

Date: 19-09-2022

Time: 02:00 P.M.

Venue: Patanjali Bhawan, School of Educational Studies, Dr.H.S.Gour Vishwavidyalaya, Sagar (M.P.)

Members Present:

1. Prof. A.P. Tripathi
2. Prof. Asmita Gajbiye
3. Prof. S.P Singh
4. Prof. B.R. Kukreti
5. Prof. D.S. Baghel
6. Dr. Arun Kumar Sao
7. Dr. Sanjay Sharma
8. Dr. Preeti Wadhvani
9. Dr. Rashmi Jain
10. Prof. Ganesh Shankar (DEAN & Chairman)

At the outset, Dr. Arun Kumar Sao-Asst. Professor- Yoga Education introduced and welcomed the members of newly constituted esteemed school board of Educational Studies.

Thereafter the agenda items were taken up for discussion:

Agenda No.1: To consider the Minutes of Board of Studies in Education held in the Department of Education on 09-09-2022

Resolution:

The board after due discussion resolved to approve the Minutes of Board of Studies in Education held in the department of Education on 09-09-2022.

Agenda No.2: To consider the Minutes of Board of Studies in Yoga Education held in the Department of Yoga Education on 15-09-2022

Resolution:

The board after due discussion resolved to approve the Minutes of Board of Studies in Yoga Education held in the department of Yoga Education on 15-09-2022.

Agenda No.3: To consider the Minutes of Board of Studies in Adult Education held in the department of Adult Education on 17-09-2022

Resolution:

The board after due discussion resolved to approve the Minutes of Board of Studies in Adult Education held in the department of Adult Education on 17-09-2022

The Meeting ended with the thanks from & to the Chair.

1. Prof. A.P. Tripathi
4. Prof. B.R. Kukreti - Online
7. Dr. Sanjay Sharma
10. Prof. Ganesh Shankar (DEAN & Chairman)

2. Prof. Asmita Gajbiye

5. Prof. D.S. Baghel -

8. Dr. Preeti Wadhvani

3. Prof. S.P Singh

6. Dr. Arun Kumar Sao

9. Dr. Rashmi Jain





DEPARTMENT OF EDUCATION
(School of Educational Studies)
Doctor Harisingh Gour Vishwavidyalaya, Sagar
(A Central University)

Minutes of the XII Board of Studies (BoS) Meeting held on 09 September, 2022

The Board of Studies (BoS) meeting was held through blended mode on 09 September, 2022 at head chamber, Department of Education, Doctor Harisingh Gour Vishwavidyalaya, Sagar (MP) at 12:30 pm.

Members Present:

1. Dr. Rashmi Jain, Chairperson, Board of Studies, Department of Education, Doctor Harisingh Gour Vishwavidyalaya, Sagar.
2. Prof. Manoj Kumar Shastri (External Member), Department of Education, Gujarat University, Ahmedabad
3. Prof. Hari Shankar Singh (External Member), Department of Education, Babasaheb Bhimrao Ambedkar University, Lucknow
4. Prof. Diwakar Singh Rajpoot, Department of Sociology and Social Work, Doctor Harisingh Gour Vishwavidyalaya, Sagar
5. Dr. Preeti Wadhvani, Assistant Professor, Department of Education, Doctor Harisingh Gour Vishwavidyalaya, Sagar
6. Dr. Budh Singh (*Special Invitee*), Assistant Professor, Department of Education, Doctor Harisingh Gour Vishwavidyalaya, Sagar

Members Absent:

1. Prof. A. D. Sharma, Dean, School of Humanities and Social Sciences, Doctor Harisingh Gour Vishwavidyalaya, Sagar

The head of the department welcomed all members and agenda items were taken up for discussion.

Agenda No.1: To update and approve the B.A. B.Ed./ B.Sc. B. Ed. V & VI semester syllabus and scheme.

Resolution: Head of the department informed to Board of Studies members that competent authority of the Vishwavidyalaya approve three subject combinations along with Education for programme B. A. B. Ed. (4 Year Integrated) from the academic session 2020-21 onwards. In the light of the said fact department has prepared a scheme accordingly for the I, II, III and IV semester and the same was approved by

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Department of Education
H. S. Gaur

IX and X BoS. Further, head of the department presented a scheme for V and VI semesters of the said programmes.

After the detail discussion, BoS approved the scheme of B.A. B.Ed./B.Sc. B.Ed. V and VI semester with the three subject combinations along with Education. Further, the syllabus of IEDU-CC-511, IEDU-CC-611 courses has been revised and approved by the BoS on the request of Course coordinator.

Agenda No.2: To allocate course code to different course of teaching methodology mentioned in B. A. B.Ed./B.Sc. B.Ed. VII semester syllabus.

Resolution: Under the captioned agenda, different courses of teaching methodology in B.A. B.Ed./B.Sc. B.Ed. VII semester syllabus have been allocated in the light of Choice Based Credit System (CBCS) as like the following table and presented before BoS for further approval.

SEMESTER VII										
Course Code	Course Title		Int.	Ext	Tot	L	T	P	C	
IEDU-CC-711	Technology of Teaching	Th.	40	60	100	2	0	0	2	
IEDU-CC-712	EPC-I Art and Aesthetics	Pr.	40	60	100	1	0	1	2	
Student-teacher will select any one Pedagogical Course (DE) as per their Undergraduate Stream										
IEDU-DE-711	Pedagogy of School Subject-I Hindi	Th.	40	60	100	4	0	0	4	
IEDU-DE-712	Pedagogy of School Subject-I English	Th.	40	60	100	4	0	0	4	
IEDU-DE-713	Pedagogy of School Subject-I Sanskrit	Th.	40	60	100	4	0	0	4	
IEDU-DE-714	Pedagogy of School Subject-I Physical Sciences.	Th.	40	60	100	4	0	0	4	
Student-teacher will select any one Pedagogical Course (DE) as per their Undergraduate Stream										
IEDU-DE-715	Pedagogy of School Subject-II Social Sciences	Th.	40	60	100	4	0	0	4	
IEDU-DE-716	Pedagogy of School Subject-II Biological Sciences	Th.	40	60	100	4	0	0	4	
IEDU-DE-717	Pedagogy of School Subject-II Mathematics	Th.	40	60	100	4	0	0	4	
Student-teacher will select any one Internship Course (SE) as per their Pedagogical Choice										
IEDU-SE-711	School Internship Programme of Pedagogy Subject-I Hindi	Pr.	40	60	100	0	1	14	8	
IEDU-SE-712	School Internship Programme of Pedagogy Subject-I English	Pr.	40	60	100	0	1	14	8	
IEDU-SE-713	School Internship Programme of Pedagogy Subject-I Sanskrit	Pr.	40	60	100	0	1	14	8	
IEDU-SE-714	School Internship Programme of Pedagogy Subject-I Physical Sciences	Pr.	40	60	100	0	1	14	8	
Student-teacher will select any one Internship Course (SE) as per their Pedagogical Choice										
IEDU-SE-715	School Internship Programme of Pedagogy Subject-II Social Sciences	Pr.	40	60	100	0	1	14	8	
IEDU-SE-716	School Internship Programme of Pedagogy Subject-II Biological Sciences	Pr.	40	60	100	0	1	14	8	
IEDU-SE-717	School Internship Programme of Pedagogy Subject-II Mathematics	Pr.	40	60	100	0	1	14	8	
SEMESTER TOTAL			-	240	360	600	11	2	34	28

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BoS unanimously approved the revised course code of teaching methodology courses as mentioned in B. A. B.Ed./B.Sc. B.Ed. VII semester syllabus from forthcoming session.

Agenda No.3: To approve the format of grade sheet for B.A. B.Ed./ B.Sc. B.Ed. (4 Year Integrated Programme) as prepared in the compliance of 14th Academic Council resolution.

Resolution: Head of the department presented the Grade sheet cum marksheet for B.A. B.Ed./ B.Sc. B.Ed. (4 Year Integrated Programme) as prepared in the compliance of 14th Academic Council.

Members BoS noted the revised format.

Agenda No.4: To update & approve the syllabus M.Ed. programme in the light of CBCS both for department and affiliated colleges.

Resolution: As per the mandate of Vishwavidyalaya the affiliated colleges of the Vishwavidyalaya is to be follow the Choice Based Credit System in all teacher education programmes. In the light of the CBCS the syllabus of course code M.Ed. has been revised and presented for the approval.

The syllabus of EDU-CC-323, EDU-EC-424, EDU-CC-125 courses has been revised and approved by the BoS on the request of Course coordinator.

Agenda No.5: To allocate supervisor for Ph.D. (Education) students admitted in session 2021-22.

Resolution: After due deliberation on the captioned agenda, Chairman of the BoS presented the allocation of the research supervisor for students admitted during academic session 2021-22. Chairman of the BoS mentioned that the allocation has been done through the practice of mutual consent with the supervisor for further approval.

As per the provision contained in PhD ordinance 23 (a) the following research supervisors has been allotted to the research scholars enrolled for session 2021-22.

S.N.	Registration No.	Name of the students	Supervisor's Name
1.	Y21496001	Ashutosh Upadhyay	Dr Rani Dubey
2.	Y21496002	Bhawana Tiwari	Dr Dharmendra Kumar Sarraf
3.	Y21496003	Dushyant Kumar	Dr Abhishek Kumar Prajapati
4.	Y21496005	Jasmeet Kaur	Dr Budh Singh
5.	Y21496006	Manish Kumar	Dr Budh Singh
6.	Y21496007	Om Prakash Chourasiya	Dr Rashmi Jain
7.	Y21496008	Rachna	Dr Preeti Wadhvani
8.	Y21496009	Sameer Ahmad Wani	Dr Dharmendra Kumar Sarraf
9.	Y21496010	Shashank Namdeo	Dr Abhishek Kumar Prajapati
10.	Y21496011	Vijay Shree Jaiswal	Dr Rashmi Jain

BoS approved the supervisor allocation to Ph.D. scholars admitted in academic session 2021-2022.

Agenda No.6: To discuss the issues regarding the curriculum framework in the light of NEP, 2020.

Resolution: Head of the Department ~~Chairman~~ presented the syllabus of B.A. (Education) and M.A. (Education) I & II semester which has been prepared in the light of NEP-2020.

After due deliberation on the captioned agenda, members of BoS approved the said syllabus.

Agenda No.7 Any other with the permission of chair.

7.1 Representation of Dr Preeti Wadhvani, Assistant Professor, Department of Education.

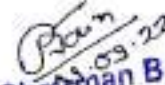
7.2 List of External Examiner to be approved by the BoS.

Resolution: 7.1. Dr. Preeti Wadhvani Assistant Professor, Department of Education raised the issue of periodic presentation in courses Preparation & Presentation of Dissertation Proposal with reviewal [EDU-CC-224] and Course-Dissertation and Viva-Voce [EDU-CC-428] of M.Ed. programme.

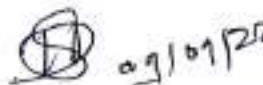
After listening the matter and thorough discussion on the said matter, it was resolved to continue the practice of periodic presentations in M.Ed. course till next BoS.

7.2 Chairperson, BoS presented a list of examiners for external examination for approval. BoS finalized and approved the list.

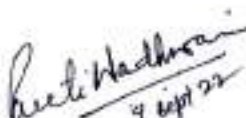
The meeting was over with vote of thanks by head of the department.


Chairman B O S
(Dr. H. S. Gour)
Department of Education


(Prof. Manoj Shastri)

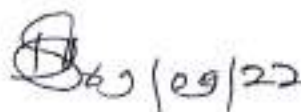

(Prof. Hari Shanker Singh),


(Prof. D S Rajpoot)


(Dr. Preeti Wadhvani)


(Dr Budh Singh)




09/09/22

B.A.B.Ed. V & VI Semester

B.A.B.Ed. V & VI Semester



STRUCTURE OF B.A. B.ED. (4 YEAR INTEGRATED PROGRAMME)

SEMESTER V

SEMESTER V	Course Code	Course Title	Int.	Ext.	L	T	P	C
	Education (Core Course)							
	IEDU-CC-511	Curriculum Development	40	60	3	1	0	4
	Literature Courses (any one elective course (6 Credit) of the followings)							
	1. HIN-EC-511	सृजनात्मक लेखन: सिद्धांत एवं व्यवहार	40	60	5	1	0	6
	2. HIN-EC-512	पत्रकारिता लेखन: सिद्धांत एवं व्यवहार	40	60	5	1	0	6
	3. HIN-SE-511	विज्ञापन और हिंदी भाषा	40	60	1	1	0	2
	1. SAN-EC-511	संस्कृत परंपरा में दर्शन, धर्म एवं संस्कृति	40	60	5	1	0	6
	2. SAN-EC-512	व्यक्तित्व विकास में भारतीय दृष्टिकोण	40	60	5	1	0	6
	3. SAN-SE-511	आयुर्वेद के मूल तत्व	40	60	1	1	0	2
	1. EEL-EC-511	Literary Criticism	40	60	5	1	0	6
	2. EEL-EC-512	World Literatures	40	60	5	1	0	6
	3. EEL-EC-513	Travel Writing	40	60	5	1	0	6
	4. EEL-EC-514	Literature of the Indian Diaspora	40	60	5	1	0	6
	5. EEL-SE-511	Translation Studies	40	60	2	0	0	2
	Social Science-1 Courses (any one elective course (6 Credit) of the followings)							
	1. HIS-EC-511	Western World: 15 th – 18 th Century	40	60	5	1	0	6
	2. HIS-EC-512	Some Aspects OF European History (C.1789-1945)	40	60	5	1	0	6
	3. HIS-SE-513	Orality and Oral Culture in India	40	60	2	0	0	2
	4. HIS-SE-514	An Introduction to Archeology	40	60	2	0	0	2
	1. GOG-EC-511	Environmental and Resources or	40	60	3	1	0	4
	2. GOG-EC-512	Geography of Tourism	40	60	3	1	0	4
	3. GOG-EC-513	Map Projection and Surveying (Practical)	40	60	0	0	4	2
	4. GOG-SE-511	Introduction to GIS	40	60	1	0	1	2
	Social Science-2 Courses (any one elective course (6 Credit) of the followings)							
	1. POL-EC-512	Themes in Western Political Theory	40	60	5	1	0	6
	2. POL-EC-513	Public Policy: Concept and Theories	40	60	5	1	0	6
	3. POL-SE-511	Gender and Violence	40	60	2	0	0	2
	1. ECO-EC-511	International Trade	40	60	5	1	0	6
	2. ECO-EC-512	Money and Banking	40	60	5	1	0	6
	3. ECO-SE-511	Financial Economics-I	40	60	2	0	0	2
	SEMESTER TOTAL		-	-	-	-	-	24

Note: Student must choose 01 Elective course of 6 credit from each viz. Literature Courses, Social Science-1 Courses and Social Science-2 Courses and any one Skill Enhancement Course from pool of SEC Courses.

Passed in School Board Educational Studies On 19/09/22 at 2.00 p.m.

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Chairman BOS
Department of Education
Dr. H. S. Gour V. U. - 800 014
Department of Education
Dector Harisingh Gour Vishwavidyalaya

STRUCTURE OF B.A. B.ED. (4 YEAR INTEGRATED PROGRAMME)

SEMESTER VI

SEMESTER VI	Course Code	Course Title	Int.	Ext.	L	T	P	C
	Foundation Course							
	1. IEDU-CC-611	Assessment of Learning	40	60	3	1	0	4
	Literature Courses (any one elective course (6 Credit) of the followings)							
	1. HIN-EC-611	सृजनात्मक हिंदी विद्याएं	40	60	5	1	0	6
	2. HIN-EC-612	सृजनात्मक हिंदी कथेतर विद्याएं	40	60	5	1	0	6
	3. HIN-SE-611	साहित्य और हिंदी सिनेमा	40	60	1	1	0	2
	1. SAN-EC-611	काव्यशास्त्र	40	60	5	1	0	6
	2. SAN-EC-612	संस्कृत साहित्य में राष्ट्रीयता	40	60	5	1	0	6
	3. SAN-SE-611	ज्योतिष के मूल तत्त्व	40	60	1	1	0	2
	1. EEL-EC-611	Literary Theory	40	60	5	1	0	6
	2. EEL-EC-612	Literature and Cinema	40	60	5	1	0	6
	3. EEL-EC-613	Partition Literature	40	60	5	1	0	6
	4. EEL-EC-614	Research Methodology	40	60	5	1	0	6
	5. EEL-SE-611	Business Communication	40	60	2	0	0	2
	Social Science-1 Courses (any one elective course (6 Credit) of the followings)							
	1. HIS-EC-611	National Liberation Movement in 20 th Century World	40	60	5	1	0	6
	2. HIS-EC-612	Pattern of Capitalism in Europe: 16 th Century to Early 20 th Century	40	60	5	1	0	6
	3. HIS-SE-613	Documentation and Visual Culture	40	60	2	0	0	2
	4. HIS-SE-614	Historical Tourism: Theory and Practice	40	60	2	0	0	2
	1. GOG-EC-611	Geography of India or	40	60	4	0	0	4
	2. GOG-EC-612	Disaster Management	40	60	4	0	0	4
	3. GOG-EC-613	Quantitative Techniques and Field Based Project Report (Practical)	40	60	0	0	4	2
	4. GOG-SE-611	Field Technique and Survey	40	60	2	0	0	2
	Social Science-2 Courses (any one elective course (6 Credit) of the followings)							
	1. POL-EC-612	Nationalism and National Movement	40	60	5	1	0	6
	2. POL-EC-613	Understanding Globalization	40	60	5	1	0	6
	3. POL-SE-611	Conflict & Peace Building	40	60	2	0	0	2
	1. ECO-EC-611	Indian Economy	40	60	5	1	0	6
	2. ECO-EC-612	Public Finance	40	60	5	1	0	6
	3. ECO-SE-611	Financial Economy-II	40	60	2	0	0	2
	SEMESTER TOTAL		-	-	-	-	-	24

Note: Student must choose 01 Elective course of 6 credit from each viz. Literature Courses, Social Science-1 Courses and Social Science-2 Courses and any one Skill Enhancement Course from pool of SEC Courses.

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Department of Education
Department of Education
Doctor Harisingh Gour Vishwavidyalaya

SEMESTER V

Paper Title: Curriculum development IBEDU-CC-511

L	T	P	C (T+P)
4	4	0	4

COURSE OBJECTIVES:

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

1. Explain the meaning, concept, and nature of curriculum.; Distinguish amongst the allied terms; elaborate the scope of curriculum; Identify the fundamental determining factors of curriculum; discuss the importance of social, cultural democratic values in curriculum; analyse the recommendations of NEP 2020 for curriculum; critically appraise the contribution of NCERT NCF's.
2. Explain the meaning and concept of curriculum development; elaborate the phases of process of development and participating agencies; compare the models of curriculum development.
3. Explain curriculum design in context of different approaches to curriculum organization; give merits and demerits of each design.
4. Illustrate the components of curriculum; relate the role of all components in process of effective curriculum construction; distinguish amongst aims, goals, objectives; state instructional objectives in behavioural terms for a course content; comprehend the applicability of principles of curriculum construction in the process
5. State the concept, meaning and definition of curriculum improvement and change; analyse the forces influencing curriculum change; identify the obstacles of curriculum change. Develop rubrics for curriculum evaluation and evaluate a given curriculum; comparison of ancient and modern Indian curriculum

COURSE CONTENT:

UNIT I: CONCEPT OF CURRICULUM AND IT'S FOUNDATIONS

(12 Lectures)

- Meaning, Concept, Nature, components of curriculum
- Allied terms: curriculum framework, Core, co-curricular, extra- curricular, program of study, syllabus
- Philosophical, sociological, psychological, Technological, Political foundations of curriculum
- Democracy and curriculum
- NEP 2020

UNIT II: CONCEPT OF CURRICULUM DEVELOPMENT, APPROACHES AND MODELS

(12 Lectures)

- Concept and meaning of curriculum development, process of Development
- Approaches to curriculum development (Instrumental, communicative, artistic, pragmatic)
- Models of curriculum development: Administrative, Demonstration, Grass root, System analysis

UNIT III: CURRICULUM DESIGN

(12 Lectures)

- Concept of Curriculum Design
- Approaches to curriculum design: Subject centered, Learner centered, Community centered, Environment centered approach

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Coordinator
Department of Education
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UNIT IV: COMPONENTS OF CURRICULUM CONSTRUCTION

(12 Lectures)

- Concept of curriculum construction
- Components: Aims / Goals / objectives and writing instructional objectives, Content analysis and planning teaching learning resources (programmed material, modules, text books, audio video interactive material etc), Evaluation in curriculum (summative, formative, CBCS, online exams, grading system) and feedback
- Principles of curriculum construction

UNIT V: CONCEPT OF EVALUATION OF CURRICULUM

CONCEPT OF CURRICULUM IMPROVEMENT VERSUS CHANGE

(12 Lectures)

- Meaning and concept of curriculum improvement and change,
- Influencing factors and obstacles in curriculum change
- Change From gurukul to modern curriculum
- Evaluation of curriculum, meaning

Any one activity from below given 8 options

PRACTICAL / ASSIGNMENT/ STUDENT SEMINAR/ WORKSHOP / VISIT:

1. Curriculum changes with historical perspective
2. Analysis of NCF
3. Develop a curricular unit
4. analyzing the existing curriculum in relation to principles of curriculum
5. Issues like equality and uniformity in curriculum
6. National consciousness, patriotism, democratic values in curriculum
7. Designing behavioral objectives
8. Visit to an institute implementing innovative curriculum

Essential Reading Reference:

Aggarwal, Deepak: Curriculum development: Concept, Methods and Techniques, New Delhi, Book Enclave, 2007.

Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

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Ch. K. S. Gopal V. V. - 1987

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Hoover, Richard (Ed.): Curriculum: Context, Design and Development, New York: Longmans, 1971.

Joseph, P.B. et al.: Cultures of Curriculum, New York, Teacher College Press, 2000.

McKernan, James: Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge, 2007.

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NCERT: National curriculum framework, New Delhi, 2005.

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Oliver, Albert: Curriculum Improvement a Guide Principles and Processes. New York, Harper and Row, 1977.

Payne, I.D.A. Curriculum Evaluation: Commentaries on Purpose Process and Product, Boston, D.C. Heath, 1973.

POSITION PAPER NATIONAL FOCUS GROUP ON CURRICULUM, SYLLABUS AND TEXTBOOKS
url : epathshala.nic.in/wp-content/doc/NCF/Pdf/cst_final.pdf

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Reddy, B.: Principles of Curriculum Planning and Development, 2007.

Taba, Hilda: Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc, 1962.

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Chairman O S
Department of Education
Dr. H. S. Gour V. V. - 1931 (M.P.)

बी.ए. (प्रोग्राम) हिन्दी
अनुशासन विशिष्ट वैकल्पिक
Discipline Specific Elective (DSE)
विषय आधारित ऐच्छिक पाठ्यक्रम - 1

प्रश्नपत्र कोड	कुल अध्ययन काल खण्ड : 90 घंटे	क्रेडिट			
HIN-EC-511	(6×15 सप्ताह प्रति सेमेस्टर)	L	T	P	C
		6	0	0	6

सृजनात्मक लेखन : सिद्धांत और व्यवहार

उद्देश्य : इस प्रश्नपत्र का उद्देश्य विद्यार्थियों में लेखन के माध्यम से उनके अन्दर सृजनात्मक लेखन विकास होगा और हिन्दी भाषा के विविध अवधारणाओं को भी समझ रख सकेंगे। इसके साथ-साथ उनके साहित्यिक लेखन कविता, कहानी, उपन्यास, संस्मरण, डायरी, रिपोर्ताज एवं पत्रकारिता आदि में उनकी रुचि होगी और विविध विधाओं को सृजन करने की क्षमता विकसित होगी।

इकाई -1 : सृजनात्मक लेखन : सामान्य परिचय :

सृजनात्मक लेखन : अर्थ, स्वरूप एवं महत्व, सृजनात्मक लेखन के प्रमुख तत्व, सृजनात्मक लेखन का उद्देश्य।

इकाई -2 : सृजनात्मक लेखन : रूप और अन्तर्वस्तु

निर्धारक तत्व-विचारधारा, यथार्थ, आदर्श एवं सौन्दर्य बोध

इकाई -3 : सृजनात्मक लेखन की भाषा : कथा भाषा, कव्य भाषा और नाट्य भाषा,

इकाई -4 : सृजनात्मक लेखन की प्रक्रिया : अनुभूति, अभिव्यक्ति, प्रतिभा, व्युत्पत्ति, अभ्यास, रचना प्रक्रिया, लेखन कार्य का पाठ एवं आवश्यक सुधार।

इकाई -5 : सृजनात्मक लेखन के रूप :

संचार माध्यमों के लिए लेखन, समाचार पत्र-पत्रिकाओं के लिए लेखन, पुस्तक समीक्षा, पत्र लेखन, रेडियो वार्ता, स्लोगन, भाषण लेखन।

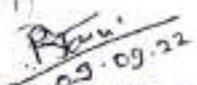
आधार ग्रंथ-

- रचनात्मक लेखन - सं. रमेश गौतम
- रचनात्मक लेखन- हरीष अरोड़ा, अनिल कुमार सिंह
- सामाजिक यथार्थ और कथा भाषा - सं. अज्ञेय

सहायक ग्रंथ-

- संचार भाषा हिंदी - सूर्य प्रसाद दीक्षित
- बदलता समाज मनोविज्ञान और हिंदी - पूरनचंद टंडन, सुनील तिवारी

सेमेस्टर - 5


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CBCS
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अनुशासन विशिष्ट वैकल्पिक
Discipline Specific Elective (DSE)
विषय आधारित ऐच्छिक पाठ्यक्रम - 2

प्रश्नपत्र कोड	कुल अध्ययन काल खण्ड : 90 घंटे	क्रेडिट			
HIN-EC-512	(6×15 सप्ताह प्रति सेमेस्टर)	L	T	P	C
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पत्रकारिता लेखन : सिद्धांत और व्यवहार

उद्देश्य : पत्रकारिता लेखन हिन्दी साहित्य की महत्वपूर्ण रही है। इसके माध्यम से विद्यार्थी के अन्दर पत्रलेखन कला, कौशल-क्षमता का विकास होगा और उनके जीवन में पत्रकारिता सम्बन्धित रोजगार सरलता मिलने की संभावना बनी रहती है। इसके अलावा विद्यार्थी को फिल्म समीक्षा, प्रूफ रीडिंग, श्लोगन लेखन, पम्पलेट लेखन आदि विविध रोजगार की मीजुद है।

इकाई -1 : पत्रकारिता लेखन : सामान्य परिचय

पत्रकारिता लेखन : अर्थ, स्वरूप एवं महत्व, पत्रकारिता लेखन के प्रमुख तत्व, पत्रकारिता लेखन के उद्देश्य।

(15 व्याख्यान)

इकाई -2 : पत्रकारिता लेखन : व्यवहार और क्षेत्र

फीचर, संपादकीय, रिपोर्टिंग, कालम लेखन, डमी, लेआउट एवं शीर्षक लेखन।

(15 व्याख्यान)

इकाई -3 : पत्रकारिता लेखन का रचनात्मक पहलू :

पत्रकारिता लेखन की भाषा, वैचारिक दृष्टि, विषयवस्तु, साहित्यिक लेखन, प्रचार सामग्री लेखन, फिल्म समीक्षा, महिला-लेखन, बाल-साहित्य एवं खेल संबंधी लेखन।

(15 व्याख्यान)

इकाई -4 : पत्रकारिता लेखन की प्रक्रिया : पत्रकारिता लेखन के आधार-अनुकूल

परिस्थितियां, विषय का ज्ञान, अभ्यास, रचना प्रक्रिया-विषय वस्तु का चयन, लेखन कार्य का पठन एवं आवश्यक सुधार, प्रूफ रीडिंग।

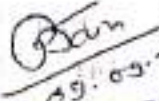
(15 व्याख्यान)

इकाई -5 : पत्रकारिता लेखन के रूप :

साहित्यिक पत्रकारिता, राजनीतिक पत्रकारिता, आंचलिक पत्रकारिता, खेलपत्रकारिता, आर्थिक पत्रकारिता।

(15 व्याख्यान)

आधार ग्रंथ-


09.05.22
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बी.ए. (प्रोग्राम) हिन्दी
कौशल संवर्धन पाठ्यक्रम
Skill Enhancement Course (SEC)

प्रश्नपत्र कोड	कुल अध्ययन काल खण्ड : 30 घंटे	क्रेडिट			
HIN-SE-511	(2×15 सप्ताह प्रति सेमेस्टर)	L	T	P	C
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विज्ञापन और हिन्दी भाषा

उद्देश्य : इस प्रश्नपत्र का उद्देश्य विद्यार्थियों में विज्ञापन का महत्व, विज्ञापन से रोजगार और वर्तमान समय में विज्ञापन की उपयोगिता की समझ विकसित होगी। जबकि वर्तमान समय में विज्ञापन व्यक्ति के जीवन का महत्वपूर्ण हिस्सा बन चुका है। इसके माध्यम से विद्यार्थी अपने जीवन में रोजगार ढूँढ़ने का प्रयास कर सकेंगे।

- इकाई-1 : विज्ञापन : अर्थ, परिभाषा एवं प्रकार। (06 व्याख्यान)
- इकाई-2 : विज्ञापन का महत्व : सामाजिक एवं व्यावसायिक महत्व, मार्केटिंग और ब्रांड-निर्माण। (06 व्याख्यान)
- इकाई-3 : विज्ञापन : नए संदर्भ, प्रायोजित कार्यक्रम। (06 व्याख्यान)
- इकाई-4 : विज्ञापन : माध्यम का चयन - रेडियो, टी.वी. एवं मोबाइल समाचार पत्र, वाल राइटिंग। (06 व्याख्यान)
- इकाई-5 : विज्ञापन : भाषा, शैली और संरचना। (06 व्याख्यान)

उद्देश्य : इस पाठ्यक्रम का उद्देश्य विद्यार्थियों में विज्ञापन का महत्व, रोजगार से रोजगार और वर्तमान समय में विज्ञापन की उपयोगिता की समझ विकसित होगी। जबकि वर्तमान समय में विज्ञापन व्यक्ति के जीवन का महत्वपूर्ण हिस्सा बन चुका है। इसके माध्यम से विद्यार्थी अपने जीवन में रोजगार ढूँढ़ने का प्रयास कर सकेंगे।

- आधार ग्रंथ-**
- जनसंपर्क, प्रचार एवं विज्ञापन- विजय कुलश्रेष्ठ, विजय प्रकाशन, दिल्ली।
 - जनसंचार माध्यम : भाषा और साहित्य- सुधीश पचौरी, जयपुर यूनिवर्सिटी पब्लिकेशन, जयपुर।
 - डिजिटल युग में विज्ञापन- सुधा सिंह, जगदीश्वर चतुर्वेदी, अनामिका प्रकाशन, ब्रेक के बाद - सुधीश पचौरी, राधाकृष्ण प्रकाशन प्रा.लि., नई दिल्ली।

- वेबलिक -**
- www.adbrands.net
 - www.afaqs.com
 - www.adgully.com

सेमेस्टर - 5

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Department of Education

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8

B.A. V - Sem. Sanskrit	SAN-EC-511 संस्कृत परम्परा में दर्शन, धर्म एवं संस्कृति			
कुल अध्ययन काल खण्ड/व्याख्यान- 90 6 व्याख्यान × 15 सप्ताह प्रति सेमस्टर	L 5	T 1	P 0	C 6

- इकाई 1 साकार और निराकार ब्रह्म के उपासक, भगवत् प्राप्त पुरुषों के लक्षण (गीता अध्याय 12)
- इकाई 2 धर्म-दस लक्षण (मनुस्मृति 6.92), सत्य, अहिंसा, अस्तेय, अपरिग्रह, पञ्चमहायज्ञ के लक्षण, तीन ऋण का सिद्धान्त।
- इकाई 3 ईश्वर की संकल्पना, ईश्वर की लीला और कृपा, भाग्य और पुरुष्कार, अदृष्ट, त्रिविध कर्म-संचित, क्रियमाण, प्रारब्ध
- इकाई 4 षोडश संस्कारों का महत्त्व, पुरुषार्थ का सिद्धान्त
- इकाई 5 स्वधर्म, कर्मयोग, स्थितप्रज्ञ (गीता अध्याय 2), प्रकृति, तीन गुण (सत्त्व, रजस, तमस्) और उनका व्यक्तित्व पर प्रभाव। (गीता अध्याय 14)

मूलग्रन्थ -

1. श्रीमद्भगवद्गीता, गीताप्रेस, गोरखपुर
2. हिन्दू संस्कार, राजबली, पाण्डेय

सहायकग्रन्थ -

1. Gītā, Radhakrushana
2. भारतीय संस्कृति, शिवदत्त ज्ञानी।
3. धर्मशास्त्र का इतिहास (खण्ड -I), पी.बी. काणे
4. संस्कृत साहित्य का समग्र इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018

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09-03-22

Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

B.A. V - Sem. Sanskrit	SAN-EC-512 व्यक्तित्व विकास में भारतीय दृष्टिकोण
कुल अध्ययन काल खण्ड/व्याख्यान- 90 6 व्याख्यान × 15 सप्ताह प्रति सेमस्टर	L T P C 5 1 0 6

- इकाई 1 ऐतिहासिक परिप्रेक्ष्य-ऋग्वेद-1.164.37,
छान्दोग्योपनिषद्-VI.2.3, VI.8.6, VIII.1.4, बृहदारण्यकोपनिषद्-II.5.18-19,
श्रीमद्भगवद्गीता, अध्याय-1(श्लोक-1 से 30 तक)
- इकाई 2 क्षेत्र और क्षेत्रज्ञ (गीता अध्याय-13 श्लोक 1,2,5,6,19-23)
अक्षर और क्षर (गीता अध्याय-15 श्लोक 7-11, 16, 19)
व्यक्ति के प्रकार- (गीता अध्याय-14 श्लोक 5-14, अध्याय 17 श्लोक
2-6,11,21)
- इकाई 3 व्यवहार में सुधार के उपाय
(गीता अध्याय-2 श्लोक 59,60,64,68, अध्याय 3 श्लोक 41-43, अध्याय 6
श्लोक 19-23, अध्याय 9 श्लोक 3,22-28,30-34)
- इकाई 4 स्वधर्म- (गीता अध्याय- 2 श्लोक 31,41-44,
अध्याय 3 श्लोक 4,5,8,9,27-30,33-34, अध्याय 4 श्लोक 18-22, अध्याय 5
श्लोक 11-12)
- इकाई 5 श्रीमद्भगवद्गीता (गीता अध्याय 18 श्लोक 41-62)

मूलग्रन्थ -

1. श्रीमद्भगवद्गीता, गीताप्रेस, गोरखपुर
2. हिन्दू संस्कार, राजबली पाण्डेय

सहायकग्रन्थ -

1. Gītā, Radhakrishna
2. भारतीय संस्कृति, शिवदत्त ज्ञानी।
3. धर्मशास्त्र का इतिहास (खण्ड -I), पी.बी. काणे
4. संस्कृत साहित्य का समग्र इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018

Chairman
07.09.22

Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

B.A. V- Sem. Sanskrit	SAN-SE-511 आयुर्वेद के मूल तत्त्व
कुल अध्ययन काल खण्ड/व्याख्यान- 30 2 व्याख्यान × 15 सप्ताह प्रति सेमेस्टर	L T P C 2 0 0 2

इकाई 1 आयुर्वेद का परिचय, भारतीय चिकित्साशास्त्र का इतिहास (चरक के पूर्व), आयुर्वेद के दो सम्प्रदाय-धन्वन्तरि, पुनर्वसु, आयुर्वेद के प्रमुख आचार्य- चरक, सुश्रुत, वाग्भट, माधव, शाङ्गधर, भावमिश्र

इकाई 2 चातुर्वर्ण्य हितोपदेश (आयुर्वेदीय हितोपदेश से)

इकाई 3 चरकसंहिता-(सूत्र स्थानम्): षड ऋतुओं में काल विभाजन, प्राकृतिक तथा शारीरिक स्थिति (चरकसंहिता सूत्रस्थान अध्याय-6), षड ऋतुओं के आहार (चरक संहिता)

इकाई 4 तैत्तिरीयोपनिषद्- भृगुवल्ली, अनुवाक 1-6

इकाई 5 तैत्तिरीयोपनिषद्- भृगुवल्ली, अनुवाक 7-10

मूलग्रन्थ:-

1. चरकसंहिता, ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2005
2. तैत्तिरीयोपनिषद्, गीता प्रेस गोरखपुर
3. चरक संहिता, डॉ. लक्ष्मीधर द्विवेदी, चौखम्बा कृष्णदास अकादमी, वाराणसी, 2013
4. आयुर्वेदीय हितोपदेश, रंजीत राय देसाई, चौखम्बा सुरभारती प्रकाशन, वाराणसी

सहायकग्रन्थ:-

1. आयुर्वेद का बृहद् इतिहास, अत्रिदेव विद्यालङ्कार
2. चरकचिन्तन, प्रियव्रत शर्मा
3. V. Narayanaswami, Origin and Development of Ayurveda (A brief history), Ancient Science of life, Vol. 1, No. 1, July 1981, pages 1-7.
4. संस्कृत साहित्य का समग्र इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018

09.03.22

Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P)

B.A. (Fifth Semester)
Discipline Specific Elective Course
EEL-EC-511
Literary Criticism

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UNIT I- William Wordsworth: Preface to the *Lyrical Ballads* (1802)

S.T. Coleridge: *Biographia Literaria*. Chapters IV, XIII and XIV
15 Lectures+ 03 Tutorials

UNIT II- Virginia Woolf: Modern Fiction

15 Lectures+ 03 Tutorials

UNIT III- Matthew Arnold: "Function of Criticism at the Present Time", "Study of Poetry"
in *Essays in Criticism*, OUP,

T.S. Eliot: "Tradition and the Individual Talent"
1919 "The Function of Criticism" 1920

15 Lectures+ 03 Tutorials

UNIT IV- I.A. Richards: *Principles of Literary Criticism* Chapters 1,2
and 34. London 1924 and *Practical Criticism*. London, 1929

15 Lectures+ 03 Tutorials

UNIT V- Cleanth Brooks: "The Heresy of Paraphrase", and "The Language of Paradox" in
***The Well-Wrought Urn: Studies in the Structure of Poetry* (1947)**

Maggie Humm: *Practising Feminist Criticism: An Introduction*. London 1995

15 Lectures+ 03 Tutorials

Essential Readings:

1. William Wordsworth, Samuel Taylor Coleridge, Michael Schmidt. *Lyrical Ballads*. Penguin, 2006. Print.
2. Eagleton, T. *Literary Theory: An Introduction* (Blackwell, Oxford, 1983)
3. Richards, I.A.: *Principles of Criticism: Practical Criticism*.
4. Enright, D. J. and E. D. Chickera: *English Critical Texts*

Suggested Readings:

1. C.S. Lewis: Introduction in *An Experiment in Criticism*, Cambridge University Press 1992
2. M.H. Abrams: *The Mirror and the Lamp*, Oxford University Press, 1971
3. Rene Wellek, Stephen G. Nicholas: *Concepts of Criticism*, Connecticut, Yale University 1963
4. Taylor and Francis Eds. *An Introduction to Literature, Criticism and Theory*, Routledge, 1996
5. Habib, M. A. R.: *A History of Literary Criticism: From Plato to the Present*.

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B.A. (Fifth Semester)
Discipline Specific Elective Course
EEL-EC -512
World Literatures

L	T	P	C
5	1	0	6

UNIT I- V. S. Naipaul, *Bend in the River* (London: Picador, 1979).

15 Lectures+ 03 Tutorials

UNIT II- Marie Clements, *The Unnatural and Accidental Women*, in *Staging Coyote's Dream: An Anthology of First Nations*, ed. Monique Mojica and Ric Knowles (Toronto: Playwrights Canada, 2003)

15 Lectures+ 03

Tutorials

UNIT III- Antoine De Saint-Exupery, *The Little Prince* (New Delhi: Pigeon Books, 2008)
 Julio Cortazar, 'Blow-Up', in *Blow-Up and other Stories* (New York: Pantheon, 1985).

15 Lectures+ 03 Tutorials

UNIT IV- Judith Wright, 'Bora Ring', in *Collected Poems* (Sydney: Angus & Robertson, 2002) p. 8.

Gabriel Okara, 'The Mystic Drum', in *An Anthology of Commonwealth Poetry*, ed. C.D. Narasimhaiah (Delhi: Macmillan, 1990) pp. 132-3.

Kishwar Naheed, 'The Grass is Really like me', in *We the Sinful Women* (New Delhi: Rupa, 1994) p. 41.

15 Lectures+ 03 Tutorials

UNIT V - Shu Ting, 'Assembly Line', in *A Splintered Mirror: Chinese Poetry From the Democracy Movement*, tr. Donald Finkel, additional translations by Carolyn Kizer (New York: North Point Press, 1991).

Jean Arasanayagam, 'Two Dead Soldiers', in *Fussilade* (New Delhi: Indialog, 2003) pp. 89-90.

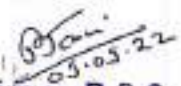
15 Lectures+ 03 Tutorials

Essential Readings:

- The Idea of World Literature, Memory, Displacement and Diaspora, Hybridity, Race and Culture, Adult Reception of Children's Literature, Literary Translation and the Circulation of Literary Texts, Aesthetics and Politics in Poetry
- 1. Sarah Lawall, 'Preface' and 'Introduction', in *Reading World Literature: Theory, History, Practice*, ed. Sarah Lawall (Austin, Texas: University of Texas Press, 1994) pp. ix-xviii, 1-64.

Suggested Readings:

- 1. Franco Moretti, 'Conjectures on World Literature', *New Left Review*, vol. 1 (2000), pp.


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2. Theo D'haen et. al., eds., 'Introduction', in *World Literature: A Reader* (London: Routledge, 2012).

B.A. (Fifth Semester)
Discipline Specific Elective Course
EEL-EC -513
Travel Writing

L	T	P	C
5	1	0	6

UNIT I - Ibn Batuta: 'The Court of Muhammad bin Tughlaq',

Khuswant Singh's *City Improbable: Writings on Delhi*, Penguin Publisher
Al Biruni: Chapter LXIII, LXIV, LXV, LXVI, in *India by Al Biruni*, edited by Qeyamuddin Ahmad, National Book Trust of India

15 Lectures+ 03 Tutorials

UNIT II- Mark Twain: *The Innocent Abroad* (Chapter VII, VIII and IX) (Wordsworth Classic Edition)

Ernesto Che Guevara: *The Motorcycle Diaries: A Journey around South America* (the Expert, Home land for victor, The city of viceroys), HarperPerennial

15 Lectures+ 03 Tutorials

UNIT III- William Dalrymple: *City of Djinns* (Prologue, Chapters I and II) Penguin Books
Rahul Sankrityayan: *From Volga to Ganga* (Translation by Victor Kiernan) (Section I to Section II) Pilgrims Publishing

15 Lectures+ 03 Tutorials

UNIT IV- Nahid Gandhi: *Alternative Realities: Love in the Lives of Muslim Women*, Chapter 'Love, War and Widow', Westland, 2013

15 Lectures+ 03 Tutorials

UNIT V- Elisabeth Bumiller: *May You be the Mother of a Hundred Sons: a Journey among the Women of India*, Chapters 2 and 3, pp.24-74 (New York: Penguin Books, 1991).

15 Lectures+ 03 Tutorials

Essential Readings:

Travel Writing and Ethnography, Gender and Travel, Globalization and Travel, Travel and Religion, Orientalism and Travel

1. Susan Bassnett, 'Travel Writing and Gender', in *Cambridge Companion to Travel Writing*, ed. Peter Hulme and Tim Young (Cambridge: CUP, 2002) pp. 225-241

Suggested Readings:

1. Tabish Khair, 'An Interview with William Dalrymple and Pankaj Mishra' in *Postcolonial Travel Writings: Critical Explorations*, ed. Justin D Edwards and Runc Graulund (New York: Palgrave Macmillan, 2011), 173-184
2. Casey Balton, 'Narrating Self and Other: A Historical View', in *Travel Writing: The Self and The Other* (Routledge, 2012), pp.1-29

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B.A. (Fifth Semester)
Discipline Specific Elective Course
EEL-EC -514
Literature of the Indian Diaspora

L T P C
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UNIT I- M. G. Vassanji	<i>The Book of Secrets</i> (Penguin, India) 15 Lectures+ 03 Tutorials
UNIT II- Rohinton Mistry	<i>A Fine Balance</i> (Alfred A Knopf) 15 Lectures+ 03 Tutorials
UNIT III-Meera Syal	<i>Anita and Me</i> (Harper Collins) 15 Lectures+ 03 Tutorials
UNIT IV- Jhumpa Lahiri	<i>The Namesake</i> (Houghton Mifflin Harcourt) 15 Lectures+ 03 Tutorials
UNIT V-Bharati Mukherjee	<i>Wife</i> (Oxford UP) 15 Lectures+ 03 Tutorials

Essential Readings:

The Diaspora, Nostalgia, New Medium Alienation,
 1. "Introduction: The Diasporic Imaginary" in Mishra, V. (2008). *Literature of the Indian diaspora*. London: Routledge.

Suggested Readings:

1. "Cultural Configurations of Diaspora," in Kalra, V. Kaur, R. and Hutynuk, J. (2005). *Diaspora & hybridity*. London: Sage Publications.
2. "The New Empire within Britain," in Rushdie, S. (1991). *Imaginary Homelands*. London: Granta Books.

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B. A. (Fifth Semester)
Skill Enhancement Course
EEL-SE – 511
Translation Studies

	L	T	P	C
	2	0	0	2

UNIT I-Introducing Translation: a brief history and significance of translation in a multi linguistic and multicultural society like India.

06 Lectures

UNIT II-Exercises in different Types / modes of translation, such as:

- a. Semantic / Literal translation
- b. Free / sense/ literary translation
- c. Functional / communicative translation
- d. Technical / Official
- e. Transcreation
- f. Audio-visual translation

06 Lectures

UNIT III-Introducing basic concepts and terms used in Translation Studies through relevant tasks, for example:

Equivalence, Language variety, Dialect, Idiolect, Register, Style, Mode, Code mixing / Switching.

06 Lectures

UNIT IV-Defining the process of translation (analysis, transference, restructuring) through critical examination of standard translated literary/non-literary texts and critiquing subtitles of English and Hindi films.

06 Lectures

UNIT V-Practice: Translation in Mass Communication / Advertising, subtitling, dubbing,

1. Exercises to comprehend 'Equivalence in translation': Structures (equivalence between the source language and target language at the lexical (word) and syntactical (sentence) levels. This will be done through tasks of retranslation and recreation, and making comparative study of cultures and languages.
Practice: Tasks of Translation in Business: Advertising.
2. Discussions on issues of Translation and Gender by attempting translation for media, films and advertisements from different languages.
3. Developing skills for Interpreting: understanding its dynamics and challenges.
Interpreting: Simultaneous and Consecutive (practical application)

Practice: Using tools of technology for translation: machine / mobile translation, software for translating different kinds of texts with differing levels of complexity and for transliteration

06 Lectures

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 Department of Education
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(A Central University)
Department of History

B.A. Vth Semester

HIS-EC-511	Western World : 15 th – 18 th Century	4	2	0	6
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Unit I

Contact hours: 90

Europe in the 15th Century: Decline of feudalism and rise of modern era Renaissance, Reformation and counter Reformation.

Unit II

From City State to emergence of Absolutist States: Case Studies of Spain, France, England.

Unit III

Glorious Revolution (1688 A.D.), American Revolution (1776 A.D.).

Unit IV

Economic Revolution of the modern Western World Mercantilism and commercial Revolution, and Industrial Revolution.

Unit V

Beginning of colonialism, emergence of new social classes.

Learning Outcome

After studying the course the students will have an understanding of the political events and trends of Modern Europe from 15th-18th Century.

Suggested Readings :

1. Arvind Sinha, Europe in Transition, Delhi 2010 (also in Hindi)
2. Rodney Hilton, The Transition from Feudalism to Capitalism, Delhi 2006.
3. Perry Anderson, Lineages of the Absolutist State, Verso, London 2013
4. John Merriman, A History of Modern Europe, New York, 2010

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Doctor Hari Singh Gour Vishwavidyalaya Sagar (M.P.)
(A Central University)
Department of History
B.A. Vth Semester

HIS-EC-S12	Some Aspects of European History (C.1789-1945)	4	2	0	6
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Contact hours: 90

Unit I

The French Revolution: Genesis Nature & Consequences.

Unit II

Napoleonic Era and Aftermath,

Revolutions of 1830 & 1848.

Unit III

Unification of Italy & Germany.

Unit IV

The Great October Socialist Revolution of Russia-1917,

Imperialist Conflicts: World War-I & Paris peace Conference.

Unit V

Rise of Fascism and Nazism, World War-II: Causes, Events & Consequences.

Learning Outcome

After studying the course, the students will have an understanding of the political events and trends of Modern Europe from French revolution to the end of II World War.

Suggested Readings :

1. E.J. Hobsbawn: The Age of Revolution.
2. Lynn Hunt: Politics, Culture and Class in the French Revolution.
3. Andrew Porter, European Imperialism, 1876 -1914 (1994).
4. E.J. Hobsbawn, The Age of Extremes, 1914 - 1991, New York: Vintage, 1996
5. Carter V. Findley and John Rothery, Twentieth - Century World, Boston: Houghton - Mifflin, 5th Ed. 200

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Doctor Hari Singh Gour Vishwavidyalaya Sagar (M.P.)
(A Central University)
Department of History
B.A. Vth Semester

HIS-SE-513	Orality And Oral Culture In India	2	0	0	2
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Contact hours: 30

Unit I

Oral History :Defination, Concept, Importance , utility and Scope

Unit II

History & Historiography of Orality. Role of Folklore in Historiography

Unit III

Life Histories: Sociological Aspects.

Unit IV

Research Methodologies. Comparative, Analytical and Historical methods.

Unit V

Documentation: Written & Visual.

Learning Outcome

After studying the course, the students will have an understanding of Oral traditions in Historical Writings.

Suggested Readings :

1. Humphries: The Handbook of Oral History
2. H. Roberts. Ed. Doing Feminist Research, Routledge & Kegan Paul, London, 1981
3. M.F.D. Knowledge & Control, London, 1971
4. John Miles Foley, Oral Formulaic – Theory: An Introduction & Annotated Bibliography, New York & London: Garland, 1985
5. Veena Das, ed, Mirros of Violence: Communities, Riots & Survivors in South Asia, Delhi. OUP, 1990
6. Prasad M. Mahadeva, Ideology of the Hindi Film: A Historical Construction, Delhi, OUP, 1998
7. Srirupa Roy, 'The Post Colonial State & Visual Representations of India' Contributions to Indian Sociology, 2006, 36, 1 & 2:233-263

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Department of History
B.A. Vth Semester

HIIS-SE-514	An Introduction to Archaeology	2	0	0	2
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Contact hours: 30

Unit I

Definition & Components, Historiographical Trends.

Unit II

Research Methodologies.

Unit III

Definition of Historical Sites & Explorations.

Unit IV

Field Work & Tools of research.

Unit V

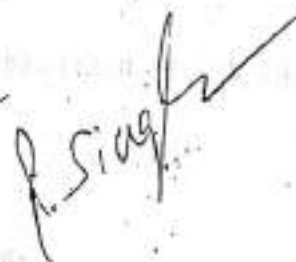
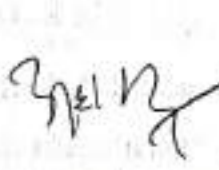
Documentation, Codification, Classification, Analysis of findings.

Learning Outcome

After studying the course, the students will have an understanding of Archaeology as a tool of History.

Suggested Readings :

1. John A. Bintliff, A Companion to Archaeology
2. D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, New Delhi, Manohar, 1988
3. M. Hall & M.S.W. Silliman, Historical Archaeology, USA, Blackwell, 2006
4. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition, 2010
5. Published Works by ASI
6. जयनारायण पांडे-पुरातत्वविमर्श


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**B. Sc. & B. A. V Semester Geography
GOG EC 511: Environment and Resources**

L	T	P	C
4	0	0	4

(Total Lectures: 60)

Unit 1

Environment: Meaning, definition and components; Ecosystem: types and functioning; Classification of resources - renewable and non-renewable, biotic and abiotic resources; Resources and environment Interfaces. (12 Lectures)

Unit 2

Resources: minerals and energy resources; water, forests and soils resources-their economic and environmental significance and conservation methods. (12 Lectures)

Unit 3

Human resource: size, distribution and density; Population explosion, Population pressure and resources utilization, Food security. (12 Lectures)

Unit 4

Environmental disasters and pollutions: types, causes and related problems; Emerging environmental problems: Global warming, climatic change. (12 Lectures)

Unit 5

Impact of human activities on environment: deforestation, excessive mining, intensive agriculture and industrialization on environment; Environmental conservation and management; sustainable resource use. (12 Lectures)

Essential Readings:

Singh, S. *Environmental Geography*. Prewalka Publication, Allahabad, 2016.
Barucha, Arach. *Textbook of Environmental Studies*, University Press India, Hyderabad, 2016.
Siddhartha, K. *Ecology and Environment*. Kishalaya Publication Pvt. Ltd. New Delhi, 2015.
Saxena, H. M. *Environmental Geography*. Rawat Publications, Jaipur, 1999.
Rby, P. K. *Resource Studies*. New Central Book Agency, Calcutta, 2006.
संविन सिंह पर्यावरण भूगोल प्रमाण पुस्तक सदन इलाहाबाद, 2015

Suggested Readings:

Gautam, A. *Geography of resources: Exploitation, conservation and management*. Sharda Pustak Bhawan, Allahabad, 2013.
Sharma, B.L. & Puar P. *Global Environmental Challenges*. Rohini Books, Publishers & Distributors, Jaipur, 2004.
Saxena, H. M. *Environmental Management*. Rawat Publications, Jaipur, 2000.
Goudie, Andrew. *The Human Impact on the Natural Environment*. Blackwell Oxford, 1994.
Mukerji, A. and V.K. Agnihotri. *Environment and Development*. Concept, New Delhi, 1993.
Smith, R. L. *Man and his Environment: An Ecosystem Approach*. Harper & Row, London, 1992.
Singh, K.N. and D.N. Singh. *Population Growth, Environment and Development: Issues, Impacts and Responses*. Environment & Development Study Centre Varanasi, 1991.
Detwyler, J.R. *Man's Impact on Environment*. Pelican, 1970.
U.N.E.P.: *Global Environmental Outlook*. U.N. Pub. New York, Online
नेपी डी एस. *सामाजिक-विकास एवं पर्यावरण*. भूगोल सर्वोपयोगी एंड कंपनी, मेरठ, 1995
सुबेरी अरुण और चन्द्रलेखा सुबेरी. *पर्यावरण तथा प्रदूषण*. मध्यप्रदेश हिन्दी ग्रन्थ अकादमी, गोंयाल, 1989

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B. Sc. & B. A. V Semester Geography
GOG EC 512: Geography of Tourism

L	T	P	C
4	0	0	4

(Total Lectures: 60)

Unit 1

Tourism: Concepts, Nature, Scope and Importance; Inter-Relationships of Tourism, Recreation and Leisure; Determinants of tourism; Geographical Parameters of Tourism by Robinson; Recent Trends of Tourism. (12 Lectures)

Unit 2

Type of Tourism- Nature Tourism, Cultural Tourism, Medical Tourism and Pilgrimage; Classification of tourism based on nationality- national and international. (12 Lectures)

Unit 3

Eco- Tourism: concept, types and importance; Sustainable Tourism: concept and importance; Meetings, Incentives, Conventions and Exhibitions (MICE) in tourism. (12 Lectures)

Unit 4

Impact of Tourism on Society, Culture, Economy and Environment; Tourism and national development. (12 Lectures)

Unit 5

Tourism in India: Tourism Infrastructure; Case Studies of Himalaya, Desert, Coastal and Heritage; National Tourism Policy; Tourism in Madhya Pradesh /Bundelkhand. (12 Lectures)

Essential Readings:

Khan, M. Y. *Tourism Geography*. Wisdom Press. New Delhi. 2016.
 Krishan, K. karma & Mohinder Chand *Basic of Tourism – Theory, operation and Practices*. Kanishka Pub. New Delhi 2015
 Bhatia, A.K. *International Tourism Management*, Sterling Pub. (p) Ltd. New Delhi, 2014
 Hall, M. and Stephen, P., *Geography of Tourism and Recreation –Environment, Place and Space*, Routledge, London, 2006.
 प्रो. अशोक कुमार, *पर्यटन एवं अर्थिक विकास*, राजस्थान विश्वविद्यालय, जयपुर, 2010

Suggested Readings:

Singh Jagbir, *Eco-Tourism*, Published by - I.K. International Pvt. Ltd. S-25, Green Park Extension, Uphaar Cinema Market, New Delhi, 2014. (www.ikbooks.com).
 Page, S. J. *Tourism Management: An Introduction*, Butterworth- Heinemann- USA, Chapter 2, 2011,
 Kamra, K. K. and Chand, M. *Basics of Tourism: Theory, Operation and Practise*, Kanishka Publishers, Pune, 2007.
 Raj, R. and Nigel, D., *Morpeth Religious Tourism and Pilgrimage: Festivals Management: An International perspective* by, CABl, Cambridge, 2007. www.cabl.org.
 Dhar, P.N., *International Tourism: Emerging Challenges and Future, Prospects*. Kanishka, New Delhi, 2006.
 खन्ना, हरीश कुमार, *पर्यटन भूगोल*, केंद्राध्यक्ष पुस्तक सदन, भोपाल, 2011

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B. Sc. & B. A. V Semester Geography
GOG EC 513: Map Projections and Surveying (Practical)

Distribution of Marks	= 100	Time
Lab work	= 70	
I Mid Sem.	= 20	1 hour
II Mid Sem.	= 20	1 hour
End Sem.	= 30	2 hours
Field work	= 20	2 hours
Sessional & VV	= 10	

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(Total hours: 60)

Unit 1

Properties of the maps and globe; Map Projection: General principles and classification of Projections: Construction, Properties, limitations and uses of projections. (12 hours)

Unit 2

Zenithal projections: Gnomonic, Stereographic and Orthographic (Polar cases)- characteristics and their uses. (12 hours)

Unit 3

Conical projections: One standard parallel, Two standard parallels, Bonne's and Polyconic projection- characteristics and their uses. (12 hours)

Unit 4

Cylindrical projections: Simple cylindrical, Equal area cylindrical- characteristics and uses. (12 hours)

Unit 5

Surveying: Plane Table survey by intersection and Resection methods. (12 hours)

Essential Readings:

Singh I. R. *Fundamentals of Practical Geography*, Sharda Pustak Bhawan, Allahabad, 2016.
 Sarker, A. *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi, 2015.
 Singh Gopal. *Map Work and Practical Geography*. Vikas Publishing, New Delhi, 2012
 Singh, R.L. *Elements of Practical Geography*. Kalyani, New Delhi, 1991.
 शर्मा, जे.पी. : प्रायोगिक भूगोल. रत्नोष्णी, मेरठ, 2016

मिश्रा आर. एन. एवं शर्मा पी. डी. प्रायोगिक भूगोल. सवत पब्लिकेशन जयपुर 2019

Suggested Readings:

Robinson, A.H. et. al.: *Elements of Cartography*. 6th ed. John Wiley, New York, 1995.
 Misra, R.P. & A. Ramesh. *Fundamentals of Cartography*. Concept, New Delhi, 1989.
 Monkhouse, F.J. *Maps and Diagrammes*. Methuen, London, 1982.
 Raisz, E. *General Cartography*. John Wiley and Sons, New York. 5th edition, 1962.
 सिंह, आर. एन. : प्रायोगिक भूगोल के मूलतत्त्व. कल्याणी, नई दिल्ली. 1991.

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B. Sc. & B. A. V Semester Geography
GOG SE 511: Introduction to GIS

L	T	P	C
2	0	0	2

(Total Lectures: 30)

Unit 1

Geographical Information System (GIS): Definition, scope and specific characteristics; its development in the world and in India; Relation of GIS with other collateral subjects like Cartography, Remote Sensing, Computer Science and Geography.

(6 Lectures)

Unit 2

Basic concepts and essential elements of GIS – Map concepts; data types involved in GIS; types of data structures, their characteristics and merits-demerits; Components of GIS: Methods of inputting data in GIS.

(6 Lectures)

Unit 3

GIS softwares: paid and open. Integration of remote sensing data with GIS; Digital terrain modeling and its application in GIS; Spatial analysis in GIS.

(6 Lectures)

Unit 4

Generation Date Base Mangement System (DBMS); shapefile; point, line, polygon. Geo-referencing and preperation of maps

(6 Lectures)

Unit 5

Prepare a project report as assigned by the course coordinator

(6 Lectures)

Essential Readings:

- Lillesand, Thomas M. *Remote Sensing and Image Interpretation*. Wiley India, New Delhi. 2016.
 Michael, N. Demers. *Fundamentals of Geographic Information System*, Wiley India. New Delhi. 2015.
 Nag, P., *Introduction to GIS*, Concept India, New Delhi, 2008.
 Lo C.P. & Yeung A.K.W., *An Introduction to GIS*, P.H.I/Pearson/Edu., Asia, 2002.
 Haywood I., Cornelius I. & Carver S., *An introduction to GIS*, Longman/Pearson Education Asia, 1998/2000.
 Martin D. *GIS and their Socio-economic Applications*, Routledge, 2nd ed., 1997.
 Goutam, N.C., *Fundamentals of GIS*, Pink Pubs. 1993.
 सोनियाल, देवी वल्लभ सुंदर सर्वेदन एवं भौगोलिक सूचना-प्रणाली, खरवा पुरलक भवन इलाहाबाद 2010

Suggested Readings:

- Joseph George. *Fundamentals of Remote Sensing*, Universities Press, India. 2016.
 Schowengerdt, R. A. *Remote Sensing: Models and Methods for Image Processing*. Elsevier, Amsterdam. 2013.
 Jha, M.M. and Singh, R.B., *Land User: Reflection on Spatial Informatics Agriculture and Development*, Concept, New Delhi, 2008.
 Heywoods, I., Cornelius, S and Carver, S., *An Introduction to Geographical Information system*, Prentice Hall, 2006.
 Kraak M.J. & Ormeling F., *Cartography: visualization of Geo-spatial Data*, Pearson Education Asia, 2nd Ed., 2004.
 Agarwal N.K., *Essentials of GPS*, Spatial Networks, 2004.
 Burrough P.A. & McDonnell R.A., *Principles of GIS for Land Resource Assessment*, OUP, 2nd ed. 1998.
 Chrisman N., *Exploring Geographic Information Systems*, Wiley, 1997.
 Geodetic Survey Division, *GPS Positioning Guide*, Govt. of Canada, 1995.
 Singh, R.B. and Murai, S., *Space Informatics for Sustainable Development*, Oxford and IBH, New Delhi, 1998.
 श्रीवास्तव, एम. के. *कोटेशनलिटि एवं सुदूर सर्वेदन*, मास्टर पाइक मिडिन वर्ल्ड, इन्दौर, 2001.

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 09/08/22
 Chairman
 Department of Education
 Dr. H. S. Gaur V. V. ...

Paper - II (POLEC - 502)
Themes in Western Political Theory

L	T	P	C
5	1	0	6

Maximum Marks: 100

Course Objectives: This course aims to familiarize students with the need to recognize how conceptual resources in political theory draw from plural traditions. By chiefly exploring the Indian and Western traditions of political theory through some select themes, the overall objective is to appreciate the value and distinctiveness of comparative political theory.

- | | |
|--|------------------|
| 1. Distinctive features of Indian and Western Political Thought | 18 Contact hours |
| 2. Plato on Ideal State
Aristotle on Citizenship | 18 Contact hours |
| 3. Locke on Rights
Rousseau on Inequality | 18 Contact hours |
| 4. Bentham and Mill on Utilitarianism
J. S. Mill on liberty and Democracy | 18 Contact hours |
| 5. Marx on State and Class struggle
Rawls and Nozick on Justice | 18 Contact hours |
- First Mid Term Examination**
Written: 20 marks for one hour
End Semester Examination: 60 marks, 3 hours

Recommended Readings:

- पाश्चात्य राजनीतिक चिंतन – सुब्रतो मुखर्जी, सुशीला रामास्वामी

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2. पाश्चात्य राजनीतिक चिन्तन – आर.एम.मगन।
3. राजनीतिक चिन्तन के आचार्य – माइकल फोस्टर
4. पाश्चात्य राजनीतिक चिन्तन – सुषमा गर्ग
5. पाश्चात्य राजनीतिक विचारों का इतिहास- एच.सी.शर्मा

1. Dallmayr, F. (2009) 'Comparative Political Theory: What is it good for?', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 13-24
2. Parel, A. J. (2009) 'From Political Thought in India to Indian Political Thought', in Shogimen, T. and Nederman, C. J. (eds.) *Western Political Thought in Dialogue with Asia*. Plymouth, United Kingdom: Lexington, pp. 187-208
3. Pantham, Th. (1986) 'Introduction: For the Study of Modern Indian Political Thought', in Pantham, Th. & Deutch, K. L. (eds.) *Political Thought in Modern India*. New Delhi: Sage, pp. 9-16.
4. Burns, T. (2003). 'Aristotle', in Boucher, D and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 73-91
5. Waldron, J. (2003) 'Locke', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press, pp. 181-197
6. Boucher, D. (2003) 'Rousseau', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 235-252
7. Kelly, P. (2003) 'J.S. Mill on Liberty', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*, New York: Oxford University Press, pp. 324-359
8. Wilde, L. (2003). 'Early Marx', in Boucher, D. and Kelly, P. (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435
9. Sparks, Ch. and Isaacs, S. (2004) *Political Theorists in Context*. London: Routledge, pp. 237-255

Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

B. A. V Semester (Political Science)
Paper - III (POL EC - 503)
Public Policy: Concepts and Theories

L	T	P	C
5	1	0	6

Maximum Marks: 100

Course Objectives: This course aims to enabling the students to understand the issues concerning the public policy and its implementation concerns.

1. Concepts of Public Policy
 Public Policy: Meaning and scope

18 Contact hours

2. Models of Public Policies:
 Systems Model for Policy Analysis, Institutional Approach
 Rational Policy-Making Model, Incremental Approach
 Dror's Normative-Optimum Model)

18 Contact hours

First Mid Term Examination
 Written: 20 marks for one hour

3. Role of Governmental Institutions in Policy Formulation and Implementations
 Policy Formulation and Implementation
 Role of Legislature and Political Executive in Policy Making
 Role of Bureaucracy in Policy Making

18 Contact hours

4. Role of Inter Governmental Institutions in Policy Formulation and Implementations
 Role of Inter-Governmental Organizations: Planning Commission,
 National Development Council
 Policy Evaluation

18 Contact hours

Internal Assessment
 Written: 20 marks for one hour

5. Sectoral Policies in India
 Economic Policy: New Economic Policy
 Education Policy: Right to Education,
 Health Policy: National Rural Health Mission

18 Contact hours

End Semester Examination: 60 marks, 3 hours

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Recommended Readings:

1. लोक प्रशासन के नये आयाम— मोहित भट्टाचार्य
 2. प्रशासन एवं लोक नीति— मनोज सिन्हा
 3. लोक प्रशासन सिद्धांत और व्यवहार — सुषमा यादव
 4. लोक नीति : अवधारणा एवं सिद्धांत — विद्युत चक्रवर्ती एवं प्रकाशचंद
-
1. Aaron, H.A., T.E. Mann & Taylor (ed.) (1994), Values and Public Policy, Washington DC: Braking Institution
 2. Anderson, J.E. (1990), Public Policy making, Boston: Houghton Mifflin
 3. Bhargava, Rajeev (ed.) (2008), Politics and Ethics of the Indian Constitution, New Delhi: OUP
 4. Dye, T. (1997), Understanding Public Policy (9th Edition), Prentice Hall: Englewood Cliff
 5. Frohock, Fred (1979), Public Policy: Scope and logic, Prentice-Hall: Englewood Cliffs
 6. Gerston, L.N. (1997), Public Policy Making: Process and Principles, London: M. E. Sharpe
 7. Gonnley, W.T. (1983), the Politics of Public Utility Regulation, Pittsburgh: University of ittsburg Press
 8. Hill, M. (1997), The Policy Process in the Modern State (3rd Edition), London: Prentice Hall
 9. Hogwood, B.W. & L.A. Gunn (1984), Policy Analysis for the Real World, London: Oxford University Press
 10. Kapur, Devesh & Pratap B. Mehta (eds.) (2007), Public Institutions in India: Performance and Design, New Delhi: OUP
 11. Majone, G. (1989), Evidence, Argument and Persuasion in the Policy Process, New Haven: Yale University Press
 12. Newman, Janet (2001), Modernizing Governance, New Labour Policy and Society, London: Sage
 13. Parsons, W. (1995), Public Policy: An Introduction to the Theory and Practice of Policy Analysis, Edward Elgg Cheltenham
 14. Patton, Carl & David Sawicki (1986), Basic Methods of Policy and Planning, Prentice-Hall: Eaglewood Cliffs Press
 15. Putt, Allen & Fred Springer (1989), Policy Research: Concepts, Methods and Appreciations, Prentice-Hall: Eaglewood Cliffs
 16. Rhodes, R.A.W. (1997), Understanding Governance Policy Networks: Governance, Reflexivity and Accountability, Buckingham: Open University Press
 17. Robin, Jack (ed.) (2005), Encyclopedia of Public Policy, London: Taylor & Francis
 18. Sapru, R. K. (2004), Public Policy, New Delhi: Sterling Publishers
 19. Sapru, R.K. (1984), Public Policy: Formulation, Supplementation and Evaluation, New Delhi: terling

B. A. V Semester (Political Science)

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B. A. V Semester (Political Science)
Paper - I (POL SE - 501)
Gender and Violence

L	T	P	C
2	0	0	2

Maximum Marks: 100

Course Objectives: This course aims to enabling the students to understand the issues concerning the Gender and Gender based Violence.

1. Nature of Gender Inequalities

Gender- Different Theories, Sex Differences

Sex and Gender- Construction of Femininity, Masculinity, and Gender roles

6 Contact hours

2. Patriarchy and Power Relationship

Nature of Inequality in Family and outside

Gender Relation as Power Relation and their Reinforcement

6 Contact hours

3. Understanding Gender Based Violence

Different form of Violence (Cultural, Structural, Sexual violence)

Technologies and Gender Based Violence

Pornography as Gender Based Violence

Honor Killing, Sexual Harassment at work Places

First Mid Term Examination

Written: 20 marks for one hour

6 Contact hours

4. Preventing and Dealing with Gender based Violence

Role of Men, Women

Institutions, Employers and State

6 Contact hours

5. Creating Gender Sensitive Spaces

Gender Sensitive Language: Culture, Media, Science & Technologies

Internal Assessment

Written: 20 marks for one hour

6 Contact hours

End Semester Examination: 60 marks, 3 hours

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Recommended Readings:

1. भारतीय समाज में महिला— नीरा देसाई, उषा ठक्कर।
2. स्त्री अधिकारों का औचित्य साधन— मेरी वोल्स्टनक्राफ्ट।
3. इको फेमिनिस्थ — के. बनेजा।
4. नारीवादी राजनीति संघर्ष एवं मुद्दे — निवेदिता मेनन।
5. पित्रसत्ता के नए रूप — राजेन्द्र यादव

1. Bhasin, Kamala, (2003), *what is Patriarchy*, Women Unlimited, Delhi
2. Brod, Harry and Kaufman, Michael (1994), *Theorizing Masculinities*, Thousand Oaks: Sage Publications
3. Butalia, Urvashi (1993), 'Community, state, and gender: On women's agency during partition', in *Economic and Political Weekly*, 28 (17): WS12-24
4. Datar, Chhaya (1993), *The struggle against violence*, Calcutta: Stree Publications Gupta, Jyotsna (2000), *New Reproductive Technologies, Women's Health and Autonomy: Freedom or New Dependency*, New Delhi: Sage Publications
5. Humm, Maggie (ed.) (1992), *Feminism: A Reader*, NY/ London: Harvester Wheatshea.
- Jaysing, Indira (2004), *Law Relating to Sexual Harassment at the Workplace*, Delhi: Universal Law Publishing Company
6. Jejeebhoy, Shireen (1998), 'Wife-beating in rural India: A husband's right? Evidence from survey data', *Economic and Political Weekly*, 33 (15): 855-62
7. Kelkar, Govind (1992), *Violence against women*, New Delhi: Manohar Publications Keller, Evelyn Fox (1985), *Reflections on Gender and Science*, New Haven: Yale University Press
8. Kishwar, Madhu (1999a.), *off the beaten track: Rethinking gender justice for Indian women*, New Delhi: Oxford University Press
9. Kishwar, Madhu (1999b), 'When homes are torture chambers: Vimochana's work with victims of domestic violence', in *Manushi*, 110 (January-February): 17-24
10. Lerner, Gerda (1986), *Creation of Patriarchy*, Oxford: Oxford University Press
11. Sinha, Niroj (1989), *Women and Violence*, New Delhi: Vikas Publishing House
12. Sood, Sushma (ed.) (1990), *Violence against women*, Jaipur: Arihant Publishers
13. Whitehead, S.M., and Barrett, F.J. (2001), *the Sociology of Masculinity: The Masculinities Reader*, Cambridge and Oxford: Polity Press

B. A. V Semester (Political Science)

Dr. H.S. Gour V.V. Jagtap

SEMESTER-V
Discipline Specific Elective – I
B.A./BA.B.Ed/B.Sc.

ECO- EC – 511

INTERNATIONAL TRADE

Credits 5

PREAMBLE: The course provides a deep understanding about the broad principles and theories, which tend to govern the free flow of trade in goods, services and capital, both short-term and long-term.

- UNIT- 1** International trade: Meaning, Need, Importance and Effects; Domestic trade Vs International Trade; Advantages and Disadvantages of International Trade; Free Trade vs. Protection free trade, Arguments for and against free trade, Protection, Arguments for and against protection. **(18 Hours)**
- UNIT- 2** Mercantilist View, Adam Smith's Theory of Absolute Advantages, Ricardo's Theory of Comparative Cost and Under-developed countries, Haberler's Opportunity Cost Theory. **(18 Hours)**
- UNIT- 3** Terms of trade-The concept to express terms of trade :Net barter, gross barter, income, single and double factorial, real cost and utility terms of trade, factors influencing terms of trade, Gains from Trade –Meaning & Nature of Gains from Trade, factors determining the gains from trade. **(18 Hours)**
- UNIT- 4** Foreign Trade of India and Trade policy- Concepts, Balance of Payments- Meaning, Components, Method of Corrections of Imbalance of Payments, Tariff- Meaning, Objectives, Classification, Non-tariffs, Exchange Control: Objectives and Methods, Devaluation and Over-Valuation. **(18 Hours)**
- UNIT- 5** IMF: Objectives and Functions, India and IMF; WTO: Formation, Objectives and its Functions; Recent Development, Asian Development Banks, International Development Banks (IDA) Multinational Corporations. **(18 Hours)**

Essential Readings:

- Carbaugh, R.J. (1999), International Economics, International Thompson Publishing, New York.
- Bhagwati, J. (Ed.) (1981), International Trade, Selected Readings, Cambridge, University Press, Massachusetts.
- डॉ. जी. सी. सिंधी, एवं. जे. पी. मिश्रा- अंतर्राष्ट्रीय व्यापार एवं वित्त, साहित्य भवन प्रकाशक, आगरा।
- एच. एस. अग्रवाल, एवं सी. एस. प्रसाद- अंतर्राष्ट्रीय अर्थशास्त्र, सश्वी प्रकाशक अग्रवाल, आगरा।
- डॉ. राजेश पाठक- अंतर्राष्ट्रीय अर्थशास्त्र, विष्णु भारती प्रकाशन, नई दिल्ली।
- डॉ. बी.एस. सिन्हा- अंतर्राष्ट्रीय अर्थशास्त्र, साहित्य भवन प्रकाशक, आगरा, (व.प्र.)।
- डॉ. के. एस. शर्मा- अंतर्राष्ट्रीय अर्थशास्त्र, गीतापी प्रकाशन, मेरठ, (व.प्र.)।

Suggested Readings:

- Chacholiades, M. (1990), International Trade: Theory and Policy, McGraw Hill, Kogakusha, Japan.
- Dana, M.S. (2000), International Economics: Study, Guide and Work Book, (5th Edition), Routledge Publishers, London.
- Dunn, R.M. and J.H. Mutti (2000), International Economics, Routledge, London.
- Kenen, P.B. (1994), the International Economy, Cambridge, University Press, London.

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Dr.K.N.Jha

Prof. G.M.Dubey

Dr.K.Tekam

Dr.U.Anand

Department of Economics, Dr. Harisingh Gour Vishwavidyalaya, Sagar

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Chairman

Department of Education

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20



- King, P.G. (1995). International Economics and International Economic Policy: A Reader, McGraw Hill International, Singapore.

SEMESTER-V
Discipline Specific Elective – I
B.A./B.A.B.Ed/B.Sc.

ECO- EC -512

MONEY AND BANKING

Credits 6

PREAMBLE: This course exposes student to the theory and functioning of the monetary and financial sector of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

- UNIT-1 Money: Meaning, Definition and Functions of Money, Primary and Secondary Functions, Classification and Importance of Money; Money Supply Determination (M_1, M_2, M_3, M_4); Evils of Money; Gresham's Law; Money Standards: Metallic and Paper System of Note Issue. (18 Hours)**
- UNIT-2 Value of Money and Inflation: Uses and limitations of Index Numbers; Quantity Theory of Money; Inflation: Meaning, Stages, Causes, Effects and Remedies of Inflation, Inflation and Economic Growth, Demand-Pull and Cost-Push Inflation, Measures to Control Inflation. (18 Hours)**
- UNIT-3 Banking System: Meaning, Definition, Importance and Types of Bank; Characteristics of Good Banking System; Commercial Bank: Functions of Commercial Bank, Significance of Credits Creation by Bank, Credits Creation and Multiplier, Limitations of Credits Creation. (16 Hours)**
- UNIT-4 Central Banking: Meaning, Definition and Functions of Central Bank, Credits Control: Objectives, Methods and Difficulties of Credits Control; Difference Between Commercial Bank and Central Bank; Role of Central Bank in Economic Development; Reforms of Banking System and Cheap Money Policy. (18 Hours)**
- UNIT-5 Financial Markets in India: Meaning of Interest, Causes of Difference in the Rate of Interest; Theory of Interest: Marginal Productivity Theory, Abstinence Theory and the Preference. Money Market: Meaning, Features and Instruments, of Money Market, Characteristics of a Developed Money Market, Defects of Indian Money Market; Capital Market: Meaning and Instruments. (20 Hours)**

Essential Readings:

- Sanjay M. Dandade, Money Banking & Economic Reforms, Chandralok Prakashan, Kanpur.
- Suraj B. Gupta, Monetary Economics: (Institutional, Theory and Policy), S. Chand Publishers, New Delhi.
- जे. पी. मिश्रा, समष्टि अर्थशास्त्र एवं मुद्रा और बैंकिंग साहित्य भवन प्रकाशनालय, आगरा
- पी. सी. सिंह, उन्नत मुद्रा व बैंकिंग, लोक भारती प्रकाशन, इलाहाबाद
- एस. एन. लाल मुद्रा, बैंकिंग तथा लोकवित्त शिव प्रकाशनिंग हाउस, इलाहाबाद
- पी. सी. सिन्हा, मुद्रा, बैंकिंग एवं राजस्व साहित्य भवन प्रकाशनालय, आगरा

Suggested Readings:

- Ankit Khanna, Money Banking and Public Finance, Omega Publications, 2013
- Mithani, D.M., Money, Banking, International Trade & Public Finance, Himalaya publication House Pvt. Ltd, 2014
- Girish K. Rana, Financial Institutions and Markets, Horizon Press, 2014

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Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

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- King, P.G. (1995), International Economics and International Economic Policy: A Reader, McGraw Hill International, Singapore.

SEMESTER-V
Discipline Specific Elective – I
B.A./BA.B.Ed/B.Sc.

ECO- EC -512

MONEY AND BANKING

Credits 6

PREAMBLE: This course exposes student to the theory and functioning of the monetary and financial sector of the economy, it highlights the organization, structure and role of financial markets and institutions, it also discusses interest rates, monetary management and instruments of monetary control. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

UNIT-1 Money: Meaning, Definition and Functions of Money, Primary and Secondary Functions, Classification and Importance of Money; Money Supply Determination (M_1, M_2, M_3, M_4); Evils of Money; Gresham's Law; Money Standards : Metallic and Paper System of Note Issue. **(18 Hours)**

UNIT-2 Value of Money and Inflation: Uses and limitations of Index Numbers; Quantity Theory of Money; **Inflation:** Meaning, Stages, Causes, Effects and Remedies of Inflation, Inflation and Economic Growth, Demand-Pull and Cost-Push Inflation, Measures to Control Inflation. **(18 Hours)**

UNIT-3 Banking System: Meaning, Definition, Importance and Types of Bank; Characteristics of Good Banking System; **Commercial Bank:** Functions of Commercial Bank, Significance of Credits Creation by Bank, Credits Creation and Multiplier, Limitations of Credits Creation. **(16 Hours)**

UNIT-4 Central Banking: Meaning, Definition and Functions of Central Bank, Credits Control: Objectives, Methods and Difficulties of Credits Control; Difference Between Commercial Bank and Central Bank; Role of Central Bank in Economic Development; Reforms of Banking System and Cheap Money Policy. **(18 Hours)**

UNIT-5 Financial Markets in India: Meaning of Interest, Causes of Difference in the Rate of Interest; Theory of Interest: Marginal Productivity Theory, Abstinence Theory and the Preference; **Money Market:** Meaning, Features and Instruments of Money Market, Characteristics of a Developed Money Market, Defects of Indian Money Market; **Capital Market:** Meaning and Instruments. **(20 Hours)**

Essential Readings:

- Sanjay M. Dandade, Money Banking & Economic Reforms, Chandralok Prakashan, Kanpur.
- Suraj B. Gupta, Monetary Economics: (Institutional, Theory and Policy); S. Chand Publishers, New Delhi.
- जे. पी. मिश्रा, समष्टि अर्थशास्त्र एवं मुद्रा और बैंकिंग साहित्य भवन प्रकाशना, आगरा
- पी. सी. सिंह, उन्नत मुद्रा व बैंकिंग, लोक भारती प्रकाशन, इलाहाबाद
- एस. एन. लाल मुद्रा, बैंकिंग तथा लोकविरल शिव प्रब्लिशिंग हाउस, इलाहाबाद
- वी.सी. सिन्हा मुद्रा, बैंकिंग एवं राजस्व, साहित्य भवन प्रकाशना, आगरा

Suggested Readings:

- Ankit Khanna, Money Banking and Public Finance, Omega Publications, 2013
- Mithani, D.M., Money, Banking, International Trade & Public Finance, Himalaya publication House Pvt.Ltd, 2014
- Girish K. Rana, Financial Institutions and Markets, Horizon Press, 2014

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Dr.K.Tekam

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SEMESTER-V
SKILL ENHANCEMENT COURSE (SEC) III
B.A./BA.B.Ed.

ECO- SE -511

FINANCIAL ECONOMICS - I

Credits – 2

PREAMBLE: This course exposes student to the theory and functioning of the monetary and financial sector of the economy. It highlights the organization, structure and role of financial markets and institutions. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

- UNIT-1 Financial Market: Meaning and Function of Financial Market. (6 Hours)**
- UNIT-2 Sources of Finance, Role and Types of Non Bank Financial Intermediaries. (6 Hours)**
- UNIT-3 Money Supply : Money Supply Concept; Money Supply Determination in India (M_1 , M_2 , M_3 and M_4) (6 Hours)**
- UNIT-4 Money Market: Meaning and Instruments of Money Market, Characteristics of Developed Money Market, Constituents of the Money Market, Defects of Indian Money Market; Suggestions to Remove Defects. (6 Hours)**
- UNIT-5 Capital Market: Meaning and Instruments of Capital Market, Composition of Capital Market, Distinguish Between Gilt-edged Market and Industrial Security Market, Development of Indian Capital Market. (6 Hours)**

Essential Readings:

- Suraj B. Gupta, Monetary Economics: (Institutional, Theory and Policy), S. Chand Publishers, New Delhi.
- Ankit Khanna, Money Banking and Public Finance, Omega Publications, 2013
- जे. पी. मिश्रा, समष्टि आर्थिकतन्त्र एवं मुद्रा और बैंकिंग साहित्य भवन, पब्लिकेशन, आगरा
- वी. सी. सिंह, प्रणव मुद्रा व बैंकिंग, लोक भारती प्रकाशन, इलाहाबाद
- एस. एन. लाल मुद्रा, बैंकिंग तथा लोकवित्त शिव पब्लिशिंग हाउस, इलाहाबाद
- वी.सी. सिन्हा मुद्रा, बैंकिंग एवं राजस्व साहित्य भवन पब्लिकेशन, आगरा

Suggested Readings:

- Mithani, D.M., Money, Banking, International Trade & Public Finance, Himalaya publication House Pvt.Ltd, 2014
- Sanjay M. Dandade, Money Banking & Economic Reforms, Chandralok Prakashan, Kanpur.
- Girish K. Rana, Financial Institutions and Markets, Horizon Press, 2014
- David G. Luenberger, *Investment Science*, Oxford University Press, USA, 1997.
- Richard A. Brealey and Stewart C. Myers, *Principles of Corporate Finance*, McGraw-Hill, 7th edition, 2002.
- Burton G. Malkiel, *A Random Walk Down Wall Street*, W.W. Norton & Company, 2003.
- Simon Benninga, *Financial Modeling*, MIT Press, USA, 1997.

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Prof. G.L.Puntambekar

Dr.K.N.Jha

Prof. G.M.Dubey

Dr.K.Tekam

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Dr. H. S. Gour V. V. Sagar (M.P.)

SEMESTER VI

Paper Title: ASSESSMENT OF LEARNING IEDU-CC-611

L	T	P	C (T+P)
4	4	0	4

COURSE OBJECTIVES:

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

1. Explain the types of variables, describe the different scales of measurement; select the level of measurement for given variables; Explain the meaning, concept, and nature of Measurement, Assessment and Evaluation; Distinguish amongst the concepts Measurement, Assessment, Evaluation; give uses of each of these; Elaborate characteristics of the different forms of Evaluation.
2. Classify the instruments of data collection; Comprehend the characteristics of good instruments of evaluation.
3. State the different tools and techniques of Evaluation; describe the types and uses; select the proper tool / technique of evaluation for a given situation; Analyse the types of tests on different bases like nature, administration; Identify the different types of items written in a test; critically analyse the merits and demerits of each type of test item; write good items for a test.
4. state the process of standardization. State features of a standardized and non-standardized test ; identify the difference in standardization process of different instruments ;Differentiate between tools and techniques and relate standardization with the concept of different tools and techniques;; justify the applicability of process of standardization to various instruments; describe features of good manual for an instrument.
5. Comprehend the concepts of central tendencies, Concepts of dispersion, Concept of NPC, concept of Correlation with their uses

COURSE CONTENT:

UNIT I: CONCEPTS OF MEASUREMENT, ASSESSMENT, EVALUATION

(12 lectures)

- Concept of Variable: types, Scales of Measurement
- Concept of Measurement, Assessment, Evaluation, their uses
- Nature, Purpose of Evaluation, Forms (Summative, Formative, NRT, CRT, Diagnostic, Prognostic)

Unit II: CONCEPT OF VARIABLE AND CLASSIFICATION OF INSTRUMENTS

(12 lectures)

- Classification of instruments: on the basis of nature of data-Qualitative and Quantitative; objective, subjective, projective.
- Classification as Tools and Techniques
- Characteristics of a good instrument

Unit III: TYPES OF TOOLS AND TECHNIQUES

(12 lectures)

- Test (classification on the basis of nature of response, type of administration,)
- Test items: Types- objective, multiple discriminant type items: supply select; descriptive – short answer, long answer, Merits and demerits
- Scales: Types, uses
- Inventory: uses
- Questionnaire: features of a good Questionnaire, uses
- Schedule: types, uses

Unit IV: INTRODUCTION TO STANDARDISATION OF INSTRUMENTS

(12 lectures)

- Meaning and features of Standardization of an instrument (Standardized vs. non standardized)
- Process of Standardization, manual of an instrument

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Dr. H. S. Gaur V. V. 100-181

UNIT V: BASIC STATISTICS FOR EDUCATIONAL EVALUATION

(12 Lectures)

- Concepts of central tendencies (Mean, median, mode and their uses)
- Concepts of dispersion (range, quartile deviation, standard deviation), uses
- Concept of NPC and features
- Concept of Correlation, uses

Practical Assignment:

1. Critical Analysis of existing tools and techniques and their manuals
2. Report on sources of published tools
3. Create a small tool and use for a field study and submit report

Essential Readings:

- Ebel, R.L.: Essentials of Educational Measurement, Prentice hall publishers, New Delhi, 1991
- Garrett, H.E.: Statistics in psychology and education, Vakils, Feffer and Simons Ltd, Mumbai, 1966
- Gronlund, N.E.: Measurement and Evaluation in Teaching. New York; Macmillan, 1990.
- Stanley, J.C. & Hopkins, K.D.: Educational and Psychological Measurement and Evaluation, Prenticehall publishers, New Delhi, 1966
- Wrightstone, Justman, Robbins: Evaluation in modern education, American book company, New York, 1956
- Thorndike, R.L. and Hagen, E.: Measurement and Evaluation in Psychology and Education, John Wiley, New Delhi, 1977 (4th edition)
- Kubiszyn, T. And Borich, G.: Educational Testing and Measurement: Classroom application and Practice, Harper Collins, New York, 1993
- Cronbach, L.J.: Essentials of Psychological Testing, Harper and Row, New York, 1984 (4th edition)
- Bloom, S.B., Hastings, J.T. and Madaus, G.F.: Handbook on Formative and Summative Evaluation of Student Learning, McGraw-Hill, New York, 1971

Prakash Nath
9/5/22

Prakash Nath
03/03/22

विषय आधारित ऐच्छिक पाठ्यक्रम - 1

प्रश्नपत्र कोड	कुल अध्ययन काल खण्ड : 90 घंटे	क्रेडिट			
HIN-EC-611	(6×15 सप्ताह प्रति सेमेस्टर)	L	T	P	C
		6	0	0	6

सृजनात्मक हिन्दी विधाएँ

उद्देश्य : इस प्रश्नपत्र का उद्देश्य विद्यार्थियों में लेखन के माध्यम से उनके अन्दर सृजनात्मक लेखन विकास होगा। हिन्दी साहित्य विविध विधाओं कविता, कहानी, उपन्यास, नाटक, एकांकी आदि को पढ़कर विद्यार्थी में लेखन शैली का ज्ञान विकसित हो सकेगा।

इकाई : 1 कविता : महादेवी वर्मा – जाग तुझको दूर जाना
अज्ञेय – असाध्यबीणा
नरेश सकसेना – गिरना (15 व्याख्यान)

इकाई : 2 कहानी : प्रेमचंद – कफन
जैनेन्द्र – पाजेब
उदय प्रकाश – तिरिक्ष (15 व्याख्यान)

इकाई : 3 उपन्यास : विनोदकुमार शुक्ल – दीवार में एक खिड़की रहती थी (15 व्याख्यान)

इकाई : 4 नाटक : धर्मवीर भारती – अंधायुग (15 व्याख्यान)

इकाई : 5 एकांकी : रामकुमार वर्मा – औरंगजेब की आखिरी रात (15 व्याख्यान)

इकाई : 6 कविता : प्रेमचंद – कफन
जैनेन्द्र – पाजेब
उदय प्रकाश – तिरिक्ष (15 व्याख्यान)

इकाई : 7 उपन्यास : विनोदकुमार शुक्ल – दीवार में एक खिड़की रहती थी (15 व्याख्यान)

आधार ग्रंथ—

- प्रतिनिधि कविताएँ—केदारनाथ अग्रवाल, राजकमल प्रकाशन, नई दिल्ली।
- समुद्र पर हो रही है बारिश — नरेश सकसेना

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Department of Edu...

- प्रतिनिधि कहानियाँ—प्रेमचन्द, राजकमल प्रकाशन, नई दिल्ली।
 - प्रतिनिधि कहानियाँ—उदयप्रकाश, राजकमल प्रकाशन, नई दिल्ली।
 - दीवार में एक खिड़की रहती थी —विनोदकुमार शुक्ल, वाणी प्रकाशन, नई दिल्ली
- साहायक ग्रंथ—
- हिन्दी का गद्यसाहित्य, डॉ. रामचन्द्र तिवारी, विश्वविद्यालय, प्रकाशन, वाराणसी।
 - हिन्दी उपन्यास के सौ वर्ष, सं. रामदरश मिश्र, गिरिनार प्रकाशन, नई दिल्ली।
 - असाध्यबीणा : पाठ और आलोचनात्मक संदर्भ — (सं.) छविल कुमार मेहेर, आधार प्रकाशन, चंडीगढ़

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09.03.22

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सेमेस्टर — 6

CBCS
बी.ए. (प्रोग्राम) हिन्दी
ऐच्छिक पाठ्यक्रम (सामान्य वैकल्पिक) -3
Generic Elective (GE)

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विषय आधारित ऐच्छिक पाठ्यक्रम - 3

प्रश्नपत्र कोड	कुल अध्ययन काल खण्ड : 90 घंटे	क्रेडिट			
HIN-EC-612	(6×15 सप्ताह प्रति सेमेस्टर)	L	T	P	C
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सृजनात्मक हिन्दी कथेतर विधाएँ

उद्देश्य : इस प्रश्नपत्र का उद्देश्य विद्यार्थियों में लेखन के माध्यम से उनके अन्दर सृजनात्मक लेखन विकास होगा। हिन्दी साहित्य विविध विधाओं आत्मकथा, जीवनी, संस्मरण, निबन्ध, व्यंग्य, रेखाचित्र, रिपोर्ताज, यात्रा-वृत्तांत आदि को पढ़कर विद्यार्थी में लेखन शैली का ज्ञान विकसित हो सकेगा, जिससे लोगों में साहित्य के प्रति जीवनंता बनी रहे और आने वाली पीढ़ी उससे अभिप्रेरित होती रहे।

इकाई : 1 — आत्मकथा : हरिवंश राय बच्चन — क्या भूल क्या याद करूँ (15 व्याख्यान)

इकाई : 2 — जीवनी : डॉ. हरीसिंह गौर — सेवेन लाइब्ज (15 व्याख्यान)

इकाई : 3 — संस्मरण : विश्वनाथ त्रिपाठी — व्योमकेष दरवेश (15 व्याख्यान)

इकाई : 4 — निबन्ध और व्यंग्य :
निबन्ध : सरदार पूर्णसिंह — मजदूरी और प्रेम
व्यंग्य : शरद जोशी — अतिथि तुम कब जाओगे
 श्रीलाल शुक्ल — अंगद का पांव (15 व्याख्यान)

इकाई : 5 — रेखाचित्र, रिपोर्ताज और यात्रा वृत्तांत :
रेखाचित्र : रामकृष्ण बेनीपुरी — रजिया (15 व्याख्यान)

इकाई : 6 — रिपोर्ताज और यात्रा वृत्तांत :
रिपोर्ताज : रामनारायण उपाध्याय — मांडव
यात्रा वृत्तांत : निर्मल वर्मा — सुलगती टहनी (15 व्याख्यान)

इकाई : 7 — संस्मरण : विश्वनाथ त्रिपाठी — व्योमकेष दरवेश (15 व्याख्यान)

इकाई : 8 — निबन्ध और व्यंग्य :
निबन्ध : सरदार पूर्णसिंह — मजदूरी और प्रेम
व्यंग्य : शरद जोशी — अतिथि तुम कब जाओगे (15 व्याख्यान)

आधार ग्रंथ—

- सेवेन लाइब्ज—डॉ० हरीसिंह गौर (अनुवाद राजेश श्रीवास्तव), विश्वविद्यालय प्रकाशन, सागर (M.P.)।

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- व्योमकेश दरवेश-विश्वनाथ त्रिपाठी, लोकभारती प्रकाशन, इलाहाबाद।
- क्या भूल क्या याद करू-हरिवंश राय बच्चन, राजपाल एण्ड संस, दिल्ली।
- अतीत के चलचित्र-महादेवी वर्मा, लोकभारती प्रकाशन, इलाहाबाद।
- एक सफेद बाल-हरिशंकर परसाई, राजकमल प्रकाशन, नई दिल्ली।
- अतिथि तुम कब जाओगे -शरद जोशी, राजकमल प्रकाशन, नई दिल्ली।

सहायक ग्रंथ-

- हिन्दी का गद्यसाहित्य, डॉ. रामचन्द्र तिवारी, विश्वविद्यालय, प्रकाशन, वाराणसी।
- हिन्दी साहित्य का दूसरा इतिहास-डॉ. बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद।
- क्या भूल क्या याद करू-हरिवंश राय बच्चन, राजपाल एण्ड संस, दिल्ली।
- अतीत के चलचित्र-महादेवी वर्मा, लोकभारती प्रकाशन, इलाहाबाद।
- एक सफेद बाल-हरिशंकर परसाई, राजकमल प्रकाशन, नई दिल्ली।
- अतिथि तुम कब जाओगे -शरद जोशी, राजकमल प्रकाशन, नई दिल्ली।

सहायक ग्रंथ-

- हिन्दी का गद्यसाहित्य, डॉ. रामचन्द्र तिवारी, विश्वविद्यालय, प्रकाशन, वाराणसी।
- हिन्दी साहित्य का दूसरा इतिहास-डॉ. बच्चन सिंह, लोकभारती प्रकाशन, इलाहाबाद।

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प्रश्नपत्र कोड	कुल अध्ययन काल खण्ड : 30 घंटे	क्रेडिट			
HIN-SE-611	(2×15 सप्ताह प्रति सेमेस्टर)	L	T	P	C
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साहित्य और हिन्दी सिनेमा

उद्देश्य : इस प्रश्नपत्र के माध्यम से विद्यार्थियों के अन्दर साहित्य और हिन्दी सिनेमा के सम्बन्ध के महत्व के समझ सकेंगे। हम जानते हैं कि सिनेमा का आधार बिन्दु साहित्य ही है। यदि विद्यार्थी साहित्य की अच्छी समझ रखता है तो वह सिनेमा लेखन की प्रस्तुति और दर्शन बोध को जीवन में उतार सकेगा, जिससे उसके भीतर मानवीय और नैतिक मूल्य का विकास हो सकेगा।

इकाई - 1 : साहित्य और सिनेमा : विश्व में सिनेमा का उदय, मध्यवर्ग, आधुनिकता और सिनेमा, सिनेमा की सामाजिक भूमिका, सिनेमा : कला या मनोरंजन।
(06 व्याख्यान)

इकाई - 2 : साहित्य और हिन्दी सिनेमा : प्रमुख साहित्यिक कृतियों की सिनेमाई प्रस्तुति - उमराव जान, चित्रलेखा, देवदास, शतरंज के खिलाड़ी।
(06 व्याख्यान)

इकाई - 3 : हिन्दी सिनेमा का संक्षिप्त इतिहास : प्रारंभिक दौर का सिनेमा, स्वतंत्रता आन्दोलन और हिन्दी सिनेमा, सिनेमा में भारतीय समाज का यथार्थ।
(06 व्याख्यान)

इकाई - 4 : साहित्य और सिनेमा : अंतरसंबंध, सिनेमा और उपन्यास, संवेदना का रूपान्तरण और तकनीक।
(06 व्याख्यान)

इकाई - 5 : फिल्म समीक्षा : मदन इंडिया, तारे ज़मीं पर, हिन्दी मीडियम
(06 व्याख्यान)

संदर्भ एवं सहायक ग्रंथ :

- मनमोहन चव्हा : हिन्दी सिनेमा का इतिहास
- विपिन शर्मा : नई सदी का सिनेमा
- प्रचण्ड प्रवीर : अभिनव सिनेमा
- ललित जोषी : हाउसफुल
- अमृतलाल नागर : फिल्मक्षेत्रे रंगक्षेत्रे
- मन्नु भंडारी : कथा पटकथा
- प्रहलाद अग्रवाल : बाजार के बाजीगर

सेमेस्टर -6

CBCS

बी.ए. (प्रोग्राम) हिन्दी : अनुशासन विशिष्ट वैकल्पिक
Discipline Specific Elective (DSE)

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B.A. VI - Sem. Sanskrit	SAN-EC-611 काव्यशास्त्र			
कुल अध्ययन काल खण्ड/व्याख्यान - 90 6 व्याख्यान × 15 सप्ताह प्रति सेमस्टर	L 5	T 1	P 0	C 6

- इकाई 1 काव्यशास्त्र परम्परा—भामह, वामन, दण्डी, आनन्दवर्धन, कुन्तक, क्षेमेन्द्र, जगन्नाथ, राजेन्द्र मिश्र तथा राधावल्लभ त्रिपाठी का काव्यशास्त्रीय योगदान
- इकाई 2 मम्मट का सामान्य परिचय तथा काव्यशास्त्रीय योगदान, काव्यप्रकाश— मङ्गलाचरण तथा काव्य भेद
- इकाई 3 काव्यप्रकाश— काव्य प्रयोजन, परवर्ती काव्यप्रयोजनों पर प्रभाव, काव्य कारण, परवर्ती काव्य कारणों पर प्रभाव
- इकाई 4 काव्यप्रकाश— काव्य स्वरूप, परवर्ती काव्यलक्षणों पर प्रभाव
- इकाई 5 साहित्यदर्पण (प्रथम परिच्छेद)

मूलग्रन्थ —

1. काव्यप्रकाश, मम्मट, विश्वेश्वर, ज्ञानमण्डल, वाराणसी, 2014
2. अभिराजयशोभूषणम्, अभिराज राजेन्द्र मिश्र, अक्षयवट प्रकाशन, इलाहाबाद
3. अभिनवकाव्यालङ्कारसूत्रम्, राधावल्लभ त्रिपाठी, अनुसाराकाशान्त, पाण्डेय
4. साहित्यदर्पण, विश्वनाथ, डॉ. सत्यव्रत सिंह

सहायक ग्रन्थ—

1. आधुनिक संस्कृत काव्यशास्त्र, डॉ. आनन्द कुमार श्रीवास्तव
2. सागरिका, अंक 39/2 काव्यशास्त्र विशेषाङ्क, संस्कृत विभाग, डॉ. हरीसिंह गौर वि. वि., सागर
3. संस्कृत साहित्य का समग्र इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018 ई.

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29.09.22
Chairman U.S.
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

B.A. VI-Sem. Sanskrit	SAN-EC-612 संस्कृत साहित्य में राष्ट्रियता
कुल अध्ययन काल खण्ड/व्याख्यान- 90 6 व्याख्यान × 15 सप्ताह प्रति सेमस्टर	L T P C 5 1 0 6

- इकाई 1 'राष्ट्र' शब्द की व्युत्पत्ति, अर्थ एवं परिभाषा, राष्ट्र के तत्त्व (अथर्ववेद-11.9.17, 12.1.1-12, शुक्लयजुर्वेद - 22.22), राज्य के सप्ताङ्ग (कौटिल्य अर्थशास्त्र-6.1, महाभारत शांतिपर्व-56.5), शुक्रनीति (1.61-62)
- इकाई 2 राष्ट्रियता - अर्थ, परिभाषा, घटक, सामाजिक समरसता, देशभक्ति, स्वतन्त्रता, धार्मिक सहिष्णुता, राष्ट्रिय एकता, विश्व बन्धुत्व, राष्ट्रिय चेतना, विविधता में एकता, राष्ट्रगौरव, सांस्कृतिक चेतना, देश के भारतवर्ष नामकरण के विविध चिन्तन, राष्ट्रीय गीत (चन्देमातरम्), मुण्डकोपनिषद् (3.1.6)
- इकाई 3 स्वतन्त्रता पूर्व आधुनिक संस्कृत साहित्य में राष्ट्रियता (छत्रपतिसाम्राज्यम्)
- इकाई 4 समकालीन संस्कृत साहित्य में गांधीवादी विचार-ग्राम स्वराज, सत्याग्रह, अहिंसा, प्रजातन्त्र, धार्मिक सहिष्णुता, (सत्याग्रहगीता, भारतविजयनाटकम्, द्वा सुपर्णा)
- इकाई 5 अन्त्यजोद्धार, स्वातन्त्र्यचिन्ता-पंडिता क्षमाराव, भारतम्-ज्ञानक्रीवल्लभशास्त्री, भाति मे भारतम् (पद्य 1-10)-रमाकान्त शुक्ल

- मूलग्रन्थ -
1. सत्याग्रहगीता, पंडिता क्षमाराव
 2. भारतविजयनाटक, मथुराप्रसाद दीक्षित
 3. नवस्यन्द, म.प्र. हिन्दी ग्रन्थ अकादमी, भोपाल, 2002
 4. भाति मे भारतम्, रमाकान्त शुक्ल, देववाणी परिषद्, नई दिल्ली
 5. कौटिल्यीय अर्थशास्त्र, उदयवीर शास्त्री (अनु.) मेहरचन्द लक्ष्मनदास, दिल्ली, 1968
 6. महाभारत (1.6 भाग) हिन्दी अनुवाद सहित, रामनारायण दत्त शास्त्री पाण्डेय (अनु.) गीताप्रेस, गोरखपुर ।
 7. यजुर्वेद हिन्दी अनुवाद सहित, श्रीपाद दामोदर सातवलेकर, पारडी
 8. शुक्रनीति हिन्दी अनुवाद, ब्रह्मशंकर मिश्र, चौखम्मा संस्कृत सीरीज, वाराणसी, 1968
 9. महात्मागांधीपरक संस्कृत काव्य, कुमुद टंडन, ईस्टर्न बुक लिंकर्स, दिल्ली, 1991
 10. संस्कृत साहित्य में राष्ट्रीय भावना, हरिनारायण दीक्षित, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006

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Chairman
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

सहायकग्रन्थ -

1. शतपथब्राह्मण (1-5 भाग) माध्यन्दिनीय शाखा, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली
2. अनूप चन्द कपूर, राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967
3. शशि तिवारी, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन दिल्ली, 2007
4. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र विद्यानिधि प्रकाशन दिल्ली, 2013
5. पुष्पेन्द्र कुमार (सम्पा.), पुराणों में राष्ट्रीय एकता, नाग प्रकाशन दिल्ली ।
6. संस्कृत साहित्य का समग्र इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018

सिद्धिग्रन्थ -

1. शतपथब्राह्मण (1-5 भाग) माध्यन्दिनीय शाखा, सायणाचार्य एवं हरिस्वामी टीकासहित, दिल्ली
2. अनूप चन्द कपूर, राजनीतिविज्ञान के सिद्धान्त, प्रीमियर पब्लिशिंग हाउस, दिल्ली, 1967
3. शशि तिवारी, राष्ट्रीयता एवं भारतीय साहित्य, विद्यानिधि प्रकाशन दिल्ली, 2007
4. शशि तिवारी, संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र विद्यानिधि प्रकाशन दिल्ली, 2013
5. पुष्पेन्द्र कुमार (सम्पा.), पुराणों में राष्ट्रीय एकता, नाग प्रकाशन दिल्ली ।
6. संस्कृत साहित्य का समग्र इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018

Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

B.A. VI - Sem. Sanskrit	SAN-SE-611 ज्योतिष के मूल तत्त्व
कुल अध्ययन काल खण्ड/व्याख्यान- 30 2 व्याख्यान × 15 सप्ताह प्रति सेमेस्टर	L T P C 2 0 0 2

इकाई 1 ज्योतिष का मूलस्रोत एवं विकास, सिद्धान्त, संहिता, होरा, ताजिक, प्रश्न, वास्तुशास्त्र, मुहूर्तशास्त्र का सामान्य परिचय

इकाई 2 ज्योतिषचन्द्रिका-संज्ञा प्रकरण (1-29)

इकाई 3 ज्योतिषचन्द्रिका-संज्ञा प्रकरण (30-65)

इकाई 4 ज्योतिषचन्द्रिका-संज्ञा प्रकरण (66-90)

इकाई 5 ज्योतिषचन्द्रिका-संज्ञा प्रकरण (91-115)

मूलग्रन्थ -

1. ज्योतिष चन्द्रिका, रेवती रमण शर्मा
2. बृहत्संहिता, अहेतानन्द झा, चौखम्बा विद्याभवन, वाराणसी
3. भारतीय ज्योतिष, शंकर बालकृष्ण दीक्षित, शिवनाथ झारखण्डी, हिन्दी समिति, लखनऊ (उ.प्र.)

सहायक ग्रन्थ -

1. भारतीय ज्योतिष, एन. शास्त्री, भारतीय ज्ञानपीठ, वाराणसी
2. बृहत्संहिता भाग 1-2 एम. रामकृष्ण भट्ट, मोतीलाल बनारसीदास, दिल्ली
3. ब्रह्माण्ड एवं सौर परिवार, देवी प्रसाद त्रिपाठी, दिल्ली
4. भुवनकोश, देवीप्रसाद त्रिपाठी, दिल्ली
5. संस्कृत साहित्य का समय: इतिहास (खण्ड 1-4), राधावल्लभ त्रिपाठी, न्यू भारतीय बुक कॉर्पोरेशन, दिल्ली, 2018

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Chairman B O S
Department of Education
Dr. H. S. Gour V. V. U. Ugar (M.P.)

B.A. (Sixth Semester)
Discipline Specific Elective Course
EEL-EC -611
Literary Theory

L	T	P	C
5	1	0	6

UNIT I-Marxism

- a. **Antonio Gramsci**, 'The Formation of the Intellectuals' and 'Hegemony (Civil Society) and Separation of Powers', in *Selections from the Prison Notebooks*, ed. and tr. Quentin Hoare and Geoffrey Novell Smith (London: Lawrence and Wishart, 1971) pp. 5, 245-6.
- b. **Louis Althusser**, 'Ideology and Ideological State Apparatuses', in *Lenin and Philosophy and Other Essays* (New Delhi: Aakar Books, 2006) pp. 85-126.

15 Lectures+ 03 Tutorials

UNIT II -Feminism

- a. **Elaine Showalter**, 'Twenty Years on: *A Literature of Their Own* Revisited', in *A Literature of Their Own: British Women Novelists from Bronte to Lessing* (1977.Rpt. London: Virago, 2003) pp. xi-xxxlii.
- b. **Luce Irigaray**, 'When the Goods Get Together' (from *This Sex Which is Not One*), in *New French Feminisms*, ed. Elaine Marks and Isabelle de Courtivron (New York: Schocken Books, 1981) pp. 107-10.

15 Lectures+ 03 Tutorials

UNIT III -Structuralism

- a. **Saussure**, 'The object of study' in *Modern Criticism and Theory*, ed. Thomas Lodge
- b. **Roland Barthes**, *Elements of Semiology*, trs. Annette Lavers, Colin Smith, published by Hill and Wang

15 Lectures+ 03 Tutorials

UNIT IV -Poststructuralism

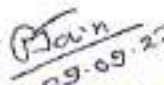
- a. **Jacques Derrida**, 'Structure, Sign and Play in the Discourse of the Human Science', tr. Alan Bass, in *Modern Criticism and Theory: A Reader*, ed. David Lodge (London: Longman, 1988) pp. 108-23.
- b. **Michel Foucault**, 'Truth and Power', in *Power and Knowledge*, tr. Alessandro Fontana and Pasquale Pasquino (New York: Pantheon, 1977) pp. 109-33.

15 Lectures+ 03 Tutorials

UNIT V -Postcolonial Studies

- a. **Mahatma Gandhi**, 'Passive Resistance' and 'Education', in *Hind-Swaraj and Other Writings*, ed. Anthony J Parel (Delhi: CUP, 1997) pp. 88-106.
- b. **Edward Said**, 'The Scope of Orientalism' in *Orientalism* (Harmondsworth: Penguin, 1978) pp. 29-110.
- c. **Aijaz Ahmad**, "'Indian Literature": Notes towards the Definition of a Category', in *In Theory: Classes, Nations, Literatures* (London: Verso, 1992) pp. 243-285.

15 Lectures+ 03 Tutorials


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Dr. H. S. Gour V. V. Nagar (M.P.)

Essential Readings:

The East and the West, Questions of Alterity, Power, Language, and Representation, The State and Culture

1. Habib, M. A. R.: *A History of Literary Criticism: From Plato to the Present*. London: Blackwell

Suggested Readings:

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

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Chairman B O S
Department of Education
Dr. H. S. Gaur V. V. Jaisar (M.P.)

Essential Readings:

The East and the West, Questions of Alterity, Power, Language, and Representation, The State and Culture

1. Habib, M. A. R.: *A History of Literary Criticism: From Plato to the Present*. London: Blackwell

Suggested Readings:

1. Terry Eagleton, *Literary Theory: An Introduction* (Oxford: Blackwell, 2008).
2. Peter Barry, *Beginning Theory* (Manchester: Manchester University Press, 2002).

B.A. (Sixth Semester)
Discipline Specific Elective Course
EEL-EC -612
Literature and Cinema

L	T	P	C
5	1	0	6

UNIT I-James Monaco, 'The language of film: signs and syntax', in *How To Read a Film: The World of Movies, Media & Multimedia* (New York: OUP, 2009) chap. 3, pp. 170-249.
15 Lectures+ 03 Tutorials

UNIT II-William Shakespeare, *Romeo and Juliet*, and its adaptations: *Romeo & Juliet* (1968; dir. Franco Zeffirelli, Paramount); and *Romeo + Juliet* (1996; dir. Baz Luhrmann, 20th Century Fox).
15 Lectures+ 03 Tutorials

UNIT III-Ice Candy Man and its adaptation *Earth* (1998; dir. Deepa Mehta, Cracking the Earth Films Incorp.); and Amrita Pritam, *Pinjar: The Skeleton and Other Stories*, tr. Khushwant Singh (New Delhi: Tara Press, 2009) and its adaptation: *Pinjar* (2003; dir. C.P. Dwivedi, Lucky Star Entertainment).
15 Lectures+ 03 Tutorials

UNIT IV-Ian Fleming, *From Russia with Love*, and its adaptation: *From Russia with Love* (1963; dir. Terence Young, Eon Productions).
15 Lectures+ 03 Tutorials

UNIT V -E.M. Forster, *Passage to India* and its adaptation dir. David Lean (1984).

15 Lectures+ 03 Tutorials

Essential Readings:

1. Theories of Adaptation, Transformation and Transposition, Hollywood and 'Bollywood' The 'Two Ways of Seeing', Adaptation as Interpretation.
2. Linda Hutcheon, 'On the Art of Adaptation', *Daedalus*, vol. 133, (2004).
- Thomas Leitch, 'Adaptation Studies at Crossroads', *Adaptation*, 2008, vol. 1, no. 1, pp. 63-77.

Additional Readings:

1. Poonam Trivedi, 'Filmi Shakespeare', *Litfilm Quarterly*, vol. 35, issue 2, 2007.
2. Tony Bennett and Janet Woollacott, 'Figures of Bond', in *Popular Fiction: Technology, Ideology, Production, Reading*, ed. Tony Bennet (London and New York: Routledge, 1990).

Other films that may be used for class presentations:

1. William Shakespeare, *Comedy of Errors*, *Macbeth*, and *Othello* and their adaptations: *Angoor* (dir. Gulzar, 1982), *Maqbool* (dir. Vishal Bhardwaj, 2003).

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Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

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Omkaara (dir. Vishal Bhardwaj, 2006) respectively.

2. Jane Austen, *Pride and Prejudice* and its adaptations: BBC TV mini-series (1995), Joe Wright (2005) and Gurinder Chadha's *Bride and Prejudice* (2004).
3. *Rudaali* (dir. Kalpana Lajmi, 1993) and *Gangoror 'Behind the Bodice'* (dir. Italo Spinelli, 2010).
4. Ruskin Bond, *Junoon* (dir. Shyam Benegal, 1979), *The Blue Umbrella* (dir. Vishal Bhardwaj, 2005), and *Saat Khoon Maaf* (dir. Vishal Bhardwaj, 2011). 34

Note:

- a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
- b) To introduce students to the issues and practices of cinematic adaptations, teachers may use the following critical material:

1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen*, (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
5. B. McFarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

Note:

- a) For every unit, 4 hours are for the written text and 8 hours for its cinematic adaptation (Total: 12 hours)
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1. Deborah Cartmell and Imelda Whelehan, eds., *The Cambridge Companion to Literature on Screen*, (Cambridge: Cambridge University Press, 2007).
2. John M. Desmond and Peter Hawkes, *Adaptation: Studying Film and Literature* (New York: McGraw-Hill, 2005).
3. Linda Hutcheon, *A Theory of Adaptation* (New York: Routledge, 2006).
4. J.G. Boyum, *Double Exposure* (Calcutta: Seagull, 1989).
5. B. McFarlens, *Novel to Film: An Introduction to the Theory of Adaptation* (Clarendon University Press, 1996).

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Department of Education

Dr. H. S. Gour V. V. Nagar (M.P.)

B.A. (Sixth Semester)
Discipline Specific Elective Course
EEL-EC -613
Partition Literature

L	T	P	C
5	1	0	6

UNIT I-Intizar Husain, *Basti*, tr. Frances W. Pritchett (New Delhi: Rupa, 1995).
15 Lectures+ 03 Tutorials

UNIT II-Amitav Ghosh, *The Shadow Lines*.

15 Lectures+ 03 Tutorials

UNIT III- (a) Dibyendu Palit, 'Alam's Own House', tr. Sarika Chaudhuri, *Bengal Partition Stories: An Unclosed Chapter*, ed. Bashabi Fraser (London: Anthem Press, 2008) pp. 453-72.

b) Manik Bandhopadhyaya, 'The Final Solution', tr. Rani Ray, *Mapmaking: Partition Stories from Two Bengals*, ed. Debjani Sengupta (New Delhi: Srishti, 2003) pp.23-39.

c) Sa'adat Hasan Manto, 'Toba Tek Singh', in *Black Margins: Manto*, tr. M. Asaduddin (New Delhi: Katha, 2003) pp. 212-20.

d) Lalithambika Antharajanam, 'A Leaf in the Storm', tr. K. Narayana Chandran, in *Stories about the Partition of India* ed. Alok Bhalla (New Delhi: Manohar, 2012) pp. 137-45.

15 Lectures+ 03 Tutorials

UNIT IV-Faiz Ahmad Faiz, 'For Your Lanes, My Country', in *In English: Faiz Ahmad Faiz, A Renowned Urdu Poet*, tr. and ed. Riz Rahim (California: Xlibris, 2008) p. 138.

15 Lectures+ 03 Tutorials

UNIT V-Jibananda Das, 'I Shall Return to This Bengal', tr. Sukanta Chaudhuri, in *Modern Indian Literature* (New Delhi: OUP, 2004) pp. 8-13.

Gulzar, 'Toba Tek Singh', tr. Anisur Rahman, in *Translating Partition*, ed. Tarun Saint et. al. (New Delhi: Katha, 2001) p. x.

15 Lectures+ 03 Tutorials

Essential Readings:

Colonialism, Nationalism, and the Partition, Communalism and Violence, Homelessness and Exile, Women in the Partition

1. Ritu Menon and Kamla Bhasin, 'Introduction', in *Borders and Boundaries* (New Delhi: Kali for Women, 1998).

Suggested Readings:

1. Urvashi Butalia, *The Other Side of Silence: Voices from the Partition of India* (Delhi: Kali for Women, 2000).
2. Sigmund Freud, 'Mourning and Melancholia', in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.

Films

Garam Hawa (dir. M.S. Sathyu, 1974).

Chairman B O S
 Department of Education
 Dr. H. S. Gour V. V. Jigar (M.P.)

Khamosh Paani: Silent Waters (dir. Sabiha Sumar, 2003). *Subarnarekha* (dir. Ritwik Ghatak)

**B.A. (Sixth Semester)
Discipline Specific Elective Course
EEL-EC -614
Research Methodology**

L	T	P	C
5	1	0	6

UNIT I-Practical Criticism and Writing a Term paper	15 Lectures+ 03 Tutorials
UNIT II-Conceptualizing and Drafting Research Proposals	15 Lectures+ 03 Tutorials
UNIT III-On Style Manuals	15 Lectures+ 03 Tutorials
UNIT IV -Meaning, Fundamentals of Research Types: Theoretical, Comparative, Interpretative	15 Lectures+ 03 Tutorials
UNIT V - Notes, References, and Bibliography	15 Lectures+ 03 Tutorials

Essential Readings:

Allison, B. *The Students' Guide to Preparing Dissertations and Theses*. London: Kogan Page, 1997. Print.
 Altick, Richard D. and John J. Fenstermaker. *The Art of Literary Research*. 4th ed. New York: Norton, 1993. Print.
 Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 7th ed. New Delhi: East-West Press, 2009.

Suggested Readings:

Kothari, C.R. *Research Methodology: Methods and Techniques*. New Delhi: New Age International Ltd, 1985.
 Rahim, F. Abdul. *Thesis Writing: A Manual for Researchers*. New Delhi: New Age International Pvt. Ltd., 1996.
 Turabian, Kate I. *A Manual for Writers of Term Papers, Theses and Dissertations*. 6th ed. Chicago: Chicago UP, 1996.
 Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams and William C. Booth, *The Craft of Research: From Planning to Reporting*. Chicago: Chicago UP, 2008.

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Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Jyoti (M.P.)

**B. A. (Sixth Semester)
Skill Enhancement Course
EEL-SE – 611**

Business Communication

L	T	P	C
2	0	0	2

UNIT I-Introduction to the essentials of Business Communication: Theory and practice
06 Lectures

UNIT II-Writing a project report
06 Lectures

UNIT III-Writing reports on field work/visits to industries, business concerns etc. /business negotiations.
06 Lectures

**UNIT IV-Writing minutes of meetings
E-correspondence**
06 Lectures

**UNIT V -Spoken English for business communication (Viva for internal assessment)
Making oral presentations (Viva for internal assessment)**
06 Lectures

Essential Readings:

1. Scot, O.; *Contemporary Business Communication*. Biztantra, New Delhi.

Suggested Readings:

1. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.
2. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
3. R. C. Bhatia, *Business Communication*, Ane Books Pvt. Ltd, New Delhi


25.09.22
Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

Doctor Hari Singh Gour Vishwavidyalaya Sagar (M.P.)
(A Central University)
Department of History
B.A. Vth Semester

HIS-EC-611	National Liberation Movements in 20 th Century World	4	2	0	6
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Contact hours: 90

Unit I

Nationalism: Theory and Practice,

Unit II

Nature of Imperialism and Colonialism.

Unit III

China between 1911 – 1949: Revolution of 1911, May Fourth Movement and

Unit IV

Cultural Revolution under Mao Tse Tung. Indonesian Revolution 1945 – 1949.

Unit V

National Movement in India.

Learning Outcome

After studying the course the Student will have an understanding of the nature of colonialism and nationalism in 20th century.

Suggested Readings :

1. Lucien Bianco, Origins of the Chinese Revolution, 1915 – 1946.
2. A.J. Temu & Roger Owen eds, Studies in the theory of Imperialism, 1970.
3. E.F. Penrose, ed, European Imperialism the partition of Africa, 1980.
4. Milton Osborne, South East Asia: An Introductory History.
5. Sumit Sarkar, Modern India, Macmillan, 1984
6. देवेन्द्र सिंह चौहान, यूरोप का इतिहास
7. पार्थसारथी गुप्ता, आधुनिक पश्चिम का उदय
8. पार्थसारथी, गुप्ता, आधुनिक यूरोप का इतिहास
9. दीनानाथ वर्मा, आधुनिक यूरोप का इतिहास

Chairman B O S

Department of Education
 Dr. H. S. Gour V. V. Sagar (M.P.)

Doctor Hari Singh Gour Vishwavidyalaya Sagar (M.P.)
(A Central University)
Department of History
B.A. VIth Semester

HIS-EC-612	Patterns of Capitalism in Europe: 16 th Century to Early 20 th Century	4	2	0	6
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Contact hours: 90

Unit I

Definitions & Concepts,

Unit II

Commercial Capitalism: 1500 – 1700.

Unit III

Industrial Revolution in Europe Causes & Nature,

Unit IV

Industrial Capitalism in France: Genesis & Nature, Growth of Industries in Germany,

Unit V

Impact of Industrial Revolution on European Society, Polity & Economy.

Learning Outcome

After studying the course, the students will have an understanding of industrial revolution in England, Germany and the rise of Capitalism therein.

Suggested Readings :

1. Jerry Muller, The Mind & The Market
2. Karl Polany, The Great Transformation
3. Joseph Schumpeter, Capitalism, Socialism & Democracy
4. Wallerstein, World System Analysis: An Introduction, 2004
5. Cipolla Carlo, M, Fontana Economic History of Europe, VOL I & II
6. Christopher Hill, From Reformation to Industrial Revolution.
7. Jan De Vries, The Industrial Revolution & the Industrious Revolution, 1994
8. देवेन्द्र सिंह चौहान यूरोप का इतिहास
9. पार्थसारथी गुप्ता आधुनिक पश्चिम का उदय
10. पार्थसारथी गुप्ता आधुनिक यूरोप का इतिहास
11. दीनानाथ वर्मा आधुनिक यूरोप का इतिहास

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(A Central University)

Department of History

B.A. Vth Semester

HIS-SE-613	Documentation & Visual Culture	2	0	0	2
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Contact hours: 30

Unit I

Conceptual Framework.

Unit II

Visual Culture: Colonial & Post Colonial Contexts.

Unit III

Politics of Documentation,

Unit IV

Methods of Documentation: Photographs, Films, Videos and Digital.

Unit V

Fieldwork, Internship and Training.

Learning Outcome

After studying the course, the students will have an understanding of various methods of documentation in grasping History.

Suggested Readings :

1. Gayatri Sinha, ed, Art & Visual Culture in India: 1857-2007
2. Geeta Kapoor, When was Modernism – Essays on Cultural Practices in India, Delhi, Tulika Publications, 2000
3. Publications by Sarai, CSDS, Rajpur Road, Delhi

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Department of Education

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Doctor Hari Singh Gour Vishwavidyalaya Sagar (M.P.)
(A Central University),
Department of History

B.A. VIth Semester

HIS-SE-614

Historical Tourism: Theory & Practice

Contact hours: 30

Unit I

Tourism: Meaning, & Concept, History of Tourism: Ancient, Medieval and Modern Period

Unit II

Visit to Historical Sites, Religions and Festivals of India.

Unit III

Types of Tourism, Folk Culture of India

Unit IV

Understanding Built Heritage: Stupa Architecture, Temple Architecture

Unit V

Indo Persian Architecture, Colonial Architecture

Learning Outcome

After studying the course, the students will have an understanding of tourist sites and its importance in History.

Suggested Readings :

1. Sunil Kumar, The Present in Delhi's Past, Delhi, Gyan Publishing House, 2002
2. Peter Howard, Heritage: Management, Interpretation, Identity and London, 2003
3. V.S. Agrawal, Indian Art, Varanasi, Prithvi Prakashan, 1972
4. Percy Brown, Indian Architecture, Bombay, Taraporevala Sons & Co., 1940
5. James Harle, The Art & Architecture of the Indian Subcontinent, Harmondsworth, Penguin, 1988
6. S.K. Bhowmik, Heritage Management: Care, Understanding & Appreciation of Cultural Heritage, Jaipur, 2004.
7. श्रीवास्तव, वी. के., पर्यटन में इतिहास का अनुप्रयोग, रामप्रसाद एण्ड संन्स, भोपाल, 2021.
8. श्रीवास्तव, वी. के., मध्यप्रदेश में पर्यटन, रामप्रसाद एण्ड संन्स, भोपाल, 2021.
9. श्रीवास्तव, वी. के., पर्यटन का इतिहास विषयन एवं प्रबंधन, नन्स प्रेस, नई दिल्ली, 2021.

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Department of Education
Dr. H. S. Gour V. V. Sagar (M.P.)

**B. A. VI Semester Geography
GOG EC 611: Geography of India**

L	T	P	C
4	0	0	4

(Total Lectures: 60)

Unit 1

Physical setting: Locational characteristics, Geology, Physiographic divisions; Drainage system, Climate: Origin of monsoon, climatic regions in India; Soils: types, characteristic and distribution; Vegetation: types and distribution. (12 Lectures)

Unit 2

Population: Size, Growth, Distribution and Density; Population characteristics: literacy, sex ratio; Trends of Urbanization in India. (12 Lectures)

Unit 3

Resource Base: Minerals –Iron ore, Manganese, Bauxite and Copper; Power resources- Coal, Petroleum, Hydroelectric power; Non-conventional sources of energy. (12 Lectures)

Unit 4

Agriculture: Major crops- wheat, rice, sugarcane, cotton and tea –their distribution, production and trade; Impacts of Green revolution on Indian agriculture; Agricultural regions in India. (12 Lectures)

Unit 5

Industries: Iron and Steel, Cement, Cotton textile and Sugar –locational factors, distribution and production; International trade; Globalization and Economic Development. (12 Lectures)

Essential Readings:

Khullar, D.R. *India: A Comprehensive study* kalyani pub., Luchiana, New Delhi, 2016.
Tiwari, R.C., *Geography of India*. Allahabad: Pravalika Publication, Allahabad, 2016.
Singh Gopal. *A Geography of India*. Atmaram and Sons, New Delhi, 2010.
Husain, Majid, *Geography of India*, McGraw-Hill Com., New Delhi, 2008.
शिवारी अर. सी. भारत का भूगोल, इतिहास: प्रमाण पुस्तक भवन, 2010
गोहिल, अरुण, भारत का भूगोल, भारत पुस्तक भवन, इतिहास, 2015

Suggested Readings:

Basham, A. L. *The Wonder that was India*. Picador, London, 2004.
Das, P.K., *The Monsoon*. National Book Trust of India, New Delhi, 2002.
Sharma, T.C. & Countinho O., *Economic and Commercial Geography of India*, Vikash Publication, New Delhi, 1998.
Singh, R. L., ed., *India- A Regional Geography*. N. G. S. India, Varanasi, 1971.
इंसल, सुदेश चंद : भारत का भूगोल, चौथी प्रकाशन, मेरठ 2015
चौहान पी. आर. भारत का भूगोल, कल्याण प्रकाशन, गोरखपुर, 2013
हार्म, श्रीराम, सम्पादक: भारत का भूगोल, मध्य हिन्दी ग्रंथ अकादमी गीमात, 2013
सिंह, जगदीश : भारत-भौगोलिक आधार एवं आवास, ज्ञानोदय प्रकाशन गोरखपुर, 2003.
अग्रवाल, पी.सी. भारत का भौतिक भूगोल, एशिया प्रकाशन कंपनी रायपुर 2003-04

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Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

**B. Sc. & B.A. VI Semester Geography
GOG EC 612: Disaster Management**

L	T	P	C
4	0	0	4

(Total Lectures: 60)

Unit 1

Environmental Hazards, Risks, Vulnerability and Disasters: Meaning, Definitions and Concepts; Types of Environmental Hazards: Natural- Flood, Landslide, Drought, Earthquake, Tsunami and Cyclone. (12 Lectures)

Unit 2

Man-induced hazards - Technological disasters, Armed conflicts and Civil Unrest
Human induced disasters: Causes, Types, Impacts, Distribution and Mapping. (12 Lectures)

Unit 3

Disasters in India: Causes, Impact, Distribution and Mapping- Flood, Landslide, Drought, Earthquake, Tsunami and Cyclone. (12 Lectures)

Unit 4

Response and Mitigation to Disasters: Mitigation and Preparedness; Psychosocial issues and recovery during emergency situations, Equity issues in disasters, different stake holders in Disaster Relief; Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters. (12 Lectures)

Unit 5

National Disaster Management Authority (NDMA) and National Institute of Disaster Management (NIDM) and NDRF: Functions and strategies; Indigenous Knowledge and Community-Based Disaster Management; Do's and Don'ts During Disasters Relationship between Disasters, vulnerabilities and Development. (12 Lectures)

Essential Readings:

Singh, S. *Environmental Geography*. Prahalika Publication, Allahabad, 2016.
Barucha, Arach. *Textbook of Environmental Studies*, University Press India, Hyderabad, 2016.
Siddhartha, K. *Ecology and Environment*. Kishore Publication Pvt. Ltd. New Delhi, 2015.
Thakur, D. K. *A Text Book of Environment Disaster Management*. Manisha Prakashan. Jaipur, 2014.
Singh, R. B., *Risk Assessment and Vulnerability Analysis*; IGNOU, New Delhi, Chapter 1, 2 & 3, 2005.
Sinha, A., *Disaster Management- Lessons Drawn and Strategies for Future*, New United Press, New Delhi, 2001.

विश्व, शिवशोपाल अग्रवाल प्रबन्धन, सांख्यिकीय प्रकाशन, दिल्ली, 2013

Suggested Readings:

Kapur, A., *Vulnerable India: A Geographical Study of Disasters*, Sage Publication, New Delhi., 2010.
Modh, S., *Managing Natural Disasters: Hydrological, Marine and Geological Disasters*, Macmillan, Delhi, 2010.
Government of India, *Vulnerability Atlas of India*. New Delhi, Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India, 1997.
Singh, R. B. (ed.), *Natural Hazards and Disaster Management: Vulnerability and Mitigation*, Rawat Publications, New Delhi, 2006.
Stoltman, J.P. et al., *International Perspectives on Natural Disasters*, Kluwer Academic Publications, Dordrecht, 2004.

विश्व, मोहन कुमार, आपदा प्रबंधन तकनीकी एवं प्रवृत्ति, यमुना प्रकाशन, जयपुर, 2013

विश्व, मोहन कुमार, आपदा प्रबंधन तकनीकी एवं प्रवृत्ति, यमुना प्रकाशन, जयपुर, 2013

विश्व, मोहन कुमार, आपदा प्रबंधन तकनीकी एवं प्रवृत्ति, यमुना प्रकाशन, जयपुर, 2013

विश्व, मोहन कुमार, आपदा प्रबंधन तकनीकी एवं प्रवृत्ति, यमुना प्रकाशन, जयपुर, 2013

विश्व, मोहन कुमार, आपदा प्रबंधन तकनीकी एवं प्रवृत्ति, यमुना प्रकाशन, जयपुर, 2013

विश्व, मोहन कुमार, आपदा प्रबंधन तकनीकी एवं प्रवृत्ति, यमुना प्रकाशन, जयपुर, 2013

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B. Sc. & B. A. VI Semester Geography
GOG EC 613: Quantitative Techniques and Field Based Project Report
(Practical)

Distribution of Marks	= 100	Time
Lab work	= 70	
I Mid Sem.	= 20	1 hour
II Mid Sem.	= 20	1 hour
End Sem.	= 30	3 hours
Field work	= 20	
Sessional + VV	= 10	

L	T	P	C
0	0	4	2

(Total Hours: 60)

Unit 1

Sources of Data; Tabulation and Classification of Data; Frequency Distribution, Histogram, Frequency Polygon and Ogive Curve. (12 hours)

Unit 2

Measures of Central Tendency: Mean, Median and Mode. (12 hours)

Unit 3

Measures of dispersion: Range, Quartiles, Mean Deviation and Standard Deviation. (12 hours)

Unit 4

Correlation- Karl Pearson and Spearman's rank correlation coefficient. (12 hours)

Unit 5

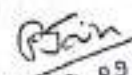
Project report: One day field excursion of any specific geographical unit- village/ward or geomorphic site and its survey based project report. (12 hours)

Essential Readings:

Mahmood Aslam, *Statistical Methods in Geographical Studies*, Rajesh Publication, New Delhi, 2016.
 Singh L.R., *Fundamentals of Practical Geography*, Sharda Pustak Bhawan, Allahabad, 2016.
 Sarkar, A., *Practical geography: A systematic approach*, Orient Black Swan Private Ltd., New Delhi, 2015.
 Singh Gopal, *Map Work and Practical Geography*, Vikas Publishing, New Delhi, 2012.
 Gupta, S.P., *Advanced Practical Statistics*, Sultan Chand and Company, New Delhi, 1998.
 Zamir, A., *Statistical Geography: Methods and Applications*, Rawat Publications, Jaipur, 2003.
 Mahmood, A., *Statistical Methods in Geographical Studies*, Rajesh Publications, New Delhi, 1986.
 शर्मा, जे.पी. प्रायोगिक भूगोल, रस्तोगी, मेरठ, 2010.
 मिश्रा आर. एन. एवं खर्मा पी. के.: प्रायोगिक भूगोल, रावत पब्लिकेशन जयपुर 2019

Suggested Readings:

Bhagwathi, V. and Pillai, R.S.N., *Practical Statistics*, Sultan Chand and Company, New Delhi, 2003.
 Robinson, A.H. et. al.: *Elements of Cartography*, 6th ed. John Wiley, New York, 1995.
 Singh, R.L., *Elements of Practical Geography*, Kalyani, New Delhi, 1991.
 Misra, R.P. & A. Ramesh, *Fundamentals of Cartography*, Concept, New Delhi, 1989.
 Monkhouse, F.J., *Maps and Diagrammes*, Methuen, London, 1982.
 Ebdon, D., *Statistics in Geography: A Practical Approach*, Blackwell Publishers Inc., Massachusetts, 1977.
 Gregory, S., *Statistical Methods and the Geographer*, Longman, London, 1973.
 Raisz, E., *General Cartography*, John Wiley and Sons, New York, 5th edition, 1962.
 सिंह, आर. एन. प्रायोगिक भूगोल के मूलतत्व, कल्याणी, नई दिल्ली, 2015.


 29.09.22
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B. Sc. & B. A. VI Semester Geography
GOG SE 611: Field Techniques and Survey

L	T	P	C
2	0	0	2

(Total Lectures: 30)

Unit 1

Field Work in Geographical Studies – Role, Value and Ethics of Field-Work; Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental. (6 Lectures)

Unit 2

Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; observation (Participant / Non Participant). (6 Lectures)

Unit 3

Methods of primary data collection: Questionnaires (Open/ Closed / Structured / Non-Structured); Schedule, Interview. (6 Lectures)

Unit 4

Space Survey (Transects and Quadrants, constructing a Sketch). (6 Lectures)

Unit 5

Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report. (6 Lectures)

Practical Record

1. Each student will prepare an individual report based on primary and secondary data collected during field work.
2. The duration of the field work should not exceed 10 days.
3. The word count of the report should be about 8000 to 12,000 excluding figures, tables, photographs, maps, references and appendices.
4. One copy of the report on A 4 size paper should be submitted in soft binding.

Essential Readings:

- Kanitkar, T. P. *Surveying and Leveling (Part I & Part II)*, Vidyarthi Griha, Pune, 2016.
 Creswell J. *Research Design: Qualitative and Quantitative Approaches*, Sage Publications, 1994.
 Wolcott, H. *The Art of Fieldwork*, Alta Mira Press, Walnut Creek, CA, 1995.
 Stoddard R. H. *Field Techniques and Research Methods in Geography*, Kendall/Hunt, 1982.
 शर्मा, जे.पी. प्रायोगिक भूगोल, रस्तोगी, गैरट, 2018.
 मिश्रा आर. एन. एवं शर्मा पी. के. प्रायोगिक भूगोल, रायत पब्लिकेशन जयपुर 2019.

Suggested Readings:

- Dikshit, R. D. *The Art and Science of Geography: Integrated Readings*, Prentice-Hall of India, New Delhi, 2003.
 Mukherjee, Neela *Participatory Learning and Action: with 100 Field Methods*, Concept Pubs. Co., New Delhi, 2002.
 Robinson A. *Thinking Straight and Writing That Way*, in Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences, eds. by F. Pryczak and R. Bruce Pryczak Publishing, Los Angeles, 1998.
 Mukherjee, Neela *Participatory Rural Appraisal: Methodology and Application*, Concept Pubs. Co., New Delhi, 1993.
 Evans M. *Participant Observation: The Researcher as Research Tool* in Qualitative Methods in Human Geography, eds. J. Eyles and D. Smith, Polity, 1988.

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B. A. V Semester (Political Science)
Paper - II (POL EC - 602)
Nationalism and National Movement

L	T	P	C
5	1	0	6

Maximum Marks: 100

Course Objectives: The Purpose of this course is to give students a basic understanding of what is meant by Nationalism, its various approaches. In addition, students will obtain a familiarity with Indian national movement.

1. Emergence and Growth of Nationalism in India

Approaches to the Study of Nationalism in India: Nationalist, Marxist, and Subaltern Interpretations

Rise of Socio Political Consciousness- Major Social and Religious Reform Movements,

Rise of Indian Nationalism

Foundation of Indian National Congress: Phase of Moderates and Extremists

18 Contact hours

2. Gandhian Era and Mass Movements

Khilafat, Non-cooperation

Civil Disobedience Movement

Quit India Movement

18 Contact hours

First Mid Term Examination
Written: 20 marks for one hour

3. Emergence of New Forces:

Revolutionary Radicals, Socialist alternatives- Congress socialists, Communists

Formation of the Muslim League, Hindu Mahasabha

18 Contact hours

4. Independence and Partition

Communalism in Indian Politics, Muslim Alienation

Two Nation Theory and demand for Pakistan

Transfer of Powers- Cripps Plan, Cabinet Mission

Mountbatten Plan, Independence Act of India 1947

18 Contact hours

Internal Assessment
Written: 20 marks for one hour

4. Many Voices in Indian National Movements: Women, Dalits, Tribals and Peasants

18 Contact hours

End Semester Examination: 60 marks, 3 hours

Recommended Readings:

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Department of Education
Dr. H. S. Gaur V.V. Nagar (M.P.)

1. प्लासी से विभाजन तक: आधुनिक भारत का इतिहास – शेखर बंदोपाध्याय।
2. भारतीय राष्ट्रीय आन्दोलन – उर्मिला शर्मा एवं एस.के. शर्मा।
3. राज से स्वराज – रामचंद्र प्रधान।
4. भारत का स्वाधीनता संघर्ष– अयोध्या सिंह।
5. गांधी की सामाजिक और आर्थिक चिन्तन– प्रदीप कुमार पाण्डेय।
6. स्वतंत्रता संग्राम और गांधी– प्रभात कुमार

1. Bandopadhyay, S. (2004), From Plassey to Partition: A History of Modern India, New Delhi: Orient Longman
2. Chand, Tara (1971-72), History of the Freedom Movement in India, Vols. I-IV, New Delhi: Govt. of India Publications Division
3. Chandra, Bipin (1979), Nationalism and Colonialism in Modern India, New Delhi: Orient Longman Ltd.
4. DeSouza, P.R. (ed.) (2000) Contemporary India: Transitions, New Delhi: Sage Publications
5. Sarkar, S. (1983), Modern India (1885-1847), New Delhi: Macmillan
6. Bhattacharya, Sabyasachi (ed.), (2007) Development of Modern Indian Thought and the Social Sciences, Vol X, New Delhi: Oxford University Press
7. Argov, Daniel (1998), Moderates and Extremists in the Indian National Movement, New Delhi: National Book Organizations
8. Chatterjee, P. (2010), 'A Brief History of Subaltern Studies', in Chatterjee, Partha Empire & Nation: Essential Writings (1985-2005), New Delhi: Permanent Black.
9. Ganachari, Arvind (2005), Nationalism and Social Reform in a Colonial Situation, New Delhi: Kalpaz Publication
10. Gupta D.C. (1970), Indian National Movement, New Delhi: Vikas Publications
11. Helmsath, Charles (1964), Indian Nationalism and Hindu social reform, NY: Princeton University Press
12. Majumdar, R. C. (1961), Three Phases of India's Freedom Struggle, Bombay: Bharatiya Vidya Bhavan
13. Mehrotra, S. R. (1979), Towards India's Freedom and Partition, New Delhi: Vikas Publications
14. P.N. Chopra (1979), Role of Indian Muslims in the Struggle for Freedom, New Delhi: Life and Life Publications
15. Pradhan, Ram Chandra (2008), Raj to Swaraj, New Delhi: Macmillan
16. Sangari, Kand and Vaid, S. (1989), Recasting Woman: Essays in Colonial History, New Delhi: Oxford University Press

B. A. V Semester (Political Science)

Changian B.O.S
Department of Education
Dr. H. S. Gour V. V. L. 1000 (M. O.)

Paper - III (POL EC - 603)
Understanding Globalization

L	T	P	C
5	1	0	6

Maximum Marks: 100

Course Objectives: The Purpose of this course is to give students a basic understanding of what is meant by the phenomenon of globalization, its source and forms. In addition, students will obtain a familiarity with both key global actors and certain urgent problems that requires solutions and global level.

1. Globalization: Meaning and Definition
Economic, Political, Technological and Cultural dimensions 18 Contact hours

2. Contemporary World Actors 18 Contact hours
United Nations

First Mid Term Examination
Written: 20 marks for one hour
18 Contact hours

3. World Trade Organization (WTO)
Group of 77 Countries (G-77)

4. Contemporary World Issues 18 Contact hours
Global Environmental Issues
Global Warming, Bio-diversity, Resource Scarcities

Internal Assessment
Written: 20 marks for one hour

5. Poverty and Inequality 18 Contact hours
International Terrorism

End Semester Examination: 60 marks, 3 hours

Recommended Readings:

Chaitanya S
Department of Education
Dr. H. S. Gaur V. V. C. 12/12/19

1. भारत का भूमंडलीकरण – अभयकुमार दुबे।
2. अन्तराष्ट्रीय राजनीति: सिद्धांत एवं व्यवहार – यू.आर.घई।
3. भूमंडलीकरण की चुनौतियाँ– सच्चिदानंद सिन्हा।
4. भूमंडलीकरण के युग में पूंजीवाद– समीर अमीन।
5. उत्तर आधुनिक इतिहास और भूमंडलीकरण – धीरज कुमार चौधरी।

1. Lechner, F. J. and Boli, J. (eds.) (2004) The Globalization Reader. 2nd Edition. Oxford: Blackwell.
2. Held, D., Mc Grew, A. et al. (eds.) (1999) Global Transformations Reader. Politics, Economics and Culture, Stanford: Stanford University Press, pp. 1-50
3. Viotti, P. R. and Kauppi, M. V. (2007) International Relations and World Politics-Security, Economy, Identity. Third Edition. Delhi: Pearson Education, pp. 430-450
4. Baylis, J. and Smith, S. (eds.) (2011) The Globalization of World Politics: An Introduction to International Relations. Fourth Edition. Oxford: Oxford University Press, pp. 312-329; 50-385; 468-489.
5. Taylor, P. and Grom, A.J.R. (eds.) (2000) The United Nations at the Millennium. London: Continuum. pp.1-20.
6. Ravenhill, J. (2008) 'The Study of Global Political Economy', in Ravenhill, John (ed.) Global Political Economy. Second Edition. New York: Oxford University Press, pp. 18-24.
7. Sauvart, K. (1981) Group of 77: Evolution, Structure, and Organisation, New York: Oceana Publications.
8. Chasek, P. S., Downie, D. L. and Brown, J. W. (eds.) Global Environmental Politics, Fourth Edition. Boulder: Colorado: Westview Press.
9. Roberts, J.M. (1999) The Penguin History of the 20th Century. London: Penguin.
10. Smith, M., Little, R. and Shackleton, M. (eds.) (1981) Perspectives on World Politics. London: Croom Helm.
11. White, B. et al. (eds.) (2005) Issues in World Politics. Third Edition, New York: Macmillan, pp. 74-92; 191-211.
12. Halliday, F. (2004) 'Terrorism in Historical Perspective', Open Democracy. 22 April, available at: <http://www.opendemocracy.net>
13. Thomas, C. (2005) 'Poverty, Development, and Hunger', in Baylis, J. and Smith, S. (eds.) The Globalization of World Politics. Third Edition. New Delhi: Oxford University Press, pp. 645-668.
14. Vanaik, A. (2007) 'Political Terrorism and the US Imperial Project', in Masks of Empire. New Delhi: Tulika Books, pp. 103-128.
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05.05.22
Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Jaiswal (M.P.)

Paper - I (POL SE - 601)
Conflict and Peace Building

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Maximum Marks: 100

Course Objectives: This course is designed to help build an understanding of a variety of conflict situations among students in a way that they can relate to them through their lived experiences. It's an interdisciplinary course that draws its insights from various branches of social sciences and seeks to provide a lively learning environment for teaching and training students how to bring about political and social transformations at the local, national and international levels. The course encourages the use of new information technologies and innovative ways of understanding these issues by teaching students skills of managing and resolving conflicts and building peace through techniques such as role-play, simulations, street theatre, cinema and music on the one hand and by undertaking field visits, interacting with different segments of the civil society including those affected by conflicts as well as diplomats, journalists and experts, on the other.

1. Concepts

Understanding Conflict

Conflict Management, Conflict Resolution and Conflict Transformation

Peace & Peace Building

2. Dimensions of Conflict

Ideology

Economic/Resource Sharing

Socio-Cultural Conflicts (Ethnic, Religious, Gender-based)

3. Sites of Conflict

Local

Sub-National

International

4. Conflict Responses

Negotiations; Trust Building

Mediation; Skill Building; Active Listening

5. Conflict Responses: Skills and Techniques

Track I, Track II & Multi-Track Diplomacy

Gandhian Methods

Recommended Readings:

1. J. A. ...

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3. ...

4. ...

5. ...

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09.09.22
Chairman B O S
Department of Education
Dr. H. S. Gour V. V. Japur (M.A.)

1. शांति और संघर्ष : समाधान का गोंधीवादी दृष्टिकोण — MPGE-008 by GPH Panel of Expert.
2. संघर्ष प्रबंधन, परिवर्तन और शांति निर्माण — MGPE-010 by GPH Panel of Expert.
3. शांति और संघर्ष अध्ययन — MPSE -006 by GPH Panel of Expert.

1. C. Webel and J. Galtung (eds.), (2007) *The Handbook of Peace and Conflict Studies*, London: Routledge.
2. John Paul Lederach, *The Journey Toward Reconciliation*, London: Herald Press, 1999.
3. O. Ramsbotham, T. Woodhouse and H. Miall, (2011) 'Understanding Contemporary Conflict', in *Contemporary Conflict Resolution*, (Third Edition), Cambridge: Polity Press, pp. 94-122
4. William Zartman (ed.), (1995) *Elusive Peace: Negotiating an End to Civil Wars*, Washington: The Brookings Institute, pp. 3-29
5. P. Wallenstein, (2012) 'Armed Conflicts', in *Understanding Conflict Resolution*, (Third Edition), London: Sage, pp. 13-28
6. C. Mitchell, (2002) 'Beyond Resolution: What Does Conflict Transformation Actually Transform?', in *Peace and Conflict Studies*, 9:1, May, pp.1-23
7. S. Ryan, (1990) 'Conflict Management and Conflict Resolution', in *Terrorism and Political Violence*, 2:1, pp. 54-71
8. J. Lederach, (2003) *the Little Book Of a Conflict Transformation*, London: Good Books
9. Doucet, (1996) *Thinking about Conflict*, Resource Pack For Conflict Transformation; International Alert
10. M. Lund, (2001) 'A Toolbox for Responding to Conflicts and Building Peace', in L. Reyhler and T. affenholz, eds., *Peace-Building: A Field Guide*, Boulder: Lynne Rienner, pp. 16-20
11. L. Schirch, (2004) *The Little Book Of Strategic Peace building*, London: Good Books.
12. S. Cheldelin, D. Druckman and L. Fast (eds.) (2003): *Conflict: From Analysis to Intervention*, London: Continuum, pp.55-67
13. J. Berdovitch, V. Kremenyuk and L. Zartman (eds.) (2009) *The Sage Hand Book of Conflict Resolution*, London: Sage Publications, pp. 210-224
14. D. Barash and C. Webel, (2009) *Peace and Conflict Studies*, London: Sage Publication, pp. 91-117
15. P. Wallenstein, (2007) *Understanding Conflict: Resolution* (2nd ed.), London: Sage Publications, 29
16. H. Saunders, (1999) *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*, Palgrave Macmillan: New York, pp. 1-30
17. N. Behera, 'Forging New Solidarities: Non-official Dialogues', in M. Mekenkamp, P. Tongeren and H. Van De Veen (eds.), *Searching For Peace in Central and South Asia*, London: Lynne Rienner Publishers, pp. 210-236
18. D. Christie, R. Wagner and D. Winter, (eds.), (2001) *Peace, Conflict, and Violence: Peace Psychology for the 21st Century* Englewood Cliffs, New Jersey: Prentice-Hal

Chairman B O S
Department of Education
Dr. H. S. Gour V. V. - 2019 (M)

SEMESTER-VI
Discipline Specific Elective – II
B.A./BA.B.Ed/B.Sc.

INDIAN ECONOMY

Credit-6

ECO-EC-611

PREAMBLE: The paper is overall on Social, Political and Economic Environment influencing Policy Decisions. To develop all these themes, the course is divided into specific modules.

- UNIT-1 Indian Economy:-** Structure and Basic Features of Indian Economy, Natural Resources- Land, Water, Forest and Some Important Mineral resources in India, Demographic features (as per census 2011) size, rural-urban, Literacy rate, Sex Ratio, Density, Life Expectancy, Birth rate and Death rate, Problems of over-population in India. **(18 Hours)**
- UNIT-2 Agriculture Sector of India:-** Nature and Importance of Agriculture, Land Reforms in India, Cropping Pattern, Green Revolution, Agriculture Finance: types and sources, Agriculture Marketing in India, NABARD, New Reform in Agriculture Sector. **(18 Hours)**
- UNIT-3 Industrial Sector of India:-** Cottage and Small Scale Industries in India; Meaning, Importance Problems and Suggestions to remove Problems, Some Major Key Industries in India (Cotton, Sugar, Iron and Steel and Cement); Role & Problem of Major Industries in India, SIDBI, IDBI. **(18 Hours)**
- UNIT-4 Current trends and Challenges of Indian Economy:-** Concept of poverty; Causes, Measures and Programs to Remove Poverty in India, Concept of Unemployment; Types, Causes, Measures and Programs to Remove Unemployment in India, Regional Imbalances, Price Rising in India; Causes and measures; Service Sector in India. **(18 Hours)**
- UNIT-5 Economy of Madhya Pradesh:-** Major Crops, Cropping Pattern, Industrial Sector; Growth, Trends and Challenges, Demographic Scenario of MP, New Economic Reforms in M.P. 1991(LPG), NDC, NITI Ayog, Indicators of Development; Basic features of Madhya Pradesh Economy. **(18 Hours)**

Essential Readings:

- Dantwala, M.L. (1996), Dilemmas of Growth: The Indian Experience, Sage Publications, New Delhi.
- Dart, R. (Ed.) (2001), Second Generation Economic Reforms in India, Deep & Deep Publications, New Delhi.
- Brahmananda, P.R. and V.R.Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy: Inter-State Perspectives, Bookwell, Delhi.
- एन्स. जे. सी. भारतीय अर्थव्यवस्था, साहित्य भवन प्रकाशक, आगरा।
- दाता एवं सुंदरन भारतीय अर्थव्यवस्था- एन.एन.एन. कम्पनी प्रा. लि. नई दिल्ली।
- निश एवं पुरी भारतीय अर्थव्यवस्था हिमालया प्रकाशक, नई दिल्ली।
- लात एवं लाल एस. एन. एस. के. भारतीय अर्थव्यवस्था शिव प्रकाशिंग हाउस, इलाहाबाद।
- आर. एस. कुलश्रेष्ठ, औद्योगिक अर्थव्यवस्था, साहित्य भवन प्रकाशक, आगरा।

SEMESTER-VI

November 2020

Prof. G.L.Puntambekar

Dr.K.N.Jha

Prof. G.M.Dubey

Dr.K.Tekam

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23-22
Chairman B.O.S
Department of Education
Dr. H. S. Gaur V. V. Jaiswal (H.S.)
Dr. U. Anand

Department of Economics, Dr. Harisingh Gaur Vishwavidyalaya, Sagar

Discipline Specific Elective – 1

B.A./BA. B.Ed./B.Sc.

PUBLIC FINANCE

ECO-EC-612

Credits 6

PREAMBLE: This course is non-technical overview of government finances with special reference to India. It will look into the efficiency and equity aspects of taxation of the centre, states and the local governments and the issues of fiscal federalism and decentralization in India. The course will be useful for students aiming towards careers in the government sector, policy analysis, business and journalism.

- UNIT -1 Introduction:** Meaning, Definition, Nature, Importance and Scope of Public Finance; Public, Private and Merits Goods; Public Sector and Private Sector: Meaning, Objectives, Characteristics, Advantage and disadvantage. (17 Hours)
- UNIT -2 Public Expenditure:** Meaning, Classification, Principles and Canons of Public Expenditure; Theory of Maximum Social Advantage; Difference between Public Expenditure and Private Expenditure; Importance of Public Expenditure in Modern time; Control of Public Expenditure; Growth of Public Expenditure and its Causes. (15 Hours)
- UNIT -3 Public Revenue and Taxation:** Meaning, Classification, Sources of Public Revenue, Definition, Objectives and Characteristics of Tax Revenue and Non-Tax Revenue; Types of Taxes; Direct and Indirect Tax, Classification of Taxes; Characteristics of Goods and Service (GST); Impact and Incidence of Taxation; Taxable Capacity, Factor Determining Taxable Capacity. (20 Hours)
- UNIT -4 Public Debt:** Concept and Classification of Public Debt; Objectives, Importance and Limitation of Public Debt; Difference between Public and Private Debt; Public Debt Vs Taxation; Methods of Debt Redemption; Deficit Financing & its Management. (18 Hours)
- UNIT -5 Financial Administration and Fiscal Federalism in India:** Elements and Objectives of Budget; Types of Budget- Zero Based Budget, Gender Budget, Performing Budget; Central-State Finance Relations; Finance Commissions in India, Latest Finance Commission; Black Money in India; Meaning, Causes and Effects; Demonetization and its Impact on Indian Economy. (20 Hours)

Essential Readings:

- Bhargava, P.K. (1991), India's Fiscal Crisis, Ashish Publishing House, New Delhi.
- Datt, R.(Ed.) (2001), Second Generation Economic Reforms in India, Deep & Deep Pub., New Delhi
- श्री सी. सिंह, राजस्व, लोक भारती प्रकाशन, इलाहाबाद
- पी.डी.महेश्वरी, डॉ. शीलचन्द्र गुप्ता, लोक अर्थशास्त्र, कैलाश पुस्तक सदन, भोपाल
- श्री.सी. सिन्हा, राजस्व, साहित्य भवन प्रकाशक, आगरा
- श्री. एल. माथुर, भारत में लोक वित्त, साहित्य भवन प्रकाशक, आगरा

Suggested Readings:

- Jha, R. (1998), Modern Public Economics, Routledge, London.
- Mundle, S. (1999), Public Finance Policy : Issues for India, Oxford University Press, New Delhi
- Friedman, A. (1986), Welfare Economics and Social Choice Theory, Martins Nijhoff, Boston.
- Peacock, A. and G.K. Shaw (1976), The Economic Theory of Fiscal Policy, George Allen and Unwin, London.

November 2020

Prof. G.L.Puntambekar

Dr.K.N.Jha

Prof./G.M.Dubey

Dr.K.Tekam

Dr.U.Anand

Department of Economics, Dr. Harisingh Gour Vishwavidyalaya, Sagar

Chairman B O S
Department of Education
Dr. H. S. Gossain, P. Sagar

SEMESTER-VI
SKILL ENHANCEMENT COURSE (SEC) IV
B.A./BA. B.Ed./B.Sc.

ECO- SE -611

FINANCIAL ECONOMICS - II

Credits – 2

PREAMBLE: This course exposes student to the theory and functioning of the monetary and financial sector of the economy. It highlights the organization, structure and role of financial markets and institutions. Financial and banking sector reforms and monetary policy with special reference to India are also covered.

UNIT-1	Reserve Bank of India (RBI), Commercial Banks.	(6 Hours)
UNIT-2	National Bank for Agriculture and Rural Development (NABARD), Regional Rural Bank (RRB).	(6 Hours)
UNIT-3	Industrial Development Bank of India (IDBI), Small Industrial Development Bank of India (SIDBI).	(6 Hours)
UNIT-4	Indian finance Corporation of India (IFCI), Industrial Credit and Investment Corporation of India (ICICI).	(6 Hours)
UNIT-5	International Bank for Reconstruction and Development (IBRD), International Monetary Fund (IMF).	(6 Hours)

Essential Readings:

- Suraj B. Gupta, Monetary Economics: (Institutional, Theory and Policy), S. Chand Publishers, New Delhi.
- Ankit Khanna, Money Banking and Public Finance, Omega Publications, 2013
- जे. पी. मिश्रा, समष्टि अर्थशास्त्र एवं मुद्रा और बैंकिंग साहित्य भवन पब्लिकेशन्स, आगरा
- वी. सी. सिंह, उन्मा मुद्रा व बैंकिंग, लोक भारती प्रकाशन, इलाहाबाद
- एन. एन. लाल मुद्रा, बैंकिंग तथा लोकवित्त विषय पब्लिशिंग हाउस, इलाहाबाद
- वी.सी. सिन्हा मुद्रा, बैंकिंग एवं राजस्व साहित्य भवन पब्लिकेशन्स, आगरा

Suggested Readings:

- Mithani, D.M., Money, Banking, International Trade & Public Finance, Himalaya publication House Pvt.Ltd, 2014
- Sanjay M. Dandade, Money Banking & Economic Reforms, Chandralok Prakashan, Kanpur.
- Girish K. Rana, Financial Institutions and Markets, Horizon Press, 2014
- David G. Luenberger, *Investment Science*, Oxford University Press, USA, 1997.
- Richard A. Brealey and Stewart C. Myers, *Principles of Corporate Finance*, McGraw-Hill, 7th edition, 2002.
- Burton G. Malkiel, *A Random Walk Down Wall Street*, W.W. Norton & Company, 2003.
- Simon Benninga, *Financial Modeling*, MIT Press, USA, 1997.

Chairman B.O.S
Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

SEMESTER-VI
Generic Elective Course (Interdisciplinary)
B.A./BA. B.Ed.

November 2020

Prof. G.L.Puntambekar

Dr.K.N.Jha

Prof. G.M.Dubey

Dr.K.Tekam

Dr.U.Anand

Department of Economics, Dr. Harisingh Gour Vishwavidyalaya, Sagar

DEPARTMENT OF EDUCATION

School of Education (SoE)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)

passed in School Board of
Educational Studies.
on 19/9/2022 at 2:08 PM



B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme)

Curriculum

Under Choice Based Credit System

Revised and Approved by XII Board of Studies (BoS)

held on 09 September, 2022

(Effective from the Session 2020-21)

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Chairman B O S
Department of Education
Dr. H. S. Gour V. M. U. Sagar (M.P.)

Rules and Regulations for B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated) Programme

1. Introduction:

Bachelor of Arts and Bachelor of Education (B.A. B.Ed.) and Bachelor of Science and Bachelor of Education (B.Sc. B.Ed.) are 4-year integrated undergraduate programmes that offers a dual and integrated degree. The programmes are running with a vision to impart in-depth knowledge of different subjects of Languages, Social Sciences, Humanities and Sciences along with foundations of education, pedagogy of school subjects and practicum related to the tasks and functions of a school teacher. The programme is designed according to NCTE guidelines to prepare qualitative future teachers for Upper Primary and Secondary School level. Flexibility is the essence of this programme which is achieved by offering various electives. EPCs are introduced for professional development and to provide knowledge of various new areas of education including Educational Technology and ICT. It consists of a twenty-week school internship programme including a four-week observation in schools to provide real experiences. The programme trains student in principles of Education Philosophy for teachers learning theory and practice and classroom management. During these four years the students get hands-on experience by observing real life classroom teaching and excelling in the same during their internship period. Functional English and Hindi language are taught to enhance the communication skills of the learners. As a part of programme students are offered skill enhancement courses to enhance their teaching skills.

B.A. B.Ed. (4 Year Integrated Programme) is offering in different subject combinations like English literature, Hindi literature, Sanskrit literature, Economics, Geography, History, and Political Science. However, B.Sc. B.Ed. (4 Year Integrated Programme) is offered in two different combinations, Physics, Chemistry, Mathematics (PCM) and Zoology, Botany and Chemistry (ZBC).

2. Vision:

- To provide opportunities to young students to shape them as innovative and farsighted teachers who can meet the requirements of global competitive world and contribute to academic excellence.
- To impart value – based curriculum good academic environment for strengthening faith in humanistic, social and moral values as well as in Indian Cultural heritage and democracy.

Page 2 of 95

DEPARTMENT OF EDUCATION
DOCTOR HARISINGH GOUR VISHWAVIDYALAYA

- To create facilities for imparting quality education and grow into a centre of excellence in the field of teacher education.
- To develop necessary competences in a teacher to have a desire for life-long learning and for reaching the unreached and explore the unexplored.

3. Programme Objectives:

- To promote capabilities for inculcating national values and goals as mentioned in the constitution of India.
- To act as agents of modernization and social change.
- To promote social cohesion, international understanding and protection of human rights and rights of the child.
- To become competent and committed professionals willing to perform the identified tasks.
- To use competencies and skills needed for becoming an effective teacher.
- To be sensitive student teacher about emerging issues such as environment, Population, gender equality, legal literacy etc.
- To inculcate rational thinking and scientific temper among the students.
- To develop critical awareness about the social realities among the students.
- To inculcate managerial and organizational skill.

4. Ordinance:

- 4.1 The name of the programme will be B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme).
- 4.2 Minimum duration of the programme will be of 4 Years (8 Semester). However, maximum duration will be 6 years. No extension shall be granted after 6 years in any circumstances.
- 4.3 A Candidates seeking admission to the B.A. B. Ed. / B.Sc. B.Ed. Programme should have obtained at least 50% marks in Senior Secondary/+2 or Equivalent.
- 4.4 Reservation and relaxation for SC/ST/OBCs/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.
- 4.5 The B.A. B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme) are professional programmes that prepares teachers for upper-primary/ middle level (classes VI-VIII) and secondary level (classes IX-X).

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DEPARTMENT OF EDUCATION
DOCTOR HARISH CHAND GOUR VISHWAVIDYALAYA

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Department of Education
Dr. H. S. Gour V. V. Nagar (M.P.)

- 4.6 No one who is in employment (Whole-time, part-time or Honorary Service) shall be allowed to join B.A. B. Ed. / B.Sc. B.Ed. (4 Years Integrated Programme) without taking leave from his institution/office etc. from the date of commencement of the academic session to the conclusion of his/her final examination.
- 4.7 There shall be at least two hundred working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.
- 4.8 Students shall earn credits of B.A. with Economics, English Literature, Geography, Hindi Literature, History, Political Science and Sanskrit Literature/B.Sc. with Physics, Chemistry, Mathematics or Zoology, Botany and Chemistry from concerned departments along with Education from Department of Education in every semester (semester I-VI). After six semester students will earn all prescribed credits from the department of education.
- 4.9 The total enrolment in B.A. B. Ed. / B.Sc. B.Ed. (4 Years Integrated Programme) shall not exceed in any circumstances 100 students (50 for B.A. B. Ed. and 50 for B.Sc. B.Ed.) in an academic year. A Candidate admitted to the B.A. B. Ed. / B.Sc. B.Ed. programme shall undergo a regular course of study as full-time student for four academic years i. e. eight semesters.
- 4.10 Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The old semester may be scheduled from July to December and even semester from January to May.
- 4.11 There shall be internal as well as external evaluation in all type of courses (theory, practical, EPCs and internship). All practical and EPC courses are project work. Total weightage of internal evaluation shall be 40 percent while for external it will be 60 percent. The scheme of examination shall be as:

- | | |
|------------------------------------|-------------|
| a) Mid semester examination | :20 Marks |
| b) Internal assessment+ Attendance | :15+5 Marks |

- c) End semester examination :60 Marks

The marks of attendance shall be awarded as per the Vishwavidyalaya ordinance.

- 4.12 Enhancing Professional Capacities (EPCs) courses have been designed to enhancing professional capacities of student-teachers. In each EPCs course the course-coordinator (s) must conduct Mid Semester Examination (Mid-I) strictly as per university academic calendar. Further, it should be assessed both in written (10 Marks) and performance based (10 Marks) and the course coordinator (s) must have the student (s) records for future reference. The distribution of marks for internal assessment (Mid-II) shall be as follows:

- i) Evaluation of the assignments/presentation/activity : 15 Marks
ii) Attendance : 05 Marks

The marks for attendance shall be awarded as per the university ordinance.

- 4.13 The End Semester Examination for each EPCs course will be external and will be jointly conducted by course coordinator and external examiner. The external examiner must be appointed by the Controller of Examination (CoE)/Dean of School on the recommendation of Board of Studies (BoS). The external examiner may be inter-departmental (within Vishwavidyalaya) or inter institutional. The university will pay remuneration, traveling and other allowances. The evaluation of End Semester Examination based on the report (record related to activities performed/done during the whole semester) submitted by the students and power point presentation (Highlights of work done by the students in their whole semester) before the examiners.
- 4.14 For timely completion of the Pedagogical Courses, the department will work whole week in the place of 4 days in a week especially in semester-VII.
- 4.15 The evaluation of Internship courses must have Mid Semester Examination, Internal Assessment and End Semester Examination which will be of 20, 20 and 60 marks respectively. The Mid Semester Examination conducted during the end of Micro-teaching Practice Session (at the time of Mid Semester Examination as per the Vishwavidyalaya Academic Calendar) and marks awarded on the basis of student-teacher's performance. The pupil-teachers will prepare on micro-lessons (on any skill) in each pedagogy and present it before the course coordinator (s). Each micro-lesson presentation has 10 marks. The internal assessment which will be of 15 marks conducted by the concerned coordinator (Micro-lesson Supervisors). The marks will award on the basis of

performance of Integration lesson. The integration lesson prepared by pupil-teachers from any of pedagogy as per their choice and performed it before the simulated group and supervisor. Attendance has 05 marks and it will be awarded as per the ordinance of Vishwavidyalaya. The End Semester Examination for both the courses shall be external and will be jointly conducted by board of external examiners on the basis of planning, use of resources, preparation of teaching aids, etc. The list of external examiners for each pedagogy subject will prepare and approved by the Board of Studies (BoS). The board of external examiners will be appointed by the Controller of Examination (CoE)/Dean of the School. The Vishwavidyalaya will pay remuneration, traveling and other allowances. The End semester Examination as follows:

i) Submission of Micro-lesson Note-books	: 05 Marks
ii) Submission of School Activity Reports	: 05 Marks
iii) Submission of Lesson-planning and critique note books	: 10 Marks
iv) Demonstration of Lesson of Pedagogy-I at School Practice	: 20 Marks
v) Demonstration of Lesson Pedagogy-II at School Practice	: 20 Marks
Total	60 Marks

4.16 In the practical course Community Work & Psychology Practical (IEDU-CC-717) the Mid Semester Examination (Mid-I) which will be of 20 Marks based on the psychology practical. The pupil-teachers will administer a psychological test and prepare a brief report. The internal assessment which will be of 20 (10+5) marks based on the assignment submitted by the pupil-teacher during community work. The marks of attendance will be awarded as per Vishwavidyalaya ordinance. The marks of End Semester Examination will be awarded on the basis of the following:

a) 1-week Community Work report and Scouting & Guiding Activity:	10 Marks
b) Submission of Psychology Practical Note-book	: 10 Marks
c) Preparing a report of administered paper pencil/performance test	: 20 Marks
d) Viva-voce	: 20 Marks
Total	: 60 Marks

4.17 Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this

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DEPARTMENT OF EDUCATION
DOCTOR HARISINGH GOIR VISHWAVIDYALAYA

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09-09-22
Chairman, B.C.S.
Department of Education
Dr. H. S. Goir, Vishwavidyalaya

will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.

- 4.18 Students who have failed semester end exam may reappear for the semester-end examination. If she/he does not pass in all credits within a total period of six years, after that such students will have to seek fresh admission as per the admission rules prevailing at that time.
- 4.19 A student cannot register for third semester, if he/she fails to complete 50% credits of the total credits expected to be ordinarily completed within two semesters.
- 4.20 A student cannot register for eight semesters, if he/she will not complete VII semester successfully especially the Micro-teaching practice session in any circumstances.
- 4.21 A candidate will be given maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.A. B. Ed. / B.Sc. B.Ed.
- 4.22 School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.A. B. Ed. / B.Sc. B.Ed. provides for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 16 weeks in the seventh semester of the programme. In the 8th semester of the programme students are to be actively engaged in teaching related activities and community work for 4 weeks along with Scout and Guide Training. They shall be engaged at two levels, namely upper primary classes (VI-VIII) and secondary (IX-X) with at least 16 weeks in schools with systematic supervisory support and feedback from faculty. The internship shall be organized in both Government and Non-Government Schools located in urban and rural areas. Thus, internships in schools will be for a minimum duration of 20 weeks; 16 weeks in seventh semester and 4 weeks in the eighth semester. This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

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DOCTOR HARISINGH GOUR VISHWAVIDYALAYA

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09.09.22
Chairman B O S
Department of Education
Dr. H. S. G.

- 4.23 For each student-teacher, internship should be conducted preferably in one school for the entire 16 weeks. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Further, in any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period.
- 4.24 The pupil-teacher will be taught minimum 20-20 lessons in each pedagogy subject with lesson plan, teaching aid and critic diary.
- 4.25 Formal Dress Code shall be applicable during the internship and in departmental activities as follows:
- ✓ For Boys: Formal shirt, trouser and formal shoes
 - ✓ For Girl students: Saree
- 4.26 The medium of instruction will be English and Hindi.

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Preeti Badhwar
2/sep/22

Pradeep Singh

RS

P. S. S.
09.05.22
Chairman, B.C.S.
Department of Education
Dr. H. S. Gour Vastu, Patna

Structure of B.A. B. Ed. / B.Sc. B.Ed. (4 Year Integrated Programme)

Total Semesters: Eight

Maximum Marks: 2000

Total Credits of Education Component: 72

SEMESTER I-VI

Semester	Course Code	Course Title	Th. /Pr.	Marks			Teaching			
				Int.	Ext.	Total	L	T	P	C
I	IEDU-CC-111	Course-I Contemporary India and Education	Th.	40	60	100	3	1	0	4
II	IEDU-CC-211	Course-II Gender, School and Society	Th.	40	60	100	3	1	0	4
III	IEDU-CC-311	Course-III Childhood & Growing Up	Th.	40	60	100	3	1	0	4
IV	IEDU-CC-411	Course-IV Bases of Learning	Th.	40	60	100	3	1	0	4
V	IEDU-CC-511	Course-V Curriculum Development	Th.	40	60	100	3	1	0	4
VI	IEDU-CC-611	Course-VI Assessment of Learning	Th.	40	60	100	3	1	0	4
Total				240	360	600	18	6	0	24

SEMESTER VII	IEDU-CC-711	Technology of Teaching	Th.	40	60	100	2	0	0	2
	IEDU-CC-712	EPC-I Art and Aesthetics	Pr.	40	60	100	1	0	1	2
	Student-teacher will select any one Pedagogical Course (DE) as per their Undergraduate Stream									
	IEDU-DE-711	Pedagogy of School Subject-I Hindi	Th.	40	60	100	4	0	0	4
	IEDU-DE-712	Pedagogy of School Subject-I English	Th.	40	60	100	4	0	0	4
	IEDU-DE-713	Pedagogy of School Subject-I Sanskrit	Th.	40	60	100	4	0	0	4
	IEDU-DE-714	Pedagogy of School Subject-I Physical Sciences.	Th.	40	60	100	4	0	0	4
	Student-teacher will select any one Pedagogical Course (DE) as per their Undergraduate Stream									
	IEDU-DE-715	Pedagogy of School Subject-II Social Sciences	Th.	40	60	100	4	0	0	4
	IEDU-DE-716	Pedagogy of School Subject-II Biological Sciences	Th.	40	60	100	4	0	0	4
	IEDU-DE-717	Pedagogy of School Subject-II Mathematics	Th.	40	60	100	4	0	0	4
	Student-teacher will select any one Internship Course (SE) as per their Pedagogical Choice									
	IEDU-SE-711	School Internship Programme of Pedagogy Subject-I Hindi	Pr.	40	60	100	0	1	14	8
	IEDU-SE-712	School Internship Programme of Pedagogy Subject-I English	Pr.	40	60	100	0	1	14	8
	IEDU-SE-713	School Internship Programme of Pedagogy Subject-I Sanskrit	Pr.	40	60	100	0	1	14	8
	IEDU-SE-714	School Internship Programme of Pedagogy Subject-I Physical Sciences	Pr.	40	60	100	0	1	14	8
	Student-teacher will select any one Internship Course (SE) as per their Pedagogical Choice									
	IEDU-SE-715	School Internship Programme of Pedagogy Subject-II Social Sciences	Pr.	40	60	100	0	1	14	8
	IEDU-SE-716	School Internship Programme of Pedagogy Subject-II Biological Sciences	Pr.	40	60	100	0	1	14	8
	IEDU-SE-717	School Internship Programme of Pedagogy Subject-II Mathematics	Pr.	40	60	100	0	1	14	8
	SEMESTER TOTAL			-	240	360	600	11	2	34

SEMESTER VIII	IEDU-CC-811	Creating an Inclusive School	Th.	40	60	100	4	0	0	4
	IEDU-CC-812	School Management and Administration	Th.	40	60	100	3	0	0	3
	IEDU-CC-813	Language Across the Curriculum	Th.	40	60	100	1	0	1	2
	IEDU-EC-811	Elective Course (Any one)	Th.	40	60	100	3	0	0	3
	IEDU-EC-812	1. Health and Physical Education								
	IEDU-EC-813	2. Yoga Education								
	IEDU-EC-814	3. Guidance & Counseling in Education								
	IEDU-EC-814	4. Work Education								
	IEDU-CC-814	EPC-2 Reading and Reflecting on Text	Pr.	40	60	100	0	1	2	2
	IEDU-CC-815	EPC-3 Understanding the Self	Pr.	40	60	100	0	1	2	2
	IEDU-CC-816	EPC-4 Enriching Learner through Information and Communication Technology (ICT)	Pr.	40	60	100	0	1	2	2
	IEDU-CC-817	Community Work & Psychology Practical	Pr.	40	60	100	0	1	2	2
	SEMESTER TOTAL			320	480	800	11	4	9	20

Note: Micro-teaching Practice Session will be conducted in internship courses.

CC= Core Course

DE= Discipline Specific Electives

EC= Elective Course

SE= Skill Enhancement Course

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Pratik Wadhwa
9/sep/22

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Pratik Wadhwa
09/09/22

Pratik Wadhwa
09.09.22
Chairman B.O.S
Department of Education
Dr. H. S. Gour V.P. Mahavidyalaya

DEPARTMENT OF EDUCATION

School of Educational Studies (SES)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)

Presented in School Board
Educational Studies on
19/09/2022 at 2:00 p.m.



Updated M.Ed. Curriculum

Under Choice Based Credit System

(Effective from the Session 2023-24 onwards)

For Department and Affiliated Colleges

Approved by XII Board of Studies (BoS) Held on 09
September, 2022

Plan
09-09-22
Chairman B O S
Department of Education
Dr. H. S. Gour V. V.

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29/9/22

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Rudhendra
9/9/22

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09/09/22

Programme: M.Ed.(Two Years)
Semesters: Four
Core Courses: 48 Credits

Specialization Courses: 16 Credits
Research: 08 Credits
Internship: 08 Credits

Open Elective: 04 Credits
Total Credits: 84
Total Credits for M.Ed.: 80

Semester	Course Code	Course Title	Credits				Marks in %			Component
			L	T	P	C	Int.	Ext.	Total	
I	EDU-CC-121	Course I- Philosophical Foundations of Education	4	0	0	4	40	60	100	C
	EDU-CC-122	Course II- Historical and Political Economy of Education	4	0	0	4	40	60	100	C
	EDU-CC-123	Course III- Studies in Education	4	0	0	4	40	60	100	C
	EDU-CC-124	Course IV- Methodology of Educational Research	4	0	0	4	40	60	100	C
	EDU-CC-125	Course V- Practicum- Communication & Expository Writing	1	0	2	2	40	60	100	C
	EDU-CC-126	Course VI- Practicum- Life Skill Education and Self Development	1	0	2	2	40	60	100	C
SEMESTER TOTAL			18	0	4	20	240	360	600	
II	EDU-CC-221	Course I- Psychology of Development and Teaching Learning Process	4	0	0	4	40	60	100	C
	EDU-CC-222	Course II- Sociological Foundation of Education	4	0	0	4	40	60	100	C
	EDU-CC-223	Course III- Teacher Education - I	4	0	0	4	40	60	100	C
	EDU-CC-224	Course IV- Practicum- Preparation & Presentation of Dissertation Proposal with reviewal	0	1	6	4	40	60	100	R
	EDU-CC-225	Course V- Practicum- Internship in Teacher Education Institution & Community-Based Experience	0	1	6	4	40	60	100	I
	EDU-CC-226	Course VI Teaching and Research in Higher Education	2	0	0	2	40	60	100	-
SEMESTER TOTAL			14	2	12	22	240	360	600	
III	EDU-CC-321	Course I- Data Analysis	4	0	0	4	40	60	100	C
	EDU-CC-322	Course II- Practicum- Internship with School Based Experiences	1	0	6	4	40	60	100	I
	EDU-CC-323	Course III- Curriculum Studies and Reforms	4	0	0	4	40	60	100	C
	EDU-CC-324	Course IV- Teacher Education - II	4	0	0	4	40	60	100	C
	EDU-EC-325	Course V- Elementary Education or	4	0	0	4	40	60	100	S
	EDU-EC-326	Course VI- Secondary Education	4	0	0	4	40	60	100	S
IV	EDU-EC-327	Course VII- Early Childhood Care and Education	2	0	0	2	40	60	100	-
	SEMESTER TOTAL		19	0	6	22	240	360	600	
	EDU-EC-421	Course I- Educational Management & Administration	4	0	0	4	40	60	100	S
	EDU-EC-422	or Course II- Value Education	4	0	0	4	40	60	100	S
	EDU-EC-423	or Course III- Information & Communication Technology in Education	4	0	0	4	40	60	100	S
	EDU-EC-424	or Course IV- Educational Measurement and Evaluation	4	0	0	4	40	60	100	S
V	EDU-EC-425	or Course V- Inclusive Education	4	0	0	4	40	60	100	S
	EDU-EC-426	or Course VI- Distance Education	4	0	0	4	40	60	100	S
	EDU-CC-427	Course VII- Environmental Education & Disaster Management	4	0	0	4	40	60	100	C
	EDU-CC-428	Course VIII- Practicum - Dissertation & Viva-Voce	0	1	6	4	40	60	100	R
SEMESTER TOTAL			19	2	6	24	240	360	600	

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Prakash
09/08/22

09/09/22

Prachi
9/8/22

Prachi
9/8/22
Chairman
09-09-22
Department
Dr. H. S. Gaur

Programme: M.Ed.(Two Years)
Semesters: Four
Core Courses: 48 Credits

Specialization Courses: 16 Credits
Research: 08 Credits
Internship: 08 Credits

Open Elective: 04 Credits
Total Credits: 84
Total Credits for M.Ed.:80

Semester	Course Code	Course Title	Credits				Marks in %			Component
			L	T	P	C	Int.	Ext.	Total	
I	EDU-CC-121	Course I- Philosophical Foundations of Education	4	0	0	4	40	60	100	C
	EDU-CC-122	Course II- Historical and Political Economy of Education	4	0	0	4	40	60	100	C
	EDU-CC-123	Course III- Studies in Education	4	0	0	4	40	60	100	C
	EDU-CC-124	Course IV- Methodology of Educational Research	4	0	0	4	40	60	100	C
	EDU-CC-125	Course V- Practicum- Communication & Expository Writing	1	0	2	2	40	60	100	C
	EDU-CC-126	Course VI- Practicum- Life Skill Education and Self Development	1	0	2	2	40	60	100	C
SEMESTER TOTAL			18	0	4	20	240	360	600	
II	EDU-CC-221	Course I- Psychology of Development and Teaching Learning Process	4	0	0	4	40	60	100	C
	EDU-CC-222	Course II- Sociological Foundation of Education	4	0	0	4	40	60	100	C
	EDU-CC-223	Course III- Teacher Education - I	4	0	0	4	40	60	100	C
	EDU-CC-224	Course IV- Practicum- Preparation & Presentation of Dissertation Proposal with reviewal	0	1	6	4	40	60	100	R
	EDU-CC-225	Course V- Practicum- Internship in Teacher Education Institution & Community-Based Experience	0	1	6	4	40	60	100	I
	EDU-OE-226	Course VI Teaching and Research in Higher Education	2	0	0	2	40	60	100	-
SEMESTER TOTAL			14	2	12	22	240	360	600	-
III	EDU-CC-321	Course I- Data Analysis	4	0	0	4	40	60	100	C
	EDU-CC-322	Course II- Practicum- Internship with School Based Experiences	1	0	6	4	40	60	100	I
	EDU-CC-323	Course III- Curriculum Studies and Reforms	4	0	0	4	40	60	100	C
	EDU-CC-324	Course IV- Teacher Education - II	4	0	0	4	40	60	100	C
	EDU-EC-325	Course V- Elementary Education or	4	0	0	4	40	60	100	S
	EDU-EC-326	Course VI- Secondary Education	4	0	0	4	40	60	100	S
IV	EDU-EC-421	Course I- Educational Management & Administration	4	0	0	4	40	60	100	S
	or	Course II- Value Education	4	0	0	4	40	60	100	S
	EDU-EC-423	Course III- Information & Communication Technology in Education	4	0	0	4	40	60	100	S
	or	Course IV- Educational Measurement and Evaluation	4	0	0	4	40	60	100	S
	EDU-EC-425	Course V- Inclusive Education	4	0	0	4	40	60	100	S
	or	Course VI- Distance Education	4	0	0	4	40	60	100	S
	EDU-CC-427	Course VII- Environmental Education & Disaster Management	4	0	0	4	40	60	100	C
	EDU-CC-428	Course VIII- Practicum- Dissertation & Viva-Voce	0	1	6	4	40	60	100	R
SEMESTER TOTAL			19	2	6	24	240	360	600	

