A Suitable Boy Jhumpa Lahiri: Namesake	15

fnf 10/6/24 *Deva 10.6.24* *Sum 10.6.2024* *10/6/24* *10/6/24* *10/6/24* *10.6.24*

III	Section-A: Gayatri Spivak Chakravarthi: Can the Subaltern Speak? (Summary) https://inzichtopedia.com/gayatri-spivak-can-the-subaltern-speak-summary/ Section-B: Fiction (Any one) Nadine Gordimer: Loot J.M. Coetzee: Disgrace	15
IV	Section-A Homi Bhabha: The Other Question Mimicry, Ambivalence, Stereotyping Section B Fiction (any one) Toni Morrison: The Bluest Eye Buchi Emecheta: Second Class Citizen	15
Key-words	Colonialism, Postcolonialism, Hybridity, Stereotyping, Mimicry, Ambivalence, Subaltern, Feminism.	

Signature of Convener & Members (CBoS) :

PART-C: Learning Resources	
Text Books, Reference Books and Others	
Reference Books – <ul style="list-style-type: none"> ➤ Bill Ashcroft, <i>Key Concepts in Post-colonial Studies</i> (London & New York: Routledge, 1998) ➤ Chris Baldick, <i>The Modern Movement: 1910-1940</i> (Oxford: Oxford University Press, 2004) ➤ ➤ Norman F Cantor. <i>Twentieth-Century Culture: Modernism to Deconstruction</i> (Peter Lang, 1988) ➤ Peter Childs. <i>Modernism</i> (London & New York, Routledge, 2000) ➤ Leela Gandhi, <i>Postcolonial Theory</i> (Allen & Unwin, 1998) ➤ Ania Loomba, <i>Colonialism/Postcolonialism</i> (London & New York: Routledge 1998) ➤ Pam Morris, <i>Realism: The New Critical Idiom</i> (London & New York: Routledge, 2006) ➤ Dennis Walder, <i>The Realist Novel</i> (London & New York: Routledge, 1995) ➤ Ira Mark Milne, Project Editor, <i>Literary Movements for Students</i> (Gale) 	
Online Resources: e-Resources / e-books and e-learning portals <ul style="list-style-type: none"> ➤ https://inzichtopedia.com/gayatri-spivak-can-the-subaltern-speak-summary ➤ https://www.britannica.com/topic/Things-Fall-Apart ➤ https://englishdepartmentssmv.blogspot.com/2020/03/brief-introduction-of-bill-ashcroft.html ➤ https://literariness.org/2016/04/08/homi-bhabhas-concept-of-hybridity/ ➤ https://www.coursehero.com/lit/Black-Skin-White-Masks/summaries/ ➤ https://www.britannica.com/topic/Heart-of-Darkness 	

[Signature] 10/6/24 [Signature] 10/6/2021 [Signature] 10/6/24 [Signature] 10/6/24 [Signature] 10/6/24 [Signature]

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods: Maximum Marks:100 Marks Continuous Internal Assessment (CIA):30 Marks End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two sections – A & B Section A: Q1. Objective – 10 x1= 10 Marks; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

Geetha
10.6.24

Sud
10.6.24

Srinivas
10/6/24

Smita
10/6/24

Shrawan
10/6/24

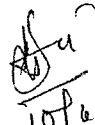
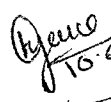
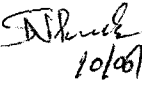
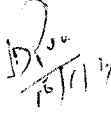
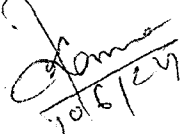
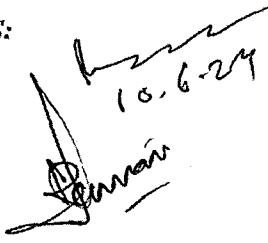

Anu
10.6.2024

Donna
10/6/24

Anu
10.6.24

➤ Sylvia Plath's Collected Poems https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf		
PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:


 10/6/24

 10.6.24

 10/06/24

 10/6/24

 10/6/24

 10.6.24


	Jacques Derrida: "Structure, Sign & Play in the Discourse of Human Sciences"	
Keywords: New Criticism, Russian Formalism, Marxism, Psychological Approach, Poststructuralism, Deconstruction		

Signature of Convener & Members (CBoS):

PART-C: Learning Resources

Text Books, Reference Books and Others

Reference Books

- Ahmad, Aijaz. In Theory: Classes, Nations, Literatures. New Delhi: OUP, 1992.
- Rayan, Krishna. Sahitya, A Theory: For Indian Critical Practice. New Delhi: Sterling Publishers, 1987
- Barry, Peter. Beginning Theory: An Introduction to Literary & Cultural Theories, 2nd ed., Manchester: Manchester University Press, 2004.
- Blamires, Harry. A History of Literary Criticism, Delhi: Macmillan, 2001.
- Eagleton, Terry. Marxism and Literary Criticism, University of California Press: London, 1976.
- Freud, Sigmund. Trans. Alix Strachey. "The 'Uncanny.'" The Norton Anthology of Theory and Criticism. Ed. Vincent B. Leitch. New York: W.W. Norton & Company, 2001.
- Habib, M. A. R. A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005.
- Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History, Hyderabad: Orient Longman, 2006.
- Ransom, John Crowe. The New Criticism, New York: New Directions, 1941.
- Richards, I. A. Practical Criticism, London: Routledge & Paul, 1964.
- Robey, David and Ann Jefferson, Modern Literary Theory, London: Batsford, 1986.
- Wimsatt and Brooks. Literary Criticism: A Short History, New Delhi: Oxford & IBH Pub Co., 1974.

Online Resources– e-Resources / e-books and e-learning portals

Online Resources–

- <https://englishliterature.education/theory/what-is-literary-theory-an-introduction/>
- <https://resources.saylor.org/wwwresources/archived/site/wpcontent/uploads/2011/09/ENGL301-CP-FINAL.pdf>
- [https://human.libretexts.org/Bookshelves/Literature and Literacy/Creating Literary Analysis/1](https://human.libretexts.org/Bookshelves/Literature%20and%20Literacy/Creating%20Literary%20Analysis/1%3A%20Introduction%20What%20Is%20Literary%20Theory%20and%20Why%20Should%20We%20Study%20It)
- <https://www.masterclass.com/articles/literary-theory-explained>

10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24

PART -D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:**Maximum Marks: **100 Marks**Continuous Internal Assessment (CIA): **30 Marks**End Semester Exam (ESE): **70 Marks**

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar -	10	
	Total Marks -	30	

End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks	
	Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Signature of Convener & Members (CBoS):

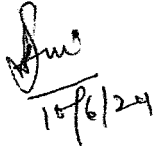

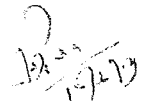
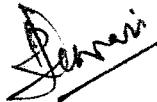
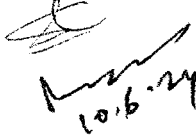
[Handwritten signatures and dates]

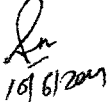

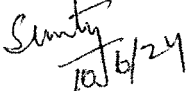
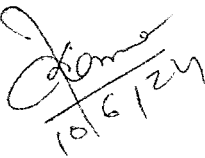
10/6/24 10.6.24 10/6/24 10/6/24 10.6.24

10/6/24 20/06/24 10/6/24 10/6/24

ART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		100 Marks
Continuous Internal Assessment (CIA):		30 Marks
End Semester Exam (ESE):		70 Marks
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2):	20 & 20
	Assignment / Seminar -	10
	Total Marks -	30
		Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B	
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks	
	Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Signature of Convener & Members (CBoS):

III	Section A : One act play, Allegory, Racism, Colonialism, Stream of Consciousness. Section B: Fiction :(Any one) William Golding – Lord of the Flies Doris Lessing – The Grass is Singing Graham Greene – The End of the Affair	15
IV	Section A : Absurdism, Identity crisis , Alienation, Existentialism, Kitchen sink drama Section B : Drama : (Any One) Harold Pinter – No Man’s Land Samuel Beckett – Waiting for Godot Arnold Wesker – Roots	15
Key-words	Kitchen sink drama, Metaphor, One act play, Allegory, Satire, Angry young generation.	

Signature of Convener & Members (CBoS)

PART-C: Learning Resources	
Text Books, Reference Books and Others	
Reference Books:	<ul style="list-style-type: none"> ➤ Joshua Weiner : Philip Larkin ! The Whitsun Weddings” Poetry Foundation 3/2/19. ➤ Aleks Siery Modern Theatre Guides : John Osborne’s Look Back in Anger. New York. Continuum, 2008. ➤ No Man’s Land (1974) – In No Man’s Land – London : Methuen, 1975 – Cold Vic. London 23 April, 1975). ➤ Golding William. Lord of the Flies : Modern Critical Interpretations. New York. Chelsea House 1998. ➤ Doris Lessing. The Grass is Singing. Harmondsworth : Penguin Book, 1950. ➤ Molly Lunch, author of classic Note, Completed on February 22, 2017, Copyright held by Grade Saver.

Am
10/6/24

Am
10.6.24

Am
10/6/24

Am
10/6/24

Am
10.6.24

Am

Am
10/6/24

Am
10/6/24

Online Resources: e-Resources / e-books and e-learning portals

- <https://www.youtube.com/watch?v=5tV1XyleQVA>
- <https://www.youtube.com/watch?v=BvCOfpG-O9M>
- <https://poemanalysis.com/philip-larkin/the-whitsun-weddings/>
- <https://www.litcharts.com/poetry/dylan-thomas/do-not-go-gentle-into-that-good-night>
- <https://www.gradesaver.com/shooting-an-elephant>
- <https://www.cliffsnotes.com/literature/l/lord-of-the-flies/about-lord-of-the-flies>
- <https://www.cliffsnotes.com/literature/w/waiting-for-godot/critical-essays/samuel-beckett-and-the-theater-of-the-absurd>

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30Marks

End Semester Exam (ESE): 70 Marks

[Handwritten signatures and dates]

10/6/24 10.6.24 10/6/24 10/6/24 10/6/24 10.6.24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 -28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

Part A Introduction		
Program: Bachelor inArts <i>(Honors/Honors with Research)</i>		Semester - VII
Session:2024-2025		
1.	Course Code	ENSE-05
2.	Course Title	Indian Diasporic Literature
3.	Course Type	DSE [Discipline Specific Elective]
4.	Pre-requisite	As per program
5.	Course Learning Outcome (CLO):	<p>After the end of the course, a student will be able to:</p> <ul style="list-style-type: none"> ➤ Understand and analyse the historical, cultural and social contexts of the Indian Diasporic literature. ➤ Analyse the major themes in the Indian diasporic literature. ➤ Identify, interpret, compare and contrast the major works of Indian diasporic literature from different regions and time periods. ➤ Distinguish between the different phases of Indian diasporic settlements. ➤ Analyze and discuss key themes, motifs and narrative techniques in Indian diasporic literature. ➤ Evaluate the changes in the perception of Indian diasporic literature from within and outside. ➤ Comprehend the interrelations between home and homeland, diaspora and migration.
6.	Credit |Value	4 Credits | Credit = 15 hours – Learning and Observation
7.	Total Marks	Max Marks: 100 | Minimum passing marks : 40
PART-B: Content of the Course		
Total number of Teaching – Learning periods (1 hour per period) – 60 Periods (60 hours)		

UNIT	Topics (Course Content)	Periods
I	<p>Section A Key concepts- <i>Diaspora</i> - Its meaning and origin, salient features of Diaspora, cultural hybridity, nostalgia, alienation, dislocation, longing for belongingness, search for roots, concept of nation.</p> <p>Section B (Any 1) Bharti Mukherjee - <i>Jasmine</i> (1989) Chitra Banerjee Divakaruni - <i>The Mistress of Spices</i> (1997)</p>	15

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10.4.24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/06/24

[Signature]
10/6/24

[Signature]
10.6.24

[Signature]

	Kiran Desai - The Inheritance of Loss (2006)	
II	Section A: <i>Literary terms</i> - Gender and ethnicity, colonial history, racial clashes, migration, diaspora, displacement, citizenship, caste segregation, humanitarianism, politics and marginalisation Section B (Any 1) Farrukh Dhondy - Bombay Duck(1990) Rohinton Mistry - Such a Long Journey(1991) Sunetra Gupta- Memories of Rain(1992)	15
III	Section A: Literary Terms- Exile, expatriation, Identity crisis, ambiguity, emotional anguish, cultural hybridity, cultural displacement, rootlessness, Metamorphosis Section B (Any 1) Salman Rushdie-The Ground Beneath her Feet (1999) Uma Parmeswaran-Mangoes on the Maple Tree (2002)	15
IV	Section A: Literary terms- Alienation, Hybridity, Issues of Location, Nostalgia and Memory, dislocation of Community, life of immigrants, Nation-State and Exile. Section B:(Any 1) Vikram Seth- Two Lives (2005) Amitav Ghosh -The Sea Of Poppies (2008) Deepak Unnikrishnan -Temporary People (2017)	15
Key Words	Diaspora, dislocation, rootlessness, alienation, nostalgia, hybridity, longing for belongingness	

Signature of Convener & Members of CBoS:

<p>PART- C Learning Resources</p> <p>Reference Books:</p> <ul style="list-style-type: none"> ➤ Cohen, Robin and Fischer, Carolin. (Eds.) Routledge Handbook Of Diaspora Studies. ➤ Gupta, Surendra K., Indian Diaspora: Study of Emerging Sandwich Cultures, Atlantic, Chennai, 2013. ➤ Hegde, Radha S. and Sahoo, Ajaya Kumar.(Eds.) Routledge Handbook Of the Indian Diaspora. ➤ Jain, J.. The Diaspora Writes Home: Subcontinental Narratives. Springer, Singapore,2017. ➤ Jain, Ravindra K, Nation, Diaspora, Trans - Nation, Routledge, New Delhi, 2010. ➤ Jayaram, N.(Ed.) Diversities in the Indian Diaspora: Nature, Implications and Responses, Oxford University Press, New Delhi, 2011. ➤ Lal, Brij V. The Encyclopaedia of Indian Diaspora. ➤ Mishra, Sudesh, Diaspora Criticism, Edinburgh University Press, Edinburgh, 2006. ➤ Paranjape, Makarand R. (Ed.) (2001). In Diaspora: Theories, Histories, Texts. India: Indialog Publications.

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/06/24

[Signature]

[Signature]
10/6/24

[Signature]

<ul style="list-style-type: none"> ➤ Parmeswaran, Uma, Writing the Diaspora, Essays on Culture and Identity, Rawat Publications, Jaipur, 2007. ➤ Safran William, A K Sahoo, BrijLal (Eds.): Transnational Migrations: The Indian Diaspora, Routledge, New Delhi, 2009 		
Online Resources– e-Resources / e-books and e-learning portals <ul style="list-style-type: none"> ➤ https://www.gradesaver.com/jasminc/study-guide/summary ➤ https://www.litcharts.com/ ➤ https://www.litcharts.com/lit/the-inheritance-of-loss ➤ https://www.supersummary.com/such-a-long-journey/summary ➤ https://www.sparknotes.com/lit/the-namesake/ 		
PART-D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods- Maximum Marks: 100 Continuous Internal Assessment (CIA) 30 marks End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA)- (By Course Teacher)	Internal Test/Quiz-(2) 20 & 20 Assignment/Seminar- 10 Total Marks – 30	Better Marks out of the two tests/Quiz + obtained marks in Assignment shall be considered against 30 marks
End Semester Exam (ESE):	Two sections – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit- 4x10=40 Marks	

Signature of Convener & Members of CBoS:

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

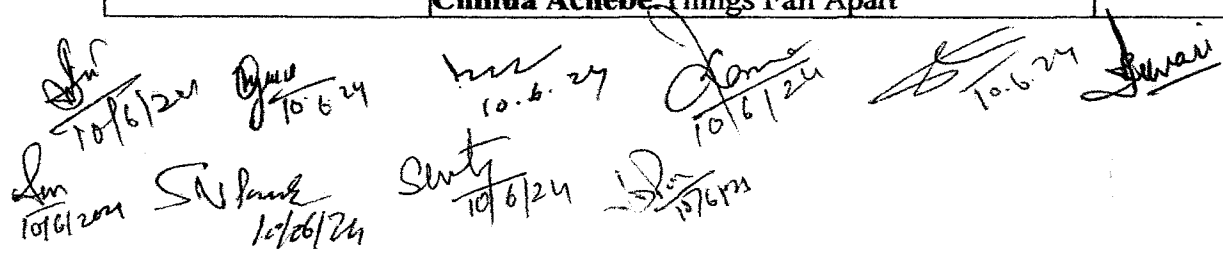
[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

**FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM**

Part A Introduction		
Program: Bachelor in Arts (Honours/ Honours with Research)	Semester – VII	Session: 2024-2025
1. Course Code	ENSE – 06	
2. Course Title	World Literature	
3. Course Type	DSE [Discipline Specific Elective]	
4. Pre-requisite	As per Program	
5. Course Learning Outcome (CLO)	After completion of the course the students will be able to: <ul style="list-style-type: none"> ➤ Understand Literatures that were written outside Europe. ➤ To understand the colonial and Postcolonial literatures. ➤ Develop independent Critical responses to texts. ➤ Engage with major forms and works of literature of the 20th century. ➤ Analyze nativization of themes. 	
5. Credit Value	04 C	
6. Total Marks	Max.M :100	(Credit =15 Hours – learning & Observation and 30 Hrs.for Practices/Field work)
7. Total Marks	Max.M:100	Min Passing Marks:40
Part B Content of the Course		
Total No. of Teaching-learning Periods=60hrs (01 hour per period)		
UNIT	Topics	No. of Periods
I	Section A: World Literatures: Concept of World Literature Section B: Fiction/Novella (any 2) Albert Camus: The Stranger Franz Kafka: Metamorphosis Chinua Achebe: Things Fall Apart	15


 A collection of handwritten signatures and dates in black ink, including names like 'Santosh', 'Santosh', 'Santosh', 'Santosh', 'Santosh', 'Santosh', 'Santosh', and 'Santosh', with dates such as '10/6/24' and '10/6/24'.

Reference Books:

- Apter, Emily. *Against World Literature: On the Politics of Untranslatability*. London; New York: Verso, 2013.
- Beecroft, Alexander. *An Ecology of World Literature: From Antiquity to the Present Day*. London; New York: Verso, 2015.
- Ed. Eva-Marie Kröller "The Cambridge Companion to Canadian Literature", Cambridge, UK, 2004.
- Oyekan Owomoyela "A History of African Literature", Lincoln, US, 1993.
- Bruce Bennett, "The Oxford Literary History of Australia", Oxford, UK, 1998.
- Laurie Hergenhan, "Australian Literature: A Reference Guide", St. Lucia, Australia, 1995.

Online Resources: e-Resources / e-books and e-learning portals:

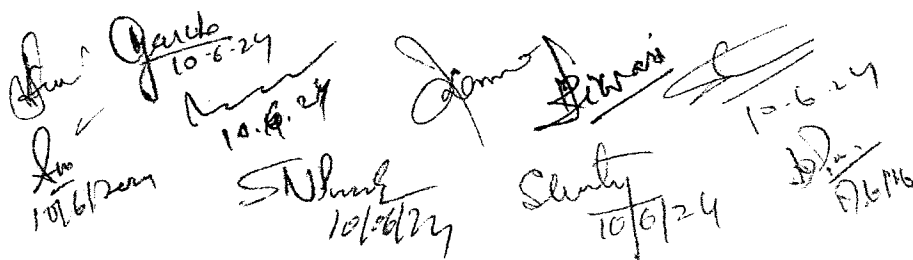
- <https://www.britannica.com/art/Australian-literature>
- <https://egyankosh.ac.in/bitstream/123456789/23070/1/Unit-1.pdf>
- <https://www.enotes.com/topics/voss>
- <https://www.austlit.edu.au/austlit/page/6681415>
- <https://www.britannica.com/biography/Franz-Kafka>
- <https://www.britannica.com/biography/Albert-Camus>
- www.canadastukeratauniv.edu.in
- <https://www.britannica.com/art/African-literature>

PART -D: Assessment and Evaluation**Suggested Continuous Evaluation Methods:****Maximum Marks:100 Marks****Continuous Internal Assessment (CIA)30 Marks****End Semester Exam (ESE):70 Marks**

Continuous Internal Assessment (CIA)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10 Total Marks - 30	

End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks
---------------------------------	---

Name and Signature of Convener & Members of CBoS:



 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts <i>(Honors/Honors with Research)</i>		Semester -VII	Session: 2024-2025
1	Course Code	ENSC-07	
2	Course Title	Literary Criticism	
3	Course Type	DSC (Discipline Specific Course)	
4	Pre-requisite	As per Program	
5	Course Learning Outcomes (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Understand the historical and philosophical contexts that led to the development of literary criticism and its practice in different traditions and periods. ➤ Understand fundamental literary and critical concepts and underlying distinctions amongst them. ➤ Grasp a wide range of literary philosophers and critics whose works had informed and shaped the discourse of literary theory. ➤ Have knowledge about major, critical movements and critics in various Indian and western critical traditions. ➤ Identify theoretical and critical concepts with critics/texts/movements with which they are associated and understand them in their contexts. ➤ Be able to apply various theoretical frameworks and concepts to literary and cultural texts. ➤ Be able to strengthen and deepen their interpretative skills. 	
6	Credit Value	4 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)			
Unit	Topics (Course contents)		No. of Period
I	Aristotle: <i>Poetics</i> Sydney: <i>An Apology for Poetry</i>		15
II	William Wordsworth: <i>Preface to the Lyrical Ballads</i> Mathew Arnold: <i>The Function of Criticism at the Present Time</i>		15
III	Edward Said : <i>Introduction to Orientalism</i> Elaine Showalter: <i>Feminist Criticism in Wilderness</i>		15
IV	T.S. Eliot : <i>Tradition and Individual Talent</i> Ferdinand De Saussure: <i>Nature of Linguistics</i>		15
Key-words	Catharsis, Hamartia, Common theme, Touchstone Method, Tradition, Signifier.		

Signature of Convener & Members (CBoS):

PART-C: Learning Resources

Text Books, Reference Books and Others

Reference Books-

- A.H. Gilbert, *Literary Criticism: Plato to Dryden*. Detroit: Wayne University Press, 1962.
- 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*. Kentucky: University Press of Kentucky, 1993.
- S.K. Dey, *History of Poetics*. New Delhi: MLBS, 1960.
- Terry Eagleton, *Literary Theory: An Introduction*. NJ: Wiley Blackwell, 2009.

Online Resources-

- <https://www.gale.com/literature-criticism>
- <https://guides.bpl.org/c.php?g=129457&p=884239>
- <https://slo1.libguides.com/literarycriticism>
- <https://libguides.wmich.edu/c.php?g=1070359>
- <https://researchguides.uic.edu/literature/litcrit>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks
 Continuous Internal Assessment (CIA): 30 Marks
 End Semester Exam (ESE): 70 Marks

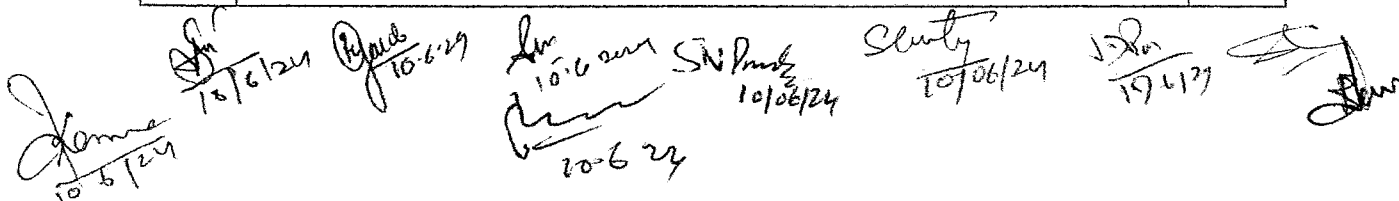
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - 10	
	Total Marks - 30	
End Semester Exam (ESE):	Two section - A & B Section A: Q1. Objective - 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBOS:

10/6/24, 10.6.24, 10.6.2024, 10.6.24, 10.6.24, 10.6.24, 10.6.24, 10.6.24, 10.6.24, 10.6.24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts <i>(Honours/ Honours with Research)</i>		Semester - VIII	Session: 2024-2025
1	Course Code	ENSC-08	
2	Course Title	Language and Linguistics	
3	Course Type	DSC (Discipline Specific Course)	
4	Pre-requisite	As per Program	
5	Course Learning Outcomes (CLO)	<p>After completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> ➤ Understand and interpret the complexities of English language; Make use of concepts and theories used in Linguistics. ➤ Understand and analyze Language variation and Language acquisition theories. ➤ Identify the role of the Organs of Speech and their functions insound production. ➤ Differentiate and classify the English Vowels and Consonant sounds. ➤ Estimate the phonetic, semantic and syntactic characteristics of language. ➤ Identify and explain Morphology, Word formation and Phrase structure and IC analysis. 	
6	Credit Value	4 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART-B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)			
Unit	Topics (Course contents)		No. of Periods
I	Introduction to language: <ul style="list-style-type: none"> • Definitions- What is Language? • Characteristics of Language • Difference between Human and Animal Communication System 		15
II	Introduction to Linguistics: <ul style="list-style-type: none"> • What is Linguistics? (Scope and Level of linguistics) • Linguistics as a Science • Concepts: Synchronic and Diachronic Linguistics/Competence vs Performance 		15
III	Speech Mechanism & Phonetics: <ul style="list-style-type: none"> • Organs of Speech: Lips, Teeth, Tongue, Palate (Hard & Soft)Vocal Cords & Glottis etc • Active and Passive Articulations 		15



 10/6/24
 15/6/24
 10/6/24
 10/6/24
 10/06/24
 10/06/24
 19/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts <i>(Honours/ Honours with Research)</i>		Semester - VIII	Session: 2024-2025
1	Course Code	ENSC-08	
2	Course Title	Language and Linguistics	
3	Course Type	DSC (Discipline Specific Course)	
4	Pre-requisite	As per Program	
5	Course Learning Outcomes (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Understand and interpret the complexities of English language; Make use of concepts and theories used in Linguistics. ➤ Understand and analyze Language variation and Language acquisition theories. ➤ Identify the role of the Organs of Speech and their functions insound production. ➤ Differentiate and classify the English Vowels and Consonant sounds. ➤ Estimate the phonetic, semantic and syntactic characteristics of language. ➤ Identify and explain Morphology, Word formation and Phrase structure and IC analysis. 	
6	Credit Value	4 Credits	<i>Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks: 40
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)			
Unit	Topics (Course contents)		No. of Periods
I	Introduction to language: <ul style="list-style-type: none"> • Definitions- What is Language? • Characteristics of Language • Difference between Human and Animal Communication System 		15
II	Introduction to Linguistics: <ul style="list-style-type: none"> • What is Linguistics? (Scope and Level of linguistics) • Linguistics as a Science • Concepts: Synchronic and Diachronic Linguistics/Competence vs Performance 		15
III	Speech Mechanism & Phonetics: <ul style="list-style-type: none"> • Organs of Speech: Lips, Teeth, Tongue, Palate (Hard & Soft)Vocal Cords & Glottis etc • Active and Passive Articulations 		15

10/5/24, 15/6/24, 10/6/24, 10/6/24, 10/6/24, 10/6/24, 10/6/24, 19/6/24

	<ul style="list-style-type: none"> • What is Phonetics? Branches of Phonetics: Articulatory Acoustic and Auditory 	
IV	Classification of Consonants & Vowel sounds: <ul style="list-style-type: none"> • Pure Vowels, Clusters, Syllables • Phonology: Difference Between Phonetics and Phonology • Phonemes and Allophones • Received Pronunciation 	15
Key-words	Language, Communication, Synchronic, Diachronic, Articulatory, Phonetics.	

Signature of Convener & Members of CBoS:

PART-C: Learning Resources
Text Books, Reference Books and Others
Reference Books : <ul style="list-style-type: none"> ➤ George Yule, "Animal and Human Languages", <i>The Study of Language</i> (CUP,2010)10-20. ➤ Saussure, "The Object of Linguistics" (7-17), "The Nature of Linguistic Sign" (65-78), "Synchronic Linguistics Part II Chapter I" (101 -102) & "Diachronic Linguistics Part III" (140-143), <i>Course in General Linguistics</i>, ➤ F.H. Colson, "The Analogist and Anomalist Controversy", <i>The Classical Quarterly</i>, Vol.13, Issue 1, January 1919, 24-36. ➤ Fromkin, Rodman & Hyames, "Language Change" (Chapter 10), <i>An Introduction to Language</i> (Wadsworth 2011, 9th ed.) 488-539. ➤ Noam Chomsky, "Knowledge of Language as A Focus of Inquiry", <i>Knowledge of Language</i> (Praeger, 1986) 1-14 ➤ Fromkin, Rodman & Hyams, "Language in Society", (Chapter 9) <i>An Introduction to Language</i> (Wordsworth 2011, 9th ed.) 430-487. ➤ Dell Hymes, "On Communicative Competence", in Pride and Holmes ed. <i>Sociolinguistics: Selected readings</i>, (Penguin, 1972) 269-281.
Online Resources: e-Resources / e-books and e-learning portals <ul style="list-style-type: none"> ➤ https://guides.lib.umich.edu/c.php?g=282869&p=1884907 ➤ https://libguides.reading.ac.uk/english-language/e-resources

Signature 10/6/24
Signature 10.6.24
Signature 10.6.2024
Signature 10/06/24
Signature 10/6/24
Signature 10/6/24
Signature 10/6/24
Signature 10/6/24

PART -D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two Sections- A&B	
	Section A:	
	Objective /MCQ (Any 10) 10x1=10 Marks	
	Short Answer Questions (Any 5) 5x4=20 Marks	
	Section B: Essay type/Long Answer Questions (Any 4) 4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]
10/6/24

[Signature]
10.6.24

[Signature]
10.6.2024

[Signature]
10/06/24

[Signature]
10/06/24

[Signature]
10/6/24

[Signature]

[Signature]
10/6/24

[Signature]
10.6.24

[Signature]

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

Part -A: Introduction		
Program: Bachelor in Arts (Honours / Honours with Research)		Semester - VIII Session: 2024-2025
1.	Course Code	ENSE: 09
2.	Course Title	Literary Theory - II
3.	Course Type	DSE (Discipline Specific Elective)
4.	Pre-requisite	As per Program
5.	Course Learning Outcome (CLO)	On completion of this course, the students are required to: <ul style="list-style-type: none"> • Understand various literary theories. • Identify theoretical concepts with theorists and movements. • Apply various theoretical frameworks and concepts to literary texts. • Analyze strengths and limitations of theoretical frameworks
6.	Credit Value	04 Credits Credit =15 Hours – Learning & Observation
7.	Total Marks	Max.M:100 Min Passing Marks:40
Part-B: Content of the Course		
Total No. of Teaching-learning Periods (01 Hr. per period) – 60 Periods (60 Hours)		
UNIT	TOPICS (Course Contents)	No. of Periods
I	Section A: Postmodernism; / Literary Theory and Criticism Section B: Jean Francois Lyotard: “Answering the Question: What is Post Modernism?”	15
II	Section A: New Historicism; Literary Theory and Criticism Section B: Stephen Greenblatt: “Introduction” in Renaissance Self–Fashioning	15
III	Section A: Post Colonial Theory in India; Post Colonial Indian Theorist Section B: Namwar Singh: “Decolonising the Indian Mind”	15
IV	Section A: Feminism; Feminist Literary Theory and Criticism Section B: Simone de Beauvoir: “Myth and Reality” in The Second Sex (1949)	15
Keywords: Postmodernism, New Historicism, Post Colonial Theory, Feminism		

Name and Signature of Convener & Members of CBoS:

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

PART-C: Learning Resources

Text Books, Reference Books and Others

Reference Books:

- Rayan, Krishna. Sahitya, A Theory: For Indian Critical Practice. New Delhi: Sterling Publishers, 1987
- Barry, Peter. Beginning Theory: An Introduction to Literary & Cultural Theories, 2nd ed., Manchester: Manchester University Press, 2004.
- Bertens, Hans. Literary Theory: The Basics, New York: Routledge, 2003.
- Habib, M. A. R. A History of Literary Criticism: From Plato to the Present, Oxford: Blackwell, 2005.
- Nagarajan, M.S. English Literary Criticism & Theory: An Introductory History, Hyderabad: Orient Longman, 2006.
- Namwar Singh: "Decolonising the Indian Mind" translated by Harish Trivedi and published in Indian Literature. Vol. 35, No. 5, 1992. 145-157
- Jean Francois Lyotard: "Answering the Question: What is Postmodernism?" translated by Regis Durand in The Postmodern Condition, Manchester University press, 1984.

Online Resources– e-Resources / e-books and e-learning portals

Online Resources–

- <https://englishliterature.education/theory/what-is-literary-theory-an-introduction/>
- <https://resources.saylor.org/wwwresources/archived/site/wpcontent/uploads/2011/09/ENGL301-CP-FINAL.pdf>
- [https://human.libretexts.org/Bookshelves/Literature and Literacy/Creating Literary Analysis/1%3A Introduction What Is Literary Theory and Why Should](https://human.libretexts.org/Bookshelves/Literature%20and%20Literacy/Creating_Literary_Analysis/1%3A_Introduction_What_Is_Literary_Theory_and_Why_Should)
- <https://www.masterclass.com/articles/literary-theory-explained>

PART-D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:


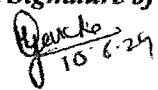
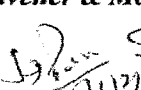
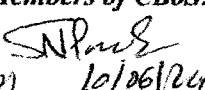
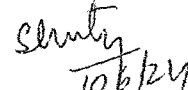
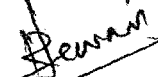

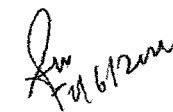

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA): (By CourseTeacher)	Internal Test / Quiz-(2):	20 & 20	Better marks out of the two Test/Quiz + obtained marks in Assignment shall be considered against 30 Marks
	Assignment / Seminar - Total Marks -	10 30	
End Semester Exam (ESE):	Two section – A & B		
	Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type -5x4 =20 Marks		
	Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks		

Name and Signature of Convener & Members of CBoS:

 10/6/24
 10/6/24
 10/6/24
 10/06/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24

**FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM**

Part A Introduction		
Program: Bachelor in Arts (Honors/Honors with Research)	Semester - VIII	Session: 2024-2025
1. Course Code	ENSE- 10	
2. Course Title	Popular Literature	
3. Course Type	DSE [Discipline Specific Elective]	
4. Pre-requisite (if any)	As per program	

5. Course Learning Outcome (CLO)	After completion of this course, the students will be able to: <ul style="list-style-type: none"> ➤ Develop an understanding of the term 'Popular Literature'. ➤ Read and identify certain kinds of literature as 'popular' and 'formulaic'. ➤ Distinguish literature of popular, mass consumption from academic, elitist literature. ➤ Interpret popular genres using theoretical perspectives. ➤ Connecting popular texts to their cultural context. ➤ Discover the art of enhancing travel experiences through travel literature. ➤ Assess the maneuverings of child's psyche. ➤ Develop inquisitive thinking and become more observant as detective fiction readers. 	
6. Credit Value	4 Credits	Credit = 15 Hours – Learning & Observation
7. Total Marks	Max.M:100	Min Passing Marks:40

Part B Content of the Course		
Total No. of Teaching-learning Periods (01 hour per period)-60 periods (60Hours)		
UNIT	TOPICS (Course Contents)	No. of Periods
I	Section A: <i>Science Fiction</i> Popular literary theories Coming of Age, The Canonical and the Popular, Caste, Gender and Identity Section B: Jules Verne-Journey to the Centre of the Earth Frank Herbert- Dune	15
II	Section A: <i>Children's Fiction</i> Ethics and Education in Children's Fiction, The Canonical and the Popular Section B : Salman Rushdie- Haroun and the Sea of Stories Lewis Carroll-Alice's Adventures in Wonderland	15
III	Section A: <i>Detective Fiction</i> Popular Literature and its types, Construction of Criminal Identity, Cultural Stereotypes in Crime Fiction. Agatha Christie is the most famous	15

[Handwritten signatures and dates]
 10/9/24
 11/8/24

[Handwritten signatures and dates]
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24

	detective fiction writer Section B : Arthur Conan Dyle - The Hound of the Baskervilles Agatha Christie - The Murder of Roger Ackroyd		
IV	Section A : Travel Narrative Travel narratives offer diverse perspectives on travel and exploration, making them captivating reads. There are many great travel narratives in literature which include 'The Travels of Marco Polo' by Marco Polo and 'On the Road' by Jack Kerouac Section B : Bill Aitken- Footloose in the Himalayas Dervla Murphy- On a Shoestring to Coorg	15	

Key words: Popular Literature, science fiction, travel narratives, children's fiction, detective fiction

Signature of Convener and Members (CBOS)

PART C- Learning Resources

Reference Books-

- Ashley, M.(2016). Science Fiction Rebels: The Story of the Science-Fiction Magazine from 1981 to 1990. Liverpool University Press.
- Booker, M.K. (1994). Dystopian Literature: A Theory and Research Guide. Greenwood Press.
- A Companion to Crime Fiction. (2020): Wiley Dechene, A. (2018). Detective Fiction and the Problem of Knowledge: Perspectives on the Metacognitive Mystery Tale: Springer International.
- Hunt, P. (2004). International Companion Encyclopaedia of Children's' Literature. Taylor & Francis.
- Moylan, Tom. (2000). Scraps of the Untainted Sky: Science Fiction, Utopia, Dystopia
- Rollyson, Carl E. (ed.).(2008). Critical Survey of Mystery and Detective Fiction Volume 1: Salem Press INC.
- Singh, V.P. (2012). Mountain Travelogues on the Himalaya and Tibet. Pilgrims Publishing.

Online Resources– e-Resources / e-books and e-learning portals

Online Resources:

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

Part D – Assessment and Evaluation

Suggested Continuous Evaluation Methods-

Maximum Marks: 100

Continuous Internal Assessment (CIA): 30 marks

End Semester Exam (ESE): 70 marks

Jan 15/6/24

Jan -10/6/24

Jan 15/6/24

Jan 10/6/24

Jan 10/6/24

Jan 10/6/24

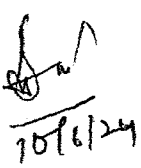
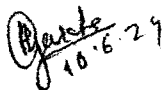
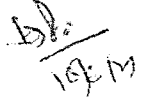
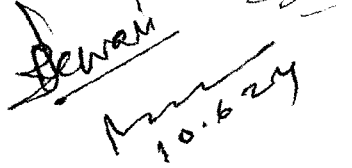
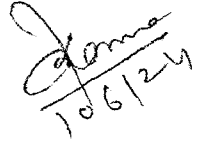
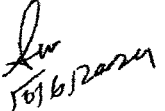

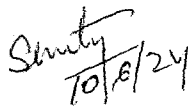
Jan 10/6/24

Jan 10/6/24

Continuous Internal Assessment (CIA) (By Course Teacher)	Internal Test/Quiz (2): 20 & 20 Assignment/Seminar- 10 Total Marks – 30 Marks	Better Marks out of the two tests/quiz + obtained marks in assignment shall be considered against 30 Marks
--	--	--

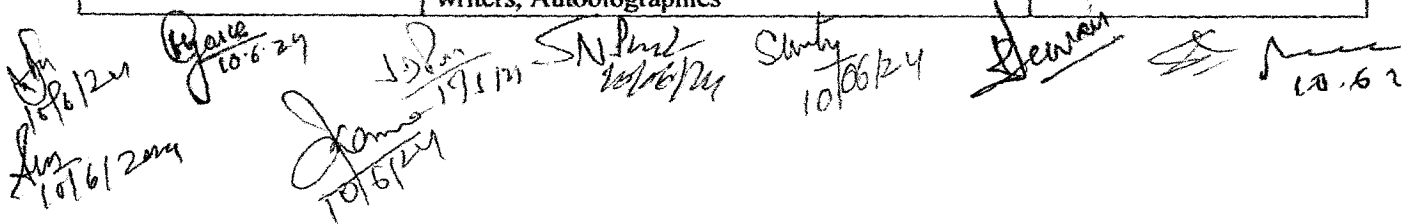
End Semester Exam (ESE):	Two sections – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4=20 Marks Section B: Descriptive answer type qts., out of 2 from each unit- 4x10=40 Marks	
---------------------------------	---	--

Name and Signature of Convener and Members (CBOS)

 10/6/24
 10.6.24
 10/6/24
 10.6.24
 10/6/24
 10/6/24
 10/6/24
 10/6/24



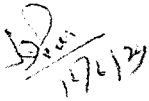


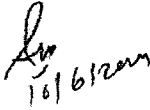
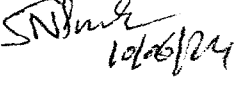
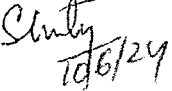

FOUR YEAR UNDERGRADUATE PROGRAM (2024 - 28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

Part A Introduction		
Program: Bachelor in Arts (Honours/Honours with Research)		Semester - VIII
		Session: 2024-2025
1.	Course Code	ENSE - 11
2.	Course Title	Dalit Literature
3.	Course Type	DSE [Discipline Specific Elective]
4.	Pre-requisite (if any)	As per Program
5.	Course Learning Outcome (CLO)	On completion of this course, the students will be able to: <ul style="list-style-type: none"> • Define Dalit literature • Classify various genres of Dalit literature • Understand the articulations of Dalit voices • Illustrate the significance of Dalit literature in post-colonial literature • Develop social awareness about marginalized people and their literature
6.	Credit Value	04 Credits (Credit = 15 Hours – learning & Observation)
7.	Total Marks	Max.M:100 Min Passing Marks:40
Part B Content of the Course		
Total No. of Teaching-learning Periods (01 hour per period) – 60 Periods (60 hours)		
UNIT	TOPICS (Course contents)	No. of Periods
I	Section A: Introduction to Dalit Literature, emergence, poetry as a distinct genre Section B: Poetry (Any Two) Arjun Dangle- “I Will Belong to It” Ilavenil Meena Kandasamy- “Ekalavya” Namdev Dhasal’s- “Hunger” Daya Pawar’s- “Blood-wave”	15
II	Section A: Dalit Movement, Caste discrimination, Self-liberation, Short Stories Section B: Short Stories (Any One) Urmila Pawar – “Sixth Finger” Waman Hoval – “The Storeyed House”	15
III	Section A: Dalit Literary Narratives, marginalization, experience Section B: Fiction/Novels (Any One) Kancha Ilaiah - Untouchable God Bama Faustina Soosairaj - Karukku	15
IV	Section A: Dalit Consciousness, Dalit Aesthetics, Prose writers, Autobiographies	


 A collection of handwritten signatures and dates in black ink, located below the curriculum table. The signatures are slanted and include names like 'S. N. Prasad', 'S. N. Prasad', 'S. N. Prasad', 'S. N. Prasad', 'S. N. Prasad', and 'S. N. Prasad'. The dates are mostly '10/6/24' and '10/6/24'.

<p>➤ <i>Indian Dalit Literature: Quest for Identity to Social Equality</i>. Available from: https://www.researchgate.net/publication/334222260 <i>Indian Dalit Literature Quest for Identity to Social Equality</i> [accessed Apr 08 2024].</p>		
<p>PART -D: Assessment and Evaluation</p>		
<p>Suggested Continuous Evaluation Methods:</p>		
<p>Maximum Marks: 100 Marks</p>		
<p>Continuous Internal Assessment (CIA): 30 Marks</p>		
<p>End Semester Exam (ESE): 70 Marks</p>		
<p>Continuous Internal Assessment (CIA): (By Course Teacher)</p>	<p>Internal Test / Quiz-(2): 20 & 20 Assignment / Seminar - 10 Total Marks - 30</p>	<p>Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks</p>
<p>End Semester Exam (ESE):</p>	<p>Two section – A & B</p> <p>Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks</p> <p>Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks</p>	

Name and Signature of Convener & Members of CBoS:

 10/6/24
  10/6/24
  10/6/24
  10/6/24
  10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24

Online Resources– e-Resources / e-books and e-learning portals

Online Resources–

- https://link.springer.com/chapter/10.1057/9781137439734_3
- <https://www.davuniversity.org/images/files/studymaterial/History%20of%20Indian%20Cinema.pdf>
- <http://www.cinemachapter.com/the-evolution-of-indian-cinema-from-black-and-white-to-color/>
- <https://thebombshell.net/the-evolution-of-indian-cinema-a-fascinating-journey-through-time/>

PART -D: Assessment and Evaluation

Suggested Continuous Evaluation Methods:

Maximum Marks: 100 Marks

Continuous Internal Assessment (CIA): 30 Marks

End Semester Exam (ESE): 70 Marks

Continuous Internal Assessment (CIA)	Internal Test / Quiz-(2):20 & 20 Assignment / Seminar -10 Total Marks -30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

[Signature]
10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024-28)
DEPARTMENT OF ENGLISH
COURSE CURRICULUM

Part-A: Introduction			
Program: Bachelor in Arts/Commerce/Science (Certificate/Diploma/Degree/Honors)		Semester- II/IV/V/VI	
		Session: 2024-2025	
1.	Course Code	ENSEC 01	
2.	Course Title	Creative Writing	
3.	Course Type	SEC (Skill Enhancement Course)	
4.	Pre-requisite (if any)	<i>As per Programme</i>	
5.	Course Learning Outcome (CLO)	After Completion of the course the students will be able to: <ul style="list-style-type: none"> • Identify the basic concepts of creative writing. • Understand the craft of writing and writing process. • Employ various styles and techniques of writing and editing. • Assess and develop imagination. 	
6.	Credit Value	02 Credits (1C + 1C)	Credit = 15 Hours – Theoretical learning and = 30 Hours Laboratory or Field learning / Training
7.	Total Marks: 50	Max. Marks: 50	Min Passing Marks: 20
Part B Content of the Course			
Total No. of Teaching-learning Periods:			
Theory – 15 Periods (15 Hrs) and Lab. Or Field learning / Training 30 Periods (30 Hrs)			
Module	TOPICS (Course contents)	No. of Periods	
Theory Contents	<ul style="list-style-type: none"> • Introduction to Creative Writing- Meaning, Importance, Imagination & Writing. • Craft of Writing- Figure of Speech, Word Play, Character Creation • Steps of Creative Writing- Pre-Writing, Writing, Post-Writing/Final Draft • Types of Creative Writing- Poetry, Fiction, Non-Fiction (Life Narratives), Drama 	15	
Practical Training Contents	<ul style="list-style-type: none"> • Creative Writing & Media- Film Review, Book Review, Other Writings in Media. • Proof-reading & Editing- Practice sessions on Proofreading & Editing of different types of writing. • Learning to write Poetry- Reading & understanding Poetry; Practising tone, rhyme, metre, verses; Writing sessions • Learning to write Fiction- Reading & understanding Fiction; Practicing different elements of fiction (Short story, Novella, Novel); Writing sessions 	30	
Keywords: Creative Writing, Proof reading, Editing, Book review, Publication			
Signature of Convenor & Members of CBoS:			

Handwritten notes:
 15/6/24
 10/6/24

Handwritten signatures and dates:
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24
 10/6/24

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)

DEPARTMENT OF ENGLISH

COURSE CURRICULUM

PART- A: Introduction			
Program: Bachelor in Arts/Science/Commerce (Certificate/Diploma/Degree/Honors)		Semester – I/III/IV	Session: 2024-2025
1	Course Code	ENVAC-01	
2	Course Title	Emotional Intelligence	
3	Course Type	VAC (Value Added Course)	
4	Pre-requisite (if, any)	As per Program	
5	Course Learning Outcomes (CLO)	After the completion of course, the students will be able to : <ul style="list-style-type: none"> ➤ Identify the concept and characteristics of emotional intelligence. ➤ Evaluate the concept of different models of emotional intelligence. ➤ Discover personal competence and techniques of building emotional intelligence. ➤ Managing emotions effectively. 	
6	Credit Value	2 Credits	Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 50	Min Passing Marks: 20
PART -B: Content of the Course			
Total No. of Teaching-learning Periods (01 Hr. per period) - 30 Periods (30 Hours)			
Unit	Topics (Course contents)		No. of Period
I	Introduction : Emotional Intelligence Concept & Models - ability, mixed, trait		08
II	Personal Competence : Intra- personal skill, self-awareness, assertiveness, self-regard, independence, self-actualization.		07
III	Social Competence : Inter personal relationship, empathy, social responsibility, effective communication.		08
IV	Managing Emotions : Techniques to manage emotions		07
Keywords	emotional intelligence, personal competence, social competence, empathy, assertiveness		

Signature of Convener & Members (CBoS) :

PART-C: Learning Resources

Reference Books:

- Bar- On, R. , & Parker, J.D.A. (Eds.) (2000).
- The handbook of emotional intelligence. San Francisco California : Jossey Bros.
- Gloeman, D. (1995) Emotional Intelligence. New York : Batam Book.
- Goleman, D. (1998). Working with Emotional Intelligence. New York : Bantam Book.
- Singh, D. (2003). Emotional Intelligence at work (2nded) New Delhi : Response Books.

SWP... 15/6/24
 J... 10/6/24
 J... 10/6/24
 S... 10/6/24
 J... 10/6/24

Keywords	<i>Love, admire, alone, devote, solitary, frozen lake, darkest evening.</i>
-----------------	---

Signature of Convener & Members (CBoS):

PART-C: Learning Resources		
Text Books, Reference Books and Others		
Text Book:		
1. Flamingo : A textbook for college students publication : Macmillan Publishers.		
Reference Books:		
2. Essential English Grammar, 2 nd Edition by Raymond Murphy, Cambridge Publication.		
3. English Grammar in use 5 th Edition by Raymond Murphy, Cambridge Publication		
4. Advanced English Grammar by Martine Hewings Cambridge University Press.		
Online Resources-		
➤ e-Resources / e-books and e-learning portals		
i) https://englishsummary.com/devoted-son-summary-anita-desai/		
ii) https://fitmarked.com/the-homecoming-by-rabindranath-tagore-summary/		
iii) https://www.litcharts.com/poetry/william-wordsworth/the-solitary-reaper		
iv) https://www.sparknotes.com/poetry/frost/section10/		
v) https://www.wikihow.com/Write-a-Biographical-Sketch		
vi) https://study.com/learn/lesson/composition-writing-rules-format.html		
vii) https://www.thelearninglab.com.sg/blog/2021/02/how-to-write-an-impressive-composition/		
PART-D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 50 Marks		
Continuous Internal Assessment(CIA):15 Marks		
End Semester Exam (ESE):35Marks		
Continuous Internal Assessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 &10 Assignment/Seminar +Attendance- 05 otal Marks -15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts..1out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

Convener: *[Signature]* 10/06/24
 Member 1: *[Signature]* 10/06/24
 Member 2: *[Signature]* 10/06/24
 Member 3: *[Signature]* 10/06/24
 Member 4: *[Signature]* 10/06/24
 Member 5: *[Signature]* 10/06/24
 Member 6: *[Signature]* 10/06/24

	<ul style="list-style-type: none"> At the Railway Station/ Bus Station enquiry: (Arrival and departure of buses/ trains) Hotel: Booking a room, asking tariff rate Travel agency: (Asking to book tickets fares, finding vacancies in hotels) <p>C) Greetings and Common Etiquettes: Introducing oneself, Invitation; Making Requests; Expressing Gratitude; Complimenting and Congratulating; Expressing Sympathy; Apologizing; Complaining and Expressing Regret</p>	
IV	<p>Presentation skills (Performance Based):</p> <p>Effective oral presentation, Characteristics of good oral presentation. Use of quotations and anecdotes. Ways of Oral Presentation (Seminar, Viva -voce, Interview, Power Point etc.) Gestures/ Mannerism during oral presentation. Media methods used for effective oral presentation, Body Language, Attire.</p>	08
Key words	Communication, Vocabulary, Conversation, Reading, Presentation.	

Signature of Convener & Members (CBoS) :

PART-C: Learning Resources	
Text Books, Reference Books and Others	
Text Books Recommended - Suggested Reading:	
<ul style="list-style-type: none"> Fluency in English - Part II, Oxford University Press, 2006. Enrich Your English, OUP, SR Iuthira and V. Saraswathi, CIEFL, 1997 Oxford A-Z of English Usage, ed. Jeremy Butterfield, OUP, 2007. Longman Dictionary of Common Errors, N.D. Turton and J.B. Heaton, Longman, 1998 Contemporary Communicative English, S Chand Malhotra Prerna, Deb Dulal Halder, (2019) Communication Skills: Theory and Practice, Eighth Edition, BookAge Publications, New Delhi. 	
Online Resources-	
<ul style="list-style-type: none"> Applying Communication Theory for Professional Life: A Practical Introduction. Dainton and Zellely, http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0hudHJvX3RvX2NvbW11bmliYXRpb25f https://web.sol.da.ac.in/my_modules/type/cbs-41-2/data/root/B.Com/Semester%202/ABILITY-ENHANCEMENT%20COMPULSORY%20COURSE-AECC/English%20Communication%20A-B-C/Unit%201-5.pdf https://archive.org/details/personality-development-book/mode/1up https://www.coursera.org/articles/presentation-skills https://www.cbs.de/en/blog/15-effective-presentation-tips-to-improve-presentation-skills/ https://benjaminball.com/blog/good-body-language-best-visual-aid-talks/ https://blog.moderngov.com/importance-of-body-language-in-presentations-good-bad-examples 	
PART -D: Assessment and Evaluation	
Suggested Continuous Evaluation Methods:	
Maximum Marks:	50 Marks
Continuous Internal Assessment (CIA):	15 Marks
End Semester Exam (ESE):	35 Marks

Ans
10/6/24

Ans
10/6/24

Ans
10/6/24

James
10/6/24

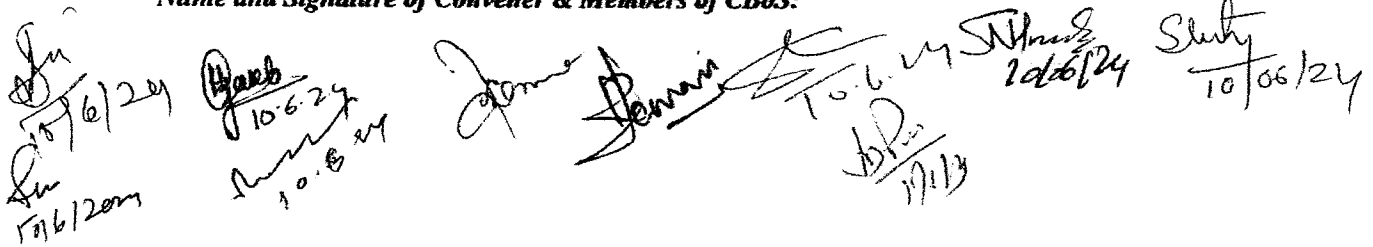
Sinty
10/6/24

Ans
10/6/24

Ans
10/6/24

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
End Semester Exam (ESE):	Q1. Objective/ MCQs to be asked only from Unit 1 (1 x5= 05 Mark) Q2. I Vocabulary: (5Marks) II Unseen Passage (5 Marks) Q3. Particles from Unit 3 & 4 consisting of 20 marks.	

Name and Signature of Convener & Members of CBoS:


 The image shows several handwritten signatures and dates. From left to right:

- A signature with the date 10/6/24.
- A signature with the date 10.6.24.
- A signature with the date 10.6.24.
- A signature with the date 10.6.24.
- A signature with the date 10.6.24.
- A signature with the date 10/06/24.
- A signature with the date 10/06/24.