



जननायक चन्द्रशेखर विश्वविद्यालय,
बलिया (30 प्र०)



JANNAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

**Curriculum in Accordance with
National Education Policy - 2020**

Programme Name :	B.A.
Subject :	SANSKRIT



*Department of Sanskrit
Jannayak Chandrashekhar University, Ballia
Shaheed Smarak, Near Surha Taal, Basantpur, Ballia - 277301, Uttar Pradesh, India*

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
Jananayak Chandrashekhar University, Ballia
A State University established under Uttar Pradesh State University Act 1973



Structure for Four years undergraduate Programme in Accordance with National Education Policy - 2020 and Common Minimum Syllabus

SANSKRIT
Semester-wise Title of the Papers

Year	Sem.	Course Code	Paper Title	Theory/Practical	Total Credits
1st	I	A020101T	संस्कृत पद्य साहित्य एवं व्याकरण	Theory	6
	II	A020201T	संस्कृत गद्य साहित्य एवं व्याकरण	Theory	6
2nd	III	A020301T	संस्कृत नाटक एवं व्याकरण	Theory	6
	IV	A020401T	काव्यशास्त्र एवं संस्कृत लेखन कौशल	Theory	6
3rd	V	A020501T	वैदिक वाङ्मय एवं भारतीय दर्शन	Theory	6
		A020502T	व्याकरण एवं भाषा विज्ञान	Theory	6
	VI	A020601T	आधुनिक संस्कृत साहित्य	Theory	6
		A020602T	क. (वैकल्पिक) योग एवं प्राकृतिक चिकित्सा	Theory	6
		A020603T	ख. (वैकल्पिक) आयुर्वेद एवं स्वास्थ्य विज्ञान	Theory	6
4th	VII	A020701T	वैदिक वाङ्मय	Theory	5
		A020702T	दर्शन : सांख्य एवं न्याय-वैशेषिक	Theory	5
		A020703T	व्याकरण एवं भाषा विज्ञान	Theory	5
		A020704T	गीतिकाव्य एवं नाटिका	Theory	5
	VIII	A020801T	वैदिक वाङ्मय	Theory	5
		A020802T	दर्शन : सांख्य एवं न्याय-वैशेषिक	Theory	5
		A020803T	व्याकरण एवं भाषा विज्ञान	Theory	5
		A020804T	काव्य एवं नाट्यशास्त्र	Theory	5

नोट :

- स्नातक के 5वें सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गये दो विषयों में से किसी एक विषय (सम्बन्धित विषय के शिक्षक/शिक्षकों के दिशा निर्देशन) में माइनर रिसर्च प्रोजेक्ट (एम.आर.पी.) के लिए एक शीर्षक का चयन करना होगा, जिसे वह पूर्ण करके 6वें सेमेस्टर में मूल्यांकन के लिए जमा करेगा।
- स्नातक के 7वें सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गये विषय से (सम्बन्धित विषय के शिक्षक/शिक्षकों के दिशा निर्देशन) में रिसर्च प्रोजेक्ट (आर.पी.) के लिए एक शीर्षक का चयन करना होगा, जिसे वह 8वें सेमेस्टर में पूर्ण कर मूल्यांकन हेतु जमा करेगा।

R. R. R.

जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	प्रथम	
प्रश्नपत्र कोड	A020101T	
प्रश्नपत्र शीर्षक	संस्कृत पद्य साहित्य एवं व्याकरण	
क्रेडिट	6	अधिकतम अंक 75 +25

पाठ्यक्रम उद्देश्य -

- विद्यार्थियों को संस्कृत साहित्य का सामान्य परिचय कराकर काव्य के विभिन्न भेदों से परिचय कराना।
- उनमें संस्कृत पद्य में प्रयुक्त रस, छंद, अलंकारों को समझने की क्षमता विकसित करना।
- संस्कृत व्याकरण के ज्ञान से वैदिक भाषा के अनुपम स्वरूप से अवगत कराना।
- स्वर, व्यंजन एवं विसर्ग संधि का विशिष्ट ज्ञान एवं उनके अनुप्रयोग का कौशल विकसित कराना।

अधिगम उपलब्धि -

- विद्यार्थी संस्कृत साहित्य का सामान्य परिचय प्राप्त कर काव्य के विभिन्न भेदों से परिचित हो सकेंगे।
- वह संस्कृत साहित्य की सुगीतात्मकता का सौंदर्यबोध कर सकेंगे।
- पद्य में निहित सूक्तियों एवं सुभाषित वाक्यों के माध्यम से उनका नैतिक एवं चारित्रिक उन्नयन होगा।
- संस्कृत व्याकरण का सामान्य ज्ञान प्राप्त कर उसकी वैज्ञानिकता से सुपरिचित हो सकेंगे।
- स्वर, व्यंजन एवं विसर्ग संधि का विशिष्ट ज्ञान एवं उनके अनुप्रयोग का कौशल विकसित होगा।

Unit इकाई	Topics पाठ्य विषय
I	संस्कृत काव्य एवं व्याकरण का सामान्य परिचय एवं प्रमुख आचार्य प्रमुख आचार्य - महाकवि वाल्मीकि, महाकवि वेदव्यास, महाकवि कालिदास, महाकवि भारवि, महाकवि माघ, श्रीहर्ष, पाणिनि कात्यायन, पतंजलि किरातार्जुनीयम्- प्रथम सर्ग (सम्पूर्ण) (व्याख्या एवं समीक्षात्मक प्रश्न)
II	कुमारसंभवम्- प्रथम सर्ग (श्लोक संख्या 1 से 25) (व्याख्या एवं समीक्षात्मक प्रश्न) नीतिशतकम् (श्लोक संख्या 1 से 25) (अर्थ एवं मूल्यपरक प्रश्न)
III	संज्ञा प्रकरण (लघु सिद्धांत कौमुदी) अच् सन्धि सूत्र व्याख्या एवं सूत्र निर्देश पूर्वक सन्धि एवं सन्धि विच्छेद



Rahul



Unit इकाई	Topics पाठ्य विषय
IV	हल् सन्धि (सूत्र व्याख्या एवं सूत्र निर्देश पूर्वक सन्धि एवं सन्धि विच्छेद) विसर्ग सन्धि (सूत्र व्याख्या एवं सूत्र निर्देश पूर्वक सन्धि एवं सन्धि विच्छेद)

संस्तुत ग्रंथ:-

- किरातार्जुनीयम् (प्रथम सर्ग), डॉ राजेन्द्र मिश्र, अक्षयवट प्रकाशन, इलाहाबाद
- किरातार्जुनीयम् (प्रथम सर्ग), डॉ जनार्दन शास्त्री, मोतीलाल बनारसीदास पब्लिकेशन, दिल्ली
- कुमारसंभवम् (प्रथम सर्ग), डॉ उमेश चंद्र पांडे, प्राच्य भारतीय प्रकाशन, गोरखपुर
- कुमारसंभवम् (प्रथम सर्ग), श्री कृष्णमणि त्रिपाठी, चौखंवा प्रकाशन, वाराणसी
- नीतिशतकम् भर्तृहरि, (व्या०), सावित्री गुप्ता, विद्यानिधि प्रकाशन, दिल्ली 2008
- नीतिशतकम् भर्तृहरि, समीर आचार्य, प्राच्य भारती प्रकाशन, गोरखपुर
- संस्कृत साहित्य का इतिहास उमाशंकर शर्मा 'ऋषि', चौखंवा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- संस्कृत साहित्य का इतिहास वाचस्पति गैरोला, चौखंवा विद्याभवन वाराणसी, पंचम संस्करण, 1997
- लघु सिद्धांत कौमुदी, वरदराज, भैमी व्याख्या, भीमसेन शास्त्री (1-6भाग) भैमी प्रकाशन, दिल्ली 1993
- लघु सिद्धांत कौमुदी, गोविन्द प्रसाद शर्मा एवं आचार्य रघुनाथ शास्त्री, चौखंवा सुरभारती प्रकाशन
- लघु सिद्धांत कौमुदी, डॉ रामकृष्ण आचार्य, विनोद पुस्तक मंदिर, आगरा
- लघु सिद्धांत कौमुदी (संज्ञा संधि प्रकरण), डॉ वेदपाल, साहित्य भंडार, मेरठ
- लघु सिद्धांत कौमुदी, डॉ. उमेश चंद्र पांडे, चौखंवा प्रकाशन

प्रस्तावित सतत मूल्यांकन:-

क. पाठ्यक्रम में निर्धारित ग्रंथो पर आधारित अधिन्यास (असाइनमेंट) एवं

15 अंक

संस्कृत श्लोकों के शुद्ध उच्चारण की प्रायोगिक/मौखिक परीक्षा एवं

माहेश्वर सूत्र एवं प्रत्याहार निर्माण विषयक परियोजना कार्य एवं मौखिकी

ख. लिखित परीक्षा (वास्तुनिष्ठ/लघु उत्तरीय)

10 अंक

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Rahul Kumar

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	द्वितीय	
प्रश्नपत्र कोड	A020201T	
प्रश्नपत्र शीर्षक	संस्कृत गद्य साहित्य एवं व्याकरण	
क्रेडिट	6	अधिकतम अंक 75 +25

(क) पाठ्यक्रम उद्देश्य -

- विद्यार्थियों को संस्कृत साहित्य का सामान्य परिचय प्राप्त कराकर, गद्य काव्य के भेदों से सुपरिचित कराना।
- सम्बंधित साहित्य के माध्यम से उनका नैतिक एवं चारित्रिक विकास कराना।
- विद्यार्थियों में राष्ट्रभक्ति की भावना प्रबल करना तथा अच्छे नागरिक बनाना।
- अनुवाद कौशल में वृद्धि करना।

(ख) अधिगम उपलब्धि -

- विद्यार्थी संस्कृत गद्य साहित्य का सामान्य परिचय प्राप्त कर, गद्य काव्य के विभिन्न भेदों से परिचित हो सकेंगे।
- सम्बंधित साहित्य के माध्यम से उनका नैतिक एवं चारित्रिक उत्कर्ष होगा।
- राष्ट्रभक्ति की भावना प्रबल होगी तथा उत्तम नागरिक बनेंगे।
- अनुवाद कौशल में वृद्धि होगी।
- संस्कृत गद्य के धाराप्रवाह एवं शुद्ध वाचन का कौशल विकसित होगा।
- विद्यार्थी संगणक का सामान्य ज्ञान प्राप्त कर अधिगम क्षमता में वृद्धि हेतु इसका उपयोग कर सकने में सक्षम होंगे।
- **E-content** एवं डिजिटल लाइब्रेरी का उपभोग कर पाने में समर्थ होंगे।
- संस्कृत भाषा और साहित्य के नित-नूतन अन्वेषण को खोज पाने तथा उससे स्व-ज्ञान कोष में वृद्धि कर पाने योग्य होंगे।
- संगणक के प्रयोग के माध्यम से संस्कृत ज्ञान के प्रचार प्रसार एवं आदान प्रदान करने में कुशल बनेंगे।
- पारंपरिक एवं वैश्विक ज्ञान में सामाजिक बनाकर ज्ञान की अभिवृद्धि करने एवं जीविकोपार्जन के नए मार्ग खोजने का कौशल विकसित होगा।

Unit इकाई	Topics पाठ्य विषय
I.	गद्य साहित्य का उद्भव एवं विकास प्रमुख साहित्यकार - बाणभट्ट, दण्डी, सुबंधु, शूद्रक शुभकनासोपदेश - (व्याख्या तथा सम्बन्धित समीक्षात्मक प्रश्न)
II.	शिवराजविजयम् - प्रथम निःश्वास व्याख्या तथा सम्बन्धित समीक्षात्मक प्रश्न
III.	अनुवाद - हिन्दी से संस्कृत में तथा संस्कृत से हिन्दी में

Rahul Kumar

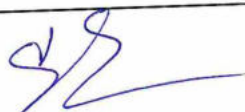
- IV. कंयूटर का सामान्य परिचय, संस्कृत की दृष्टि से कंयूटर की उपयोगिता, विभिन्न सॉफ्टवेयर कंयूटर में संस्कृत- हिन्दी लेखन हेतु उपयोगी टूल्स-यूनिकोड, गूगल इनपुट टूल, गूगल असिस्टेंट एवं वॉइस टाइपिंग आदि। इंटरनेट का प्रयोग एवं वेब सर्च-ई टेक्स्ट, ई बुक्स, ई रिसर्च जनरल, ई मैग्जीन, डिजिटल लाइब्रेरी ऑनलाइन टीचिंग लर्निंग प्लेटफॉर्म - जूम, टीम, मीट वेबैक्स ऑनलाइन लर्निंग एवं रिसर्च प्लेटफॉर्म-स्वयं, मूक, ई-पाठशाला डेलनेट, इनफ्लाइब्रेट, शोधगंगा, गूगल स्कॉलर आदि।

संस्तुत ग्रन्थ:-

- शुकनासोपदेश, बाणभट्ट (संपा.) चन्द्रशेखर द्विवेदी, महालक्ष्मी प्रकाशन, आगरा, प्रथम संस्करण 1886-87
- शुकनासोपदेश, रामनाथ शर्मा सुमन, साहित्य भंडार, मेरठ
- शुकनासोपदेश, डॉ. महेश कुमार श्रीवास्तव, विश्वविद्यालय प्रकाशन, वाराणसी
- शिवराजविजयम्, अंबिकादत्त व्यास संपा. शिवकरण शास्त्री महालक्ष्मी प्रकाशन, आगरा
- शिवराजविजयम्, डॉ. रमा शंकर मिश्र, चौखंबा प्रकाशन, वाराणसी
- संस्कृत साहित्य का इतिहास, बलदेव उपाध्याय, चौखंबा प्रकाशन, वाराणसी
- साहित्य का संक्षिप्त इतिहास, डॉ. उमेश चंद्र पांडे, प्राच्य भारतीय संस्थान, गोरखपुर
- अनुवाद चंद्रिका, डॉ. यदुनंदन मिश्र, अनुवाद चंद्रिका, ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी
- अनुवाद चंद्रिका, चंद्रधर हंस नौटियाल, मोतीलाल बनारसीदास, दिल्ली, 1999
- संस्कृत रचना, वी० एस० आष्टे, (अनु०) उमेश चंद्र पांडेय, चौखंबा विद्याभवन, वाराणसी 2008
- रचनानुवाद कौमुदी, कपिलदेव द्विवेदी, विश्वविद्यालय प्रकाशन वाराणसी, 2011
- कंयूटर का परिचय, गौरव अग्रवाल, शिवा प्रकाशन, इंदौर
- कंयूटर फंडामेंटल, पी. के. सिन्हा, बी. पी. बी. पब्लिकेशन, नई दिल्ली
- इनफार्मेशन टेक्नालॉजी, सुमीता अरोरा, धनपत राय पब्लिकेशन, नई दिल्ली

प्रस्तावित सत मूल्यांकन:-

क. पाठ्यक्रम में निर्धारित ग्रंथो पर आधारित अधिन्यास (असाइनमेंट) एवं मौखिकी एवं लिखित परीक्षा (वास्तुनिष्ठ लघु उत्तरीय)	15 अंक
संस्कृत संभाषण	
ख. संगणक प्रायोगिक परीक्षा (वास्तुनिष्ठ/लघु उत्तरीय)	10 अंक



Rahul Kumar



विषय - संस्कृत पाठ्यक्रम	
सेमेस्टर	तृतीय
प्रश्नपत्र कोड	A020301T
प्रश्नपत्र शीर्षक	संस्कृत नाटक एवं व्याकरण
क्रेडिट	6
अधिकतम अंक 75 +25	

पाठ्यक्रम उद्देश्य -

- विद्यार्थियों को संस्कृत नाट्य साहित्य को समझने में सक्षम बनाना।
- छात्रों को नाट्य की पारिभाषिक शब्दावली से सुपरिचित कराना।
- नाटक में प्रयुक्त रस, छंद एवं अंलकारों का सम्यक् बोध कराना।
- नवीन पदों के ज्ञान द्वारा उनके शब्दकोश में वृद्धि करना।

अधिगम उपलब्धि -

- संस्कृत नाट्य साहित्य को सामान्य रूप से समझ सकने में सक्षम होंगे।
- नाटक की पारिभाषिक शब्दावली से सुपरिचित होंगे।
- नाटक में प्रयुक्त रस, छंद एवं अंलकारों का सम्यक् बोध कर सकेंगे।
- संवाद एवं अभिनय कौशल में पारंगत होंगे।
- नवीन पदों के ज्ञान द्वारा उनके शब्दकोश में वृद्धि होगी।
- भारतीय सांस्कृतिक तत्वों एवं मूल्यों को आत्मसात कर, भारतीयता के गर्व बोध से युक्त उत्तम नागरिक बनेंगे।
- व्याकरण परक शब्दों की सिद्धि प्रक्रिया से परिचित हो सकेंगे।
- व्याकरण शास्त्र के ज्ञान के माध्यम से शुद्ध वाक्य विन्यास करने की क्षमता का विकास हो सकेगा।

Unit इकाई	Topics पाठ्य विषय
I.	नाट्य साहित्य परंपरा तथा नाटककार - भास, अश्वघोष, भवभूति, भट्ट नारायण, विशाखदत्त। स्वप्रवासवदत्तम् (प्रथम अंक)
II.	अभिज्ञान शाकुंतलम् (1 से 4 अंक)
III.	रूप सिद्धि- सामान्य परिचय अजन्त प्रकरण (लघु सिद्धांत कौमुदी) पुल्लिंग - राम, सर्व हरि। स्त्रीलिंग - रमा, मति। नपुंसक लिंग - ज्ञान, वारि। सूत्र व्याख्या एवं शब्द रूप सिद्धि

3/2

Rahul Kumar

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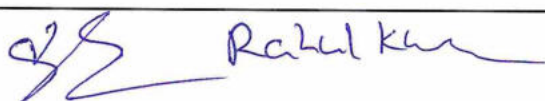
4.	नपुंसकलिंग - इदम्, अहन्। सूत्र व्याख्या एवं शब्द रूप सिद्धि।
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संसृतुत ग्रंथः-

- अभिज्ञानशाकुन्तलम्, डॉ. कपिल देव द्विवेदी, रामनारायण लाल विजय कुमार प्रकाशन, इलाहाबाद
- अभिज्ञानशाकुन्तलम्, डॉ उमेश चंद्र पांडे, प्राच्य भारतीय संस्थान गोरखपुर
- स्वप्रवासवदत्तम्, श्री तरणीश झा, रामनारायण लाल बेनी माधव प्रकाशन, इलाहाबाद
- स्वप्रवासवदत्तम्, जय कृष्ण दास हरिदास गुप्त, चौखंबा संस्कृत सीरीज, वाराणसी
- संस्कृत नाटक उद्भव और विकास, डॉ ए. वी. कीथ, अनुवादक उदयभानु सिंह
- नाट्य साहित्य का इतिहास और नाट्य सिद्धांत, जय कुमार जैन, साहित्य भंडार, मेरठ 2012
- संस्कृत के प्रमुख नाटककार और उनकी कृतियां, डॉ गंगासागर राय
- संस्कृत साहित्य का इतिहास उमाशंकर शर्मा 'ऋषि' चौखंबा भारती अकादमी, वाराणसी पुर्नमुद्रित 2012
- लघु सिद्धांत कौमुदी वरदराज, भैमी व्याख्या, भीमसेन शास्त्री (1-6भाग) भैमी प्रकाशन, दिल्ली 1993
- लघु सिद्धांत कौमुदी, गोविंद प्रसाद शर्मा एवं आचार्य रघुनाथ शास्त्री, चौखंबा सुरभारती प्रकाशन
- लघु सिद्धांत कौमुदी डॉ रामकृष्ण आचार्य विनोद पुस्तक मन्दिर, आगरा

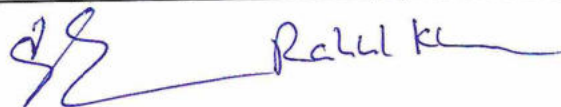
प्रस्तावित सतत मूल्यांकनः-

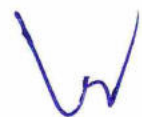
- | | |
|---|--------|
| क. पाठ्यक्रम में निर्धारित नाटकों पर आधारित संवाद एवं अभिनय कौशल परीक्षा
अथवा
पाठ्यक्रम में निर्धारित ग्रंथों पर आधारित अधिन्यास (असाइनमेंट) एवं मौखिकी | 15 अंक |
| ख. लिखित परीक्षा (वास्तुनिष्ठ/लघु उत्तरीय) | 10 अंक |

 Rahul Kumar



विषय - संस्कृत पाठ्यक्रम	
सेमेस्टर	चतुर्थ
प्रश्नपत्र कोड	A020401T
प्रश्नपत्र शीर्षक	काव्यशास्त्र एवं संस्कृत लेखन कौशल
क्रेडिट	6 अधिकतम अंक 75 +25
<p>पाठ्यक्रम उद्देश्य -</p> <ul style="list-style-type: none"> ● विद्यार्थियों को काव्यशास्त्र के उद्भव और विकास से सुपरिचित कराना और काव्य शास्त्रीय तत्वों को समझने में सक्षम करना। ● छंद-भेद एवं उनके नियमों को समझने में समर्थ बनाना। ● संस्कृत अंलकारों के ज्ञान के माध्यम से काव्य के सौन्दर्य का बोध कराना। ● उनमें कल्पनाशीलता एवं रचनात्मक क्षमता का विकास करना। ● व्याकरण शास्त्र के ज्ञान से निबंध एवं अनुवाद में निपुण बनाना। 	
<p>अधिगम उपलब्धि -</p> <ul style="list-style-type: none"> ● विद्यार्थी काव्यशास्त्र के उद्भव और विकास से सुपरिचित होकर काव्य शास्त्रीय तत्वों को समझने में सक्षम होंगे। ● छंद भेद एवं उनके नियमों को समझने में समर्थ होंगे। ● संस्कृत अंलकारों के ज्ञान के माध्यम से काव्य के सौंदर्य का बोध कर सकेंगे। ● उनमें कल्पनाशीलता एवं रचनात्मक क्षमता का विकास होगा। ● शब्द ज्ञानकोष में वृद्धि होगी। ● व्याकरण शास्त्र के ज्ञान के माध्यम से शुद्ध वाक्य विन्यास कौशल का विकास हो सकेगा। ● विद्यार्थियों में निबंध लेखन क्षमता का विकास होगा। ● संस्कृत पत्र लेखन कौशल में वृद्धि होगी। ● अपठित अंश के माध्यम से विषय वस्तु अवबोध एवं अभिव्यक्ति का कौशल विकसित होगा। 	
Unit इकाई	Topics पाठ्य विषय
I.	संस्कृत काव्यशास्त्र परंपरा तथा प्रमुख काव्य शास्त्रीय ग्रंथ एवं आचार्य - भामह, दण्डी, वामन, आनंदवर्धन, मम्मट, कुंतक, क्षेमेंद्र, विश्वनाथ, जगन्नाथ। साहित्य दर्पण (प्रथम परिच्छेद)।
II.	छंद (वृत्तरत्राकर से अधोलिखित छंद) अनुष्टुप, आर्या, वंशस्थ, द्रुतविलंबित, वसंततिलका, इंद्रवज्रा, उपेंद्रवज्रा, उपजाति, मालिनी, मंदाक्रांता, शिखरिणी, शार्दूलविक्रीडित। अंलकार (साहित्य दर्पण से अधोलिखित अंलकार) अनुप्रास, यमक, उपमा, रूपक, उत्प्रेक्षा, संदेह, भ्रांतिमान, दृष्टान्त, निदर्शना, विभावना, विशेषोक्ति, अर्थान्तरन्यास, समासोक्ति।

 Rahul K

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III. निबंध लेखन

पत्र- व्यवहार

IV. अपठित गद्यांश अथवा पद्यांश पर आधारित प्रश्नोत्तर

संस्तुत ग्रंथ:-

- साहित्य दर्पण (विश्वनाथ कविराज), सत्यव्रत सिंह, चौखंबा विद्याभवन, वाराणसी
- साहित्य दर्पण, शालिग्राम शास्त्री मोतीलाल बनारसीदास प्रकाशन, वाराणसी
- वृत्तरत्राकर: श्री केदारभट्ट (व्या.) बलदेव उपाध्याय, चौखंबा सुरभारती प्रकाशन, वाराणसी, 2011
- छन्दोऽलंकारसौरभम्, डॉ. सावित्री गुप्ता, विद्यानिधि प्रकाशन, दिल्ली, 2009
- छन्दोऽलंकारसौरभम्, प्रो. राजेन्द्र मिश्र, अक्षय वट प्रकाशन
- छंदमंजरी विकास, हरिदत्त उपाध्याय
- काव्यदीपिका, कांति चंद्र भट्टाचार्य, साहित्य भंडार, मेरठ
- काव्यदीपिका, डॉ. बाबूराम त्रिपाठी, विनोद पुस्तक मंदिर, आगरा
- संस्कृत साहित्य का इतिहास, वाचस्पति गैरोला, चौखंबा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- हायर संस्कृत ग्रामर, मोरेश्वर रामचंद्र काले, (हिन्दी अनुवादक) कपिलदेव द्विवेदी, श्री रामनारायण लाल बेनी प्रसाद, इलाहबाद, 2001
- संस्कृत व्याकरण एवं अनुवाद कला, ललित कुमार मंडल, प्रतिभा प्रकाशन, दिल्ली 2007
- अनुवाद चंद्रिका, डॉ यदुनंदन मिश्र, अनुवाद चंद्रिका, ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी
- संस्कृत रचना, वी0 एस0 आष्टे (अनु0) उमेश चंद्र पांडेय, चौखंबा विद्याभवन, वाराणसी, 2008
- संस्कृत निबंध सुधा, राधेश्याम गंगवार, नागराज प्रकाशन, पिथौरागढ़, 2005

प्रस्तावित सतत मूल्यांकन:-

क. अधिन्यास (असाइनमेंट) एवं मौखिकी

अथवा

किसी एक छंद अथवा अलंकार के लक्षण एवं न्यूनतम 10 उदाहरण (संगीत सहित)

के संकलन से संबंधित परियोजना कार्य एवं मौखिकी

15 अंक

अथवा

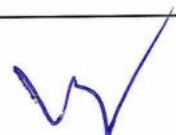
प्रदत्त अपठित श्लोकों में छंद एवं अलंकार निर्धारण विषयक प्रायोगिकी

ख. लिखित परीक्षा (वस्तुनिष्ठ/लघु उत्तरीय)

10 अंक



Rahul Kumar



विषय - संस्कृत
पाठ्यक्रम

सेमेस्टर	पंचम
प्रश्नपत्र कोड	A020501T
प्रश्नपत्र शीर्षक	प्रथम प्रश्न-पत्र - वैदिक वाङ्मय एवं भारतीय दर्शन
क्रेडिट	6 अधिकतम अंक 75 +25

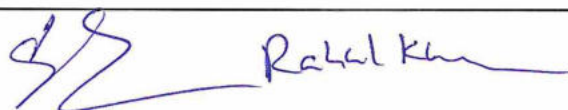
पाठ्यक्रम उद्देश्य -

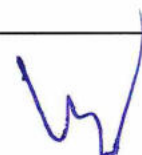
- विद्यार्थियों को वैदिक वाङ्मय एवं संस्कृति का ज्ञान प्राप्त कराना।
- वेदोक्त संदेशों एवं मूल्यों के माध्यम से आचरण का उदात्तीकरण करने में समर्थ बनाना
- उपनिषद् का सामान्य परिचय एवं निहित उपदेशोंका अवबोध करने में सक्षम बनाना।
- दार्शनिक तत्वों के प्रति विश्लेषणात्मक एवं तार्किक क्षमता का विकास करना।

अधिगम उपलब्धि -

- विद्यार्थी वैदिक वाङ्मय एवं संस्कृति का ज्ञान प्राप्त कर सकेंगे।
- वैदिक औपनिषदिक संस्कृति के प्रति बोध होगा।
- वेदोक्त संदेशों एवं मूल्यों के माध्यम से आचरण का उदात्तीकरण होगा।
- उपनिषद् का सामान्य परिचय एवं निहित उपदेशों का अवबोध करने में समर्थ हो सकेंगे।
- औपनिषदिक कर्म संयम भक्ति एवं त्यागमूलक संस्कृति से परिचित हो सकेंगे।
- भारतीय दार्शनिक आध्यात्मिक सामाजिक एवं राष्ट्रीय परिदृश्य का निदर्शन होगा।
- भारतीय दार्शनिक तत्वों का सामान्य ज्ञान प्राप्त होगा।
- दर्शन में विद्यमान नैतिक एवं कल्याणपरक तथ्यों से आत्मोत्कर्ष की अभिप्रेरणा प्राप्त होगी।
- भारतीय दर्शन में निहित उद्देश्यों एवं ज्ञान को आचरण में समाहित करने हेतु अभिप्रेरित होंगे।
- गीता ज्ञान रहस्य द्वारा सृष्टि कल्याणार्थ भाव विकसित होंगे।

Unit इकाई	Topics पाठ्य विषय
1.	वैदिक वाङ्मय का सामान्य परिचय (संहिता, ब्राह्मण, आरण्यक, उपनिषद् एवं वेदांग)। ईशावास्योपनिषद्। (व्याख्या एवं समीक्षात्मक प्रश्न)
II.	ऋग्वेद संहिता - अग्नि सूक्त (1.1), विष्णु सूक्त (1.154), पुरुष सूक्त (10.90), हिरण्यगर्भ सूक्त (10.121)। यजुर्वेद संहिता - शिव संकल्प सूक्त अथर्ववेद संहिता - पृथ्वी सूक्त (12.1) (1 से 12 मंत्र)

 Rakul Kumar



III.	भारतीय दर्शन का सामान्य परिचय। दर्शन का अर्थ एवं महत्त्व नास्तिक दर्शन - चार्वाक, जैन, और बौद्ध। आस्तिक दर्शन - न्याय, वैशेषिक, सांख्य, योग, मीमांसा एवं वेदांत (परिचयात्मक प्रश्न) श्रीमद्भगवद्गीता - द्वितीय अध्याय व्याख्या एवं समीक्षात्मक प्रश्न
IV.	तर्कसंग्रह -सम्पूर्ण

संस्तुत ग्रंथ:-

- ईशावास्योपनिषद्, डॉ शिव प्रसाद द्विवेदी चौखंबा, वाराणसी
- ईशावास्योपनिषद्, गीता प्रेस, गोरखपुर, 1994
- ऋग्वेद संहिता राम गोविंद त्रिवेदी चौखंबा विद्याभवन, वाराणसी
- ऋक्सूक्त संग्रह, हरिदत्त शास्त्री, साहित्य भंडार, मेरठ
- सूक्त संकलन, प्रोफेसर विश्वंभर नाथ त्रिपाठी, चौखंबा प्रकाशन
- सूक्त संकलन, डॉ उमेश चंद्र पांडे, प्राच्य भारती प्रकाशन, गोरखपुर
- काव्यदीपिका, कांति चंद्र भट्टाचार्य, साहित्य भंडार, मेरठ
- काव्यदीपिका, डॉ. बाबूराम त्रिपाठी, विनोद पुस्तक मंदिर, आगरा
- संस्कृत साहित्य का इतिहास, वाचस्पति गैरोला, चौखंबा भारती अकादमी, वाराणसी, पुनर्मुद्रित 2012
- हायर संस्कृत ग्रामर, मोरेश्वर रामचंद्र काले, (हिन्दी अनुवादक) कपिलदेव द्विवेदी, श्री रामनारायण लाल बेनी प्रसाद, इलाहबाद, 2001
- संस्कृत व्याकरण एवं अनुवाद कला, ललित कुमार मंडल, प्रतिभा प्रकाशन, दिल्ली 2007
- अनुवाद चंद्रिका, डॉ यदुनंदन मिश्र, अनुवाद चंद्रिका, ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी
- संस्कृत रचना, वी0 एस0 आठे (अनु0) उमेश चंद्र पांडेय, चौखंबा विद्याभवन, वाराणसी, 2008
- संस्कृत निबंध सुधा, राधेश्याम गंगवार, नागराज प्रकाशन, पिथौरागढ़, 2005

प्रस्तावित सता मूल्यांकन:-

क. अधिन्यास (आरइलमेंट) एवं मौखिकी

अथवा

किसी एक छंद अथवा अलंकार के लक्षण एवं न्यूनतम 10 उदाहरण (संगीत सहित) के संकलन से संबंधित परियोजना कार्य एवं मौखिकी

15 अंक

अथवा

प्रदत्त अपठित श्लोकों में छंद एवं अलंकार निर्धारण विषयक प्रायोगिकी

ख. लिखित परीक्षा (वास्तुनिष्ठ/लघु उत्तरीय)

10 अंक

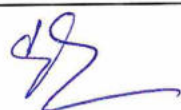


Rahul Kumar



विषय - संस्कृत
पाठ्यक्रम

सेमेस्टर	पंचम
प्रश्नपत्र कोड	A020502T
प्रश्नपत्र शीर्षक	द्वितीय प्रश्न-पत्र - व्याकरण एवं भाषा विज्ञान
क्रेडिट	6 अधिकतम अंक 75 +25
<p>पाठ्यक्रम उद्देश्य -</p> <ul style="list-style-type: none"> ● विद्यार्थियों को भाषा विज्ञान के उद्भव एवं विकास का सामान्य ज्ञान प्राप्त करने में समर्थ बनाना। ● भाषा एवं भाषा विज्ञान की उपयोगिता एवं महत्व से सुपरिचित कराना। ● संस्कृत भाषा एवं व्याकरण की वैज्ञानिकता का अवबोध ज्ञान कराना। ● पदों की सिद्धि प्रक्रिया के माध्यम से शब्द निर्माण की वैज्ञानिकता से परिचित कराना। 	
<p>अधिगम उपलब्धि -</p> <ul style="list-style-type: none"> ● भाषा विज्ञान के उद्भव एवं विकास का सामान्य ज्ञान प्राप्त होगा। ● विद्यार्थियों को संस्कृत भाषा एवं व्याकरण की वैज्ञानिकता का अवबोध होगा। ● विद्यार्थी वैदिक तथा लौकिक संस्कृत की तुलना करने में समर्थ हो सकेंगे। ● पदों की सिद्धि प्रक्रिया के माध्यम से शब्द निर्माण की वैज्ञानिकता से परिचित होंगे। ● उनमें संस्कृत भाषा के शुद्ध उच्चारण एवं लेखन का कौशल विकसित होगा। 	
Unit इकाई	Topics पाठ्य विषय
1.	धातु रूप सिद्धि (लघु सिद्धांत कौमुदी) - भू तथा एध्। (सूत्र व्याख्या एवं रूप सिद्धि)। कृदन्त प्रकरण (लघु सिद्धांत कौमुदी) कृत्य - तव्यत्, अनीयर्, यत्, प्यत् कृत् - तुमुन्, क्त्वा, ल्यप्, क्त, क्तवत्, शतृ, शानच्, ण्वुल्, तृच्।
II.	तद्धित प्रकरण - अपत्यार्थ (लघु सिद्धांत कौमुदी) विभक्त्यर्थ प्रकरण (लघु सिद्धांत कौमुदी)
III.	समास प्रकरण - केवल समास (लघु सिद्धांत कौमुदी) अव्ययी भाव, तत्पुरुष। स्त्री प्रत्यय (लघु सिद्धांत कौमुदी) - टाप्, डीप्
IV.	भाषा की परिभाषा एवं स्वरूप। भाषा का उद्भव एवं विकास। ध्वनि परिवर्तन की दिशाएं एवं कारण। वैदिक तथा लौकिक संस्कृत में अन्तर



Rahul K




संस्तुत ग्रंथ:-

- लघु सिद्धांत कौमुदी, वरदराज, भैमी व्याख्या, भीमसेन शास्त्री (1-6 भाग), भैमी प्रकाशन, दिल्ली 1993
- लघु सिद्धांत कौमुदी, गोविन्द प्रसाद शर्मा एवं आचार्य रघुनाथ शास्त्री, चौखंबा सुरभारती प्रकाशन
- लघु सिद्धांत कौमुदी, डॉ उमेश चंद्र पांडे, चौखंबा प्रकाशन
- लघु सिद्धांत कौमुदी, डॉ रामकृष्ण आचार्य विनोद पुस्तक मन्दिर, आगरा
- कृदन्तसूत्रावली, बृजेश कुमार शुक्ल, प्रकाशन केन्द्र, लखनऊ
- भाषा विज्ञान एवं भाषा शास्त्र, कपिल देव द्विवेदी, विश्वविद्यालय प्रकाशन, वाराणसी, द्वादश संस्करण 2010
- भाषा विज्ञान, भोलानाथ तिवारी, किताब महल प्राइवेट लिमिटेड, इलाहाबाद

प्रस्तावित सतत मूल्यांकन:-

क. अधिन्यास (असाइनमेंट) एवं मौखिकी	15 अंक
अथवा	
संस्कृत संभाषण	
ख. लिखित परीक्षा (वस्तुनिष्ठ/लघु उत्तरीय)	10 अंक

 Rakul Kumar



विषय - संस्कृत
पाठ्यक्रम

सेमेस्टर	षष्ठ
प्रश्नपत्र कोड	A020601T
प्रश्नपत्र शीर्षक	प्रथम प्रश्न-पत्र - आधुनिक संस्कृत साहित्य
क्रेडिट	6 अधिकतम अंक 75 +25
<p>पाठ्यक्रम उद्देश्य -</p> <ul style="list-style-type: none"> ● विद्यार्थियों को आधुनिक संस्कृत- कवियों से सुपरिचित कराना। ● विद्यार्थियों को बिम्बविधानो एवं नवीन विषयों का ज्ञान कराना। ● आधुनिक संस्कृत - साहित्य में विद्यमान नैतिक एवं कल्याणपरक तथ्यों से आत्मोत्कर्ष की अभिप्रेषण कराना। ● आधुनिक संस्कृत - साहित्य में निहित उद्देश्यों एवं ज्ञान को आचरण में समाहित करने हेतु अभिप्रेरिस कराना। <p>अधिगम उपलब्धि -</p> <ul style="list-style-type: none"> ● विद्यार्थी आधुनिक संस्कृत- कवियों से सुपरिचित हो सकेंगे। ● उन्हें नवीन बिम्बविधानों एवं नवीन विषयों का ज्ञान प्राप्त होगा। ● आधुनिक संस्कृत - साहित्य के बाल-साहित्य से परिचित होते हुए संस्कृत-शिक्षण की सरलतम विधि के प्रति उन्मुख होंगे। ● आधुनिक संस्कृत - साहित्य में विद्यमान नैतिक एवं कल्याणपरक तथ्यों से आत्मोत्कर्ष की अभिप्रेरणा प्राप्त कर सकेंगे। ● आधुनिक संस्कृत-साहित्य में निहित उद्देश्यों एवं ज्ञान को आचरण में समाहित करने हेतु अभिप्रेरित होंगे। 	
Unit इकाई	Topics पाठ्य विषय
1.	आधुनिक महाकाव्य उत्तरसीताचरितम् (सप्तम सर्ग - विद्याधिगमः) प्रो. रेवा प्रसाद द्विवेदी
II.	आधुनिक - नाटक क्षत्रपति साम्राज्यम् (प्रथम अंक) श्रीमूलशंरमाणिकलाल "याज्ञिक" संस्कृत गीतिकाव्य तदेव गगनं सैव धरा (1 से 30 पद्य) आचार्य श्रीनिवास "रथ"
III.	संस्कृत उपन्यास पद्मिनी - प्रथम विराम - मोहन लाल शर्मा पांडे
IV.	संस्कृत कथा कथा मुक्तावली (क्षणिक विभ्रमः) पण्डिता क्षमाराव।

Rajal Khan

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संस्तुत ग्रंथ:-

- कथा मुक्तावली (पण्डिता क्षमाराव) P.J. Pandya for N.M. Tripathi Ltd. Princess Street, Bombay -2
- उत्तरसीताचरितम् - (प्रो. रेवा प्रसाद द्विवेदी) कालिदास संस्थानम्, वाराणसी - 5
- क्षत्रपति सम्राज्यम् - श्रीमूलशंकरमाणिकलालयाज्ञिक, व्याख्याकार - डा. नरेश झा, चौखंबा सुरभारती प्रकाशन, वाराणसी
- तदेव गगनं सैव धरा - आचार्य श्रीनिवास "रथ" नाग पब्लिशर्स 1995
- पद्मिनी मोहन लाल शर्मा पांडे, पांडे प्रकाशन जयपुर
- आधुनिक संस्कृत साहित्य संदर्भ सूची, (संपादक) राधावल्लभ त्रिपाठी राष्ट्रीय संस्कृत संस्थान, नई दिल्ली

प्रस्तावित सतत मूल्यांकन:-

क. आधुनिक संस्कृत पुस्तक समीक्षा एवं मौखिकी	15 अंक
अथवा	
आधुनिक संस्कृत साहित्य का सर्वेक्षण एवं मौखिकी	
ख. लिखित परीक्षा (वस्तुनिष्ठ/लघु उत्तरीय)	10 अंक

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विषय - संस्कृत
पाठ्यक्रम

सेमेस्टर	षष्ठ
प्रश्नपत्र कोड	A020602T
प्रश्नपत्र शीर्षक	द्वितीय प्रश्न-पत्र - क (वैकल्पिक) योग एवं प्राकृतिक चिकित्सा
क्रेडिट	6 अधिकतम अंक 75 +25

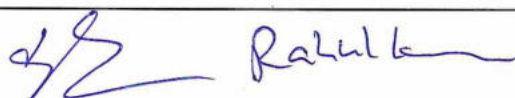
पाठ्यक्रम उद्देश्य -

- विद्यार्थियों को भारतीय योग शास्त्र के प्राचीन एवं वैज्ञानिक ज्ञान से लाभान्वित करना।
- विद्यार्थियों को योग शास्त्र के मूलभूत सिद्धांतों का ज्ञान कराकर उन्हें योग की महत्ता से परिचित कराना।
- योग के आसनों के सैद्धान्तिक एवं व्यवहारिक दोनों पक्षों से समान रूप से अवगत कराना।
- योग के वास्तविक स्वरूप के अवबोध द्वारा योग को अपने जीवन में समाहित करने हेतु प्रेरित करना।

अधिगम उपलब्धि -

- विद्यार्थी भारतीय योग शास्त्र के प्राचीन एवं वैज्ञानिक ज्ञान लाभान्वित होंगे।
- विद्यार्थी योग शास्त्र के मूलभूत सिद्धांतों को जानकर योग की महत्ता से परिचित होंगे।
- योग के आसनों के सैद्धान्तिक एवं व्यवहारिक दोनों पक्षों को समान रूप से सीख सकेंगे।
- योग के वास्तविक स्वरूप के अवबोध द्वारा योग को अपने जीवन में समाहित करने हेतु प्रेरित होंगे।
- योग एवं प्राकृतिक चिकित्सा के अनुप्रयोग द्वारा स्वस्थ समाज का निर्माण कर सकने में समर्थ होंगे।

Unit इकाई	Topics पाठ्य विषय
1.	योग की भारतीय अवधारणा उपयोगिता एवं महत्व प्रमुख आचार्य एवं ग्रंथ योगसूत्र - समाधि पाद (सूत्र 1 से 29 तक)
II.	योगसूत्र साधन पाद (सूत्र 29 से 55 तक) योगसूत्र - विभूति पाद (सूत्र 1 से 15 तक)
III.	घेरण्ड संहिता - प्रथमोपदेश श्लोक (1 से 40 तक)
IV.	घेरण्ड संहिता - द्वितीयोपदेश: (आसनप्रकरणम्) सिंहासन, पद्मासन, भद्रासन, मुक्तासन, बज्रासन, सिंहासन, गोमुखसन, वीरासन, धनुरासन, मृतासन, मत्स्यासन, पश्चिमोत्तानासन, गरुडासन, मकरासन, भुजङ्गासन।

 Rakulka



संस्तुत ग्रंथ:-

- पातंजलयोगदर्शनम, पतंजलि कृत योगसूत्र, व्यास भाष्य, वाचस्पति मिश्र कृत तत्त्ववैशारदी एवं विज्ञान भिक्षु कृत योगवार्त्तिक सहित, (संपादक) नारायण मिश्र, भारतीय विद्या प्रकाशन, वाराणसी, 1981
- योग दर्शन, हरि कृष्णदास योगन्दका, गीता प्रेस, गोरखपुर
- पातंजलयोगदर्शनम, सुरेश चंद्र श्रीवास्तव, चौखंबा सुरभारती प्रकाशन वाराणसी
- घेरण्ड संहिता, घेरण्ड मुनि, भाष्यकार स्वामी जी महाराज, पीतांबरा पीठ, दतिया, मध्य प्रदेश
- यज्ञ चिकित्सा, ब्रह्मवर्चस, शान्तिकुंज, हरिद्वार
- योग तथा मानसिक स्वास्थ्य, पी. डी. मिश्र, रॉयल बुक कम्पनी, लखनऊ
- योग एवं स्वास्थ्य, पी. डी. मिश्र, रैपिडेक्स बुक्स, पुस्तक महल
- सूर्य किरण चिकित्सा विज्ञान, अमर जीत, खंडेलवाल प्रकाशन, जयपुर
- नेचर क्योर फिलासफी एंड मेथड्स, पी. डी. मिश्र, उत्तर प्रदेश हिन्दी संस्थान, लखनऊ

प्रस्तावित सतत मूल्यांकन:-

क. योगासनों का प्रदर्शन	अथवा	15 अंक
अधिन्यास (असाइनमेंट) एवं मौखिकी		
ख. लिखित परीक्षा (वस्तुनिष्ठ/लघु उत्तरीय)		10 अंक

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Rajesh

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विषय - संस्कृत

पाठ्यक्रम

सेमेस्टर	षष्ठ
प्रश्नपत्र कोड	A020603T
प्रश्नपत्र शीर्षक	द्वितीय प्रश्न-पत्र - ख (वैकल्पिक) आयुर्वेद एवं स्वास्थ्य विज्ञान
क्रेडिट	6 अधिकतम अंक 75 +25
<p>पाठ्यक्रम उद्देश्य -</p> <ul style="list-style-type: none"> ● विद्यार्थियों को भारतीय प्राच्य ज्ञान की अद्भुत देन आयुर्वेद का ज्ञान कराना। ● विद्यार्थियों को मानव स्वास्थ्य एवं रोग निवारण हेतु आयुर्वेद के मूलभूत सिद्धांतों से परिचित कराना। ● अष्टांग आयुर्वेद के ज्ञान द्वारा स्वस्थ्य जीवनशैली अपनाने के लिए अग्रसर कराना। 	
<p>अधिगम उपलब्धि -</p> <ul style="list-style-type: none"> ● भारतीय प्राच्य ज्ञान की अद्भुत देन आयुर्वेद का सामान्य ज्ञान प्राप्त करेंगे। ● मानव स्वास्थ्य एवं रोग निवारण हेतु आयुर्वेद के मूलभूत सिद्धांतों से सुपरिचित होंगे। ● अष्टांग आयुर्वेद के ज्ञान द्वारा स्वस्थ्य जीवनशैली अपनाने के लिए अग्रसर होंगे। ● वर्तमान समय में आयुर्वेद की आवश्यकता एवं महत्व से अवगत होते हुए मानव कल्याणार्थ अनुप्रयोग हेतु प्रेरित होंगे। 	
Unit इकाई	Topics पाठ्य विषय
1.	आयुर्वेद का सामान्य परिचय, उद्भव एवं विकास। प्रमुख आचार्य - चरक, सुश्रुत, वाग्भट माधव, शार्ङ्गधर, भावमिश्र। आयुर्वेद का अर्थ एवं परिभाषा, मूलभूत सिद्धांत, वर्तमान काल में उपयोगिता एवं महत्व अष्टांग आयुर्वेद।
II.	चरक संहिता - सूत्र स्थान प्रथम अध्याय (श्लोक 41 से 92) चरक संहिता - सूत्र स्थान प्रथम अध्याय (श्लोक 93 से समाप्ति पर्यंत)
III.	चरक संहिता - सूत्र स्थान नवम अध्याय चरक संहिता - सूत्र स्थान दशम अध्याय
IV.	अष्टांगहृदयम् - वाग्भट सूत्रस्थानम् - प्रथम अध्याय 1-19 अष्टांगहृदयम् - वाग्भट सूत्रस्थानम् - प्रथम अध्याय 20-44



Rahul K



संस्तुत ग्रंथ:-

- चरक संहिता, (सम्पा0) ब्रह्मानंद त्रिपाठी, चौखंबा सुरभारती प्रकाशन, वाराणसी, 2005
- अष्टांगहृदयम्, वाग्भट, (सम्पा0) ब्रह्मानंद त्रिपाठी, चौखंबा संस्कृत प्रतिष्ठान दिल्ली, पुनमुद्रित 2014
- आयुर्वेद का बृहद् इतिहास, अत्रिदेव विद्यालंकार, हिन्दी समिति, उत्तर प्रदेश शासन लखनऊ द्वितीय संस्करण 1976
- संस्कृत वाङ्मय का बृहद् इतिहास, बलदेव उपाध्याय, आयुर्वेद का इतिहास (सप्तदश खंड) उत्तर प्रदेश संस्कृत संस्थान, लखनऊ 2006
- आयुर्वेद का वैज्ञानिक इतिहास, आचार्य प्रियव्रत शर्मा, चौखंबा वाराणसी
- आयुर्वेद इतिहास एवं परिचय, विद्याधर शुक्ल एवं रवि दत्त त्रिपाठी, चौखंबा वाराणसी
- संस्कृत साहित्य में आयुर्वे, अत्रिदेव विद्यालंकार, भारतीय ज्ञानपीठ, काशी प्रथम संस्करण 1956

प्रस्तावित सतत मूल्यांकन:-

क. अधिन्यास (असाइनमेंट/पत्र प्रस्तुतीकरण एवं मौखिकी
अथवा

15 अंक

प्रदत्त समस्या का निदान आदि (प्रायोगिक)

ख. लिखित परीक्षा (वस्तुनिष्ठ/लघु उत्तरीय)

10 अंक

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	सप्तम
प्रश्नपत्र कोड	A020701T
प्रश्नपत्र शीर्षक	प्रथम प्रश्न-पत्र - वैदिक वाङ्मय
क्रेडिट	5
	अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

निर्धारित पाठ्यक्रम के अध्ययन का मूल उद्देश्य है -

- वैदिक वाङ्मय के सन्दर्भ में छात्रों को व्यापक अन्तर्दृष्टि प्रदान करना।
- वैदिक संहिता से चयनित कतिपय महत्वपूर्ण सूक्तों में वर्णित वैदिक देवताओं तथा वैदिक चिन्तन (विशेषतः ब्रह्माण्ड की उत्पत्ति एवं राष्ट्रनिर्माण के सन्दर्भ में) का गहन अध्ययन कराना।
- वैदिक व्याकरण के ज्ञान से वैदिक भाषा के अनुपम स्वरूप में अवगत कराना।
- वैदिक संहिता की कालिक अवस्थिति तथा मन्त्रों की व्याख्या के सन्दर्भ में मत-मतान्तर से सुपरिचित कराना।
- पाणिनीय शिक्षा - रूपी साधन के माध्यम से मन्त्रों के सम्यक्/विशुद्ध उच्चारण विधि से अवगत कराना।

अधिगम उपलब्धि -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र -

- वेदों में वर्णित देवतापरक सूत्रों के भावावबोध में सक्षम होंगे।
- वैदिक मन्त्रों में प्रतिपादित भौतिक एवं आध्यात्मिक भावों तथा सामाजिक संदेशों के अवबोध में सक्षम होंगे।
- वैदिक देवताओं की प्रकृति, कर्म तथा उनके प्रतिनिध्यात्मक स्वरूप से अवगत हो सकेंगे।
- वैदिक सूक्तों के प्रसिद्ध प्राचीन एवं अर्वाचीन व्याख्याकारों की व्याख्यापद्धति से सुपरिचित होंगे।
- वैदिक स्वर एवं व्याकरण के ज्ञान से वैदिक मन्त्रों को उनके विशुद्ध स्वरूप में गायन में सक्षम होंगे।

Unit इकाई	Topics पाठ्य विषय
1	ऋग्वेद - वरुण (1.25), इन्द्र (2.12), उषस् (3.61), पर्जन्य (5.83) सूक्त।
2	यजुर्वेद - शिवसङ्कल्प सूक्त अध्याय - 34, मंत्र (1 से 6) अथर्ववेद - राष्ट्राभिवर्द्धनम् (1.29)
3	संवाद सूक्त - विश्वामित्र नदी, यम-यमी पूरुरवा-उर्वशी, सरमा-पाणि संवाद सूक्तों का सामान्य परिचय।
4	पाणिनीय शिक्षा

4/5 Ralul

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अध्ययन सामग्री -

प्रारम्भिक ग्रन्थ -

1. नवीन वैदिक सञ्चयनम् (द्वितीय भाग) (व्या०) डॉ० जमुना पाठक, चौखम्बा कृष्णदास अकादमी, वाराणसी, 2016
 2. पाणिनीय शिक्षा - (व्या०) शिवराज आचार्य, चौखम्बा विद्याभवन वाराणसी, 2012
 3. वैदिक सूक्त संग्रह - (व्या०) राधेश्याम खेमका, गीताप्रेस गोरखपुर, 2015
- द्वितीयक ग्रन्थ -
- उपाध्याय, बलदेव, वैदिक साहित्य एवं संस्कृति, शारदा संस्थान, वाराणसी, 2006
- पाण्डेय, उमेशचन्द्र, वैदिक व्याकरण, चौखम्बा विद्याभवन, वाराणसी, 2003

अधिन्यास कार्य -

1. इन्द्रसूक्त, पुरुषसूक्त तथा शिवसंकल्प, सूक्त का सारांश लिखिए।

अथवा

वैदिक संहिता के काल-निर्धारण के सम्बन्ध में विविध मतों पर प्रकाश डालिए।

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	सप्तम
प्रश्नपत्र कोड	A020702T
प्रश्नपत्र शीर्षक	द्वितीय प्रश्नपत्र - दर्शन : सांख्य एवं न्याय - वैशेषिक
क्रेडिट	5 अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

निर्धारित पाठ्यक्रम का उद्देश्य है -

- छात्रों को निर्दिष्ट ग्रन्थों यथा 'सांख्यकारिका' एवं 'तर्कभाषा' के अध्ययन के माध्यम से क्रमशः सांख्य एवं न्याय वैशेषिक दर्शन के आधारभूत सिद्धान्तों, संकल्पनाओं व मान्यताओं से अवगत कराना।
- छात्रों को भारतीय दर्शन के अनेक बहुमूल्य सिद्धान्तों एवं अवधारणाओं के तार्किक विश्लेषण की क्षमता से सम्पन्न करना।

(ख) पाठ्यक्रम अधिगम प्रतिफल -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र-

- सांख्य एवं न्याय-वैशेषिक दर्शन के मूलभूत संप्रत्ययों एवं संकल्पनाओं के आलोचनात्मक विश्लेषण में समर्थ हो सकेंगे।
- उक्त दार्शनिक तंत्रों में स्वीकृत व अङ्गीकृत पारिभाषिक पदों के भावावबोध में सक्षम होंगे।
- उक्त दार्शनिक तंत्रों में वर्णित जगत् तथा जागतिक अनुभूतियों की व्याख्या सम्बन्धी वैज्ञानिक दृष्टिकोण
- परमतत्त्व के निर्धारण अथवा निःश्रेयस की लब्धि में प्रमाणमीमांसीय अध्ययन की महत्ता से अवगत हो सकेंगे।

Unit इकाई	Topics पाठ्य विषय
1	सांख्यकारिका - कारिका - 1 से 18 तक।
2	सांख्यकारिका - कारिका - 19 से 36 तक।
3	तर्कभाषा - प्रत्यक्ष प्रमाणपर्यन्त।
4	तर्कभाषा - अनुमान प्रमाणपर्यन्त।

अध्ययन सामग्री -

प्रारम्भिक ग्रन्थ -

1. तर्कभाषा - केशव मिश्र, (व्या0) आचार्य विश्वेश्वर, चौखम्बा संस्कृत भवन, वाराणसी, 2016
2. तर्कभाषा - केशव मिश्र, (व्या0) बदरीनाथ शुक्ल, मोतीलाल बनारसी दास, वाराणसी, 2010
3. सांख्यकारिका - ईश्वर कृष्ण, (व्या0) राकेश शास्त्री, संस्कृत ग्रंथागार, दिल्ली, 2017


4. सांख्यकारिका - ईश्वर कृष्ण, (व्या०) रमाशंकर त्रिपाठी, चौखम्बा कृष्णदास अकादमी, वाराणसी,
2015

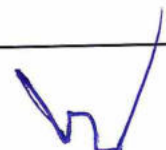
अधिन्यास कार्य -

1. सांख्यकारिका के आधार पर सत्यकार्यवाद पर प्रकाश डालिए।

अथवा

तर्कभाषा के आधार पर षड्सन्निकर्ष को स्पष्ट कीजिए।

 Rahul



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	सप्तम
प्रश्नपत्र कोड	A020703T
प्रश्नपत्र शीर्षक	तृतीय प्रश्न-पत्र - व्याकरण एवं भाषा विज्ञान
क्रेडिट	5 अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

निर्धारित पाठ्यक्रम का उद्देश्य है -

- छात्रों को भाषा विज्ञान एवं आधुनिक भाषा शास्त्र की प्रमुख अवधारणों से अवगत कराना।
- भाषा की परिभाषा विविध स्वरूप एवं प्रमुख विशेषताओं के सम्बन्ध ज्ञान प्रदान करना।
- ध्वनियों के वर्गीकरण एवं ध्वनि सम्बन्धि नियमों का ज्ञान कराना।
- सिद्धान्त कौमुदी ग्रन्थ के अनुसार कारक एवं विभक्ति-विषयक सूत्रों का उदाहरण सहित विशेष अध्ययन कराना।

(ख) पाठ्यक्रम अधिगम प्रतिफल -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र-

- कारक के सामान्य नियमोल्लेख पूर्वक सूत्रों के सोदाहरण अध्ययन से संस्कृत भाषा सम्बन्धी निज ज्ञान को पुष्ट करने में समर्थ होंगे।
- आधुनिक भाषाशास्त्रीय सिद्धांतों के आलोक में संस्कृत भाषा के अवलोकन एवं विश्लेषण में निपुण होंगे।
- भाषा के उत्पत्ति विषयक प्रमुख मतों के ज्ञान से सम्पन्न होंगे।

Unit इकाई	Topics पाठ्य विषय
1	सिद्धान्त कौमुदी - (कारक प्रकरणम्) - प्रथमा से चतुर्थी विभक्ति तक।
2	सिद्धान्त कौमुदी - (कारक प्रकरणम्) - पंचमी से सप्तमी विभक्ति तक।
3	भाषा विज्ञान - भाषा की परिभाषा, बोली, विभाषा एवं भाषा में अन्तर, भाषा और वाक् में अन्तर, भाषा की उत्पत्ति (विविध मत)।
4	भाषा विज्ञान - स्पर्श, स्पर्श संघर्षी वर्ण, अर्धस्वर, ध्वनियों का वर्गीकरण, ध्वनि परिवर्तन के कारण एवं दिशाएं, ग्रिम, ग्रासमान एवं बर्नर के ध्वनि नियम।

RS Ralul

W

अध्ययन सामग्री -

प्रारम्भिक स्रोत -

1. वैयाकरणसिद्धान्तकौमुदी - भट्टोजिदीक्षित (व्या०) पं० ज्योतिस्वरूप मिश्र विश्वविद्यालय प्रकाशन, वाराणसी, 1996
2. तिवारी, डॉ० भोलानाथ, भाषा विज्ञान, किताबमहल, इलाहाबाद, 2019
3. द्विवेदी पं० कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2016

अधिन्यास कार्य -

1. ध्वनि सम्बन्धी ग्रिम ग्रासमान एवं बर्नर नियमों का विवेचन कीजिए।
अथवा
भाषा की परिभाषा देते हुए भाषा एवं बोली में अन्तर स्पष्ट करें।

3/8 Patel

W

जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	सप्तम
प्रश्नपत्र कोड	A020704T
प्रश्नपत्र शीर्षक	चतुर्थ प्रश्न पत्र - गीतिकाव्य एवं नाटिका
क्रेडिट	5
	अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

निर्धारित पाठ्यक्रम के अध्ययन का मूल उद्देश्य है -

- कवि श्रीहर्षदेवकृत 'रत्नावली' नाटिका के अध्ययन के माध्यम से रूपक एवं नाटिका के भेद का ज्ञान प्रदान करना।
- नाट्यशास्त्रियों द्वारा नाटिका-कृति की संरचना एवं अन्य पक्षों के संदर्भ में विहित नियमों की कसौटी पर 'रत्नावली' नाटिका के मूल्यांकन के निमित्त प्रेरणा प्रदान करना।
- संस्कृत काव्यजगत् के सर्वोत्कृष्ट कवि कालिदासकृत 'मेघदूत' में अवगाहन कराकर उनकी अनुपम भाषा शैली एवं अपूर्व काव्यसौन्दर्य का रसास्वादन कराना।
- महाकवि कालिदास के कृत 'मेघदूत' के अध्ययन एवं अनुशीलन के माध्यम से गतिकाव्य के स्वरूप एवं विशेषताओं से अवगत कराना।

(ख) पाठ्यक्रम अधिगम प्रतिफल -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र-


1. 'रत्नावली' नाटिका के अध्ययन के माध्यम से धीरललित नायक तथा स्वकीया-परकीया नायिका की विशेषताओं से अवगत होंगे।
- गतिकाव्यों में सन्निहित गेयात्मकता से सम्यग्रूपेण अवगत होंगे।
- 'मेघदूत' में चित्रित वाह्य प्रकृति में मानवीय संवेदना की संक्रान्ति से जन्य लोकोत्तर आनन्द की अनुभूति में सफल होंगे।

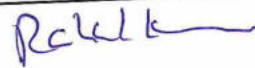
Unit इकाई	Topics पाठ्य विषय
1	मेघदूतम् (पूर्व मेघ) - पद्य 1 से 30 तक
2	मेघदूतम् (पूर्व मेघ) - पद्य 31 से समाप्ति पर्यन्त।
3	रत्नावली नाटिका - प्रथम एवं द्वितीय अंक
4	रत्नावली नाटिका - तृतीय एवं चतुर्थ अंक

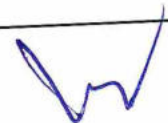
अध्ययन सामग्री -

प्रारम्भिक स्रोत -

1. मेघदूतम्, कालिदास, (व्या0) डॉ0 रमाशंकर त्रिपाठी, विश्वविद्यालय प्रकाशन, वाराणसी, 2015
2. मेघदूतम्, कालिदास, (व्या0) आचार्य शेषराज रेग्मी, चौखम्बा विद्याभवन, वाराणसी, 2016
3. रत्नावली (नाटिका) - श्री हर्षदेव (व्या0) - डॉ0 श्री कृष्ण त्रिपाठी, चौखम्बा संस्कृत भवन, वाराणसी, 2008







4. रत्नावली (नाटिका) -श्री हर्षदेव (व्या०) - डॉ० श्री कृष्ण त्रिपाठी, पं० परमेश्वर दीन पाण्डेय
चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2003

अधिन्यास कार्य -

1. रत्नावली नाटिका का एक नाटिका के रूप में मूल्यांकन कीजिए।

अथवा

मेघदूत में वर्णित मेघ के मार्ग का वर्णन कीजिए।

SS Rakesh

W

जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	अष्टम
प्रश्नपत्र कोड	A020801T
प्रश्नपत्र शीर्षक	प्रथम प्रश्न-पत्र - वैदिक वाङ्मय
क्रेडिट	5 अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

निर्धारित पाठ्यक्रम के अध्ययन का मूल उद्देश्य है -

- विविध वैदिक सूक्तों एवं उनके प्रतिपाद्य विषय से परिचित कराना।
- उपनिषदों में प्रतिपादित मूल दार्शनिक सिद्धान्तों अथवा सम्प्रत्ययों से अवगत कराना।
- यास्ककृत निरुक्त के अध्ययन के माध्यम से वैदिक पदों की प्रकृति, स्वरूप तथा निर्वचन-सम्बन्धी सिद्धान्तों एवं प्रक्रिया का विशेष ज्ञान अर्जित कराना।
- उपसर्गों के विविध अर्थों एवं विविध शब्दों की व्युत्पत्ति का ज्ञान कराना।

(ख) पाठ्यक्रम अधिगम प्रतिफल -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र-

- वैदिक वाङ्मय के बहुआयामी स्वरूप के संदर्भ में जागृत होंगे।
- वैदिक संहिता के सम्यक् अध्ययन के निमित्त अपेक्षित साधनों से सम्पन्न हो सकेंगे।
- प्रमुख उपनिषदों के दार्शनिक संदेशों की हृदयंगम कर जगत् के प्रति विशेष अर्न्तदृष्टि से युक्त होंगे।
- वैदिक पदों के विविध स्वरूप एवं वैज्ञानिक निर्वचन पद्धति के अवबोध में सक्षम होंगे।

Unit इकाई	Topics पाठ्य विषय
1	ऋग्वेद - अक्षसूक्त (10.34), ज्ञानसूक्त (10.71), नासदीय सूक्त (10.129)।
2	यजुर्वेद - प्रजापति सूक्त - अध्याय 23, मन्त्र 1 से 5 तक अथर्ववेद - कालसूक्त (10.53), पृथिवी सूक्त (12.1) प्रथम द्वादश मन्त्र।
3	प्रमुख दश उपनिषदों का सामान्य परिचय।
4	निरुक्त - (प्रथम एवं द्वितीय अध्याय) - पदों का चतुर्विध विभाजन, नामाख्यात स्वरूप, उपसर्गों का अर्थ, निपात की कोटियाँ, निरुक्त अध्ययन के प्रयोजन, निर्वचन के सिद्धान्त एवं आचार्य आदि शब्दों की व्युत्पत्ति।

38 Rahul

W

अध्ययन सामग्री -

प्रारम्भिक ग्रन्थ -

1. नवीन वैदिकसंचयनम् (द्वितीय भाग) (व्या०) डॉ० जमुना पाठक चौखम्बा कृष्णदास अकादमी, वाराणसी 2016
 2. ईशादि नौ उपनिषद, गीता प्रेस गोरखपुर 2017
 3. निरूक्त - यास्क (सम्पा०) प्रो० उमाशंकर शर्मा 'ऋषि' चौखम्बा विद्याभवन, वाराणसी, 2001
- द्वितीयक ग्रन्थ -
1. उपाध्याय, बलदेव - वैदिक साहित्य एवं संस्कृति, शारदा संस्थान वाराणसी, 2006

अधिन्यास कार्य -

1. पाठ्यक्रम के किन्हीं दो उपनिषदों की विषय वस्तु पर प्रकाश डालिए।
अथवा
षड्भाव विकारों एवं शब्द की नित्यता एवं अनित्यता पर प्रकाश डालिए।

3/8 Ralal

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अधिन्यास कार्य -

1. सांख्य कारिका के 37 से 54 कारिका तक वर्णित विषय वस्तु को संक्षेप में लिखिए।

अथवा

तर्कभाषा के आधार पर उपमान प्रमाण एवं प्रमेय निरूपण को स्पष्ट कीजिए।

३९ Ralika

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जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	अष्टम
प्रश्नपत्र कोड	A020803T
प्रश्नपत्र शीर्षक	तृतीय प्रश्न-पत्र - व्याकरण एवं भाषा विज्ञान
क्रेडिट	5 अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

1. भाषा के वर्गीकरण का ज्ञान कराना एवं वैदिक तथा लौकिक संस्कृत में तुलना करने में समर्थ बनाना।
2. अर्थ परिवर्तन की दिशाओं एवं उनके कारणों का ज्ञान कराना।
3. महाभाष्य के माध्यम से भाषा के दार्शनिक सम्प्रत्ययों से अवगत कराना।

(ख) पाठ्यक्रम अधिगम प्रतिफल -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र-

- व्याकरण अध्ययन की महत्ता, प्रासङ्गिकता एवं उद्देश्यों से सुपरिचित होंगे।
- भाषाशास्त्रीय चिंतन में प्राचीन भारतीय भाषादार्शनिकों के अवदान के सन्दर्भ में सुविज्ञ होंगे।
- वैदिक संस्कृत एवं लौकिक संस्कृत की तुलना करने में समर्थ हो सकेंगे।
- भाषाओं का आकृतिमूलक एवं पारिवारिक वर्गीकरण का अवगाहन करने में समर्थ हो सकेंगे।

Unit इकाई	Topics पाठ्य विषय
1.	महाभाष्य, पस्पशाह्निक - प्रारम्भ से व्याकरण के गौण प्रयोजन पर्यन्त।
2.	महाभाष्य, पस्पशाह्निक - शब्दानुशासन की पद्धति से समाप्तिपर्यन्त।
3.	भाषा विज्ञान - वाक्य की परिभाषा एवं प्रकार, अर्थ परिवर्तन की दिशाएं एवं कारण।
4.	भाषा विज्ञान - भाषा का आकृतिमूलक एवं पारिवारिक वर्गीकरण, भारोपीय भाषाओं का परिचय, वैदिक एवं लौकिक संस्कृत की तुलना।

अध्ययन सामग्री -

प्रारम्भिक ग्रन्थ -

1. व्याकरणमहाभाष्यम् (पस्पशाह्निक), जयशंकर लाल त्रिपाठी, चौखम्बा कृष्णादास अकादमी, वाराणसी।
2. व्याकरणमहाभाष्यम् (पस्पशाह्निक), आचार्य मधुसूदन प्रसाद मिश्र, चौखम्बा विद्याभवन, वाराणसी।
3. तिवारी, डॉ० भोलानाथ, भाषा विज्ञान, किताबमहल, इलाहाबाद, 2019
4. द्विवेदी पं० कपिलदेव, भाषाविज्ञान एवं भाषाशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 2016
5. व्यास, भोलाशंकर, संस्कृत का भाषाशास्त्रीय अध्ययन चौखम्बा विद्याभवन, 1957

3/3 Rakesh

1/1/

अधिन्यास कार्य -

1. भाषाओं के आकृतिमूलक एवं पारिवारिक वर्गीकरण पर प्रकाश डालें।

अथवा

महाभाष्य के पस्पशाह्निक के आधार पर व्याकरण-अध्ययन के प्रयोजन पर प्रकाश डालिए।

3/3

Rahul

W

जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

विषय :- संस्कृत

पाठ्यक्रम

सेमेस्टर	अष्टम
प्रश्नपत्र कोड	A020804T
प्रश्नपत्र शीर्षक	चतुर्थ प्रश्न-पत्र - काव्य एवं नाट्यशास्त्र
क्रेडिट	5 अधिकतम अंक 100

(क) पाठ्यक्रम उद्देश्य -

- रघुवंश महाकाव्य के प्रथम सर्ग से छात्रों को परिचित कराना एवं महाकाव्य की कसौटी पर रघुवंश महाकाव्य का मूल्यांकन करने में समर्थ बनाना।
- छात्रों को भरतमुनिकृत 'नाट्यशास्त्र' के अध्ययन के माध्यम से भारतीय नाट्यविद्या के बहुआयामी स्वरूप से सुपरिचित कराना।
- भरतमुनि की रसविषयक मान्यताओं से अवगत कराना।

(ख) पाठ्यक्रम अधिगम प्रतिफल -

निर्धारित पाठ्यक्रम के अध्ययन के उपरान्त छात्र-

- काव्य के रसास्वादन के लिए अपेक्षित सूक्ष्म भावों से सम्पन्न होंगे।
- महाकाव्य की कसौटी पर रघुवंश महाकाव्य का मूल्यांकन करने में सक्षम होंगे।
- ग्रंथ में विवेचित नाट्य एवं काव्य के भावों को हृदयंगम कर आलोचनात्मक मूल्यांकन में सक्षम होंगे।
- भरतमुनि द्वारा उपस्थापित नाट्य एवं काव्य के कतिपय आधारभूत पारिभाषिक पदों से अवगत होंगे।
- 'रस' एवं 'ध्वनि' के सिद्धान्तों के सम्बन्ध में विशिष्ट एवं गहन ज्ञानसम्पन्न होंगे।
- निर्धारित ग्रन्थ के अवबोध एवं व्याख्या में समर्थ होंगे।

Unit इकाई	Topics पाठ्य विषय
1	रघुवंशम् (प्रथम सर्ग) - पद्य 1 से 45 तक।
2	रघुवंशम् (प्रथम सर्ग) - पद्य 46 से अन्त तक।
3	नाट्यशास्त्रम् (षष्ठ अध्याय) - कारिका 1 से 40 तक।
4	नाट्यशास्त्रम् (षष्ठ अध्याय) - कारिका 41 से अन्त तक।

अध्ययन सामग्री -

प्रारम्भिक ग्रन्थ -

1. रघुवंश महाकाव्यम् (कालिदासविरचितम्) 'रश्मि' सरलार्थ हिन्दी व्याख्या, डॉ. बलवान सिंह यादव, चौ.स.भ., वाराणसी, 2018
2. रघुवंश महाकाव्यम् (कालिदासविरचितम्) मल्लिनाथ विरचित 'संजीवनी' सन्दर्भ प्रसंग अन्वय, संस्कृत हिन्दी व्याख्या सहित डॉ. नर्मदेश्वर त्रिपाठी, भारतीय विद्या संस्थान वाराणसी, 2009।
3. नाट्यशास्त्र (षष्ठ अध्याय), भरतमुनि (सम्पा0) बटुकनाथ शर्मा एवं पं0 बलदेव उपाध्याय, काशी संस्कृत सीरीज, वाराणसी
4. नाट्यशास्त्र (षष्ठ अध्याय), भरतमुनि (व्या0) ब्रजमोहन चतुर्वेदी, विद्यानिधि प्रकाशन, दिल्ली।

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अधिन्यास कार्य -

1. रघुवंशम् प्रथम सर्ग का सारांश अपने शब्दों में लिखिए।

अथवा

आचार्य भरत के रससूत्र की व्याख्या कीजिए एवं इस पर विभिन्न आचार्यों के मतों को स्पष्ट कीजिए।

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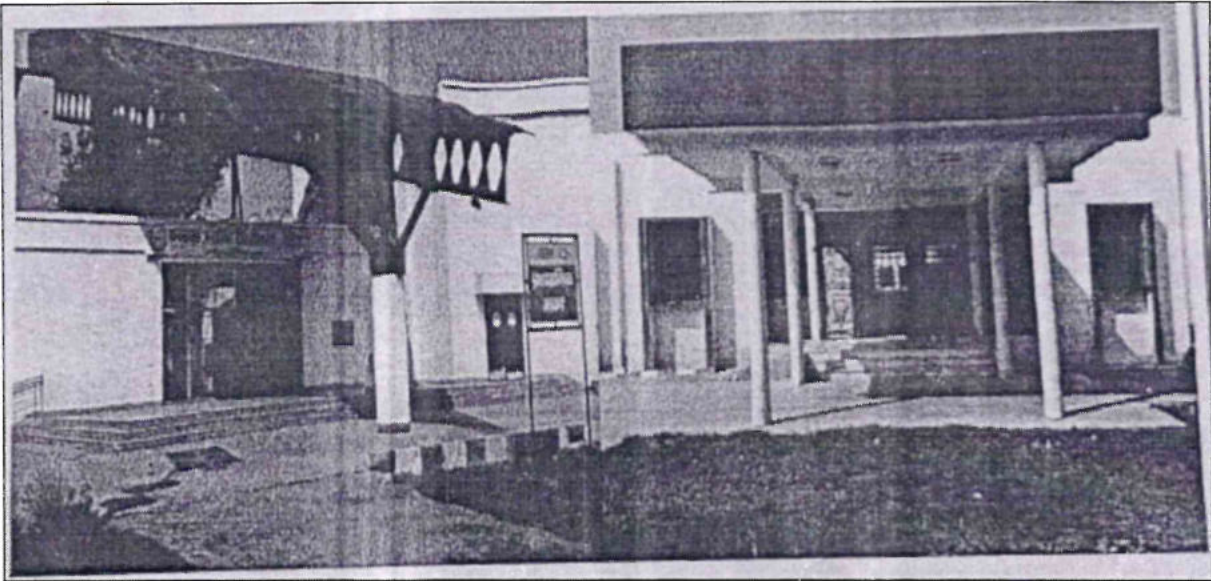
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Curriculum in Accordance to National Education Policy – 2020

Programme Name : B.A.

Subject : Political Science



Department of Political Science

Jananayak Chandrashekhar University, Ballia

Shaheed Smark, Near Surha Taal, Basantpur, Ballia – 277301, Uttar Pradesh, India



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Subject Structure for Four Years Undergraduate Programme in accordance with National Education Policy – 2020 and Common Minimum Syllabus

POLITICAL SCIENCE

Semester-wise Title of the Papers

Year	Sem	Course Code	Paper Title	Theory/ Practical	Credits
1 st	I	A060101T	Indian National Movement & Constitution of India	Theory	6
	II	A060201T	Political Theory & Concepts	Theory	6
2 nd	III	A060301T	Political Process in India	Theory	6
	IV	A060401T	Western Political Thought	Theory	6
3 rd	V	A060501T	Comparative Government and Politics (UK, USA, Switzerland & China)	Theory	5
		A060502T	Principles of Public Administration	Theory	5
	VI	A060601T	Indian Political Thought	Theory	5
		A060602T	International Relations and Politics	Theory	5
4 th	VII	A060701T	Western Political Thought	Theory	5
		A060702T	Comparative Politics	Theory	5
		A060703T	Principles of International Relations	Theory	5
		A060704T	Indian Political System	Theory	5
	VIII	A060801T	Modern Political Thought	Theory	5
		A060802T	Principles of Public Administration	Theory	5
		A060803T	International Relation	Theory	5
		A060804T	Indian Political Issues	Theory	5

Note:

- ❖ स्नातक के 5^{वें} सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गए दो विषयों में से किसी एक विषय (सम्बंधित विषय के शिक्षक/कों के दिशा-निर्देशन) में माइनर रिसर्च प्रोजेक्ट (एमआरपी) के लिए एक शीर्षक का चयन करना होगा जिसे वह पूर्ण करके 6^{वें} सेमेस्टर में मूल्यांकन के लिए जमा करेगा।

In the 5th semester of graduation, every student has to select a topic for Minor Research Project (MRP) in any one of the two subjects chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 6th semester.

- ❖ स्नातक के 7^{वें} सेमेस्टर में प्रत्येक विद्यार्थी को उसके द्वारा चुने गए विषय से (सम्बंधित विषय के शिक्षक/कों के दिशा-निर्देशन) में रिसर्च प्रोजेक्ट (आरपी) के लिए एक शीर्षक का चयन करना होगा जिसे वह 8^{वें} सेमेस्टर में पूर्ण कर मूल्यांकन हेतु जमा करेगा।

In the 7th semester of graduation, every student will have to select a topic for Research Project (RP) from the subject chosen by him/her (under the guidance of the teacher/s of the concerned subject) which he/she has to complete and submit it for evaluation in 8th semester.

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Jananayak Chandrashekhar University, Ballia

Subject : *Political Science*

Syllabus

B. A.

Semester:	First
Course Code	A060101T
Paper no.	First (Theory)
Course Title	Indian National Movement & Constitution of India
Credit	06
Maximum Marks	25+75

Course Objective :

The aim of this course is to enable students to gain knowledge about constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.



Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Origin and Development of The Indian National Movement,● Stages of Constitutional Development,● Constituent Assembly,● Philosophy of the Indian Constitution.
II	<ul style="list-style-type: none">● Fundamental Rights and Fundamental Duties,● Directive Principles of State Policy● Process of Constitutional Amendment,● Concept of Basic Structure of the Indian Constitution
III	<ul style="list-style-type: none">● Union Legislature: Structure and Functions● Union Executive: The President, Council of Ministers and The Prime Minister● State Legislature and Executive : Structure and Functions,● The Governor, The Chief Minister
IV	<ul style="list-style-type: none">● Judiciary: Salient features of Indian Judicial System● Appointments in Higher Judiciary● Power and Jurisdiction of supreme court and High courts● Judicial Activism and Judicial Reform



References :

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd.India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexisnexis NewDelhi
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press NewDelhi
4. Biswal Tapan (2017) 'Bharatiya Shasan Samvaidhanik Loktantra aur Rajneetik Prakriya' Orient Blackswan Delhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, New Delhi
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. New Delhi
7. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. NewDelhi



Jananayak Chandrashekhar University, Ballia

Subject : *Political Science*

Syllabus

B. A.

Semester:	Second
Course Code	A060201T
Paper no.	First (Theory)
Course Title	Political Theory & Concepts
Credit	06
Maximum Marks	25+75 = 100

Course Objective :

This course proposes to build on a prior understanding of the nature and value of theoretical inquiry in politics. Political theory begins with a few fundamental questions that have a bearing on the good life, and the ways in which we seek to collectively secure it. It does not claim to have any final answers to such questions and instead acknowledges disagreements. Our basic disagreements on how we must constitute our collective life are part of our evaluations that we make on a continual basis of the political and social order we inhabit. Evaluation usually entails an intense engagement with the political context within which we live, the nature of our values and political institutions, their clarification and analyses, together with weighing the necessity of just institutions and values. The activity of evaluation lays bare a wide range of arguments that are used in political discourse sharpening thereby our political judgment. It is imperative to evaluate, argue and judge and then raise for the consideration of justification our existing or appropriate political practices, decisions, policies and institutions. This course seeks to explore and understand some of the major debates that contemporary political theory is engaged in, and hopes thereby to enrich our skills of analysis and judgment.

Learning Outcomes :

After successful completion of the syllabus, learners will be able to :

Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science. The course is designed to train a student in the foundational issues of political theory, which is relevant for any in depth study and research.



Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Political Science: Definition, Nature, Scope, Methods And Relations with Other Social Sciences● Approaches to the study of Political Science.● Traditional approaches: Institutional, Historical,● Modern Approaches: Behaviouralism, Post Behaviouralism
II	<ul style="list-style-type: none">● State: Definition and Elements,● Origin theories of state: Divine theory, Force theory, Social Contract and Evolutionary theory.● Sovereignty: Monism and Pluralism, Globalization and Sovereignty.
III	<ul style="list-style-type: none">● Liberty, Equality and Justice● Power, Authority and Legitimacy● Idealism, Marxism, Liberalism, Nationalism, Feminism, Postmodernism
IV	<ul style="list-style-type: none">● Organs of Govt: Executive, Legislature, Judiciary,● Parliamentary System, Presidential System,● Federal vs Unitary.
References :	
Suggested Readings :	
1. AC Kapoor, Principles of political science.	



2. Eddy Ashirwatham, political theory, S Chand Delhi, 2009
3. JC Johari, Modern political theory.
4. CEM Joad, Introduction to modern political theory.
5. R.C Aggarwal, Political Theory, S Chand
6. Appadorai, Substance of Politics, OUP, Delhi 2000
7. R. Bhargav & A. Acharya, Political theory: and introduction, Pearson 2008
8. Amal Ray & Mohit Bhattacharya, Political Theory : An introduction, Pearson 2008
New Delhi



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Subject : *Political Science*

Syllabus

B. A.

Semester:	III
Course Code	A060301T
Paper no.	First (Theory)
Course Title	Political Process in India
Credit	06
Maximum Marks	25+75

Course Objective :

An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the manner in which they impact upon and are shaped by the institutional frameworks of politics. This course equips students with 36 the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.

Learning Outcomes : After successful completion of the syllabus, learners will be able to :

Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train or acclimatize the student with the Indian Political System in action and explain the working relationship between citizens and state and among various units of the state. The student would be able to appreciate the trajectory of the Indian political system since independence.



Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Process of Democratization in Post colonial India, ,● Factor Shaping the Indian Political System since Independence.● Federalism, Party System In India,
II	<ul style="list-style-type: none">● Democratic Decentralization: Evolution of Local self government in India● 73rd & 74th Amendment of Indian Constitution● Pressure Groups in India, Impact of Caste in Indian Politics,
III	<ul style="list-style-type: none">● Religion & Politics in India, Debates on Secularism,● Electoral Reforms in India.● Affirmative Action Policies with special reference to Women, Caste and Class
IV	<ul style="list-style-type: none">● Challenges of Nation Building: Ethnicity, Language politics, Regionalism, Casteism,● Majority and Minority Communalism,● Corruption● Politics of Defection.
References :	
1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)	



2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
4. JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
5. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
7. Kothari Rajni, 'Bharat mein Rajniti: KalaurAaj' Vani Prakashan New Delhi, 2007
8. Narang A.S., Indian Government and Politics, Geetanjali Publishing House, New Delhi, 1996 (Latest edition)
9. Singh, M.P., and Sexena Rekha, Indian Politics: Contemporary Issues Concerns Prentice Hall of India Pvt. Ltd. New Delhi, 1998.

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Subject : *Political Science*

Syllabus

B. A.

Semester:	Fourth
Course Code	A060401T
Paper no.	First (Theory)
Course Title	Western Political Thought
Credit	06
Maximum Marks	25+75
Course Objective : The aim of this course is to introduce the student with the most essential thinkers of Western Political Thought. It tries to inform the student with the rudimentary context and central arguments and aims of the concerned thinker. It is not intended to be an exhaustive but appreciative introduction to western political thought.	
Learning Outcomes : After successful completion of the syllabus, learners will be able to : This course introduces the students to the ancient ,medieval and modern political thinking in the West. This would help them understand the manner in which ideas pertaining to ideal state, kingship, duties of the ruler and the ruled, rights, liberty, equality, and justice have evolved over a period of time.	









Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Salient features Ancient Western Political Thought● Plato● Aristotle
II	<ul style="list-style-type: none">● Medieval Western Political Thought: Thomas Aquinas and St. Augustine● The Church- State Controversy,● Renaissance
III	<ul style="list-style-type: none">● Salient features Modern political thought● Niccolò Machiavelli ,● Thomas Hobbes, John Locke, J.J Rousseau
IV	<ul style="list-style-type: none">● Jeremy Bentham, J S Mill,● G W F Hegel,● Karl Marx.
References :	
1. The Political Thought of Plato and Aristotle, Methuen, 1906.	
2. J. Coleman.A History of Political Thought: From Ancient Greece to Early Christianity, Oxford: BlackwellPublishers , 2000.	
3. K. Nelson, Brian, Western Political Thought: From Socrates to the Age of Ideology, Pearson. 1996	
4. Jha, Shefali, Western Political Thought (From Plato to Marx), Pearson.	

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5. C. Macpherson, The Political Theory of Possessive Individualism: Hobbes to Locke. Oxford University Press, Ontario.
6. Kolakowski, Leszek, Main Currents of Marxism, Oxford University Press, 1978.
7. Okin, Susan Moller, Women in Western Political Thought, Princeton University Press,






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Subject : *Political Science*

Syllabus

B. A.

Semester:	V
Course Code	A060501T
Paper no.	First (Theory)
Course Title	Comparative Government And Politics UK, USA, & Switzerland
Credit	05
Maximum Marks	25+75
<p>Course Objective :</p> <p>The basic purpose of the course is to understand the two important political systems of the world i.e. UK and US. It would enable the students to understand the political institutions and political process in these countries. To facilitate the understanding, the course also covers the approaches and forms of political systems, along with Constitution and Constitutionalism.</p>	
<p>Learning Outcomes : After successful completion of the syllabus, learners will be able to :</p> <p>Politics is the mirror of society. This paper will help the student in furthering his understanding of the world around. This would help him to appreciate other systems and make him critically analyze the pros and cons of these systems. Comparison is a widely used method of scientific knowledge .This would help the student to find out why a certain system is appropriate and suitable to a given society.</p>	



Syllabus

Unit	Course Content
I	<ul style="list-style-type: none">• Meaning, Nature and Scope Of Comparative Politics• Development of comparative politics• Approaches to the study of comparative politics: System theory, Structural- Functional theory.
II	<ul style="list-style-type: none">• Salient Features Of The British Constitution• The Crown, Prime Minister• British Parliament: House of the Lords and House of the commons• Judiciary in Britain.
III	<ul style="list-style-type: none">• Salient features of the constitution of the USA,• The President of the USA,• Congress: Senate and House of the Representative• Judiciary in the USA.
IV	<ul style="list-style-type: none">• Salient features of the constitution of Switzerland• Plural Executive,• Apparatuses of Direct Democracy: Referendum and Initiative.• Judiciary in Switzerland.

Suggested Readings :

1. M. Mohanty, comparative political theory and third world sensitivity
2. A.C. Kapoor & K. K. Mishra, Select Constitutions, S.Chand 2001 New Delhi

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3. V.D. Mahajan, Constitution of the world, S.Chand 2001 New Delhi.
4. J.C. Johari: New comparative govt. lotus,2008
5. S.E. Finer, Comparative Govt.
6. Bryce L., Modern democracies
7. Herman finer, Theory and practice of Modern government
8. VidyaBhushan& Vishnu Bhagwan. World constitution, sterling publications 1998.
9. J. Kopstein and M. Lichbach, comparative politics: interests identities and institutions in a changing global order.

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Subject : *Political Science*

Syllabus

B. A.

Semester:	V
Course Code	A060502T
Paper no.	Second (Theory)
Course Title	Principles of Public Administration
Credit	05
Maximum Marks	25+75
Course Objective : The focus of this course is on the theories that have shaped the emergence of modern systems of governance and their related structures and processes. These include Western and Non-Western traditions. The course has a clear normative thrust in as much as it seeks to clarify what can be the prerequisites for promoting effective and just administration at the local and national levels.	
Learning Outcomes : After successful completion of the syllabus, learners will be able to administer being essential to every organization. This course aims to acquaint a student with fundamentals of public administration too . This would provide him an insight regarding the principles of administration in general and help him to bring out the best from the existing set up. This would help him to prepare for administrative examinations too.	



Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">• Meaning, Nature, Scope and Significance of Public Administration.• Evolution Of Public Administration As A Discipline,• Public And Private Administration,
II	<ul style="list-style-type: none">• Organization: Meaning, Types and Bases• Theories of Organization : Scientific Management, Classical theory , Max Weber's Theory of Bureaucracy, Human Relations Theory,• Principles of Organization: Hierarchy, Span of Control, Unity of Command, Delegation
III	<ul style="list-style-type: none">• Departments• Public Corporation• Chief Executive: Types and Function
IV	<ul style="list-style-type: none">• Concept of Budget: Formulation and Execution of Budget, Account and Audit• Administrative Tribunals.• Good Governance

Suggested Readings :

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

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Subject : *Political Science*

Syllabus

B. A.

Semester:	VI
Course Code	A060601T
Paper no.	First (Theory)
Course Title	Indian Political Thought
Credit	05
Maximum Marks	25+75
Course Objective : The purpose behind this course is to introduce students to the richness and variety of the tradition of Indian Political Thought, a tradition that spans centuries if not millennia culminating in the various present day understandings of Indian society.	
Learning Outcomes : After successful completion of the syllabus, learners will be able to : This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shape the normative thinking of India.	

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Syllabus

Unit	Course Content
I	<ul style="list-style-type: none">• Ancient Indian Thought: Manu, Kautilya and AggannaSutta,• Medieval Thought: Barani,
II	<ul style="list-style-type: none">• Socio-Religious Reform tradition in Modern India: Raja Ram Mohan Roy, Vivekananda• Political Imaginations: M.K. Gandhi, Jawaharlal Nehru, B.G. Tilak.
III	<ul style="list-style-type: none">• Social Imaginations: Dr B. R. Ambedkar, E. V. Ramasamy Naicker Periyar and Pandita Ramabai• Economic Imaginations: M. N. Roy, Jayaprakash Narayan, Dr Ram Manohar Lohia
IV	<ul style="list-style-type: none">• Cultural Imaginations: V. D. Savarkar, Mohmmmed Iqbal• Civilizational Imaginations: Rabindranath Tagore

Suggested Readings :

1. K.P. Jaiswal: Hindu Polity(English & Hindi), Banglore: Bangalore Printing & Publishing Co., 1955
2. N.C. Bandopadhyaya: Development of Hindu Polity and Political Theory, New Delhi: Munshiram Manoharlal, 1980 A.Fazl, The Ain-i Akbari (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47- 57. 1873
3. V. Mehta, 'The Imperial Vision: Barni and Fazal', in Foundations of Indian Political Thought, Delhi: Manohar, pp. 134- 156., 1992
4. Habib,Irfan, 1998) 'ZiyaBarni's Vision of the State', in The Medieval History Journal, Vol. 2, (1), pp. 19- 36.

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5. Mehta, V. R. Foundations of Indian Political Thought, Manohar, 1992
6. T. Pantham and K Deustch (eds), Political thought in Modern India, Sage Publications, Delhi, 1986
7. Guha Ramachandra, Makers of Modern India, Penguin Viking, 2010.
8. Thomas pantham, Political Discourse: Exploration in Indian and western political thought
9. Bidyut Chakrabarty and RK Pandey, Modern Indian Political Thought



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Jananayak Chandrashekhar University, Ballia

Subject : *Political Science*

Syllabus

B. A.

Semester:	VI
Course Code	A060102T
Paper no.	Second (Theory)
Course Title	International Relations & Politics
Credit	05
Maximum Marks	25+75

Course Objective :

This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

Learning Outcomes : After successful completion of the syllabus, learners will be able to equip students with the basic tools for understanding International relations. It also introduces major events and developments that have shaped the contemporary international system. It aims to capture the changing dynamics of international politics by taking up burning and relevant issues which have potential to alter its contours.



Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">• Definition, Nature & Scope of International Politics• Approaches & Theories: Idealism, Realism, Neo-Realism, Decision-Making, System Theory & Game Theory• The Nation-State System: National Power, National Interest, Collective Security, Balance of Power
II	<ul style="list-style-type: none">• United Nations, New World Order• Arms Control, Nuclear Proliferation & Disarmament• Global Issues: Environment, Terrorism, Human Rights,
III	<ul style="list-style-type: none">• Evolution of International Economic System from Bretton Woods to W.T.O, The North-South and the South-South Dialogue, G-20• Regional Co-operations: EU, ASEAN, BRICS, BIMSTEC, SAARC, SCO, QUAD
IV	<ul style="list-style-type: none">• Globalization: concept, feature, effects and its impact on sovereignty of states.• Great Debates in International Relations: End of Ideology, Clash of Civilization,



References :

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



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Subject : *Political Science*

Syllabus

B. A.

Semester:	VII
Course Code	A060701T
Paper no.	First (Theory)
Course Title	Western Political Thought
Credit	05
Maximum Marks	25+75
Course Objective : The objective of this course is to introduce students to select classical texts in Western Political Philosophy through two methods (i) an intensive reading of selected parts of the text, and (ii) by making them familiar with different interpretations of the texts. The idea is to instill in students a interest in reading original works, in the desire to closely follow the debates around the work, and become aware of the different ways in which a text can be read. Though the following texts are listed, only four of these texts will be taught every year. Out of these four texts four hours will be spent in reading selected portions of the text.	
Learning Outcomes :	



Syllabus

Unit	Course Content
I	Early political thought: Confucius, Plato, Aristotle
II	Thoughts of medieval politics:- Salient Features of medieval political thought, Thomas Aquinas, Church-State controversy.
III	Modern political Thoughts:- Niccolo Machiavelli, Thomas Hobbes, John Locke, Jean Jacques Rousseau
IV	Modern political Thoughts:- Mary Wollstonecraft, Jeremy Bentham, John Stuart Mill

References :

- D. Boucher and P. Kelly (2009), (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press.
- J. Coleman, (2000) 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers.
- Mukherjee, Subrato and Susheela Ramaswamy(2011) 'History of political Thought: Plato to Marx', PHI Publishers , New Delhi
- Okin, S. (1992), 'Women in Western Political Thought', Princeton, Princeton University Press.
- R. Kraut (1996) (ed.) 'The Cambridge Companion to Plato', Cambridge, Cambridge University Press.
- A. Skoble and T. Machan, (2007) 'Political Philosophy: Essential Selections', New Delhi, Pearson Education.
- J. Barnes (1995) (ed.), 'The Cambridge Companion to Aristotle'. Cambridge, Cambridge University Press



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Subject : *Political Science*

Syllabus

B. A.

Semester:	VII
Course Code	A060702T
Paper no.	Second (Theory)
Course Title	Comparative Politics
Credit	05
Maximum Marks	25+75
Course Objective : The main objective of this paper is to deal with the increasing importance of comparative politics in the contemporary world. To familiarize the students. Basics of comparative politics in this question paper Concepts as well as comparison of various systems prevalent in the contemporary world. Major areas of study are covered- <ul style="list-style-type: none">• To become familiar with the entire form of comparative politics.• To make aware about the functioning of constitutionalism and four streams of politics.• To give information about the modern development principles of comparative politics.• To make one aware of the practical operation of the political system.	
Learning Outcomes :	

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Syllabus

Unit	Course Content
I	<ul style="list-style-type: none">● Comparative Politics: Meaning, Nature and Scope● Development of comparative politics: Traditional and modern● Approaches to the study of Comparative Politics: Behaviorist, Structural-Functional and Marxist perspective
II	<ul style="list-style-type: none">● Constitution and Constitutionalism: Forms of the Constitution, Rule of Law,● Liberal constitutionalism, crisis of constitutionalism● Political Ideology: Democratic and Authoritarian
III	<ul style="list-style-type: none">● Development: Underdevelopment, Dependency,● Development and Democracy,● Political culture, Political Modernization, Political socialization
IV	<ul style="list-style-type: none">● Principles of Representation: Electoral Methods● Political parties, party systems,● Interest groups, Pressure groups

References :

- A. Heywood, (2002) 'Politics', New York, Palgrave.
- J. Bara and M. Pennington, (eds.) Comparative politics. New Delhi: Sage Publications.
- J. Bara and Pennington. (2009) (eds.) 'Comparative Politics: Explaining Democratic System', Sage Publications, New Delhi.
- J. Ishiyama, and M. Breuning, (2011) (eds) '21st Century Political Science: A Reference Book', Los Angeles, Sage Publications.
- M. Lichbach and A. Zuckerman, (eds.) 'Comparative Political: Rationality, Culture, and Structure'. Cambridge, Cambridge University Press.
- R. Watts, (2008) 'Comparing Federal Systems'. Montreal and Kingston, McGill Queen's University Press.
- Saxena, R (2011) (eds.) 'Varieties of Federal Governance: Major Contemporary Models', New Delhi, Cambridge University Press.
- T. Landman, (2003) 'Issues and Methods of Comparative Methods: An Introduction'. London, Routledge

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Subject : *Political Science*

Syllabus

B. A.

Semester:	VII
Course Code	A060703T
Paper no.	Third (Theory)
Course Title	Theories of International Relations
Credit	05
Maximum Marks	25+75

Course Objective :

This course introduces graduate students to diverse traditions of theoretical endeavours in the International Relations as they have evolved around the world. It will cover both explanatory and normative paradigms in international relations theory and give a brief overview of the state of the art of IR to students. The purpose of the course is to provide a thorough background in all school of IR theory and the debates between them regarding their perspective on the nature of international politics and how it is to be conceptualized, understood and judged, bearing in mind their geo-cultural specificities

Learning Outcomes :

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Syllabus

Unit	Course Content
I	<ul style="list-style-type: none">• International Relations: Meaning, Definition and Scope• Approaches to the study of International Relations: Idealism, Realism, Neo-realism, System theory, Decision Making theory, Marxist theory,
II	<ul style="list-style-type: none">• Liberalism, Neoliberalism, Critical theory, Feminism, Postmodernism• Concepts: State, State actor and Non-state actors, National Interest, National power and Ideology
III	<ul style="list-style-type: none">• Foreign policy: Meaning and its determinants,• Cold war, Post cold war world order
IV	<ul style="list-style-type: none">• Non-alignment Movement,• Conflict and conflict resolution,• Non traditional challenges to security.



References :

- Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
- Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press, UK, 4th edition, 2007. W. Bello, Deglobalization, Zed Books, London.
- M. Nicholson, (2002) 'International Relations: A Concise Introduction', New York, Palgrave.
- P. Viotti and Kauppi, (2007) 'International Relations and World Politics: Security, Economy, Identity', Pearson Education.
- R. Jackson and G. Sorensen, (2007) 'Introduction To International Relations: Theories and Approaches', 3rd Edition, Oxford, Oxford University Press.
- S. Joshua. Goldstein and J. Pevehouse, (2007) 'International Relations', New York, Pearson Longman.
- Calvocoressi, P. (2001) 'World Politics: 1945—2000'. Essex, Pearson.
- Dey, Dipankar (2007) (ed.), 'Sustainable Development: Perspectives and Initiatives', ICFAI University Press, Hyderabad,
- K. Booth and S. Smith, (eds), 'International Relations Theory Today', Pennsylvania, The Pennsylvania State University Press.
- M. Smith and R. Little (2000) (eds.), 'Perspectives on World Politics', New York, Routledge

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Subject : *Political Science*

Syllabus

B. A.

Semester:	VII
Course Code	A060704T
Paper no.	Fourth (Theory)
Course Title	Indian Political System
Credit	05
Maximum Marks	25+75
<p>Course Objective : The objective of this course is to acquaint students with the structure of the Indian Constitution and polity. This course explains in detail the philosophical aspects that shape the Indian Constitution and the various organs of governance.</p> <p>To acquaint with the constitution of the Indian Constituent Assembly and the basic features of the Constitution. To study the formation and functioning of the federal and state governments. To provide information about the judicial structure and their functioning at various levels in India. To study the Indian federal system.</p>	

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Syllabus

Unit	Course Content
I	Formation of Constituent Assembly, Making of Indian Constitution, Philosophy of Indian Constitution: Preamble, Fundamental rights, Fundamental duties, Directive principles of the state policy.
II	Union Executive: The President, Prime Minister, Council of Ministers Union Legislature: Structure of Parliament, Role, Functions, Parliamentary committees State Executive and Legislature: The Governor, Chief Minister, State Legislature
III	Judicial system: Supreme court and High courts Judicial review, Judicial Activism and Judicial reform
IV	Form of Indian Federal system: Union state relation, State autonomy.

References :

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd.India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexisnexis NewDelhi
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press NewDelhi
4. Biswal Tapan (2017) 'BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya' Orient Blackswan Delhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, NewDelhi
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. NewDelhi
7. Singh M.P. & Sexena Rekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. NewDelhi



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Subject : Political Science

Syllabus

B. A.

Semester:	VII
Course Code	A060705P
Paper no.	Fifth (Practical)
Course Title	PROJECT WORK
Credit	04
Maximum Marks	To be Valuated at the end of VIII sem.
Maximum Marks	100

Course Objective :

Teaching-learning of Political Science can also take place by assigning individual and group projects to students. Individual project makes the learner complete a task individually and is provided with adequate opportunity to observe and gather information on a particular topic, which thereby leads to acquiring knowledge. Group projects, on the other hand, help students perform certain tasks collectively. In the process, they are able to gather information from various sources and are also given the opportunity to learn from each other.

Learning Outcomes : After successful completion of the syllabus, learners will be able to :

Course Outcome- This paper intends to develop a comprehensive insight in the students so that given an opportunity they can initiate a minor research proposal or attempt a minor dissertation on their area of interest



Syllabus

Unit	Course Content
I	
References : 1	

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Subject : *Political Science*

Syllabus

B. A.

Semester:	VIII
Course Code	A060801T
Paper no.	First (Theory)
Course Title	Modern Political Thought
Credit	05
Maximum Marks	25+75
Course Objective : This course will introduce students to the background, major ideas and important theories of important political philosophers of modern western political thought. This course will also prove useful for the students to understand the main streams of thinking – Idealism, Marxism, Neo-Marxism and Neoliberalism. The objective of this course is to introduce students to the Western contemporary notions too. To introduce the main principles of scientific socialism.	
To make aware of the latest traditions of post-modern political thinking.	
Learning Outcomes :	

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Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">• G. W. F. Hegel• T. H. Green
II	<ul style="list-style-type: none">• Karl Marx• Mao Zedong
III	<ul style="list-style-type: none">• Antonio Gramsci• Hannah Arendt
IV	<ul style="list-style-type: none">• John Rawls• Herbert Marcuse



References :

- Hampton, Jean (1989) 'Should Political Philosophy be Done without Metaphysics?' Ethics: 99, 791-814. Mckinnon, Catriona,
- 2008, 'Introduction' in Mckinnon, Catriona (ed), Issues in Political Theory, New York: Oxford University Press. Haugaard, Mark, 2002,
- Power: A Reader, Manchester University Press: 1-66; 181-204.
- Althusser, L, 1977, 'Ideology and Ideological State Apparatuses (Notes Towards a Investigation)' in Althusser 'Lenin and Philosophy' and Other Essays, London: New Left Books.
- Lukes, Steven. Power: A Radical View. London: Macmillan Press, 1974.
- Constant, Benjamin, 1988, 'The Liberty of the Ancients Compared with that of the Moderns', in Benjamin Constant, Political Writings, Cambridge University Press: 308-28.
- Berlin, I., 1969, 'Two Concepts of Liberty', in I. Berlin, Four Essays on Liberty, London: Oxford University Press: 118-72.
- Nelson, E., 2005, 'Liberty: One Concept Too Many?', Political Theory, 33, pp. 58-78.
- MacCallum, G. C. Jr., 1967, 'Negative and Positive Freedom', Philosophical Review, 76, pp. 312-34.
- Pettit, P., 2007, 'Republican Freedom: Three Axioms, Four Theorems', in Laborde C. and Maynor, J. (eds), Republicanism and Political Theory, Oxford: Blackwell.
- Taylor, C., 1979, 'What's Wrong with Negative Liberty', in A. Ryan (ed.), The Idea of Freedom, Oxford: Oxford University Press. Skinner, Q., 2002, 'A Third Concept of Liberty', Proceedings of the British Academy, 117, no. 237, pp. 237-68.
- Sen, Amartya, 2000, Development as Freedom, Delhi: OUP: Introduction, Ch. 1: 3-34. - 7 -
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Subject : *Political Science*

Syllabus

B. A.

Semester:	VIII
Course Code	A060802T
Paper no.	Second (Theory)
Course Title	Theories of Public Administration
Credit	05
Maximum Marks	25+75

Course Objective : After studying this course, students will be familiar not only with the principle of public administration but also with its practical aspects. The structure of this course is such that it will help in developing an understanding of the process as well as the development of Public Administration as a subject. This course of Public Administration is very useful for academic examinations as well as competitive examinations. To introduce the process of inception and development of public administration as a subject.

To study the organizational form of functioning of public administration.

To provide general information about many thinkers who gave practical shape to public administration.

To study financial administration related to proper functioning of administration.

Learning Outcomes :

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Syllabus	
Unit	Course Content
I	An Introduction- <ul style="list-style-type: none">• Public Administration: Meaning, Nature, Scope and Importance• Public Administration and Private administration,• Evolution of public administration as a discipline,• Approaches to the study of Public administration: Historical, Legal, Scientific, Behavioural
II	Organization- <ul style="list-style-type: none">• Organization: Meaning, Types and Bases• Theories of Organization: Hierarchy, Unity of Command, Span of control,• Line, Staff and Auxiliary agencies• Chief Executive: Types, Functions and Role
III	Personnel Administration- <ul style="list-style-type: none">• Recruitment: Importance, Method and Challenges• Training: Objective and Types• Promotion: Theories and Significance• Bureaucracy
IV	Financial Administration- <ul style="list-style-type: none">• Budget• Comptroller and Auditor General• Good Governance• Lokpal, Lokayukta and Right to Information.



References :

- Albrow, Martin, Bureaucracy, London, Macmillan, 1978.
- Arora, Ramesh K, Comparative Public Administration: An Ecological Perspective New Delhi, Associated Publishing House, 1979.
- Bhattacharya, Mohit, Restructuring Public Administration Essays in Rehabilitation, New Delhi, Jawahar, 1999.
- Gant, George F., Development Administration: Concepts, Goals, Methods, Madison, University of Wisconsin Press, 1979.
- Henry, Nicholas, Public Administration and Public Affairs, Delhi, Prentice-Hall o India, 1999.
- Leftwich, A., 'Governance, in the State and the Politics of Development', Development and Change, Vol. 25r 1994.



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- Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press NewDelhi
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Subject : *Political Science*

Syllabus

B. A.

Semester:	VIII
Course Code	A060803T
Paper no.	Third (Theory)
Course Title	International Relation
Credit	05
Maximum Marks	25+75

Course Objective :

The main objective of this question paper is to introduce the changing nature of international relations in the contemporary world and the factors affecting it. The structure of this question paper has been made in such a way that it will prove to be very useful for academic examinations as well as competitive examinations. The objective of this question paper is to acquaint the students with the current patterns of international relations.

To make them aware of the arrangements related to peace and security in the context of international law and armament.

To examine the usefulness of international and regional organizations for the establishment of international peace and security.

Study of the major challenges facing the international community and their possible solutions.

Learning Outcomes :

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Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Globalization● North South Dialogue● World Trade Organization● New Economic World Order
II	<ul style="list-style-type: none">● International Law● International Court of Justice● Weapons of Mass Destruction● Deterrence
III	<ul style="list-style-type: none">● United Nations: Objective and Principles● Issues related to Reform in Security Council● Regional Organization: SAARC, EU, ASEAN, BRICS, G-20, Shanghai Cooperation Organization (SCO)
IV	<ul style="list-style-type: none">● Contemporary Challenges: Terrorism, Environment, Human Rights,● Migration and Problem of Refugees● Issues related to Non-proliferation



References :

- Scott Burchill et al, Theories of International Relations 3rd ed, Basingstoke: Palgrave Macmillan, 2005.
- Steve Smith, Ken Booth and Marysia Zalewski, (eds.), International Theory: Positivism and Beyond, Cambridge: Cambridge University Press, 1996.
- Chris Brown with Kirsten Ainley, Understanding International Relations, 3rd Ed Palgrave Macmillan, 2005.
- Tim Dunne, M. Kurki Steve Smith, International Relations. Discipline and Diversity, Oxford University Press, 2007.
- Hedley Bull, The Anarchical Society: A Study of Order in World Politics, 3rd edn Basingstoke: Palgrave. 2002.
- Arlene B. Tickner and Ole Wever, (eds.), International Relations Scholarship Around the World, London: Routledge, 2009.
- Navnita Chadha Behera, ed International Relations in South Asia: Search for an Alternative Paradigm, New Delhi, Sage, 2008.
- Kautilya, Arthashastra, Penguin Classics, 1993.
- Sun Tzu and Lionel Giles (translator), The Art of War, Ulysses Press, 2007.
- Raymond Aron, Peace and War: A Theory of International Relations, New York, Anchor Books, 1973

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- Simon Bromley, William Brown and Suma Athreya, (eds.), Ordering the International: History, Change and Transformation, Pluto Press with The Open University, London, 2004.
- Robert Cox, with T. Sinclair, Approaches to World Order, Cambridge: Cambridge University Press, 1996.
- David A. Baldwin (ed.), Neo-Realism and Neo-liberalism: The Contemporary Debate (New York: Columbia University Press, 1993)
- John Baylis and Steve Smith (eds.), The Globalization of World Politics (Oxford: Oxford University Press, 2001)
- R. B. J Walker, Inside/Outside: International Relations as Political Theory, New York: Cambridge University Press, 1995.
- Alexander Wendt, Social Theory of International Politics, Cambridge: Cambridge University Press, 1999.
- Anthony Giddens, The Consequences of Modernity, London: Polity Press, 1991.
- Rebecca Grant and Newland, eds., Gender and International Relations, Buckingham: Open University Press and Millennium Press, 1991.
- Chris Brown, International Relations Theory: New Normative Approaches, Hame Hamstead: Harvester Wheatsheaf, 1992.
- E.H. Carr, The Twenty Years Crisis: 1919-1939 (London: Macmillan, 1981)
- Kenneth Waltz, Theory of International Politics (London: Addison-Wesley Publishing, 1979).
- Justin Rosenberg, The Empire of Civil Society, Verso, London, 1994.
- Fred Halliday, Rethinking International Relations, London: Macmillan Press, 199
- Martin Hollis & Steve Smith, Explaining and Understanding International Relations, Oxford University Press, 1991.
- W. Carlsnaes, T. Risse & B. Simmons, (eds.), Handbook of International Relation London, Sage, 2006.
- Allen Buchanan, Justice, Legitimacy and Self-Determination, OUP, Oxford, 2007
- Charles Beitz, Political Theory and International Relations, OUP, Oxford, 1979

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Subject : *Political Science*

Syllabus

B. A.

Semester:	VIII
Course Code	A060804T
Paper no.	Fourth (Theory)
Course Title	Issues in Indian Politics
Credit	05
Maximum Marks	25+75
Course Objective : The purpose of the structure of this question paper is to acquaint with the changes that have take place in the Indian political system after the making of the Constitution. This course covers all th aspects affecting the constitutional structure and political system. The objective of this question paper is to study the Indian response to the changing global paradigms and the human development paradigms driven by India. This question paper gives information about the problems related to women and their eradication.	
Learning Outcomes :	





Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">• Development (Planning) Models in India• New Economic Policy• Growth and Human Development• Social and Economic context of Globalization
II	<ul style="list-style-type: none">• Politics of Identity: Religion, Caste, Region and Language• Social Movements: Dalits, Tribal, Women, Peasant and Labour• Ideological and Social bases of Political Parties: National parties and State level parties
III	<ul style="list-style-type: none">• Corruption: Causes and remedies• Good Governance, E- Governance• Politics of Affirmative Action
IV	<ul style="list-style-type: none">• Gender politics in India• Domestic violence against women, Sexual harassment, Gender justice• Terrorism; Reason and Indian Strategy to counter terrorism



References :

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd.India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexisnexis NewDelhi
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press NewDelhi
4. BiswalTapan (2017) 'BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya' Orient Blackswan Delhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, NewDelhi
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. NewDelhi
7. Singh M.P. & SexenaRekha (2008) 'Indian Politics: Contemporary Issues and Concerns' Prentice Hall of India Pvt. Ltd. NewDelhi



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Jananayak Chandrashekhar University, Ballia

Subject : *Political Science*

Syllabus

B. A.

Semester:	VIII
Course Code	A060805P
Paper no.	Fifth (Practical)
Course Title	PROJECT WORK - 2
Credit	04
Maximum Marks	100
Course Objective :	
Learning Outcomes : After successful completion of the syllabus, learners will be able to : Course Outcome- This paper intends to develop a comprehensive insight in the students so that given an opportunity they can initiate a minor research proposal or attempt a minor dissertation on their area of interest	



Syllabus	
Unit	Course Content
I	A
References :	
1	

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Jananayak Chandrashekhar University, Ballia

Subject : *Political Science*

Syllabus (Minor)

B. A.-I Year

Semester:	First
Course Code	A060100M
Paper no.	First (Theory)
Course Title	Indian National Movement & Constitution of India
Credit	06
Maximum marks	25+75

Course Objective : The aim of this course is to enable students to gain knowledge about constitutional design as well as the empirical practice of state structures and institutions. The Indian Constitution accommodates divergent theoretical impulses (liberty and equality with a focus on justice, territorial decentralization and a unitary federation, development alongside democracy) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and demonstrates how these have played out in political practice. It encourages a study of the mutual interaction of various institutions of the state as well as their interaction with the larger extra-constitutional environment. The course is expected to enable students to develop the ability to construct rigorous arguments on Indian politics, based on empirical knowledge and informed by a critical awareness of the scholarly literature on the subject. In addition, the course explains the complex ways in which the emergency provisions work and how security laws may be understood within the larger constitutional framework.

Learning Outcomes :

After successful completion of the syllabus, learners will be able to

Acquaintance to Indian National Movement & Constitution is indispensable for a student to make a sense of the Indian Political System. The course is designed to provide a overview of Indian freedom Struggle and key concepts of the Indian constitution to the student, which would evolve him into a conscientious citizen.



Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Origin and Development of The Indian National Movement,● Constituent Assembly,● Salient features of the Indian Constitution.
II	<ul style="list-style-type: none">● Fundamental Rights and Fundamental Duties,● Directive Principles Of State Policy● Concept Of Basic Structure of the Indian Constitution
III	<ul style="list-style-type: none">● Union Legislature: Structure and Functions● Union Executive: The President, Council of Ministers and The Prime Minister● State Legislature and Executive : Structure and Functions
IV	<ul style="list-style-type: none">● Judiciary: Salient features of Indian Judicial System● Power and Jurisdiction of supreme court and High courts● Judicial Activism and Judicial Reform,

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References :

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Dorling Kindersley Pearson Pvt. Ltd.India
2. Basu D. (2012) 'Introduction to the Constitution of India' Lexisnexis NewDelhi
3. Bhargava (ed.) 'Politics & Ethics of the Indian Constitution' Oxford University Press NewDelhi
4. BiswalTapan (2017) 'BharatiyaShasanSamvaidhanikLoktantraaurRajneetikPrakriya' Orient Blackswan Delhi
5. Chaube S. (2009) 'The Making & working of the Indian Constitution' National Book Trust, NewDelhi
6. Ghosh Peu (2012) 'Indian Government & Politics' PHI Learning Pvt. Ltd. NewDelhi
7. Singh M.P. &SexenaRekha (2008) 'Indian Politics: Contemporary Issues and Concerns'
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Jananayak Chandrashekhar University, Ballia

Subject : *Political Science*

Syllabus (Minor)

B. A.

Semester:	III
Course Code	A060300M
Paper no.	First (Theory)
Course Title	Political Process in India
Credit	06
Maximum Marks	25+75

Course Objective :

An understanding of the political process in India calls for a mode of analysis, which takes into consideration social and economic relations in society, and the manner in which they impact upon and are shaped by the institutional frameworks of politics. This course equips students with 36 the tools of studying the political process in India by looking at the relationship between the components of the political system, the social and economic contexts in which they unfold, and the democratic values that they seek to achieve.

Learning Outcomes :

After successful completion of the syllabus, learners will be able to :

Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train or acclimatize the student with the Indian Political System in action and explain the working relationship between citizens and state and among various units of the state. The student would be able to appreciate the trajectory of the Indian political system since independence.

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Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● Process of Democratization in Post colonial India,● Factor Shaping the Indian Political System since Independence.● Federalism
II	<ul style="list-style-type: none">● Democratic Decentralization: Evolution of Local self government in India● 73rd & 74th Amendment of Indian Constitution● Impact of Caste in Indian Politics,
III	<ul style="list-style-type: none">● Religion & Politics in India, Debates on Secularism,● Electoral Reforms in India.● Affirmative Action Policies with special reference to Women, Caste and Class
IV	<ul style="list-style-type: none">● Challenges of Nation Building: Ethnicity, Language politics, Regionalism, Casteism,● Majority and Minority Communalism,● Corruption

Signature

Signature

Signature

Signature

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References :

1. Abbas H, Alam M.A. & Kumar R (2011) 'Indian Government & Politics' Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999
4. JayalNiraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012
5. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014
7. Kothari Rajni, 'Bharat mein Rajniti: KalaurAaj' Vani Prakashan New Delhi, 2007
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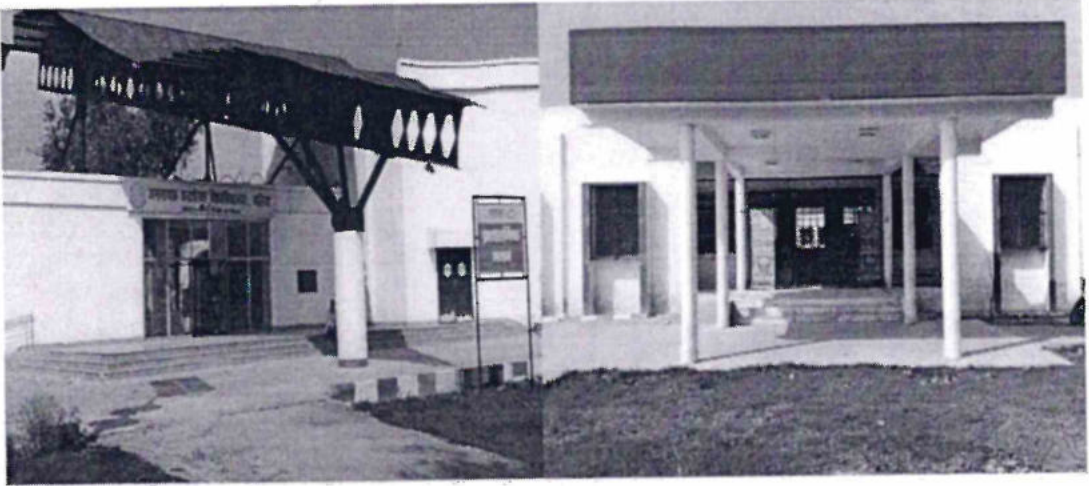
**Curriculum in Accordance with
National Education Policy – 2020**

Programme Name:

B.A.

Subject:

HINDI



Department of Hindi

Jananayak Chandrashekhar University, Ballia

Shaheed Smarak, Near Surha Taal, Basantpur, Ballia - 277301, Uttar Pradesh, India



Structure for Four Years Undergraduate Programme in accordance with National Education Policy – 2020 and Common Minimum Syllabus

HINDI

Semester-wise Title of the Papers

Year	Sem	Course Code	Paper Title	Theory/ Practical	Total Credits
1 st	I	A010101T	हिन्दी काव्य	Theory	6
	II	A010201T	कार्यालयी हिन्दी और कम्प्यूटर	Theory	6
2 nd	III	A010301T	हिन्दी गद्य	Theory	6
	IV	A010401T	हिन्दी अनुवाद	Theory	6
3 rd	V	A010501T	साहित्यशास्त्र और हिन्दी आलोचना	Theory	5
		A010502T	हिन्दी का राष्ट्रीय काव्य	Theory	5
	VI	A010601T	भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि	Theory	5
		A010602T	लोक साहित्य एवं लोक संस्कृति	Theory	5
4 th	VII	A010701T	प्राचीन काव्य	Theory	5
		A010702T	भाषा विज्ञान	Theory	5
		A010703T	सगुण भक्ति काव्य	Theory	5
		A010704T	रीति काव्य	Theory	5
	VIII	A010801T	आधुनिक काव्य (छायावादी)	Theory	5
		A010802T	आधुनिक गद्य : नाटक एवं निबंध	Theory	5
		A010803T	हिन्दी आधुनिक गद्य : उपन्यास एवं कहानी	Theory	5
		A010804T	साहित्य सिद्धान्त (पर्याय) भारतीय	Theory	5

नोट:

- ❖ स्नातक तृतीय वर्ष के पंचम एवं षष्ठम सेमेस्टर में छात्र लघु शोध परियोजना बनायेगा, जिसे षष्ठम सेमेस्टर में जमा करेगा और मूल्यांकन किया जायेगा।
- ❖ स्नातक चतुर्थ वर्ष में सप्तम एवं अष्टम सेमेस्टर में छात्र शोध परियोजना करेगा, जिसे अष्टम सेमेस्टर में जमा करेगा और मूल्यांकन किया जायेगा।



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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA I YEAR
SEMESTER	I
COURSE CODE	A010101T
COURSE TITTE	हिन्दी काव्य
CREDITS	6
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
Course Objective : लक्ष्य एवं उद्देश्य : 1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर छात्रों को हिन्दी काव्य का ज्ञान प्रदान करना। 2. हिन्दी साहित्य में कविता शिक्षण के द्वारा छात्रों में काव्यात्मक अभिरूचि विस्तार करना। 3. हिन्दी के मूल पाठ को बढ़ावा देना। 4. हिन्दी भाषा कौशल का विकास एवं रोजगारपरक अध्ययन।	
Learning outcomes : After successful completion of the syllybus, learners will be able to : अधिगम परिणाम – 1. इस प्रश्न-पत्र के अध्ययन के उपरान्त राष्ट्रीय शिक्षा नीति-2020 की प्रासंगिकता सिद्ध होगी। 2. विद्यार्थी हिन्दी साहित्य में प्रमुख कवियों के साहित्यिक अवदान से परिचित हो सकेंगे। 3. हिन्दी भाषा कौशल की अभिरूचि के साथ रोजगारपरक अध्ययन की सार्थकता सिद्ध होगी।	

Unit	Course Content and Topic
I	<p>हिंदी साहित्य का काल विभाजन, नामकरण एवं साहित्यिक प्रवृत्तियाँ । सिद्ध साहित्य, जैन साहित्य, रासो साहित्य, नाथ साहित्य और लौकिक साहित्य । भक्ति आंदोलन के उदय के सामाजिक एवं सांस्कृतिक कारण । भक्तिकाल के प्रमुख संप्रदाय और उनका वैचारिक आधार, निर्गुण और सगुण कवि और उनका काव्य : सामान्य परिचय । रीतिकालीन साहित्य के प्रमुख भेद : (रीतिबद्ध, रीतिसिद्ध, रीति मुक्ति, प्रमुख कवि और उनका काव्य ।</p> <p>आधुनिक कालीन काव्य का इतिहास :</p> <p>नामकरण एवं प्रवृत्तियाँ, 1857 का प्रथम स्वतंत्रता संग्राम और सांस्कृतिक पुनर्जागरण, हिंदी नवजागरण, भारतेंदु युग. द्विवेदी युग एवं छायावाद की प्रवृत्तियाँ एवं अवदान। उत्तर छायावाद की विविध वैचारिक प्रवृत्तियाँ, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता, प्रमुख साहित्यकार रचनाएँ और साहित्यिक विशेषताएँ।</p>
II	<p>आदिकालीन कवि :</p> <p>विद्यापति : (विद्यापति पदावली - संपा. : आचार्य रामलोचन शरण)</p> <p>क. राधा की वंदना, ख. श्रीकृष्ण प्रेम (35)</p> <p>ख. अमीर खुसरो : अमीर खुसरो - व्यक्तित्व एवं कृतित्व : डॉ. परमानन्द पांचाल)</p> <p>कव्वाली-घ (1), गीत-ड (4), (13), दोहे-च (पृष्ठ 86), 05 दोहे-गोरी सोवे, खुसरो रैन, देख में, चकवा चकवी, सेज सूनी ।</p> <p>भक्तिकालीन सगुण कवि :</p> <p>सूरदास : (भ्रमरगीत सार-संपा. आचार्य रामचन्द्र शुक्ल)</p> <p>(पद संख्या- 07, 21, 23, 24, 26)</p> <p>गोस्वामी तुलसीदास :</p> <p>(श्रीरामचरित मानस : गोस्वामी तुलसीदास, गीता प्रेस गोरखपुर)</p> <p>अयोध्या काण्ड-दोहा संख्या 28से 35 तक</p>

<p>III</p>	<p>भक्तिकालीन निर्गुण कवि :</p> <p>कबीर : (कबीरदास संपा. श्यामसुंदर दास)</p> <p>क. गुरुदेव को अंग -01, 06, 11, 17, 20</p> <p>ख- बिरह कौ अंग - 04, 10, 12, 20, 33 मलिक मोहम्मद जायसी (मलिक मोहम्मद जायसी - संपा. आचार्य रामचन्द्र शुक्ल) मानसरोदक खंड (01 से 03 तक)</p> <p>रीतिकालीन कवि:</p> <p>बिहारीलाल : (बिहारी रत्नाकर-जगन्नाथ दास रत्नाकर) प्रारंभ के 10 दोहे (पाँच दोहे ।</p> <p>घनानंद : (घनानंद ग्रन्थावली-संपा., विश्वनाथ प्रसाद मिश्र) सुजानहित - 1, 4, 7</p>
<p>IV</p>	<p>आधुनिककालीन कवि :</p> <p>भारतेंदु हरिश्चंद्र : मातृभाषा प्रेम पर दोहे जयशंकर प्रसाद : श्रद्धा सर्ग के प्रथम पांच पद</p> <p>सूर्यकांत त्रिपाठी 'निराला': वर दे वीणा वादिनि वर दे, वह तोड़ती पत्थर</p> <p>सुमित्रानंदन पन्त : प्रथम रश्मि, यह धरती कितना देती है महादेवी वर्मा : बीन हूँ मैं तुम्हारी रागिनी भी हूँ मन्दिर का दीप इसे नीरव जलने दो </p> <p>(अ) छायावादोत्तर कवि :</p> <p>अज्ञेय : नदी के दीप</p> <p>मुक्तिबोध : भूल गलती</p> <p>नागार्जुन : अकाल और उसके बाद</p> <p>धर्मवीर भारती : कविता की मौत (दूसरा सप्तक : सम्पादक अज्ञेय)</p> <p>धूमिल : मोचीराम, रोटी और संसद</p> <p>(ब) हिन्दी साहित्य में शोध :</p> <p>शोध का अर्थ और परिभाषा, साहित्य में शोध की एवं महत्त्व </p>

सन्दर्भ ग्रन्थः

1. डॉ. नगेंद्र, (संपा.), हिंदी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1976 2. बच्चन सिंह, हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नई दिल्ली, 1996
2. शुक्ल, रामचंद्र, हिंदी साहित्य का इतिहास, लोक भारती प्रकाशन, इलाहाबाद, 2019
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5. ओझा, डॉ. दुर्गाप्रसाद एवं राय डॉ. अनिल, छायावादोत्तर काव्य प्रतिनिधि रचनाएं, प्रकाशन केंद्र, लखनऊ, 2014
6. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य का आदिकाल, बिहार राष्ट्रभाषा परिषद, पटना, 1961, तृतीय संस्करण
7. भटनागर, डॉ. रामरतन, प्राचीन हिन्दी काव्य, इंडियन प्रेस लिमिटेड, प्रयाग, 1952
8. ओझा, डॉ. दुर्गाप्रसाद, आधुनिक हिंदी कविता, प्रकाशन केंद्र, लखनऊ, 2011
9. ओझा, डॉ. दुर्गाप्रसाद एवं कुमार, डॉ. राजेश, आधुनिक काव्य प्रतिनिधि रचनाएँ, प्रकाशन केंद्र, लखनऊ, 2014
10. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य की भूमिका, हिन्दी ग्रन्थ रवाकर कार्यालय, मुम्बई, 1940 13. श्रीवास्तव, डॉ. रणधीर, विद्यापति: एक अध्ययन, भारतीय ग्रन्थ निकेतन, नयी दिल्ली, 1991
11. सिंह, डॉ. शिवप्रसाद, विद्यापति, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1957 15. वर्मा, रामकुमार, संत कबीर, साहित्य भवन लिमिटेड, इलाहाबाद, 1943
12. द्विवेदी, हजारी प्रसाद, कबीर, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1946
13. वर्मा रामकुमार, कबीर का रहस्यवाद, साहित्य भवन, इलाहाबाद, 1941 18. वर्मा, रामलाल, जायसी : व्यक्तित्व एवं कृतित्व, भारतीय ग्रन्थ निकेतन, दिल्ली, 1979
14. पाठक, शिवसहाय मलिक मोहम्मद जायसी और उनका काव्य, साहित्य भवन, इलाहाबाद 20. शर्मा मुंशीराम, सूरदास का काव्य वैभव, ग्रन्थम प्रकाशन, कानपुर, 1965



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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA I YEAR
SEMESTER	II
COURSE CODE	A010201T
COURSE TITTE	कार्यालयी हिन्दी और कम्प्यूटर
CREDITS	6
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य : 1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर कार्यालयी हिन्दी का ज्ञान प्रदान करना एवं पत्राचार संबंधी औपचारिक पद्धतियों से परिचित कराना। 2. हिन्दी भाषा एवं साहित्य में कम्प्यूटर के महत्व एवं प्रभाव का अध्ययन। 3. हिन्दी भाषा एवं साहित्य शिक्षण कौशल में कम्प्यूटर का अनुप्रयोग करने में सक्षम बनाना।	
Learning outcomes : After successful completion of the syllybus, learners will be able to : अधिगम परिणाम – 1. इस प्रश्न-पत्र के अध्ययन के उपरान्त कार्यालयी कार्यों की मूलभूत जानकारी मिली। 2. विद्यार्थी कार्यालयी पत्राचार में पारंगत हुए। 3. कम्प्यूटर के माध्यम से हिन्दी भाषा-साहित्य की बेहतर समझ विकसित करने में समर्थ।	
Unit	Course Content and Topic
I	कार्यालयी हिन्दी का स्वरूप, उद्देश्य एवं क्षेत्र :

	<p>उद्देश्य एवं क्षेत्र</p> <p>कार्यालयी हिन्दी तथा सामान्य हिन्दी का सम्बन्ध</p> <p>कार्यालयी हिन्दी की संभावनाएं</p> <p>कार्यालयी हिन्दी में प्रयुक्त पारिभाषिक शब्दावली : शब्दावली निर्माण के सिद्धांत, कार्यालयी हिन्दी की पारिभाषिक शब्दावली</p>
<p>II</p>	<p>कार्यालयी हिन्दी पत्राचार :</p> <p>आवेदन पत्र</p> <p>सरकारी पत्र</p> <p>अर्द्ध सरकारी पत्र</p> <p>कार्यालय आदेश</p> <p>परिपत्र</p> <p>अधिसूचना</p> <p>कार्यालय जाप</p> <p>विज्ञापन</p> <p>निविदा</p> <p>संकल्प</p> <p>प्रेस विज्ञप्ति</p> <p>प्रारूपण, टिप्पण, संक्षेपण, पल्लवन एवं प्रतिवेदन :</p> <p>प्रारूपण का अर्थ, सामान्य परिचय, प्रारूपण लेखन की पद्धति</p> <p>टिप्पण का अर्थ, सामान्य परिचय, टिप्पण लेखन की पद्धति, टिप्पण और टिप्पणी में अंतर-</p> <p>संक्षेपण का अर्थ, सामान्य परिचय, संक्षेपण की पद्धति</p>




	<p>पल्लवन का अर्थ, सामान्य परिचय, पल्लवन के सिद्धांत, पल्लवन और निबंध लेखन में अंतर प्रतिवेदन का अर्थ, सामान्य परिचय एवं प्रयोग</p>
III	<p>हिन्दी भाषा और कम्प्यूटर का विकासक्रम : कम्प्यूटर का सामान्य परिचय और इतिहास कम्प्यूटर में हिन्दी भाषा के विकास का इतिहास कम्प्यूटर में हिन्दी का भविष्य</p> <p>हिन्दी भाषा में कम्प्यूटर प्रौद्योगिकी :</p> <p>इन्टरनेट और हिन्दी, ई मेल हिन्दी में उपलब्ध सॉफ्टवेयर एवं वेबसाइट हिन्दी से सम्बन्धित विभिन्न वेबसाइटें</p> <p>सोशल मीडिया पर हिन्दी लेखन कौशल</p>
IV	<p>हिन्दी भाषा और ई शिक्षण :</p> <p>इन्टरनेट पर उपलब्ध पत्र-पत्रिकाएँ</p> <p>ब्लॉग, फेसबुक पेज, ई-पुस्तकालय सामग्री, यू-ट्यूब</p> <p>सरकारी तथा गैर सरकारी चैनल (ज्ञानदर्शन, ई पाठशाला, स्वयं, मूक्स आदि), पॉडकास्ट, आभासी कक्षाएं.</p> <p>(अ) हिन्दी कम्प्यूटर टंकण एवं शार्टहैण्ड का सैद्धांतिक पक्ष और हिन्दी साहित्य में शोध:</p> <p>हिन्दी भाषा के विभिन्न फॉण्ट – यूनीकोड, स्पीच-टू-टेक्स्ट</p> <p>(ब) हिन्दी साहित्य में शोध</p> <p>शोध के प्रकार, परिकल्पना परीक्षण और परिकल्पना उत्पादन </p>

सन्दर्भ ग्रन्थः

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3. प्रज्ञा पाठमाला, राजभाषा विभाग, गृह मंत्रालय, भारत सरकार, नयी दिल्ली
4. गोदरे, डॉ. विनोद, प्रयोजनमूलक हिन्दी, वाणी प्रकाशन, नयी दिल्ली, 2009
5. झाल्टे, दंगल, प्रयोजनमूलक हिन्दी : सिद्धांत और प्रयोग, वाणी प्रकाशन, नयी दिल्ली, 2016, पंचम संस्करण
6. सोनटक्के, डॉ. माधव, प्रयोजनमूलक हिन्दी : प्रयुक्ति और अनुवाद, वाणी प्रकाशन, नयी दिल्ली
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8. जैन, डॉ. संजीव कुमार, प्रयोजनमूलक कामकाजी हिन्दी एवं कम्प्यूटिंग, कैलाश पुस्तक सदन, भोपाल
9. मल्होत्रा, विजयकुमार, कम्प्यूटर के भाषिक अनुप्रयोग, वाणी प्रकाशन, नयी दिल्ली 10. गोयल संतोष, हिन्दी भाषा और कम्प्यूटर, श्री नटराज प्रकाशन, दिल्ली
11. हरिमोहन, आधुनिक जनसंचार और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली
12. हरिमोहन, कम्प्यूटर और हिन्दी, तक्षशिला प्रकाशन, नयी दिल्ली
13. शर्मा, पी. के., कम्प्यूटर के डाटा प्रस्तुतिकरण और भाषा सिद्धांत, डायनामिक पब्लिकेशन्स, नयी दिल्ली





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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA II YEAR
SEMESTER	III
COURSE CODE	A010301T
COURSE TITTE	हिन्दी गद्य
CREDITS	6
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य : <ol style="list-style-type: none">1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर छात्रों को हिन्दी गद्य का ज्ञान प्रदान करना।2. हिन्दी साहित्य में गद्य शिक्षण के द्वारा छात्रों में सृजन-अभिरुचि का विस्तार करना।3. हिन्दी के मूल पाठ को बढ़ावा देना।4. हिन्दी भाषा कौशल का विकास एवं रोजगारपरक अध्ययन।	
Learning outcomes : After successful completion of the syllybus, learners will be able to : अधिगम परिणाम – <ol style="list-style-type: none">1. इस प्रश्न-पत्र के अध्ययन के उपरान्त राष्ट्रीय शिक्षा नीति – 2020 की प्रासंगिकता सिद्ध होगी।2. विद्यार्थी हिन्दी साहित्य में प्रमुख लेखकों के साहित्यिक अवदान से परिचित हो सकेंगे।3. हिन्दी भाषा कौशल की अभिरुचि के साथ रोजगारपरक अध्ययन की सार्थकता सिद्ध होगी।	

Unit	Course Content and Topic
I	<p>हिन्दी गद्य साहित्य का संक्षिप्त इतिहास :</p> <p>हिन्दी कहानी का उद्भव और विकास</p> <p>हिन्दी उपन्यास का उद्भव और विकास हिन्दी नाटक का उद्भव और विकास</p> <p>हिन्दी आलोचना का उद्भव और विकास हिन्दी की अन्य गद्य विधाओं का उद्भव और विकास</p> <p>हिन्दी गद्य की महत्वपूर्ण विधाओं का संक्षिप्त परिचय :</p> <p>कहानी</p> <p>उपन्यास</p> <p>नाटक</p> <p>एकांकी</p> <p>निबंध</p> <p>यात्रा वृत्तान्त</p> <p>सस्मरण</p> <p>रेखाचित्र</p> <p>रिपोर्ताज</p> <p>आत्मकथा</p> <p>व्यंग्य</p>




II	<p>हिन्दी उपन्यास : गबन : मुंशी प्रेमचंद : कथ्य, शिल्प, प्रमुख पात्र तथा चरित्र-चित्रण ।</p> <p>हिन्दी कहानी</p> <p>ईदगाह - प्रेमचन्द</p> <p>गैंगीन- अज्ञेय</p> <p>तीसरी कसम उर्फ मारे गये गुलफ़ाम : रेणु</p>
III	<p>हिन्दी नाटक एवं एकांकी :</p> <p>नाटक : ध्रुवस्वामिनी - जयशंकर प्रसाद</p> <p>एकांकी : लक्ष्मी का स्वागत - उपेंद्रनाथ अशक</p> <p>हिन्दी निबन्ध :</p> <p>भारतवर्षोन्नति कैसे हो सकती है- भारतेन्दु हरिश्चन्द्र</p> <p>श्रद्धा-भक्ति-आचार्य रामचन्द्र शुक्ल</p> <p>अशोक के फूल : हजारी प्रसाद द्विवेदी</p>
IV	<p>अन्य गद्य विधाएं - प्रथम खण्ड :</p> <p>रेखाचित्र (गिल्लू- महादेवी वर्मा)</p> <p>संस्मरण (तीस बरस का साथी रामविलास शर्मा)</p> <p>रिपोर्ताज (ऋण जल धन जल रेणु)</p> <p>व्यंग्य (भोलाराम का जीव हरिशंकर परसाई)</p> <p>अन्य गद्य विधाएं द्वितीय खण्ड :</p> <p>यात्रा वृत्तांत (मेरी तिब्बत यात्रा राहुल सांकृत्यायन)</p> <p>आत्मकथा अंश (जूठन ओमप्रकाश वाल्मीकि)</p>




सन्दर्भ ग्रन्थः

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2. सिंह बच्चन, आधुनिक हिन्दी साहित्य का इतिहास, लोक भारती प्रकाशन, प्रयागराज, 2019
3. शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 1992
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5. सिंह, नामवर, आधुनिक साहित्य की प्रवृत्तियां, राजकमल प्रकाशन, नयी दिल्ली, 2018
6. चतुर्वेदी, रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रकाशन, प्रयागराज, 2018
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8. दस एकांकी, श्रीराम मेहरा एंड कंपनी, आगरा
9. गबन : मुंशी प्रेमचंद , स्रोत : ई पुस्तकालय

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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA II YEAR
SEMESTER	IV
COURSE CODE	A010401T
COURSE TITTE	हिन्दी अनुवाद
CREDITS	6
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य :	
<ol style="list-style-type: none">1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर बहुभाषिकता को बढ़ावा देना।2. छात्रों को हिन्दी के साथ ही अंग्रेजी भाषा की सामान्य जानकारी प्राप्त करेंगे।3. भारतीय संस्कृति एवं साहित्य का वैश्विक विस्तार को कार्यरूप प्रदान करना।	
Learning outcomes : After successful completion of the syllybus, learners will be able to :	
अधिगम परिणाम –	
<ol style="list-style-type: none">1. इस प्रश्न-पत्र के अध्ययन के उपरान्त राष्ट्रीय शिक्षा नीति-2020 के निश्चित मानदंडों पर खरा उतरकर वैश्विक प्रतिस्पद्धात्मक वातावरण में लक्ष्य प्राप्ति में सक्षम।2. विद्यार्थी हिन्दी साहित्य के प्रचार-प्रसार में अपनी महती भागीदारी में सक्षम।3. हिन्दी भाषा कौशल के साथ अन्य भाषाओं के आधार पर रोजगारपरक नये अवसर उपलब्ध होंगे।	
Unit	Course Content and Topic

I	<p>अनुवाद की अवधारणा :</p> <p>अनुवाद: परिभाषा, स्वरूप</p> <p>अनुवादक के गुण, दायित्व और अपेक्षाएं अनुवाद में रोजगार की संभावनाएं</p> <p>अनुवाद के क्षेत्र :</p> <p>प्रक्रिया, प्रकार, सीमाएँ</p> <p>अंग्रेजी -हिन्दी अनुवाद की समस्याएं और समाधान</p>
II	<p>अनुवाद का सामाजिक-सांस्कृतिक संदर्भ :</p> <p>संस्कृति, साहित्य और भाषा</p> <p>अनुवाद और संस्कृति</p> <p>अनुवाद और भाषा</p> <p>अनुवाद के साधन :</p> <p>अनुवाद में कोशों के प्रकार एवं महत्व</p> <p>संकेत प्रणाली</p> <p>शब्दकोश के उपयोग</p> <p>थिसॉरस के उपयोग</p> <p>पर्याय कोश के उपयोग</p> <p>उच्चारण कोश के उपयोग</p> <p>भाषिक कोश के उपयोग विषयकोश के उपयोग</p> <p>परिभाषा कोश के उपयोग</p> <p>साहित्य कोश के उपयोग</p>




iii	<p>पारिभाषिक शब्दावली :</p> <p>पारिभाषिक शब्द : तात्पर्य तथा लक्षण</p> <p>सामान्य शब्दों तथा पारिभाषिक शब्दों की अनुवाद में भूमिका</p> <p>पारिभाषिक शब्दावली निर्माण के सिद्धांत पारिभाषिक शब्दावली निर्माण की प्रक्रिया</p> <p>अनुवाद का पुनरीक्षण, मूल्यांकन तथा समीक्षा :</p> <p>पुनरीक्षण</p> <p>मूल्यांकन</p> <p>समीक्षा</p>
VII VIII	<p>अनुवाद सैद्धांतिकी-एक:</p> <p>(हिन्दी से अंग्रेजी तथा अंग्रेजी से हिन्दी)</p> <p>प्रशासनिक अनुवाद बैंकिंग अनुवाद</p> <p>विधि अनुवाद</p> <p>ज्ञान, विज्ञान तथा तकनीकी अनुवाद</p> <p>अनुवाद सैद्धांतिकी- दो :</p> <p>(हिन्दी से अंग्रेजी तथा अंग्रेजी से हिन्दी) सामाजिक विषयों का अनुवाद</p> <p>सर्जनात्मक अनुवाद</p>
सन्दर्भ ग्रन्थ:	
<ol style="list-style-type: none"> 1. तिवारी भोलानाथ, अनुवाद विज्ञान, शब्दकार प्रकाशन, दिल्ली, 1972 2. समीर श्री नारायण, अनुवाद की प्रक्रिया, तकनीक और समस्याएं, राजकमल प्रकाशन, दिल्ली, 2012 3. पालीवाल डॉ. रीतारानी, अनुवाद की प्रक्रिया और परिदृश्य, वाणी प्रकाशन, नई दिल्ली, 2016 	

4. गुप्ता डॉ. गार्गी, तिवारी डॉ. भोलानाथ, अनुवाद का व्याकरण, भारतीय अनुवाद परिषद दिल्ली, 1994
5. कुमार डॉ. सुरेश, अनुवाद सिद्धांत की रूपरेखा, वाणी प्रकाशन, नई दिल्ली, 2016
6. तिवारी भोलानाथ, चतुर्वेदी महेन्द्र, काव्यानुवाद की समस्याएं, शब्दकार प्रकाशन, दिल्ली, 1980
7. कुमार, डॉ. सुरेश, अनुवाद और पारिभाषिक शब्दावली केन्द्रीय हिन्दी संस्थान, आगरा, 1997
8. तिवारी भोलानाथ, चतुर्वेदी महेन्द्र, पारिभाषिक शब्दावली : कुछ समस्याएं, शब्दकार प्रकाशन, दिल्ली
9. तिवारी भोलानाथ, कुमार कृष्ण, कार्यालयी अनुवाद की समस्याएं, शब्दकार प्रकाशन, दिल्ली, 1987
10. चौधरी डॉ. प्रवीण, कार्यालयी भाषा और अनुवाद, विनय प्रकाशन, अहमदाबाद, 2012
11. टंडन पूरनचंद, भाषा दक्षता (भाग 01 से 04), किताबघर प्रकाशन, दिल्ली, 2018
12. टंडन पूरनचन्द एवं सेठी डॉ. हरीश कुमार, अनुवाद के विविध आयाम, तक्षशिला प्रकाशन, नई दिल्ली
13. कुचीपादम सीता, बैंकों में अनुवाद प्रविधि, भारतीय अनुवाद परिषद, दिल्ली, 1991
14. बिसारिया, डॉ. पुनीत, अनुवाद और हिन्दी साहित्य, अनंग प्रकाशन, दिल्ली, 2018
15. अग्रवाल कुसुम, अनुवाद शिल्प : समकालीन सन्दर्भ, साहित्य सहकार प्रकाशन, दिल्ली, 1999





जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA III YEAR
SEMESTER	V
COURSE CODE	A010501T
COURSE TITTE	साहित्यशास्त्र और हिन्दी आलोचना
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य :	
<ol style="list-style-type: none">1. प्रस्तुत प्रश्न पत्र के अध्ययन के उपरांत विद्यार्थी साहित्य शास्त्र और हिन्दी आलोचना से परिचित हो सकेंगे।2. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप बौद्धिक एवं सृजनात्मक विस्तार।3. छात्र काव्यशास्त्रीय सम्प्रदायों के साथ-साथ आलोचना के मानदंडों की समझ विकसित करने में समर्थ होंगे।	
Learning outcomes : After successful completion of the syllybus, learners will be able to :	
अधिगम परिणाम –	
<ol style="list-style-type: none">1. प्रस्तुत प्रश्न-पत्र के अध्ययन के उपरान्त विद्यार्थी में भारतीय एवं पाश्चात्य काव्यशास्त्रीय सिद्धांतों की समझ विकसित होगी।2. विद्यार्थी हिन्दी साहित्य में रचनात्मक एवं सृजनात्मक विस्तार।3. हिन्दी भाषा एवं साहित्य के प्रति ईमानदार दृष्टिकोण विकसित।	
Unit	Course Content and Topic

I	<p>भारतीय काव्यशास्त्र : काव्य लक्षण, काव्य प्रयोज, काव्य हेतु</p> <p>भारतीय काव्य सिद्धांत : सामान्य परिचय</p> <p>(अलंकार सिद्धांत, रीति सिद्धांत, रस सिद्धांत, ध्वनि सिद्धांत, वक्रोक्ति सिद्धांत, औचित्य सिद्धांत)</p>
II	<p>साहित्यशास्त्रीय अवधारणाएँ : काव्य गुण, शब्द शक्ति, काव्य दोष</p> <p>नाट्यशास्त्र : भारतीय नाट्यशास्त्र का सामान्य परिचय</p>
III	<p>पाश्चात्य काव्यशास्त्र :</p> <p>प्लेटो की काव्य विषयक मान्यताएँ</p> <p>अरस्तू : अनुकरण सिद्धांत, विरेचन सिद्धांत</p> <p>वर्ड्सवर्थ का काव्यभाषा सिद्धांत</p> <p>टी. एस. इलियट का निर्वैयक्तिकता का सिद्धांत</p> <p>हिन्दी आलोचना का इतिहास तथा सैद्धांतिकी :</p> <p>हिन्दी आलोचना का विकास</p> <p>सैद्धांतिक आलोचना</p> <p>मार्क्सवादी आलोचना</p> <p>मनोविश्लेषणवादी आलोचना</p>

IV	<p>समीक्षा की विचारधाराएँ :</p> <p>यथार्थवाद</p> <p>कलावाद</p> <p>बिम्बवाद</p> <p>प्रतीकवाद</p> <p>आलोचक एवं आलोचना दृष्टि:</p> <p>रामचन्द्र शुक्ल काव्य में लोकमंगल</p> <p>हजारीप्रसाद द्विवेदी : आधुनिक साहित्य - नई मान्यताएं</p> <p>डॉ. नगेन्द्र : मेरी साहित्यिक मान्यताएं</p> <p>रामविलास शर्मा : तुलसी साहित्य में सामन्त विरोधी मूल्य ।</p> <p>नामवर सिंह : कहानी : नई और पुरानी</p>
सन्दर्भ ग्रन्थ:	
<ol style="list-style-type: none"> 1. 1. शर्मा, देवेन्द्र नाथ, पाश्चात्य काव्यशास्त्र, मयूर पेपर बैक्स, नोएडा, 2002 2. नवल, नंदकिशोर, हिंदी आलोचना का विकास, राजकमल प्रकाशन, नई दिल्ली, 1981 3. सिंह, बच्चन, भारतीय एवं पाश्चात्य काव्यशास्त्र का तुलनात्मक अध्ययन, हरियाणा साहित्य अकादमी, चंडीगढ़. 1987 4. मिश्र, भगीरथ, पाश्चात्य काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 1988 5. मिश्र, भगीरथ, काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी, 6. त्रिपाठी, विश्वनाथ, हिंदी आलोचना, राजकमल प्रकाशन, नई दिल्ली, 1992 7. तिवारी, डॉ. रामचन्द्र, भारतीय एवं पाश्चात्य काव्यशास्त्र की रूपरेखा, लोकभारती प्रकाशन, इलाहाबाद, तृतीय संस्करण, 2010 	






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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA III YEAR
SEMESTER	V
COURSE CODE	A010502T
COURSE TITTE	हिन्दी का राष्ट्रीय काव्य
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

लक्ष्य एवं उद्देश्य :

1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर शिक्षण-अधिगम को कार्यरूप प्रदान करना।
2. हिन्दी साहित्य में राष्ट्रीय काव्यों के द्वारा छात्रों में राष्ट्रीयता की भावना का विकास करना।
3. हिन्दी साहित्य में राष्ट्रीय चेतना से अनुप्राणित कवियों को प्रासंगिक बनाना।

Learning outcomes : After successful completion of the syllybus, learners will be able to :

अधिगम परिणाम –

1. इस प्रश्न-पत्र के अध्ययन के उपरान्त छात्रों में हिन्दी की राष्ट्रीय काव्य धारा के प्रभावस्वरूप व्यक्तित्व निर्माण।
2. विद्यार्थी हिन्दी साहित्य में प्रमुख राष्ट्रीय चेतना के कवियों के साहित्यिक अवदान से परिचित हुए।
3. राष्ट्रीय शिक्षा नीति 2020 के लक्ष्य एवं उद्देश्य का विस्तार।

Unit	Course Content and Topic
I	<p>वीरगाथा काल का राष्ट्रीय काव्य :</p> <p>चंदबरदाई : पृथ्वीराज रासो के रेवा तट समय के अंश (चढ़त राज पृथिराज, जगनिक : आल्ह खण्ड नैनागढ़ की लड़ाई अथवा आल्हा का विवाह खण्ड (प्रथम पांच सुमिरन अंश (गया न कीन्हीं जिन कलजुग मां----- (----भयानक मार) अंतिम पांच अंश (भोर भुरहरे- -लड़िहैं खूब बीर मलखान)</p> <p>भक्ति एवं रीतिकाल का राष्ट्रीय काव्य :</p> <p>भूषण : इन्द्र जिमि जम्भ पर, बाने फहराने, निज म्यान तें मयूखै, दारुन दहत हरनाकुस बिदारिबे को</p>
II	<p>भारतेंदु एवं द्विवेदीयुगीन राष्ट्रीय काव्य :</p> <p>भारतेंदु हरिश्चंद्र : उन्नतचितवैआर्य परस्पर प्रीत बढ़ावैं, बल कलाकौशल अमित विद्या वत्स भरे मिल लहै, भीतर भीतर सब रस</p> <p>चूसे, सब गुरुजन को बुरो बतावै</p> <p>मैथिलीशरण गुप्त : आर्य, मातृभूमि</p> <p>छायावाद युगीन राष्ट्रीय काव्य :</p> <p>जयशंकर प्रसाद : प्रयाण गीत (हिमाद्रि तुंग श्रृंग), अरुण यह मधुमय देश हमारा</p> <p>सूर्यकांत त्रिपाठी 'निराला' : भारती वंदना (भारतिजय विजय करे), जागो फिर एक बार</p> <p>माखनलाल चतुर्वेदी : पुष्प की अभिलाषा, जवानी</p> <p>सुभद्रा कुमारी चौहान : वीरों का कैसा हो बसंत, झाँसी की रानी</p>

III	<p>छायावादोत्तर राष्ट्रीय काव्य :</p> <p>बालकृष्ण शर्मा नवीन : कवि कुछ ऐसी तान सुनाओ, कोटि कोटि कंठों से निकली आज यही स्वर धारा है रामधारी सिंह 'दिनकर': शहीद स्तवन (कलम आज उनकी जय बोल),</p> <p>हिमालय</p> <p>श्यामलाल गुप्त 'पार्षद': झंडा गीत (विजयी विश्व तिरंगा प्यारा)</p>
IV	<p>समकालीन राष्ट्रीय काव्य प्रथम चरण :</p> <p>श्यामनारायण पाण्डेय : चेतक की वीरता, राणा प्रताप की तलवार द्वारिकाप्रसाद माहेश्वरी : उठो धरा के अमर सपूतों, वीर तुम बढ़े चलो</p> <p>समकालीन राष्ट्रीय काव्य द्वितीय चरण :</p> <p>सोहनलाल द्विवेदी : मातृभूमि, तुम्हें नमन (चल पड़े जिधर दो डग मग में)</p> <p>अटलबिहारी वाजपेयी : कदम मिलाकर चलना होगा, उनकी याद करें</p> <p>हिन्दी फ़िल्मी गीतों में राष्ट्रीय काव्य: कवि प्रदीप: आज हिमालय की चोटी से फिर हमने ललकारा है (किस्मत-1943)</p> <p>कवि प्रदीप: ऐ मेरे वतन के लोगों ज़रा आँख में भर लो पानी (गैर फ़िल्मी)</p> <p>कवि प्रदीप: हम लाए हैं तूफ़ान से कश्ती निकाल के (जाग्रति 1954)</p> <p>साहिर लुधियानवी: ये देश है वीर जवानों का (नया दौर-1957)</p> <p>नीरज : ऐ मेरे प्यारे वतन (काबुलीवाला- 1961)</p> <p>कैफ़ी आज़मी कर चले हम फ़िदा जाने तन साथियों (हकीकत- 1964)</p>

राजेन्द्र कृष्ण: जहाँ डाल-डाल पर सोने की चिड़िया करती है बसेरा

(फ़िल्म- सिकंदर-आज़म - 1965)

गुलशन बावरा : मेरे देश की धरती सोना उगले (उपकार : 1967) इन्दीवर: है प्रीत जहाँ की रीत सदा (पूरब और पश्चिम -1971) प्रसून जोशी: देस रंगीला रंगीला देस म्हारा रंगीला (फ़ना-2006)





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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA III YEAR
SEMESTER	VI
COURSE CODE	A010601T
COURSE TITTE	भाषा विज्ञान, हिन्दी भाषा तथा देवनागरी लिपि
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य :	
<ol style="list-style-type: none"> 1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर छात्रों को हिन्दी भाषा में समृद्ध करना। 2. हिन्दी भाषा के उद्भव-विकास के साथ ही देवनागरी लिपि की सम्यक् जरनकारी प्रदान करना। 3. हिन्दी भाषा की क्षेत्रीय बोलियों प्रर विशेष जोर देकर मातृभाषा को बढ़ावा देना। 	
Learning outcomes : After successful completion of the syllybus, learners will be able to :	
अधिगम परिणाम –	
<ol style="list-style-type: none"> 1. राष्ट्रीय शिक्षा नीति-2020 के उद्देश्यों में मातृभाषा की महत्ता सिद्ध। 2. विद्यार्थी हिन्दी के इस प्रश्न पत्र के अध्ययन के उपरांत भाषिक रूप में समृद्ध हुए। 3. हिन्दी भाषा कौशल के साथ ही सृजनात्मक क्षमता का विस्तार। 	

Unit	Course Content and Topic
I	<p>भाषा एवं भाषाविज्ञान का सामान्य परिचय : भाषा: परिभाषा, स्वरूप, अभिलक्षण भाषाविज्ञान: परिभाषा, प्रकार, क्षेत्र, शाखाएँ</p> <p>भाषिक संरचना तथा स्तर : ध्वनि, शब्द, रूप, वाक्य, प्रोक्ति, अर्थ</p>
II	<p>हिन्दी भाषा की उत्पत्ति तथा विकास :</p> <p>पृष्ठभूमि</p> <p>अपभ्रंश</p> <p>अवहट्ट</p> <p>पुरानी हिन्दी</p> <p>मानक हिन्दी</p> <p>हिन्दी शब्द सम्पदा और उसके मूल स्रोत :</p> <p>हिन्दी ध्वनियों का वर्गीकरण आधार बाह्य प्रयत्न, आभ्यन्तर प्रयत्न, उच्चारण, स्थान, प्राणत्व और अनुनासिकता</p>
III	<p>हिन्दी की उपभाषाओं तथा बोलियों का परिचय :</p> <p>पश्चिमी हिन्दी</p> <p>पूर्वी हिन्दी</p> <p>पहाड़ी हिन्दी राजस्थानी हिन्दी बिहारी हिन्दी</p>

IV	<p>हिन्दी की वैधानिक तथा संवैधानिक स्थिति : राजभाषा आयोग राजभाषा अधिनियम तथा उनका विश्लेषण संवैधानिक प्रावधान तथा उनका विश्लेषण</p> <p>देवनागरी लिपि :</p> <p>नामकरण</p> <p>उद्भव और विकास</p> <p>विशेषताएं वैज्ञानिकता</p> <p>समस्या</p> <p>सुधार</p>
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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA III YEAR
SEMESTER	VI
COURSE CODE	A010602T
COURSE TITTE	लोक साहित्य एवं लोक संस्कृति
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य :	
<ol style="list-style-type: none">1. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर छात्रों में साहित्यिक एवं भाषिक संस्कार को परिष्कृत करना।2. विद्यार्थी लोक साहित्य एवं शिष्ट साहित्य से परिचित होंगे।3. छात्रों में लोक के प्रति अभिरुचि जागृत होगी।	
Course outcomes:	
अधिगम परिणाम –	
<ol style="list-style-type: none">1. इस प्रश्न-पत्र के अध्ययन के उपरान्त राष्ट्रीय शिक्षा नीति 2020 के उद्देश्यों की प्राप्ति होगी।2. हिन्दी साहित्य में लोक चेतना को विस्तृत धरातल एवं अपेक्षित परिणाम।3. छात्रों में लोक-जन-अभिजन के प्रति साहित्यिक समझ विकसित होगी।	
Unit	Course Content and Topic

I	लोक साहित्यका सामान्य परिचय : लोक साहित्य : परिभाषा क्षेत्र, वर्गीकरण
II	लोक साहित्य, लोक संस्कृति एवं राष्ट्रीय एकता : लोक साहित्य में लोक संस्कृति का चित्रण, लोक संस्कृति और राष्ट्रीय एकता
III	लोक साहित्य का संकलन, संरक्षण एवं संवर्धन : लोक साहित्य संकलन, संरक्षण एवं संवर्धन, राष्ट्रीय जीवन में लोक साहित्य का महत्व।
IV	लोक साहित्य की विविध विधाएँ : लोक गीत, लोक गाथा, लोक कथा, लोक नाट्य, लोक नृत्य एवं लोक संगीत लोक का प्रकीर्ण साहित्य : लोकोक्तियाँ, मुहावरे एवं पहेलियाँ-परंपरा एवं महत्व
सन्दर्भ ग्रन्थ:	
<ol style="list-style-type: none"> 1. प्रसाद, डॉ. दिनेश्वर, लोक साहित्य और संस्कृति लोक भारती प्रकाशन प्रयागराज, 1973 2. शर्मा, डॉ. श्रीराम, लोक साहित्य सिद्धांत और प्रयोग, विनोद पुस्तक मंदिर, आगरा, 1973 3. सक्सेना, डॉ. उषा, लोक साहित्य एवं लोक संस्कृति, राजभाषा प्रकाशन, दिल्ली, 2007 4. उपाध्याय, कृष्णदेव, लोक साहित्य की भूमिका साहित्य भवन प्राइवेट लिमिटेड, प्रयागराज, 1957 5. सुमन, रामनाथ, संपादक, सम्मेलन पत्रिका, लोक संस्कृति विशेषांक, प्रयागराज, संवत् 2010 6. मित्र, प्रो. चित्तरंजन एवं ओझा, दुर्गाप्रसाद, समकालीन हिंदी एवं अवधी कविता प्रकाशन केंद्र, लखनऊ, 2019 7. मिश्र, डॉ. श्रीधर, भोजपुरी लोक साहित्य : सांस्कृतिक अध्ययन, हिंदुस्तानी एकेडमी, प्रयागराज, 1971 8. यादव, डॉ. वीरेंद्र सिंह, भारत का लोक सांस्कृतिक विमर्श, कौटिल्य बुक्स, नई दिल्ली, 2018 11. बिसारिया, डॉ. पुनीत, बुन्देली महिमा, राजकमल प्रकाशन, नयी दिल्ली, 2017 	

12. बिसारिया, डॉ. पुनीत, बुन्देली काव्य धारा, राजकमल प्रकाशन, नयी दिल्ली, 2019 13. उपाध्याय, कृष्णदेव, भोजपुरी लोक का अध्ययन, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1949)

9. बिसारिया, डॉ. पुनीत एवं यादव, डॉ. वीरेंद्र सिंह, भोजपुरी विमर्श, निर्मल पब्लिकेशन्स, दिल्ली, 2009 10. डॉ. सत्येंद्र, लोक साहित्य विज्ञान, शिवलाल अग्रवाल कंपनी, आगरा, 1971 2007

14. सत्येन्द्र, ब्रज की लोक कहानियां, ब्रज साहित्य मंडल, मथुरा 15. सत्येन्द्र, ब्रज लोक साहित्य का अध्ययन, साहित्य रत्न भंडार, आगरा

16. बिसारिया, डॉ. पुनीत, शोध कैसे करें, अटलांटिक पब्लिशर्स एंड डिस्ट्रीब्यूटर्स प्राइवेट लिमिटेड, नयी दिल्ली,

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

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



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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR
SEMESTER	VII
COURSE CODE	A010701T
COURSE TITTE	प्राचीन काव्य
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

उद्देश्य :-

1. विद्यार्थियों में अपभ्रंश भाषा के प्रति अभिरुचि जागृत करना।
2. सरहपा, हेमचन्द्र, अब्दुल रहमान, मुंज एवं विद्यापति के सन्दर्भ में जानकारी प्राप्त करना।
3. मैथिल कोकिल विद्यापति के सरस पदों से विद्यार्थियों को अवगत कराना।
4. विद्यार्थियों को अपभ्रंश भाषा के माध्यम से हिन्दी भाषा के आरंभिक स्वरूप से परिचित कराना।

इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि
इकाई-प्रथम			
1-अ	अपभ्रंश प्रकाश में संकलित सरहपा, हेमचन्द्र, अब्दुल रहमान तथा मुंज कवि की कविताओं की व्याख्या।		व्याख्यान विधि / श्यामपट्ट कार्य समूह परिचर्चा / सस्वर वाचन।

ब	डॉ० शिवप्रसाद सिंह द्वारा सम्पादित पदावली के आरंभिक 62 पदों की व्याख्या।		व्याख्यान विधि / श्यामपट्ट कार्य समूह परिचर्चा / सस्वर वाचन।
स	अपभ्रंश प्रकाश में संकलित कवियों एवं कविताओं पर आधारित समीक्षात्मक अध्ययन।		व्याख्यान विधि / श्यामपट्ट कार्य समूह परिचर्चा।
द	डॉ० शिवप्रसाद सिंह द्वारा सम्पादित विद्यापति पदावली के आधार पर समीक्षात्मक अध्ययन।		व्याख्यान विधि / श्यामपट्ट कार्य समूह परिचर्चा।

अधिन्यास-कार्य :-

1. हिन्दी भाषा के विकास में अपभ्रंश के योगदान पर संक्षिप्त टिप्पणीलिखें ?
अथवा
2. विद्यापति का संक्षिप्त जीवन परिचय देते हुए उनके साहित्यिक अवदान पर प्रकाश डालें।

अधिगम परिणाम :-

1. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी हिन्दी सहित्य के प्राचीनकाल के कवियों के साहित्यिक अवदान से परिचित हो सकेंगे।
2. प्रस्तुत प्रश्न-पत्र के अध्ययन से विद्यार्थी हिन्दी की आरंभिक अवस्था से परिचित होंगे।

सहायक ग्रंथ :-

1. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य का आदिकाल (2008), वाणी प्रकाशन, नई दिल्ली।
2. सिंह, डॉ० नामवर, हिन्दी के विकास में अपभ्रंश का योग (2006), लोक भारती प्रकाशन, इलाहाबाद।
3. द्विवेदी, आचार्य हजारी प्रसाद, संदेशरासक (2015ई०), राजकमल प्रकाशन प्रा०लि०, नई दिल्ली।
4. सिंह, शिव प्रसाद, कीर्तिलता और अवहट्ट (1955 ई०), साहित्य भवन, इलाहाबाद।

5. गुलेरी, चन्द्रधर शर्मा, पुरानी हिन्दी (1961), नागरी प्रचारिणी सभा काशी।
6. श्रीवास्तव, डॉ० वीरेन्द्र, अपभ्रंश भाषा और उसका अध्ययन,(1963 ई०), यश चान्द एण्ड कम्पनी, नई दिल्ली।
7. पाण्डेय, शम्भूनाथ, अपभ्रंश अवहट्ट : एक अन्तर्यात्रा।
8. तोमर, डॉ० राम सिंह, प्राकृत, अपभ्रंश साहित्य और उसका हिन्दी प्रभाव।
9. डॉ० नगेन्द्र, अपभ्रंश साहित्य, हिन्दी अनुसंधान परिषद ग्रंथमाला-8, नई दिल्ली।





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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR		
SEMESTER	VII		
COURSE CODE	A010702T		
COURSE TITTE	भाषा विज्ञान		
CREDITS	5		
MAX. MARKS	25+75		
MIN. PASSING MARKS:	10+30		
उद्देश्य :-			
1. भाषा विज्ञान के अन्तर्गत विद्यार्थियों को भाषा की परिभाषा, भाषा परिवर्तन के कारण और दिशाएँ, भाषा, बोली और विभाषा की जानकारी दी जायेगी।			
2. भाषा विज्ञान के प्रमुख अंगों, अध्ययन पद्धतियों तथा भाषा विज्ञान के ज्ञान की अन्य शाखाओं से संबंधित अवयवों को रेखांकित करना।			
3. ध्वनि विज्ञान—स्वनिम विज्ञान और रूपविज्ञान का सैद्धान्तिक, परिचय प्रदान करना।			
4. वाक्य विज्ञान, अर्थविज्ञान और शैली विज्ञान का सैद्धान्तिक परिचय प्रदान करना।			
इकाई	शीर्षक : पाठ्य विषय	व्याख्यान अवधि (60 घण्टे)	शिक्षण—विधि
इकाई—1			

क	भाषा : परिभाषा, तत्व, अंग प्रकृति, विशेषताएँ (संरचना एवं स्वभागत), भाषा परिवर्तन के कारण एवं दिशाएँ और वाक्, भाषा के विभिन्न स्तर-भेद, व्यक्ति बोली, विभाषा, मानक भाषा तथा उसके विविध रूप।	व्याख्यान विधि / श्यामपट्ट कार्य समूहपरिचर्चा / प्रत्यक्ष विधि / सम्प्रेषणपरक विधि
ख	भाषा विज्ञान : स्वरूप और प्रकृति, विषय-क्षेत्र, अंग, प्रमुख अध्ययन पद्धतियाँ, वर्णनात्मक तथा तुलनात्मक, ज्ञान की अन्य शाखाओं से सम्बन्ध।	व्याख्यान विधि / श्यामपट्ट कार्य समूहपरिचर्चा / प्रत्यक्ष विधि / सम्प्रेषणपरक विधि
इकाई-2		
क	ध्वनि-विज्ञान : ध्वनि का अर्थ, ध्वनिग्राम तथा संध्वनि, ध्वनि-गुण तथा उसकी उपयोगिता, ध्वनि की उत्पत्ति-प्रक्रिया, वाग्यन्त्र (ध्वनि तंत्र), ध्वनियों का वर्गीकरण, मानस्वर, ध्वनि परिवर्तन की दिशाएँ एवं कारण, ध्वनि-नियम	व्याख्यान विधि / श्यामपट्ट कार्य समूहपरिचर्चा / प्रत्यक्ष विधि / सम्प्रेषणपरक विधि
ख	स्वनिम विज्ञान: स्वरूप, अवधारणा, स्वनिम के भेद, स्वनिमों तथा उपस्वनों का अंकन, स्वनिम वितरण के सिद्धान्त	व्याख्यान विधि / श्यामपट्ट कार्य समूहपरिचर्चा / प्रत्यक्ष विधि / सम्प्रेषणपरक विधि
इकाई-3		

क	रूप विज्ञान : (मारफोलॉजी): शब्द और रूप (पद), सम्बन्ध तत्त्व एवं अर्थतत्त्व, सम्बन्ध तत्त्व के भेद, शब्द कोटियाँ, व्याकरणिक कोटियाँ		व्याख्यान विधि/ श्यामपट्ट कार्य समूहपरिचर्चा/प्रत्यक्ष विधि/सम्प्रेषणपरक विधि
ख	वाक्य विज्ञान: वाक्य की अवधारणा, तत्त्व, वाक्य एवं पद का सम्बन्ध, वाक्य के भेद, वाक्य-विश्लेषण, वाक्य के निकटस्थ अवयव, गहन संरचना और वाह्य संरचना, वाक्य परिवर्तन की दिशाएँ और कारण		व्याख्यान विधि/ श्यामपट्ट कार्य समूहपरिचर्चा/प्रत्यक्ष विधि/सम्प्रेषणपरक विधि
इकाई-4			
क	अर्थ विज्ञान : अर्थ-ज्ञान, महत्त्व, शब्दार्थ सम्बन्ध, अर्थ परिवर्तन की दिशाएँ और कारण		व्याख्यान विधि/ श्यामपट्ट कार्य समूहपरिचर्चा/प्रत्यक्ष विधि/सम्प्रेषणपरक विधि
ख	विश्व की भाषाओं का वर्गीकरण (क) आकृति मूलक या रूपात्मक (ख) पारिवारिक (ग) अनुप्रयुक्त भाषा विज्ञान-शैली विज्ञान		व्याख्यान विधि/ श्यामपट्ट कार्य समूहपरिचर्चा/प्रत्यक्ष विधि/सम्प्रेषणपरक विधि

अधिन्यास-कार्य :-

1. भाषा की परिभाषा देते हुए उसकी विशेषताओं का वर्णन करें।
2. भाषा विज्ञान की परिभाषा देते हुए प्रमुख अध्ययन पद्धतियों पर प्रकाश डालें।
3. अर्थ विज्ञान की परिभाषा देते हुए अर्थ परिवर्तन के कारण और दिशाओं की विवेचना करें।

अधिगम परिणाम :-

1. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी भाषा विज्ञान की अवधारणा से परिचित हो सकेंगे।
2. विद्यार्थी भाषा विज्ञान को वर्गीकृत करके सहजतापूर्वक अध्ययन करने में सक्षम होंगे।

सहायक ग्रन्थ-

1. तिवारी, डॉ० भोलानाथ, हिन्दी भाषा, प्रकाशन : किताब महल, इलाहाबाद।
2. तिवारी, डॉ० भोलानाथ, हिन्दी भाषा की संरचना, प्रकाशन : वाणी प्रकाशन, नई दिल्ली।
3. भाटिया, डॉ० कैलाशचन्द्र, हिन्दी भाषा, प्रकाशन : साहित्य भवन प्रा०लि०, नई दिल्ली।
4. पाण्डेय, डॉ० राजकमल, हिन्दी संरचना का शैक्षिक स्वरूप, प्रकाशक : विराट प्रकाशन, आगरा।
5. वाजपेयी, अचार्य किशोरीदास, हिन्दी शब्दानुशासन, प्रकाशक : नागरी प्रचारिणी सभा, वाराणसी।
6. गुरु, कामता प्रसाद, हिन्दी व्याकरण
7. बाहरी, डॉ० हरदेव, हिन्दी भाषा, प्रकाशक : अभिव्यक्ति प्रकाशन, इलाहाबाद।
8. शर्मा, आचार्य देवेन्द्रनाथ, हिन्दी भाषा और नागरी लिपि, प्रकाशक : हिन्दी साहित्य सम्मेलन, प्रयाग।
9. मिश्र, डॉ० नरेश, नागरी लिपि और उसकी समस्याएँ, प्रकाशक : मन्थन पब्लिकेशनस, रोहतक।
10. शर्मा, आचार्य देवेन्द्रनाथ, राष्ट्रभाषा हिन्दी : समस्याएँ एवं समाधान, प्रकाशक : लोक प्रकाशन, इलाहाबाद।
11. त्रिपाठी, डॉ० सत्यनारायण, हिन्दी भाषा और लिपि का ऐतिहासिक विकास
12. पाठक, गोपाल स्वरूप, हिन्दी भाषा, लिपि का इतिहास एवं प्रयोग





जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR
SEMESTER	VII
COURSE CODE	A010703T
COURSE TITTE	<u>सगुण भक्ति काव्य</u>
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

उद्देश्य :-

1. विद्यार्थियों को सगुण भक्ति धारा के प्रतिनिधि कवियों की कविताओं के विषय में जानकारी देना।
2. इस प्रश्न-पत्र के अध्ययन से विद्यार्थी सगुण भक्ति के महत्व को समझ सकेंगे।
3. भ्रमरगीत सार के अध्ययन से विद्यार्थी उद्धव-गोपी संवाद की सार्थकता से परिचित हो सकेंगे।
4. रामचरितमानस के अध्ययन से विद्यार्थी गुरुमहिमा, सत्संगति, ज्ञानभक्ति और वैराग्य तथा लोक जनमानस के आदर्श को स्थापित कर सकेंगे।

इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि
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1	व्याख्येय— भ्रमरगीत सार (पद सं०-21 से 70 तक) सं०ग्रन्थ—भ्रमरगीत सार—डॉ० आचार्य रामचन्द्र शुक्ल ।		व्याख्यान विधि/ श्यामपट्ट कार्य समूह परिचर्चा/ सस्वर वाचन ।
2	व्याख्येय— रामचरितमानस बालकाण्ड : प्रारम्भ से 43 दोहे उत्तरकाण्ड : 117 से 130 दोहे		व्याख्यान विधि/ श्यामपट्ट कार्य समूह परिचर्चा/ सस्वर वाचन ।
3	समीक्षात्मक अध्ययन : सूरदास		व्याख्यान/ विश्लेषण विधि/ श्यामपट्ट कार्य समूह परिचर्चा ।
4	समीक्षात्मक अध्ययन : तुलसीदास		व्याख्यान/ विश्लेषण विधि/ श्यामपट्ट कार्य समूह परिचर्चा ।

अधिन्यास कार्य—

1. भ्रमरगीत सार के आधार पर सगुण भक्ति की प्रवृत्तियों पर प्रकाश डालिए ।

अथवा

रामचरितमानस के आधार पर तुलसीदास की लोक भावना की प्रासंगिता सिद्ध कीजिए ।

अथवा

सूरदास की कविता में सगुण—निर्गुण का अदभुत सामन्जस्य दृष्टिगत होता है । भ्रमरगीत सार के आधार पर इस कथन की सार्थकता सिद्ध कीजिए ।

अधिगम परिणाम—

1. प्रस्तुत प्रश्न—पत्र के अध्ययन के उपरान्त विद्यार्थी भक्ति आन्दोलन एवं भक्ति काव्य की अवधारणा के प्रति नयी समझ विकसित करने में समर्थ होंगे ।
2. सूरदास एवं तुलसीदास के अध्ययन के उपरान्त विद्यार्थी सामाजिक, सांस्कृतिक एवं मनोवैज्ञानिक स्तर पर समझ विकसित कर सकेंगे ।

सहायक ग्रन्थ—

1. शुक्ल, आचार्य रामचन्द्र, त्रिवेणी, प्रकाशक : नागरी प्रचारिणी सभा, वाराणसी ।

2. शुक्ल, आचार्य रामचन्द्र , सूरदास, प्रकाशक : नागरी प्रचारिणी सभा, वाराणसी।
3. द्विवेदी, हजारी प्रसाद, सूर साहित्य, प्रकाशक : हिन्दी-ग्रन्थ, रत्नाकर लि० बम्बई।
4. शर्मा, हरवंशलाल, सूरदास और उनका साहित्य (सं०), प्रकाशक : राधाकृष्ण प्रकाशन, नई दिल्ली।
5. गौतम, डॉ० मनमोहन, सूर की काव्यकला, प्रकाशक : हिन्दी अनुसंधान परिषद, दिल्ली।
6. शर्मा, गोविन्द राम, सूर की काव्य साधना।
7. खण्डेलवाल, जयकिशन प्रसाद, महाकवि सूरदास।
8. वाजपेयी, नन्द दुलारे, महाकवि सूरदास।
9. पाण्डेय, मैनेजर, भक्ति आन्दोलन और सूर का काव्य, प्रकाशक : वाणी प्रकाशन, नई दिल्ली।
10. सिंह, उदयभानु, तुलसी काव्य मीमांसा, प्रकाशक : राधाकृष्ण प्रकाशन, नई दिल्ली।
11. त्रिपाठी, रामनरेश, तुलसीदास और उनका काव्य।
12. त्रिपाठी, विश्वनाथ, लोकवादी तुलसीदास।
13. सिंह, डॉ० केशव प्रसाद एवं सिंह, डॉ० वासुदेव, तुलसी : संदर्भ और दृष्टि।
14. मिश्र, शिवकुमार, भक्ति आन्दोलन और भक्तिकाव्य।
15. वाजपेयी, नन्ददुलारे, सूर-संदर्भ, प्रकाशक : इंडियन प्रेस लि०, प्रयाग।



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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR		
SEMESTER	VII		
COURSE CODE	A010704T		
COURSE TITTE	रीति काव्य		
CREDITS	5		
MAX. MARKS	25+75		
MIN. PASSING MARKS:	10+30		
उद्देश्य :-			
1. विद्यार्थियों को रीतिकालीन विभिन्न काव्य पद्धतियों / शैलियों का ज्ञान प्रदान करना।			
2. विद्यार्थियों को रीतिकालीन काव्यधारा के मुख्य भेदों (रीतिबद्ध, रीतिसिद्ध और रीतिमुक्त) के सम्बन्ध में समझ विकसित करना।			
3. बिहारी के दोहे की अर्थवत्ता को स्पष्ट करते हुए उनकी 'गागर में सागर' भरने वाली सामर्थ्य को उद्घाटित करना।			
4. घनानंद की कविता के माध्यम से स्वच्छन्द प्रेम के महत्व को उद्घाटित करना।			
इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि

1	व्याख्येय- बिहारी सतसई के चयनित 50 दोहे।		व्याख्यान विधि/ श्यामपट्ट कार्य समूह परिचर्चा/ सस्वर वाचन।
2	व्याख्येय- घनानन्द के चयनित 40 कवित्त।		व्याख्यान विधि/ श्यामपट्ट कार्य समूह परिचर्चा/ सस्वर वाचन।
3	समीक्षात्मक अध्ययन : बिहारी		व्याख्यान/ विश्लेषण विधि/ श्यामपट्ट कार्य समूह परिचर्चा।
4	समीक्षात्मक अध्ययन : घनानन्द		व्याख्यान/ विश्लेषण विधि/ श्यामपट्ट कार्य समूह परिचर्चा।

अधिन्यास कार्य -

बिहारी के दोहों में भक्ति, नीति और शृंगार की धारा प्रवाहित होती है। इस कथन के आलोक में बिहारी का मूल्यांकन करें।

अथवा

घनानन्द 'प्रेम की पीर' के कवि हैं स्पष्ट कीजिए।

अधिगम परिणाम-

1. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी हिन्दी साहित्य के रीतिकालीन कवियों के साहित्यिक अवदान से परिचित हो सकेंगे।
2. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी बिहारी एवं घनानन्द के काव्य सौन्दर्य के आधार पर रचनात्मक रूप में नये भावबोध विकसित कर सकेंगे

संपादित पाठ्य ग्रन्थ-

बिहारी और घनानन्द (चयनित काव्य संग्रह)

सम्पादक -निहार, डॉ० अमलदार, राय, डॉ० अखिलेश कुमार

सहायक ग्रन्थ-

1. मिश्र, आचार्य विश्वनाथ प्रसाद, बिहारी की वाग्विभूति।
2. मिश्र, आचार्य विश्वनाथ प्रसाद, हिन्दी साहित्य का अतीत भाग-2।
3. शर्मा, हरवंशलाल, बिहारी और उनका साहित्य।

4. गौड़, डॉ० मनोहर लाल, घनानन्द और स्वच्छन्द काव्यधारा।
5. डॉ० नगेन्द्र , रीति काव्य की भूमिका।
6. लाल, किशोरी, घनानन्द : काव्य और आलोचना।
7. द्विवेदी, डॉ० सूर्यनारायण, रीतिकालीन काव्य सिद्धान्त।
8. सिंह, डॉ० विजयपाल, रीतिकाव्य-कोश।



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR		
SEMESTER	VIII		
COURSE CODE	A010801T		
COURSE TITTE	आधुनिक काव्य (छायावाद : प्रसाद, पंत, निराला और महादेवी वर्मा)		
CREDITS	5		
MAX. MARKS	25+75		
MIN. PASSING MARKS:	10+30		
उद्देश्य :-			
1. विद्यार्थियों को छायावाद की परिभाषा एवं काव्य शैली से परिचित कराना।			
2. छायावादी युग की प्रतिनिधि रचना 'कामायनी' की कथा वस्तु से अवगत कराना।			
3. पंत की कविताओं के विविध आयामों से विद्यार्थियों को परिचित कराना।			
4. निराला और महादेवी वर्मा के साहित्य से विद्यार्थियोंका साक्षात्कार कराना।			
इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि

1	व्याख्येय— कामायनी, (श्रद्धा तथा लज्जासर्ग) तारापथ (प्रथम रश्मि, मौन निमंत्रण, परिवर्तन(1, 6, 7, 11, 31वा अंश) नौका विहार, बापू के प्रति		व्याख्यान विधि/ श्यामपट्ट कार्य /समूह परिचर्चा/ सस्वर वाचन।
2	व्याख्येय— राग—विराग, (निराला की चुनी हुई कविताओं का संग्रह) सम्पा. : रामविलास शर्मा (वह तोड़ती पत्थर, सरोज स्मृति, राम की शक्ति पूजा) दीपशिखा (पंथ होने दो अपरिचित, सब बुझे दीपक जला लूँ धूप सा तन घुल चुका, पूछता क्यों शेष कितनी रात)		व्याख्यान विधि/ श्यामपट्ट कार्य/ समूह परिचर्चा/ सस्वर वाचन।
3	समीक्षात्मक अध्ययन (जयशंकर प्रसाद तथा सुमित्रानन्दन पंत)		व्याख्यान/ विश्लेषण विधि/ श्यामपट्ट कार्य/ समूह परिचर्चा/ सस्वर वाचन।
4	समीक्षात्मक अध्ययन (सूर्यकान्त त्रिपाठी निराला तथा महादेवी वर्मा)		व्याख्यान/ विश्लेषण विधि/ श्यामपट्ट कार्य /समूह परिचर्चा/ सस्वर वाचन।

अधिन्यास कार्य –

1. 'पल्लव' छायावाद का घोषणा-पत्र (मेनीफेस्टो) है।' इस कथन की विवेचना कीजिए।

अथवा

प्रत्यभिज्ञा दर्शन के आधार पर 'कामायनी' का मूल्यांकन कीजिए।

अथवा

'निराला ओज और औदात्य के कवि हैं।' इस कथन की सोदाहरण विवेचना कीजिए।

अधिगम परिणाम—

1. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी आधुनिक काव्य की प्रमुख शाखाओं में से एक छायावादी काव्य के चारों प्रमुख स्तम्भों से परिचित होंगे।

2. विद्यार्थी छायावादी कविता में व्यक्त बौद्धिक चेतना के प्रमुख स्वरों से अनुप्राणित होंगे।

सहायक ग्रन्थ—

1. कुमार विमल , छायावाद का सौन्दर्यशास्त्रीय अध्ययन
2. कुमार, राजेन्द्र , (सं०) निराला होने का अर्थ और तीन लम्बी कविताएँ।
3. चतुर्वेदी, रामस्वरूप, कामायनी का पुनर्मूल्यांकन , लोक भारती प्रकाशन, इलाहाबाद।
4. पाण्डेय, डॉ० त्रिलोकीनाथ , छायावादी काव्य परंपरा और प्रयोग
5. पालीवाल, नारायणदत्त, सुमित्रानन्दन पंत।
6. मदान, इन्द्रनाथ, महादेवी : चिन्तन व कला।
7. मुक्तिबोध, गजानन माधव, कामायनी : एक पुनर्विचार । राजकमल प्रकाशन नई दिल्ली।
8. यशदेव, पन्त का काव्य और युग।
9. वाजपेयी, नन्ददुलारे, जयशंकर प्रसाद, लोक भारती प्रकाशन, इलाहाबाद।
10. डॉ० नगेन्द्र, सुमित्रानन्दन पंत, साहित्य रत्नभण्डार, आगरा।
11. सक्सेना, डॉ० द्वारिका प्रसाद, कामायनी भाष्य।
12. सिंह, डॉ० बच्चन, क्रान्तिकारी कवि निराला
13. सिंह, दूधनाथ, निराला : आत्महन्ता आस्था।
14. सिंह, विजय बहादुर, जातीय अस्मिता के प्रश्न और जयशंकर प्रसाद, साहित्य भण्डार प्रकाशन, इलाहाबाद।
15. सिंह, नामवर, छायावाद
16. श्रोत्रिय, प्रभाकर, जयशंकर प्रसाद की प्रासंगिता।
17. शर्मा, रामविलास, निराला की साहित्य —साधना
18. हुकुमचन्द, राजपाल, महादेवी का काव्य सौन्दर्य।



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
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विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR
SEMESTER	VIII
COURSE CODE	A010802T
COURSE TITTE	आधुनिक गद्य नाटक तथा निबंध
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

उद्देश्य :-

1. विद्यार्थी नाटक विधा के उद्भव और विकास से परिचित हो सकेंगे।
2. विद्यार्थी निबंध विधा के विकासक्रम को समझ सकेंगे।
3. चन्द्र गुप्त और आधे-अधूरे नाटक की कथावस्तु में निहित मूल संवेदना से विद्यार्थियों को परिचित कराना।
4. हिन्दी साहित्य के विभिन्न पीढ़ी के निबंधकारों की निबंध-शैली से विद्यार्थियों को परिचित कराना।

इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि
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1	व्याख्येय— चन्द्रगुप्त (नाटक), जयशंकर प्रसाद अथवा आधे —अधूरे (नाटक) मोहन राकेश		व्याख्यान विधि/ श्यामपट्ट कार्य /समूह परिचर्चा/ सस्वर वाचन/अभिनय कौशल
2	व्याख्येय—हिन्दी निबंध (संपादन) : डॉ० जैनेन्द्र कुमार		व्याख्यान विधि/ श्यामपट्ट कार्य /समूह परिचर्चा/ सस्वर वाचन/अभिनय कौशल
3	(समीक्षात्मक अध्ययन) चन्द्रगुप्त (नाटक) जयशंकर प्रसाद अथवा आधे —अधूरे (नाटक)		व्याख्यान विधि/ श्यामपट्ट कार्य /समूह परिचर्चा/ सस्वर वाचन/अभिनय कौशल
4	(समीक्षात्मक अध्ययन) हिन्दी निबंध		व्याख्यान विधि/ श्यामपट्ट कार्य /समूह परिचर्चा/ सस्वर वाचन/अभिनय कौशल

अधिन्यास कार्य –

1. चन्द्रगुप्त नाटक के आधार पर चन्द्रगुप्त और अलका का चरित्र—चित्रण कीजिए।

अथवा

‘आधे—अधूरे नाटक’ का मुख्य प्रतिपाद्य विषय अपने शब्दों में लिखिए।

अथवा

ललित निबंधकार के रूप में आचार्य हजारी प्रसाद द्विवेदी के योगदान की समीक्षा कीजिए।

अधिगम परिणाम—

1. इस प्रश्न—पत्र के अध्ययन के पश्चात् विद्यार्थी आधुनिक गद्य की प्रमुख विधाओं, नाटक एवं निबन्ध विधा के अन्तर्गत रचे गये प्रमुख नाटकों एवं निबन्धों का आस्वादन कर लेंगे।
2. विद्यार्थी ‘चन्द्रगुप्त’ एवं ‘आधे—अधूरे’ नाटक के अध्ययनोपरान्त अपने देश के स्वर्णिम अतीत से राष्ट्रप्रेम की प्रेरणा ग्रहण करेंगे तथा आधुनिक समाज की विसंगतियों को पहचानने में सक्षम होंगे।

सहायक ग्रन्थ—

1. ओझा,डॉ० दशरथ, हिन्दी नाटक का उद्भव और विकास, राजपाल एण्ड संस, नई दिल्ली।
2. गुप्त, डॉ० गंगा प्रसाद , हिन्दी साहित्य में निबन्ध एवं निबन्धकार।
3. चातक गोविन्द, प्रसाद के नाटक : सृजनात्मक धरातल और भाषिक चेतना, तक्षशिला प्रकाशन, नई दिल्ली।
4. जयनाथ नलिन, हिन्दी के निबन्धकार।
5. डॉ० हरिमोहन, हिन्दी निबन्ध के आधार-स्तम्भ, तक्षशिला प्रकाशन, नई दिल्ली।
6. तिवारी, रामचन्द्र, हिन्दी का गद्य- साहित्य। वि०वि० प्रकाशन, वाराण
7. मिश्र, जगन्नाथ प्रसाद, प्रसाद के नाटकों का शास्त्रीय अध्ययन, नन्द किशोर एण्ड ब्रदर्स,वाराणसी।
8. सिंह, बच्चन, हिन्दी नाटक, राधाकृष्ण प्रकाशन, नई दिल्ली।





विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR
SEMESTER	VIII
COURSE CODE	A010803T
COURSE TITTE	आधुनिक गद्य : उपन्यास एवं कहानी
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

उद्देश्य :-

1. विद्यार्थी उपन्यास विधा के उद्भव और विकास से परिचित हो सकेंगे।
2. विद्यार्थी कहानी विधा के उद्भव और विकास से अवगत हो सकेंगे।
3. गोदान के माध्यम से विद्यार्थी भारतीय कृषक जीवन की विभिन्न समस्याओं एवं चुनौतियों की पहचान करने में सक्षम हो सकेंगे।
4. उषा प्रियंवदा की 'वापसी' कहानी के आधार पर विद्यार्थी सेवानिवृत्ति के पश्चात् पाश्चात्य शिक्षा से प्रेरित आधुनिक भारतीय परिवार में बुजुर्गों की कठिनाईयों को समझ सकेंगे।

इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि
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1	व्याख्येय—गोदान (उपन्यास)— प्रेमचन्द, (अथवा) शेखर : एक जीवनी : भाग—एक (उपन्यास)— अज्ञेय		व्याख्यान विधि / श्यामपट्ट कार्य /समूह परिचर्चा / सस्वर वाचन
2	व्याख्येय—आधुनिक कहानियाँ		व्याख्यान विधि / श्यामपट्ट कार्य / समूह परिचर्चा / सस्वर वाचन
3	(समीक्षात्मक अध्ययन) गोदान (उपन्यास)— प्रेमचन्द, शेखर : एक जीवनी : भाग—एक (उपन्यास)—अज्ञेय		व्याख्यान विधि / श्यामपट्ट कार्य /समूह परिचर्चा / सस्वर वाचन
4	(समीक्षात्मक अध्ययन) आधुनिक कहानियाँ		व्याख्यान विधि / श्यामपट्ट कार्य /समूह परिचर्चा / सस्वर वाचन

अधिन्यास कार्य —

1. 'गोदान' कृषक जीवन की करुण गाथा है।' इस कथन की विवेचना कीजिए।

अथवा

'शेखर : एक जीवनी' के आधार पर शेखर की चरित्रगत विशेषताओं का विश्लेषण कीजिए।

अथवा

भीष्म साहनी की कहानी 'चीफ की दावत' की मूल संवेदना पर प्रकाश डालिए।

अधिगम परिणाम—

1. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी आधुनिक गद्य की प्रमुख विधाओं, यथा—
उपन्यास एवं कहानी विधा के अन्तर्गत प्रमुख उपन्यासों और कहानियों के विषय में
ज्ञान-समृद्ध होंगे।
2. विद्यार्थी साहित्य के दर्पण में समकालीन समाज का यथार्थ प्रतिबिम्ब देखेंगे तथा 'गोदान'
जैसे उपन्यास में चित्रित कृषक एवं मजदूर वर्ग के जीवन की चुनौतियों को दूर करने
हेतु क्रियाशील होंगे।

सहायक ग्रन्थ—

1. त्रिपाठी, विश्वनाथ, कुछ हिन्दी कहानियाँ, राजकमल प्रकाशन, नई दिल्ली।
2. मिश्र, रामदरश, हिन्दी उपन्यास : एक अन्तर्यात्रा।
3. सिंह, डॉ० त्रिभुवन, हिन्दी उपन्यास और यथार्थवाद, हिन्दी प्रचारक संस्थान, वाराणसी।
4. सिंह, विजय मोहन, आज की कहानी, प्रकाशन : राजकमल प्रकाशन, नई दिल्ली।
5. सिंह, नामवर, कहानी : नयी कहानी, प्रकाशन : राजकमल प्रकाशन, नई दिल्ली।
6. शर्मा, रामविलास, प्रेमचन्द और उनका युग।
7. शर्मा, डॉ० जगन्नाथ प्रसाद, कहानी का रचना विधान।
8. श्रीवास्तव, डॉ० निवेदिता, सामाजिक संरचना और नयी कहानी।





विषय : हिन्दी

पाठ्यक्रम

CLASS	BA IV YEAR
SEMESTER	VIII
COURSE CODE	A010804T
COURSE TITTE	साहित्य सिद्धान्त : (भारतीय)
CREDITS	5
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

उद्देश्य :-

1. विद्यार्थियों को भारतीय काव्य शास्त्र की परम्परा से परिचित कराते हुए काव्य के लक्षण, हेतु एवं प्रयोजन से अवगत कराना।
2. विद्यार्थी को रस संप्रदाय का इतिहास उसके अवयव, रस निष्पत्ति और साधारणीकरण की अवधारणा से परिचित कराना।
3. विद्यार्थियों को अलंकार एवं रीति सम्प्रदाय की मूल स्थापनाओं का ज्ञान प्रदान करना।
4. विद्यार्थियों को ध्वनि एवं वक्रोक्ति सिद्धान्त की मौलिक जानकारी प्रदान करना।

इकाई	शीर्षक	व्याख्यान अवधि (60 घण्टे)	शिक्षण-विधि
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1	(क) काव्य : लक्षण, हेतु, प्रयोजन एवं शब्द शक्ति (ख) भारतीय काव्य शास्त्र की परम्परा : परिचयात्मक पर्यावलोकन		व्याख्यान विधि / श्यामपट्ट कार्य / समूह परिचर्चा
2	रस सिद्धान्त : रस सम्प्रदाय का विकास, रस का स्वरूप, रस के अंग, रस-निष्पत्ति, साधारणीकरण, सहृदय की अवधारणा।		व्याख्यान विधि / श्यामपट्ट कार्य / समूह परिचर्चा
3	(क) अलंकार सिद्धान्त : अलंकार सम्प्रदाय का इतिहास, अलंकार संप्रदाय की मूल स्थापनाएँ, अलंकारों का भेद, वर्गीकरण, (ख) रीति सिद्धान्त : रीति सिद्धान्त का इतिहास, रीति की अवधारणा, रीति एवं गुण, रीति एवं कला, रीतियों का भौगोलिक, प्रादेशिक आधार, रीति-भेद, स्थापनाएँ एवं मूल्यांकन।		व्याख्यान विधि / श्यामपट्ट कार्य / समूह परिचर्चा
4	(क) ध्वनि सिद्धान्त : ध्वनि सम्प्रदाय का इतिहास, ध्वनि के विविध अर्थ, ध्वनि का अभिप्राय, ध्वनि संप्रदाय की मूल स्थापना। (ख) वक्रोक्ति सिद्धान्त : वक्रोक्ति सिद्धान्त का इतिहास, वक्रोक्ति की अवधारणा, वक्रोक्ति के भेद, वक्रोक्ति सिद्धान्त की प्रमुख स्थापनाएँ, वक्रोक्ति सिद्धान्त की समीक्षा।		व्याख्यान विधि / श्यामपट्ट कार्य / समूह परिचर्चा

अधिन्यास कार्य -

1. रस सम्प्रदाय का सामान्य परिचय देते हुए रस सूत्र एवं रस-निष्पत्ति शब्द की व्याख्या करें।

अथवा

“ ध्वनि काव्य की आत्मा है” इस कथन की सार्थकता सिद्ध करें।

अधिगम परिणाम-

1. इस प्रश्न-पत्र के अध्ययन के पश्चात् विद्यार्थी भारतीय काव्य शास्त्र के विविध सम्प्रदायों और सिद्धान्तों के परिज्ञान में समर्थ होंगे तथा साहित्य में व्याप्त काव्यशास्त्रीय अवयवों (रस, छन्द, अलंकारादि) की पहचान करने में सक्षम होंगे।

सहायक ग्रन्थ-

1. डॉ० नगेन्द्र, भारतीय काव्यशास्त्र की भूमिका, प्र० नेशनल पब्लिशिंग हाउस, नई दिल्ली।
2. तिवारी, डॉ० रामचन्द्र, भारतीय एवं पश्चात्य काव्यशास्त्र तथा हिन्दी आलोचना, वि०वि० प्रकाशन, वाराणसी।
3. त्रिपाठी, डॉ० राममूर्ति, भारतीय काव्यशास्त्र की नयी व्याख्या।
4. मिश्र, डॉ० भगीरथ, काव्य रस चिन्तन और आस्वाद।
5. मिश्र, डॉ० भगीरथ, काव्यशास्त्र, विश्वविद्यालय प्रकाशन, वाराणसी।
6. राय, बाबू गुलाब, सिद्धान्त और अध्ययन।
7. वर्मा, रघुवंश सहाय, भारतीय काव्य के प्रतिनिधि सिद्धान्त, चौखम्बा प्रेस, वाराणसी।
8. शुक्ल, आचार्य रामचन्द्र, रस-मीमांसा।



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



विषय : हिन्दी (माइनर)

Subject-Hindi (Minor)

पाठ्यक्रम

CLASS	BA I YEAR
SEMESTER	I
COURSE CODE	
COURSE TITTE	हिन्दी काव्य
CREDITS	6
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30

Course Objective :

लक्ष्य एवं उद्देश्य :

5. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर छात्रों को हिन्दी काव्य का ज्ञान प्रदान करना।
6. हिन्दी साहित्य में कविता शिक्षण के द्वारा छात्रों में काव्यात्मक अभिरुचि विस्तार करना।
7. हिन्दी के मूल पाठ को बढ़ावा देना।
8. हिन्दी भाषा कौशल का विकास एवं रोजगारपरक अध्ययन।

Learning outcomes : After successful completion of the syllybus, learners will be able to :

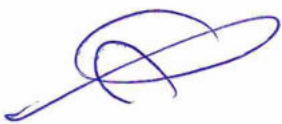
अधिगम परिणाम –

4. इस प्रश्न-पत्र के अध्ययन के उपरान्त राष्ट्रीय शिक्षा नीति-2020 की प्रासंगिकता सिद्ध होगी।
5. विद्यार्थी हिन्दी साहित्य में प्रमुख कवियों के साहित्यिक अवदान से परिचित हो सकेंगे।
6. हिन्दी भाषा कौशल की अभिरुचि के साथ रोजगारपरक अध्ययन की सार्थकता सिद्ध

होगी।	
Unit	Course Content and Topic
I	<p>हिंदी साहित्य का काल विभाजन, नामकरण एवं साहित्यिक प्रवृत्तियाँ। सिद्ध साहित्य, जैन साहित्य, रासो साहित्य, नाथ साहित्य और लौकिक साहित्य। भक्ति आंदोलन के उदय के सामाजिक एवं सांस्कृतिक कारण। भक्तिकाल के प्रमुख संप्रदाय और उनका वैचारिक आधार, निर्गुण और सगुण कवि और उनका काव्य : सामान्य परिचय। रीतिकालीन साहित्य के प्रमुख भेद : (रीतिबद्ध, रीतिसिद्ध, रीति मुक्ति, प्रमुख कवि और उनका काव्य।</p> <p>आधुनिक कालीन काव्य का इतिहास :</p> <p>नामकरण एवं प्रवृत्तियाँ, 1857 का प्रथम स्वतंत्रता संग्राम और सांस्कृतिक पुनर्जागरण, हिंदी नवजागरण, भारतेंदु युग. द्विवेदी युग एवं छायावाद की प्रवृत्तियाँ एवं अवदान। उत्तर छायावाद की विविध वैचारिक प्रवृत्तियाँ, प्रगतिवाद, प्रयोगवाद, नई कविता, समकालीन कविता, प्रमुख साहित्यकार रचनाएँ और साहित्यिक विशेषताएँ।</p>
II	<p>आदिकालीन कवि :</p> <p>विद्यापति : (विद्यापति पदावली - संपा. : आचार्य रामलोचन शरण)</p> <p>ग. राधा की वंदना, ख. श्रीकृष्ण प्रेम (35)</p> <p>घ. अमीर खुसरो : अमीर खुसरो - व्यक्तित्व एवं कृतित्व : डॉ. परमानन्द पांचाल)</p> <p>कव्वाली-घ (1), गीत-ड (4), (13), दोहे-च (पृष्ठ 86), 05 दोहे-गोरी सोवे, खुसरो रैन, देख मैं, चकवा चकवी, सेज सूनी।</p> <p>भक्तिकालीन सगुण कवि :</p> <p>सूरदास : (भ्रमरगीत सार-संपा. आचार्य रामचन्द्र शुक्ल)</p> <p>(पद संख्या- 07, 21, 23, 24, 26)</p> <p>गोस्वामी तुलसीदास :</p> <p>(श्रीरामचरित मानस : गोस्वामी तुलसीदास, गीता प्रेस गोरखपुर)</p>



	अयोध्या काण्ड-दोहा संख्या 28से 35 तक
III	<p>भक्तिकालीन निर्गुण कवि :</p> <p>कबीर :</p> <p>(कबीरदास संपा. श्यामसुंदर दास)</p> <p>क. गुरुदेव को अंग -01, 06, 11, 17, 20</p> <p>ख- बिरह कौ अंग - 04, 10, 12, 20, 33 मलिक मोहम्मद जायसी (मलिक मोहम्मद जायसी - संपा. आचार्य रामचन्द्र शुक्ल) मानसरोदक खंड (01 से 03 तक)</p> <p>रीतिकालीन कवि:</p> <p>बिहारीलाल : (बिहारी रत्नाकर-जगन्नाथ दास रत्नाकर) प्रारंभ के 10 दोहे (पाँच दोहे ।</p> <p>घनानंद : (घनानंद ग्रन्थावली-संपा., विश्वनाथ प्रसाद मिश्र) सुजानहित - 1, 4, 7</p>
IV	<p>आधुनिककालीन कवि :</p> <p>भारतेंदु हरिश्चंद्र : मातृभाषा प्रेम पर दोहे जयशंकर प्रसाद : श्रद्धा सर्ग के प्रथम पांच पद</p> <p>सूर्यकांत त्रिपाठी 'निराला' : वर दे वीणा वादिनि वर दे, वह तोड़ती पत्थर</p> <p>सुमित्रानंदन पन्त : प्रथम रश्मि, यह धरती कितना देती है महादेवी वर्मा : बीन हूँ मैं तुम्हारी रागिनी भी हूँ मन्दिर का दीप इसे नीरव जलने दो </p> <p>(अ) छायावादोत्तर कवि :</p> <p>अज्ञेय : नदी के दीप</p> <p>मुक्तिबोध : भूल गलती</p> <p>नागार्जुन : अकाल और उसके बाद</p> <p>धर्मवीर भारती : कविता की मौत (दूसरा सप्तक : सम्पादक अज्ञेय)</p> <p>धूमिल : मोचीराम, रोटी और संसद</p>



(ब) हिन्दी साहित्य में शोध :

शोध का अर्थ और परिभाषा, साहित्य में शोध की एवं महत्व ।

सन्दर्भ ग्रन्थ:

15. डॉ. नगेंद्र, (संपा.), हिंदी साहित्य का इतिहास, नेशनल पब्लिशिंग हाउस, नई दिल्ली, 1976 2. बच्चन सिंह, हिंदी साहित्य का दूसरा इतिहास, राधाकृष्ण प्रकाशन, नई दिल्ली, 1996
16. शुक्ल, रामचंद्र, हिंदी साहित्य का इतिहास, लोक भारती प्रकाशन, इलाहाबाद, 2019
17. तिवारी, रामचंद्र, हिंदी गद्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 1992 5. चतुर्वेदी, रामस्वरूप, हिंदी साहित्य और संवेदना का विकास, लोकभारती प्रकाशन, इलाहाबाद, 2019
18. सिंह, नामवर आधुनिक साहित्य की प्रवृत्तियों, राजकमल प्रकाशन, नई दिल्ली, 2011
19. ओझा, डॉ. दुर्गाप्रसाद एवं राय डॉ. अनिल, छायावादोत्तर काव्य प्रतिनिधि रचनाएं, प्रकाशन केंद्र, लखनऊ, 2014
20. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य का आदिकाल, बिहार राष्ट्रभाषा परिषद, पटना, 1961, तृतीय संस्करण
21. भटनागर, डॉ. रामरतन, प्राचीन हिन्दी काव्य, इंडियन प्रेस लिमिटेड, प्रयाग, 1952
22. ओझा, डॉ. दुर्गाप्रसाद, आधुनिक हिंदी कविता, प्रकाशन केंद्र, लखनऊ, 2011
23. ओझा, डॉ. दुर्गाप्रसाद एवं कुमार, डॉ. राजेश, आधुनिक काव्य प्रतिनिधि रचनाएँ, प्रकाशन केंद्र, लखनऊ, 2014
24. द्विवेदी, हजारी प्रसाद, हिन्दी साहित्य की भूमिका, हिन्दी ग्रन्थ रवाकर कार्यालय, मुम्बई, 1940
13. श्रीवास्तव, डॉ. रणधीर, विद्यापति: एक अध्ययन, भारतीय ग्रन्थ निकेतन, नयी दिल्ली, 1991
25. सिंह, डॉ. शिवप्रसाद, विद्यापति, हिन्दी प्रचारक पुस्तकालय, वाराणसी, 1957 15. वर्मा, रामकुमार, संत कबीर, साहित्य भवन लिमिटेड, इलाहाबाद, 1943
26. द्विवेदी, हजारी प्रसाद, कबीर, हिन्दी ग्रन्थ रत्नाकर कार्यालय, मुम्बई, 1946
27. वर्मा रामकुमार, कबीर का रहस्यवाद, साहित्य भवन, इलाहाबाद, 1941 18. वर्मा, रामलाल, जायसी : व्यक्तित्व एवं कृतित्व, भारतीय ग्रन्थ निकेतन, दिल्ली, 1979
28. पाठक, शिवसहाय मलिक मोहम्मद जायसी और उनका काव्य, साहित्य भवन, इलाहाबाद 20. शर्मा मुंशीराम, सूरदास का काव्य वैभव, ग्रन्थम प्रकाशन, कानपुर, 1965



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Jananayak Chandrashekhar University, Ballia
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विषय : हिन्दी (माइनर)

Subject-Hindi (Minor)

पाठ्यक्रम

CLASS	BA II YEAR
SEMESTER	III
COURSE CODE	
COURSE TITTE	हिन्दी गद्य
CREDITS	6
MAX. MARKS	25+75
MIN. PASSING MARKS:	10+30
लक्ष्य एवं उद्देश्य : 5. राष्ट्रीय शिक्षा नीति 2020 के अनुरूप स्नातक स्तर पर छात्रों को हिन्दी गद्य का ज्ञान प्रदान करना। 6. हिन्दी साहित्य में गद्य शिक्षण के द्वारा छात्रों में सृजन-अभिरुचि का विस्तार करना। 7. हिन्दी के मूल पाठ को बढ़ावा देना। 8. हिन्दी भाषा कौशल का विकास एवं रोजगारपरक अध्ययन।	
Learning outcomes : After successful completion of the syllybus, learners will be able to :	
अधिगम परिणाम – 4. इस प्रश्न-पत्र के अध्ययन के उपरान्त राष्ट्रीय शिक्षा नीति – 2020 की प्रासंगिकता सिद्ध होगी। 5. विद्यार्थी हिन्दी साहित्य में प्रमुख लेखकों के साहित्यिक अवदान से परिचित हो सकेंगे। 6. हिन्दी भाषा कौशल की अभिरुचि के साथ रोजगारपरक अध्ययन की सार्थकता सिद्ध होगी।	

Unit	Topic
I	<p>हिन्दी गद्य साहित्य का संक्षिप्त इतिहास :</p> <p>हिन्दी कहानी का उद्भव और विकास</p> <p>हिन्दी उपन्यास का उद्भव और विकास हिन्दी नाटक का उद्भव और विकास</p> <p>हिन्दी आलोचना का उद्भव और विकास हिन्दी की अन्य गद्य विधाओं का उद्भव और विकास</p> <p>हिन्दी गद्य की महत्वपूर्ण विधाओं का संक्षिप्त परिचय :</p> <p>कहानी</p> <p>उपन्यास</p> <p>नाटक</p> <p>एकांकी</p> <p>निबंध</p> <p>यात्रा वृत्तान्त</p> <p>सस्मरण</p> <p>रेखाचित्र</p> <p>रिपोर्टाज</p> <p>आत्मकथा</p> <p>व्यंग्य</p>

II	<p>हिन्दी उपन्यास : गबन : मुंशी प्रेमचंद : कथ्य, शिल्प, प्रमुख पात्र तथा चरित्र-चित्रण ।</p> <p>हिन्दी कहानी</p> <p>ईदगाह - प्रेमचन्द</p> <p>गेंगीन- अज्ञेय</p> <p>तीसरी कसम उर्फ मारे गये गुलफ़ाम : रेणु</p>
III	<p>हिन्दी नाटक एवं एकांकी :</p> <p>नाटक : ध्रुवस्वामिनी - जयशंकर प्रसाद</p> <p>एकांकी : लक्ष्मी का स्वागत - उपेंद्रनाथ अशक</p> <p>हिन्दी निबन्ध :</p> <p>भारतवर्षोन्नति कैसे हो सकती है- भारतेन्दु हरिश्चन्द्र</p> <p>श्रद्धा-भक्ति-आचार्य रामचन्द्र शुक्ल</p> <p>अशोक के फूल : हजारी प्रसाद द्विवेदी</p>
IV	<p>अन्य गद्य विधाएं - प्रथम खण्ड :</p> <p>रेखाचित्र (गिल्लू- महादेवी वर्मा)</p> <p>संस्मरण (तीस बरस का साथी रामविलास शर्मा)</p> <p>रिपोर्टाज (ऋण जल धन जल रेणु)</p> <p>व्यंग्य (भोलाराम का जीव हरिशंकर परसाई)</p> <p>अन्य गद्य विधाएं द्वितीय खण्ड :</p> <p>यात्रा वृत्तान्त (मेरी तिब्बत यात्रा राहुल सांकृत्यायन)</p> <p>आत्मकथा अंश (जूठन ओमप्रकाश वाल्मीकि)</p>

सन्दर्भ ग्रन्थः

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3. शुक्ल, रामचंद्र, हिन्दी साहित्य का इतिहास, विश्वविद्यालय प्रकाशन, वाराणसी, 1992
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5. सिंह, नामवर, आधुनिक साहित्य की प्रवृत्तियां, राजकमल प्रकाशन, नयी दिल्ली, 2018
6. चतुर्वेदी, रामस्वरूप, गद्य विन्यास और विकास, लोक भारती प्रकाशन, प्रयागराज, 2018
7. के. सत्यनारायण (संपा.) दृश्य सप्तक, दक्षिण भारत हिन्दी प्रचार सभा, मद्रास, प्रथम संस्करण, सन 1975
8. दस एकांकी, श्रीराम मेहरा एंड कंपनी, आगरा
9. गबन : मुंशी प्रेमचंद , स्रोत : ई पुस्तकालय



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

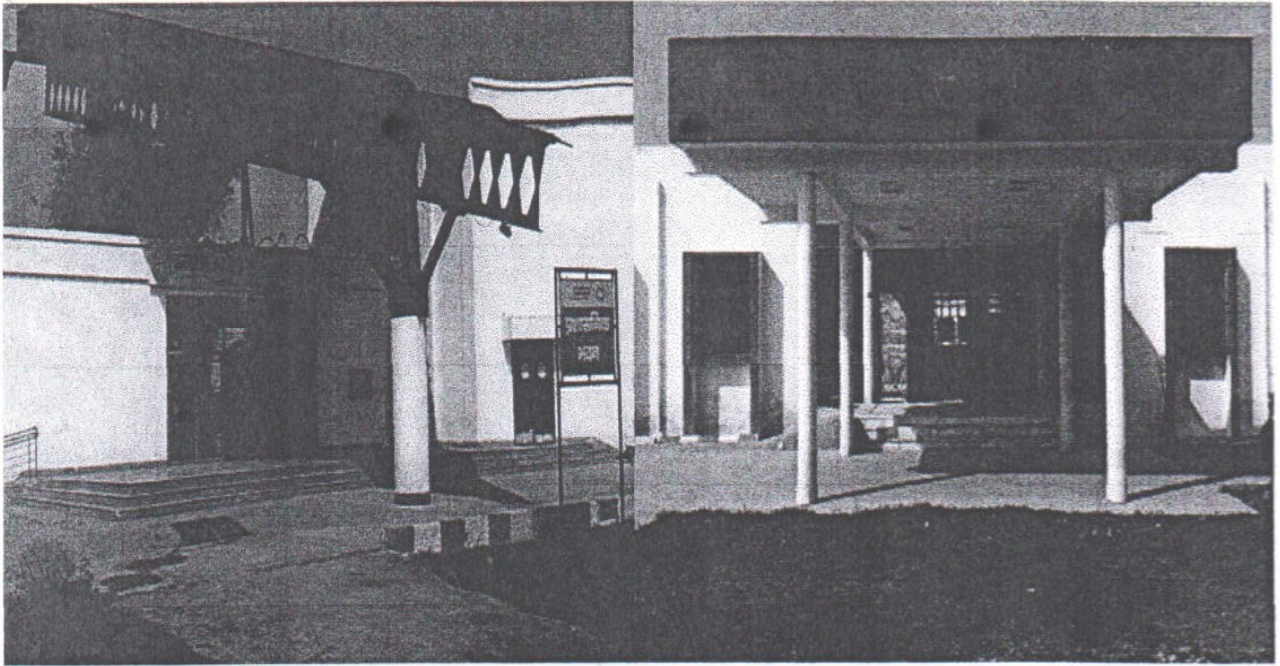
(A State University established under the Uttar Pradesh University Act 1973)



Curriculum in Accordance to National Education Policy - 2020

Programme Name : B.A./B.Sc.

Subject : GEOGRAPHY



Department of Geography

Jananayak Chandrashekhar University, Ballia

Shaheed Smarak, Near Surha Taal, Basantpur, Ballia, - 277301, Uttar Pradesh, India



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

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Structure for Four Years Undergraduate Programme in accordance with National Education Policy - 2020 and Common Minimum Syllabus

GEOGRAPHY

Semester-wise Title of the Paper

Year	Sem.	Course Code	Paper	Theory/ Practical	Credit	Total Credit	Marks	
1 st	I	A110101T	Physical Geography	Theory	4	6	25	50
	I	A100102P	Elements of Map and Surveying	Practical	2		25	
	II	A110201T	Human Geography	Theory	4	6	25	50
	II	A110202P	Thematic Mapping and Surveying	Practical	2		25	
2 nd	III	A110301T	Environment, Disaster Management and Climate Change	Theory	4	6	25	50
	III	A110302P	Statistical Techniques and Surveying	Practical	2		25	
	IV	A110401T	Economic Geography	Theory	4	6	25	50
	IV	A110402P	Weather Maps, Geological Maps, Surveying	Practical	2		25	
3 rd	V	A110501T	Regional Geography	Theory	4	10	25	50
	V	A110502T	Basics of Remote Sensing and GIS	Theory	4		25	50
	V	A110503P	Tour and Tour Report	Practical	2		50	
	VI	A110601T	Geography of India	Theory	4	10	25	50
	VI	A110602T	Evolution of Geographical Thoughts	Theory	4		25	50
	VI	A110603P	Remote Sensing and GIS	Practical	2		50	
4 th	VII	A110701T	Geomorphology	Theory	4	20	25	50
	VII	A110702T	Advanced Geography of India	Theory	4		25	50
	VII	A110703T	Environmental Geography	Theory	4		25	50
	VII	A110704T	Cartography	Theory	4		25	50
	VII	A110705P	Practical - (Field Cum-Lab Work)	Practical	4		100	
	VIII	A110801T	Climatology	Theory	4	20	25	50
	VIII	A110802T	Basics of Remote Sensing	Theory	4		25	50
	VIII	A110803T	Economic Geography	Theory	4		25	50
	VIII	A110804T	Cartography	Theory	4		25	50
	VIII	A110805P	Practical (Field Cum-Lab Work)	Practical	4		100	

Note :

- The Student shall prepare a Minor Research Project (MRP) in the 5th and 6th Semester (3rd Year) of Graduation. The MRP shall be submitted and evaluated in the 6th Semester.
- The Student Shall prepare a Research Project in the 7th and 8th Semesters (4th Year) of Graduation. The RP shall be submitted and evaluated in the 8th Semester.



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

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Programme : B.A./B.Sc.

Subject : Geography

Syllabus

Semester	1 st
Course Code	A110101T
Course Title	Physical Geography
Credit	4
Course Objective	
a) This Course provides the basic ideas and concepts of Physical & Human aspect of Geography. b) This course intends to orient the learner with the Approaches to the broader discipline of Geography. c) It will help in developing analytical and critical thinking based on the themes and issues of Geography. d) It eventually prepares the students to understand the development of the subject and delve around issues suited to the needs of the contemporary world. e) It will help in exhaustive understanding of the basic concepts of Geography and an awareness of the emerging areas of the field.	
Learning Outcomes :	
a) Acquisition of in-depth understanding of the applied aspects of Geography as well as interdisciplinary subjects in everyday life. b) Improvement of critical thinking and skills facilitating. c) The application of knowledge gained in the field of Geography in the classroom to the practical solving of societal problems d) The programme orients students with traditional geographical knowledge along with advanced contemporary skills like remote sensing and GIS.	

BA/B.Sc. 1st Year Sem. 1

Course I

(Theory)

Programmes/Class	Year : First	Semester : First
Subject : Geography - 100 (25 + 50 + 25)		
Course Code : A110101T	Course Title : Physical Geography	
Course outcomes : Students will be able to understand <ul style="list-style-type: none">➤ The Earth geomorphic transition from beginning to present day.➤ Plate tectonics and related movements➤ Landforms carved by various agents of erosion➤ Earth's climate and that factors that influence it➤ Oceans system and biogeography of the world.		
Credits : 4	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Nature and Scope of Physical Geography, Origin of Universe, Solar System and Earth. Origin of Continents and Oceans, Isostasy, Earthquakes and Volcanoes.	16
II	Rocks, Folding, Faulting, Weathering, Erosion, Cycle of Erosion by Davis and Penck, Drainage Pattern. Fluvial, Karst	16
III	Composition and Structure of atmosphere : Insolation, Atmospheric pressure and winds. Humidity, Precipitation and rainfall types.	15

IV	<p>Ocean Bottoms, Composition of marine water temperature and salinity. Circulation of Ocean water-Waves, Currents and Tides, Ocean deposits, Corals and atolls.</p> <p>Biosphere, Biotic succession, Biome, Zoo-geographical regions of the world</p>	13
<p>Suggested Readings :</p> <p>1- Singh, Savinda (2018), Physical Geography (Eng./Hindi) Allahabad, India : Prayag Pustak.</p> <p>2- Huggett, R.J. (2007) : Fundamentals of Geomorphology, New York, U.S.A. : Routledge.</p> <p>3- Khullar. D.R. (2012). Physical Geography. New Delhi. India : Kalyani Publishers.</p> <p>4- Strahler, A.H. and Strahler, A N. (2001) : Modern Physical Geography (4/E). New York. U.S.A. : John Wiley and Sons. Inc.</p> <p>5- Thrnbury. W.D. (2004) : Principal of Geomorphology. New York, U.S.A.: Wiley.</p> <p>6- Bloom, A.L. (2003). Geomorphology : A Systematic Analysis of Late Cenozoic Landforms, New Delhi, India : Prentice - Hall of India.</p>		
<p>This course can be opted as an elective by the students of following subjects : Open for all</p>		
<p>Suggested Continuous Evaluation Methods :</p> <p>Assignment/Test/Quiz (MCQ)/Seminar/Presentations</p>		
<p>Suggested equivalent online courses :</p> <p>https://onlinecourses.swayam2.ac.in/cec21_hs03/preview</p> <p>https://onlinecourses.swayam2.ac.in/nos20_sc25/preview</p>		

BA/B.Sc. 1st Year Sem. 1

Course II

(Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : First	Semester : First
Subject : Geography - Practical		
Course Code : A110102P	Course Title : Elements of Map and Surveying	
Course Learning Outcomes On completion of this course, learners will be able to : ➤ Understand the basic idea of Map, Scale and Topographic sheets.		
Credits : 2	Core Compulsory	
Max Marks : 25	Min. Passing Marks : 10	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Cartography : Nature and Scope Scales - Concept and application; Graphical Construction of Plain, Comparative, Diagonal Scales and Vernier scale.	7
II	Map Projections : Classification, Properties and Uses; Graphical Construction of Polar Zenithal, Stereographic, Bonne's and Mercator's projections, and reference to Universal Transverse Mercator (UTM) Projection.	7
III	Topographical Map : Coverage, Scale and Topo Symbol, Interpretation of Survey of India Toposheets, Representation of landforms by Contours. Slope Analysis - Wentworth's method.	8
IV	Basics of Surveying : Surveying : meaning, classification, merits and demerits. Plane Table Surveying.	8
Suggested Reading : 1- Monkhouse, F.J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London. 2- Raisz, E. (1962) : General Cartography. Hohn Wiley and Sons, New York. 5 th edition. 3- Sarkar, A.K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata. 4- Sharma, J.P. (2001) : Prayogik Bhugol., Rastogi Publication, Meerut 3 rd edition. 5- Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English Editions). Kalyani Pblishers, new Delhi. 6- Singh, L.R. (2006) : Fundamentals of Practical Geography, Shards Pustak Bhawan, Allahabad.		
This course can be opted as an elective by the students of following subjects : Open for all		

Note : In Final Examination Student shall be examined by external and internal examiners.

Marks Distribution : Written Exam, Viva, Practical File, Map Preparation, Topo Sheet interpretation.

BA/B.Sc. 1st Year Sem. II

Course I

(Theory)

Programmes/Class Certificate/BA/B.Sc.	Year : First	Semester : Second
Subject : Geography - 100 (25 + 50 + 25)		
Course Code : A110201T	Course Title : Human Geography	
Course Learning Outcomes On completion of this course, learners will be able to : <ul style="list-style-type: none">➤ To understand the Concept, Nature, Meaning and Scope of Human Geography➤ To understand the natural and Cultural Changes in and around the Human Environs and their interrelationship.		
Credits : 4	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Concept and Nature, Meaning and Scope of Human Geography. Development of Geographical understanding in India with special reference to Puranas. man and Environment relationship - Determinism, Possibilism and Neo-determinism.	14
II	Distribution of populatino and world pattern, global migration - causes and consequences Human Settlements : Origin, types (Rural-urban) characteristics.	14
III	Primitive Economics-Food gathering, Hunting, Primitive agriculture. Cultural Regions, Race, Religion and Language.	16
IV	World Tribes : Eskimos, Kirghiz, Bushman, Pygmies. Indian Tribes : Gaddis, Tharus, Santhal, Nagas.	16
Suggested Reading : 1- Monkhouse, F.J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London. 2- Raisz, E. (1962) : General Cartography. Hohn Wiley and Sons, New York. 5 th edition. 3- Sarkar, A.K. (1997): Practical Geography: A Systematic Approach. Orient Longman, Kolkata. 4- Sharma, J.P. (2001) : Prayogik Bhugol., Rastogi Publication, Meerut 3 rd edition. 5- Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English Editions). Kalyani Pblishers, new Delhi. 6- Singh, L.R. (2006) : Fundamentals of Practical Geography, Shards Pustak Bhawan, Allahabad.		
Suggested Reading : 1- Chisholm, M. (1985) : Human Geography, 2 nd edition, Penguin Books, London. 2- B.N. Singh (2019) Manav Bhugol Ka Swaroop, Pravalika Publication, Allahabad. 3- De Blij. H.J. (1996) : Human Geography : Culture, society and Space. 2 nd edition John		

Wiley and Sons. New York.

4- Haggett. P. (2004) : Geography : A Modern Synthesis. 8th edition, Harper and Row, New York.

5- Hussain, M. (1994) : Human Geography, Rawat Publications, Jaipur.

6. B N Singh (2021) manav evam Arthik Bhugol, Pravalika Publication, Allahabad.

7- Kaushik, S.D. and Sharma, A.K. (1996) : Principles of Human Geography (in Hindi), Rastogi Publication, Meertu.

8- Norton. W. (2008) : Human Geography, Oxford University Press, new York, 5th ed.

9. Singh, K.N. and Singh, J. (2001) : Manav Bhugol, Gyanodaya Prakashan, Gorakhpur. 2nd edition.

10. Singh, L.R. (2005) : Fundamentals of Human Geography, Sharda Pustak Bhawan, Allahabad.

11. Smith, D. M. (1977) : Human Geography - A Welfare Approach, Edward Arnold (Publishers) Ltd., London.

12. Stoddard, R.H., Wishart, D.J. and Blouet, B.W. (1986): Human Geography. Prentice-Hall, Englewood Cliffs, New Jersey.

13. B N Singh (2020) Samajik uar Sanskritik Bhugol, Pravalika Publication, Allahabad

14. Johnston, R. J., Gregory, D., Pratt, G and Watts, M. (2009) : The Dictionary of Human Geography. 5th edition, Basil Blackwell Publishers, Oxford.

15- Ali, S. Muzafer (1966). Geography of the Puranas. New Delhi, People's Pub. House.

Suggested Continuous Evaluation Methods :

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

Course prerequisites : 12th Standard Pass/Open to all

Suggested equivalent online courses:

Courses on Swayam/MOOCs

https://onlinecourses.swayam2.ac.in/nou20_hs18/preview

BA/B.Sc. 1st Year Sem. II

Course I

(Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : First	Semester : Second
Subject : Geography - Practical		
Course Code : A110202P	Course Title : Thematic Mapping and Surveying	
Course Learning Outcomes On completion of this course, learners will be able to : <ul style="list-style-type: none">➤ To understand the Concept, Nature, Meaning and Scope of Human Geography➤ To understand the natural and Cultural Changes in and around the Human Environs and their interrelationship.		
Credits : 2	Core Compulsory	
Max Marks : 25	Min. Passing Marks : 10	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Maps- Classification and Types, Principles of Map Design. Diagrammatic Data Presentation - Line, bar and Circle	7
II	Thematic Mapping Techniques - Properties, Uses and Limitation; Areal Data - Choropleth, Dot, Proportional Circles; Point Data - Isopleths.	7
III	Cartographic Overlays - Point, Line and Areal Data, Thematic Maps - Preparation and Interpretation.	8
IV	Instrumental Survey : Prismatic Compass	8
Suggested Reading : 1- Monkhouse, F.J. and Wilkinson, F.J. (1985): Maps and Diagrams. Methuen, London. 2- Raisz, E. (1962) : General Cartography. Hohn Wiley and Sons, New York. 5 th edition. 3- Sharma, J.P. (2001) : Prayogik Bhugol., Rastogi Publication, Meerut 3 rd edition. 4- Singh, R.L. and Singh, Rana P.B. (1993): Elements of Practical Geography. (Hindi and English Editions). Kalyani Pblishers, new Delhi. 5- Singh, L.R. (2006) : Fundamentals of Practical Geography, Shards Pustak Bhawan, Allahabad. 6- Sharma J.P. (2008) : Prayogatmak Bhugol Ki Rooprekha, Rastogi Publication Meerut.		
Note : In Final Examination Student shall be examined by external and internal examiners. Marks Distribution : Written Exam, Viva, Practical File, Map Preparation.		

BA/B.Sc. 2nd Year Sem. III

Course I

(Theory)

Programmes/Class Certificate/BA/B.Sc.	Year : Second	Semester : Third
Subject : Geography - 100 (25+50+25)		
Course Code : A110301T	Course Title : Environment, Disaster Management and Climate Change	
Course outcomes : Students will be able to understand. <ul style="list-style-type: none">➤ The course aim is to give basic understanding of concept Environment, Climate Change and Disaster Management.➤ Understanding of the concept of appraisal and conservation of Environment and Natural Resources.➤ It will help in developing understanding about various Impacts of Climate Change.➤ This course shall introduce the basic concepts related to disaster Management.➤ This paper shall help in understanding Global effort in field of disaster Management.		
Credits : 4	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Concepts & components of environment, Ecology and ecosystem. Indian traditional knowledge in Environment and disaster management. Bio-diversity and its conservation, sustainable development.	16
II	Deforestation, soil erosion, Desertification, Air pollution, water pollution Disposal of solid waste. Tehri dam & Narmada Valley project	16
III	Science of climate change : Understanding Climate Change; Green House Gases and Global Warming. National Action Plan on Climate Change	15
IV	Disasters, Hazards, Type of Disasters, Disaster Management. Flood, Drought, Cyclone, Earthquake, Tsunami, Landslide, Chemical and Nuclear Disasters.	13
Suggested Readings : <ol style="list-style-type: none">1- Casper J.K. (2010), Changing Ecosystems : Effects of Global Warming. New York USA : Infobase Pub.2- Hudson, T. (2011). Living with Earth: An Introduction to Environmental Geology, Delhi, India : PHI Learning Private Limited.3- Miller, G.T. (2007). Living in the Environment : Principles, Connections, and Solutions. Belmont, Australia : Brooks/Cole Cengage Learning.4- Singh, R.B. (1993) Environmental Geography. Delhi, India : Heritage Publishers.5- UNEP. (2007). Global Environment Outlook : GEO4 : Environment for Development, United Nations Environment Programme. UK : University Press, Cambridge.6- Government of India. (2011). Disaster Management in India. Delhi, India : Ministry of		

Home Affairs.

- 7- Singh, Savendra (2019) Pryavaran Bhugol, Pravalika Publication, Allahabad.
- 8- Kapur, A. (2010). Vulnerable India. A Geographical Study of Disasters. Delhi, India
- 9- Singh, Savendra (2019) Apada Prabandhan, Pravalika Publication, Allahabad.
- 10- Ramkumar, M. (2009). Geological Hazards : Causes, Consequences and Methods of Continent, New Delhi, India : New India Publishing Agency.
- 11- Climate Change : Understanding Climate Change : Green House Gases and Global Warming : Global Climatic Assessment - IPCC
- 12- Climate Change and Vulnerability : Physical Vulnerability : Economic Vulnerability; Social Vulnerability.
- 13- Impact of Climate Change : Agriculture and Water; Flora and Fauna; Human Health.
- 14- Adaptation and Mitigation : Global Initiatives with Particular Reference to South Asia.
- 15- The Climate Change Policy Framework : Global Initiatives UNFCCC and COPs; national and Local Action Plan on Climate Change.
- 16- Government of India. (2008). Vulnerability Atlas of India. New Delhi, India : Building Materials & Technology Promotion Council, Ministry of Urban Development, Government of India.
- 17- Modh, S. (2010). Managing Natural Disaster : Hydrological, marine and Geological Disasters: Delhi, India: Macmillan.
- 18- Bansal SC. (2020) Jalvayu Vigyan Evam Samudra Vigyan, Meenakshi Publication, Meerut.
- 19- Bansal SC, (2019) Prayavarn ek adhyan, meenakshi Publication, Meerut.

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

Suggested Continuous Evaluation Methods :

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

Suggested equivalent online courses:

https://onlinecourses.swayam2.ac.in/aic19_ge05/preview

https://onlinecourses.swayam2.ac.in/nou21_bt03/preview

BA/B.Sc. 2nd Year Sem. III

Course II

(Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : Second	Semester : Third
Subject : Geography - Practical		
Course Code : A110302P	Course Title : Statistical Techniques and Surveying	
Course outcomes : Students will be able to understand. <ul style="list-style-type: none">➤ To differentiate between qualitative and quantitative information.➤ To understand the nature of various data.➤ To understand sampling methods for data collection.➤ To present data through graphical and diagrammatic formats.➤ To use the concept of probability mainly the normal distribution.		
Credits : 2	Core Compulsory	
Max Marks : 25	Min. Passing Marks : 10	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2//w		
Unit	Topics	No. of Lectures
I	Use of Data in Geography : Significance of Statistical Methods in Geography; Sources of Data, Scales of Measurement (Nominal, Ordinal, Interval, Ratio)	8
II	Tabulation and Descriptive Statistics: Frequency Distribution Table, Cross Tabulation, Graphical Presentation of Data (bar diagram, Histograms, Frequency Curve and Cumulative Frequency Curves), Measurement of Central Tendencies (Mean, Median and Mode), Measurement of Partitions (Deciles, Quartiles and Percentiles), Dispersion (Standard Deviation, Variance and Coefficient of Variation).	8
III	Sampling : Probability sampling Non-probability sampling. Correlation : Rank Correlation and Product Moment Correlation	7
IV	Instrumental Sruvey : Sextant	7
Suggested Readings : <ol style="list-style-type: none">1- Berry B.J. L. and Marble D.F. (eds.): Spatial Analysis - A Reader in Geography.2- Ebdon D., 1977 : Statistics in Geography : A Practical Approach.3- Davis, R.E. and Foote, F.S. (1953) : Surveying, 4th edition. McGraw Hill Publication, New York.4- Sharma. J.P. (2001) Prayogik Bhugol, Rastogi Publication, Meerut.5- Hammond P. and McCullagh P.S., '1978' : Quantitative Techniques in Geography : An Introduction, Oxford University Press.6- Sharma. PM, (2009) Bhugol Me sankhkiya Vidhyan, Rajasthan Granth Accademy, Jaipur.7- Bansal SC, (2020) Shodh Vidhitantra va sankhikiya Vishyan, RK Books Publication, New Delhi.8- King L.S., 1969 : Statistical Analysis in Geography, Prentice-Hall.9- Mahmmod A., 1977 : Statistical Methods in Geographical Studies, Concept.10- Pal S.K., 1998 : Statistics for Geoscientists, Tata McGraw Hill, New Delhi.		

- 11- Sarkar, A. (2013) Quantitative geography : techniques and presentations. Orient Black Swan Private Ltd., New Delhi.
- 12- Silk J., 1979 : Statistical Concepts in Geography, Allen and Unwin, Landon.
- 13- Spiegel M.R. : Statistics, Schaum's Outline Series.
- 14- Yeats M., 1974 : An Introduction to Quantitative Analysis in Human Geograpy, McGraw Hill, New York.

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

Note : In Final Examination Student shall be examined by external and internal examiners.

Marks Distribution : Written Exam, Viva, Practical File, Instrumental Surveys.



BA/B.Sc. 2nd Year Sem. IV

Course I (Theory)

Programmes/Class Certificate/BA/B.Sc.	Year : Second	Semester : Fourth
Subject : Geography - 100 (25+50+25)		
Course Code : A110401T	Course Title : Economic Geography	
Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none">➤ Define Meaning, concepts and approaches of Economic Geography.➤ Understand the nature of Economic activities, Resource Distribution➤ Understand the Effect of globalization on developing countries.		
Credits : 4	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Meaning, concepts and approaches of Economic Geography : Resource : meaning, concept and classification.	16
II	Economic organization of space, Forestry, fishing and mining activities. Agricultural typologies, agricultural land use model (J.H. Von Thunen)	14
III	Types of industries ; Factors of location on industries; iron and steel industry, cotton textiles and sugar; Theory of industrial location (Alfred Weber) World transportation : Sea routes and major transcontinental railways.	16
IV	WTO and International trade : patterns and trends Effect of globalization on developing countries	14
Suggested Readings : <ol style="list-style-type: none">1- B N Singh (2021) Manav Evam Arthik Bhugol, Pravalika Publication, Allahabad.2- Bryson, J., Henry, N., Keeble, D. and Martin, R (eds.) (1999): The Economic Geography Reader : Producing and Consuming Global Capitalism. John Wiley and Sons, Inc, New York.3- Clark, G.L. Gertler, M.S. and Feldman, M.P. (eds.) (2000) : The Oxford Handbook of Economic Geography. Oxford University Press, USA.4- Coe, N. (2007) : Economic Geography A contemporary Introduction. Black well Publishers, Inc., Massachusetts.5- Gautam A. (2006) : Aarthik Bhugol Ke Mool Tattava, Sharda Pustak Bhawan, Allahabad.6- Guha, J.S. and Chatteraj, P.R. (2002) : A New Approach to Economic Geography : A Study of Resources. The World Press Private Limited, Kolkata.7- Hanink, D.M. (1997) : Principles and Applications of Economic Geography : Economy, Policy. Environment. John Wiley and Sons, Inc, New York.8- Hartshorne, T.A. and Alexander, J.W. (1988) : Economic Geography (3rd revised edition)		

Englewood Cliff, New Jersey, Prentice Hall.

9- Hudson, R. (2005) : Economic Geographies : Circuits, Flows and Spaces. Sage Publications, London.

10- Knowles, R, Wareing. J. (2000) : Economic and Social Geography made Simple, Rupa and Compnay, New Delhi.

11- Sokal, Martin 2011. Economic Geographics of Globalisation : A short Introduction. Cheltenham, UK : Edward Elgar.

12- Alexander, J.W. (1988) : Economic Geography. Prentice-Hall, New Delhi.

Suggested Continuous Evaluation Methods :

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

Suggested equivalent online courses :

Courses on Swayam/MOOCs

https://onlinecourses.nptel.ac.in/noc21_hs50/preview



BA/B.Sc. 2nd Year Sem. IV

Course II

(Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : Second	Semester : Fourth
Subject : Geography - Practical		
Course Code : A110402P	Course Title : Weather Maps, Geological Maps and Surveying	
Course Learning Outcomes On completion of this course, learners will be able to: ➤ Identify the various Survey Operations and Survey Instruments ➤ To understand the idea of Basic and applied Instrumental surveying		
Credits : 2	Core Compulsory	
Max Marks : 25	Min. Passing Marks : 10	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Weather Maps, Study and Interpretation of Weather Map, Weather Forecasting.	7
II	Geological Maps : Types, Signs, Bed and Bedding plane, Rock Outcrops, Dip, Strike etc. Construction of Geological Sections.	7
III	Instrumental Survey : Indian Clinometer	8
IV	Instrumental Survey : Theodolite	8
Suggested Readings : 1- Sharma, JP (2001) Prayogik Bhugol, Rastogi Publication, Meerut 2- Jones, P.A. (1968) : Fieldwork in Geography, Longmans, Green and Company Ltd., First Publication, London. 3- Kanetker, T.P. and Kulkarni, S.V. (1967) : Surveying and Levelling, Vol I and II V.G. Prakashan. Poona. 4- Natrajan, V. (1976) : Advanced Surveying, B.I. Publications, Mumbai. 5- Pungh, J.C. (1975) : Surveying for Field Scientists, Methuen and Company Ltd., London, First Publication. 6- Punmia, B.C. (1994) : Surveying, Vol I, Laxmi Publications Private Ltd, New Delhi. 7- Shephard, F.A. (1968) : Surveying Problems and Solutions, Edward Arnold (Publishers) Ltd. London. 8- Singh, R.L. and Singh, Rana P.B. (1993) : Elements of Practical Geography. (Hindi and English editins), Kalyani Publishers, Ludhiana and New Delhi. 9- Venkatramaiah. C. (1997) : A Text Book of Surveying, Universities Press, Hyderabad. 10- Davis, R.E. and Foote, F.S. (1953) : Surveying, 4 th edition. McGraw Hill Publication, New York.		
Note : In final Examination Student shall be examined by external and internal examiners. marks Distribution : Written Exam, Viva, Practical File. Instrumental Surveys.		

BA/B.Sc. 3rd Year Sem. V

Course I (Theory)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Fifth
Subject : Geography -		
Course Code : A110501T	Course Title : Regional Geography	
On completion of this course, learners will be able to: <ul style="list-style-type: none">➤ To understand the concept of Region and Regional Planning.➤ To familiarize the students with Theories and Models for Regional Planning.➤ To develop understanding about concept of Development, Sustainable Development and Multi level planning.		
Credits : 4	Core Compulsory	
Max Marks : 75	Min. Passing Marks : 30	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Definition of Region, Evolution and objectives of regional planning. Planning practices in Ancient India. Types of Regional planning, Formal, Functional and planning regions.	16
II	Delimitations of Region and Regional Planning. Theories and Models for Regional Planning : Growth Pole Model of Perroux ; Myrdal, Hirschman, Rostow and Friedmann.	16
III	Sustainable Development, Concept of Development and Underdevelopment. Efficiency-Equity Debate : Definition, Components and Sustainability for Development.	15
IV	Indicators (Economic, Social and Environmental) Need for regional planning in India. Five Year Plans and Regional Planning, Multi-level planning in India.	13
Suggested Readings : <ol style="list-style-type: none">1- Agyeman, Julian, Robert, D. Bullard and Bob, Evans. (Eds.) (2003). Just Sustainabilities : Development in an Unequal World. London : Earthscan. (Introduction and conclusion).2- Anand, Subhash., (2011) Ecodevelopment : Glocal Perspectives. New Delhi, India : Research India Press.3- Misra, R.P. Sundaram. K.V. and Rao, V.L.S. (1974). Regional Development planning in India. Delhi, India : Vikas Publishing House.4- Singh, MB () Pradesnik Vikas Niyogan, Tara Book Agency, Varanasi.5- Peet. R. (1999) . Theories of Development. New York, USA : The Guilford Press.6- Berry, B.J.L. and Horton. F.F. (1970) : Geographic Perspectives on Urban Systems. Prentice Hall, New Jersey.7- Bhat L.S. (1972) : Regional Planning In India, Statistical Publishing Society.8- Blij H.J. De, 1971 : Geography : Regions and Concepts, John Wiley and Sons.9- Kulshetra, S.K. (2012) : Urban and Regional Planning in India : A hand book for		

Professional Practitioners, Sage Publication, New Delhi.

10- Kundu, A. (1992) : Urban Development Urban Research in India, Khanna Publ. New Delhi.

11- Misra, R.P. Sundaram K.V. Prakash Rao, VLS (1974) : Regional Development Planning in India, VikashPublication, New Delhi.

12- Misra, R.P. (1992) : Regional Planning : Concepts, techniques, Policies and Case Studies, Concept, New Delhi.

13- Friedmann, J. and Alonso W. (1975). Regional Policy - Readings in Theory and Applications. Massachusetts, USA : MIT Press.

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

Suggested Continuous Evaluation Methods :

Assignemtn/test/Quiz (MCQ)/Seminar/Presentations

Suggested equivalent online courses :

https://onlinecourses.swayam2.ac.in/aic19_ge05/preview.

BA/B.Sc. 3rd Year Sem. V

Course II

(Theory)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Fifth
Subject : Geography - Practical		
Course Code : A110501T	Course Title : Basics of Remote Sensing and GIS	
On completion of this course, learners will be able to: <ul style="list-style-type: none">➤ To understand the concept of Region and Regional Planning.➤ To familiarize the students with Theories and Models for Regional Planning.➤ To develop understanding about concept of Development, Sustainable Development and Multi level planning.		
Credits : 2	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Remote Sensing : Definition, Type, Scope and Historical Development. Types of Satellites.	14
	Electro-magnetic radiation : Characteristics, Spectral regions and bands, Stages or Process of Remote Sensing.	
II	Remote sensing satellites : Platform and sensors. Resolution : Spatial, Spectral, Temporal, Radiometric Resolution.	16
	Remote Sensing data processing and applications : Visual and digital image processing techniques.	
III	Remote sensing applications in Urban Planning, Agriculture, Forestry, Land use/Land cover Mapping, Oceanic Studies and Disaster management.	14
	Introductin to GIS : Definition, concept and history of GIS.	
IV	Computer fundamentals for GIS, GIS Packages like ARC GIS, ERDAS, QGI etc.	16

	Coordinate system, Datum, Raster and vector data.	
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Suggested Readings :

- 1-Choniyal, D D, (2016) Sudur Samvaden Evam Bhogolic Suchna Pranali Ke Sighant, Sharda Pustak Bhavan, Allahabad.
- 2- Lillesand, T.M. and Kiefer, R.W. (2000) : Remote Sensing and Image Interpretation 4th edition. John Wiley and Sons. New York
- 3- Campbell, J.B. (2002) : Introduction to Remote Sensing. 5th edition, Taylor and Francis, London.
- 4- Bhatta, b. (2010) : Remote Sensing and GIS, Oxford University Press, New Delhi.
- 5- Nag Prithvish and Kudrat M. (1998) : Digital Remote Sensing, Concept Publishing Company, new Delhi.
- 6- Curran, P.J. (1985) : Principles of Remote Sensing, Longman, London.

Suggested Continuous Evaluation Methods.

Assignment/test/Quiz (MCQ)/Seminar/Presenatations.

Suggested equivalent online courses : Courses on Swayam/MOOCs

https://onlinecourses.swayam2.ac.in/aic20_ge05/preview.



BA/B.Sc. 3rd Year Sem. V

Course III

(Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Fifth
Subject : Geography - Practical		
Course Code : A110503R	Course Title : Tour and Tour Report	
On completion of this course, learners will be able to: <ul style="list-style-type: none">➤ The Variatin among geographical locations.➤ Interaction with people with different natural and cultural settings.➤ Study physical and human geography of area being visited.➤ Learn to prepare tour report.		
Credits : 2	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Hot to prepareField Book steps and methods for preparing Tour report, Methodology for Research in Field Trip, Various aspects of study in Field Trip, Preparation of Surveying in Field Trip. (30 lectures shall be taken before and during field trip)	30
Suggested Readings :		
This course can be opted as an elective by the students of following subjects : Open for all		
Suggested Continuous Evaluation Methods :		
The following shall be the guidelines and structure of educational tour:		
Geographical Excursion Committee		
1- All faculty members shall organize geographical excursion as 'tour in-charge' in rotation according to departmental seniority list.		
2- There shall be Geographical Excursion Committee headed by HOD in University and Principal in colleges. Tour in-charge shall act as convener of committee and shall convene a meeting at the beginning of session or semester. All other teachers of department shall be member of committee. Four/Five meritorious students based on last available examination result shall be invited by the tour in-charge to participate in meeting as members of committee.		
3- Committee Shall :		
a) Review the tour plan.		

- b) Confirm that all arrangements shall be made in advance before tour departure.
- c) Listen to the opinion of students and give recommendations to tour in-charge accordingly.
- d) Review academic nature of tour and evaluate day wise tour plan and academic activity as submitted by Tour in-charge.

Structure of the tour party

1. For 20 or less than 20 students one faculty member with one non teaching staff shall accompany the Tour party. For 21 to 50 students two faculty members with one non teaching staff shall accompany the Tour party. If two faculty members with one non teaching staff shall accompany the Tour party. If two faculty members are required for tour, second faculty member shall be selected on the recommendation of tour in-charge. If students are more than 50 then a separate tour batch shall be constituted in same manner.
2. If female students are also participating in tour and tour in-charge, accompany other faculty member or Non teaching staff none are female then one female attended (Female faculty member from Geography or any other departments/female non teaching staff) shall accompany with tour party.

Responsibility of tour in-charge

1. Tour shall at least of 6 days stay at location with nter region variation.
2. Tour in-charge shall submit tentative day wise activity report in advance to HOD in University and Principal in colleges.
3. Tour in-charge shall coordinate with Institutes./Colleges/Universities/Research institutes etc in location where tour is being planned for following activities like;
 - a) Interaction of students
 - b) Lectures on various local physical and cultural attributes of the area by the experts.
 - c) Local visit with faculty members having academic understanding of the area.
4. Lectures by tour in-charge on physical and human characteristics of area being visited for educational tour.
5. Survey with students with at least one nstrument like Dumpy level, Sextant, Theodolite, GPS etc.
6. Questionnaire survey on various socio-cultural or any other aspects. Questionnaire must be prepared in advance and shall be shared during Geographical Excursion Committee meeting.
7. Tour in-charge shall collect undertaking from all students which shall be counter signed by their guardian.
8. Tour in-charge will prepare list of students accompanying the tour with their information like mobile number, address, guardian contact information and one recent color photo. One copy will also be submitted to the head in universities and Principal in colleges.
9. Teacher shall always try to minimize tour expenditure of students by;
 - a) Using concession train reservation and avoiding buses if possible.
 - b) Making stay arrangements of students in advance in youth hostels/lodges/guest house etc.

c) Try to visit few important locations only with objective of spot study and avoiding unnecessary travel for sightseeing.

10. After the completion of tour there shall be presentation by students regarding learning outcomes and experiences under the supervision of tour in-charge. Presentation shall be attended by Geographical Excursion Committee members along with other faculty members, staff, students etc

11. All students shall submit tour report under supervision of Tour in-charge for evaluation. Tour report shall portray all activities conducted and places visited for the purposes of study.

12. In case of any incident/injury where one or more than one student can't join tour party in returnb journey. One teaching/non teaching staff membr shall stay with student until student's guardian arrives or alterntive arrangement is not made by the college. In case tour in-charge stays the other teacher/staff member shall act as tour in-charge for remaining tour period according to seniority.

Exemption of Students from Tour

1. Tour can be exempted n very special circumstances on recommendation of tour in-charge and head (in University) or Principal (in Colleges). Exempted students will prepare local tour report based on his/her own local tour visits. Report shall be prepared under supervision of tour in-charge.

TA, DA and other expenses

1. The TA, DA and other expenses of teachers and attendants shall be met out by college as admissible to their cadre as per government rules.

Suggested equivalent online courses.

BA/B.Sc. 3rd Year Sem. V

Course III

(Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Fifth
Subject : Geography - Practical		
Course Code : A110504R	Course Title : Project Report-1	
Course outcome : Students will be able to understand <ul style="list-style-type: none">➤ In depth knowledge or research methodology.➤ Learn to prepare Project Report.		
Credits : 2	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Meaning , types and significance of Research, Literature review and formulation of research design, research problem, objectives, hypothesis, Research materials and methods, sampling etc. Techniques of writing scientific reports : Preparing notes, references, bibliography, abstract and keywords etc. 1. Each faculty member shall teach these topics of research to his/her Group of students independently. 2. Student shall choose supervisor according to his/her research interest and specialisation of Faculty member.	30
Suggested Readings :		
This course can be opted as an elective by the students of following subjects : Open for all		
Suggested Continuous Evaluation Methods :		
Seminar, Presentationns, VIVA		
Suggest equivalent online courses		

BA/B.Sc. 3rd Year Sem. VI**Course I****(Theory)**

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Sixth
Subject : Geography - 25+50		
Course Code : A110601T	Course Title : Ceography of India	
Course outcome : Students will be able to understand ➤ Understand the importance of "Ek Bharat Shreshtha Bharat" ➤ Understand the wider aspects of Geography of India.		
Credits : 4	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 30	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Space relatnshp of India with neighbouring coutries : Structure and relief; Drainage system and watersheds; Physiographic regions; Ex Bharat Shrestha Bharat: A Geographical Prospective. Mechanism of Indian monsoons and rainfall patterns, Tropical cyclones, and western disturbance; Floods and droughts; Climatic egiions; Natural vegetation; Soil types and their distributions.	16
II	Resources : Land, surface and grundwater, energy, minerals, biotic and marine resources; Forest and wildlife resources and their conservation; Energy crisis. Industry : Evolutio of industries; Locational factors of industries; Industrial houses and complexes including public sector undertakings; Industrial regionalization; New industrial policies; Special Economic Zones; Tourism including eco- tourism.	14
III	Cultural Setting: Historical Perspective of Indian Society; Racial, linguistic and ethnic diversities; religious minoriities; major tribes, tribal areas, and their problems; cultural regions. Population: Growth, distribution, and density of populatin; Demographic attributes: Sex-ratio, age structure, literacy rate, work-force, dependency ratio, longevity; migration (inter- regional, intraregional and international) and associated problems; Population problems and policies; Health indicators.	16

IV	<p>Agriculture, Infrastructure: Irrigation, seeds, fertilizers power; Institutional factors: landholdings, land tenure and land reforms; Cropping pattern, agricultural productivity, agricultural intensity, crop combination, land capability; agro and social-forestry; Green revolution and its socio-economic and ecological implications.</p> <p>Settlements : Types, patterns, and morphology of rural settlements; Urban developments; Morphology of Indian cities; Functional classification of Indian cities; Conurbations and metropolitan regions; urban sprawl; Slums and associated problems; town planning; Problems of urbanization and remedies.</p>	14
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Suggested Readings :

1. Chauhan, P.R. and Prasad, M. (2003): Bharat Ka Vrihad Bhugol, Vasundhara Prakashan, Gorakhpur.
2. Farmer, B.H. (1983): An Introduction to South Asia. Methuerr, London
- 3- Gautam, A (2006): Advanced Geography of India, Sharda Pustak Bhawan, Allahabd.
4. Johnson, B.L.C. (1963) : Development in South Asia. Penguin Books, Harmondsworth
5. Krishnan, M.S. (1982): Geology of India and Burma, CAS Publishers and Distributors, Delhi.
6. Bansal SC, (2018) Bharat Ka Bhugol, Meenakshi Publication, New Delhi, Meert.
7. Nag, P. and Gupta, S.S. (1982) : Geography of India, Concept Publishing Company, New Delhi.
8. Rao, B.P. (2007): Bharat kee Bhaugolik Sameeksha, Vasundhara Prakashan Gorakhpur.
9. Sharma T.C. and Coutinho, O. (2003) : Economic and Commercial Geography of India, Vikas Publishing House Private Ltd. New Delhi.
10. Singh, J. (2003) : India : A Comprehensive Systematic Geography. Gyanodaya Prakashan, Gorakhpur.
11. Singh, J. (2001) : Bharat : Bhougolik Aadhar Avam Ayam, Gyanodaya Pakashan Gorakhpur. (Hindi)
12. Singh, R.L. (ed.) (1971) : India : A Regional Geography. National Geographical Society of India, Varanasi.
13. Spate, O.H.K., Learmonth A. T.A. and Farmer, B.H. (1996) : India, Pakistand and Sri Lanka, Methuen, Londaon, 7th editon.
14. Sukhwal, B.L. (1987) : India : Economic Resource Base and Contemporary Political Patterns. Sterling Publication, New Delhi.
15. Tiwari, R.C. (2007) : Geography of India, Prayag Pustak Bhawan, Allahabad.
16. Wadia, D.N. (1959) : Geology of India. Mac-Millian and Company, London and student edition, Madras.
17. Khullar, D.R. (2007): India : A Comprehensive Geography, Kalyani Publishers, New Delhi.

Suggested Continuous Evaluation Methods :

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

Suggested equivalent online courses : Courses on Swayam/MOOCs

https://onlinecourses.swayam2.ac.in/nou20_ag10/preview

BA/B.Sc. 3rd Year Sem. VI

Course II (Theory)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Sixth
Subject : Geography - 25+50		
Course Code : A10602T	Course Title : Evolution of Geographical Thought	
Course Learning Outcomes On completion of this course, learners will be able to : <ul style="list-style-type: none">➤ Understand the contribution of Indian and other renowned Geographers➤ Understand the concept of evolution of Geographical Thought.		
Credits : 4	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : L-4/w		
Unit	Topics	No. of Lectures
I	Contribution of Indian Geographers in Ancient India. Early Origins of Geographical Thinking, Concepts of distributions; relationships, interactions, area differentiation and spatial organization in Geography	14
II	Dualisms in geography; systematic & Regional geography, physical & human geography, Systematic and with regional geography. The myth and reality about dualisms. Contribution of Greek & Roman geographers in ancient world.	15
III	Contribution of Arab geographers in Middle ages, Renaissance period in Europe, Renowned travelers and their geographical discoveries. German school of thought - Kant, Humboldt, Ritter, Richthofen, Ratzel, Hettner French School of thought - Contribution of Blache & Brunhes.	16
IV	Soviet geographers, American school - Contribution of Sample, Huntington & Carl Sauer, British school - Contribution of Mackinder, Herbertson & L.D. Stamp. Paradigms in Geography, Thomas Kuhn theory about the growth and development of science. Application of Kuhn Model in Geography.	15
Suggested Readings : <ol style="list-style-type: none">1. Ali, S.M. (1960) : Arab Geography, Institute of Islamic Studies, Aligarh Muslim University, Aligarh, First Edition.2- Daniel, P., Bradshaw, M., Shaw, D. and Sidaway, J. (2000): Human Geography. Issues for the 21st Century Prentice Hall, London.3. Diddee, J. (ed.) (1990) : Indian Geography, Institute of Indian Geographers, Pune, first		

edition.

4. Dikshit, R.D. (2003) : Geographical Thought. A Critical History of Ideas, Prentice-all of India, New Delhi. ((in English and Hindi).
5. Dube. B. (1967) : Geographical Concepts in Ancient India. National Geographical Society of India, Varanasi.
6. Getice, A., Getis, J. and Fellman, J.D. (2007): Introduction to Geography, 10th edition. McGraw Hill, New York.
7. hartshorne, R. (1959) : Perspective on the Nature of Geography, John Murray, London.
8. Harvey, D. (1969) : Explanations in Geography. Arnold, London.
9. Holt-Jensen, A. (1980) : Geography : Its History and Concepts, harper and Row Publishers, London.
10. Husain, Majid, (2002) : Evolution of Geographical Thought, Rawat Publications, Jaipur.
11. Johnston, R., Gregory, D., Pratt, G., Watts, M. and Whatmore, S. (2003) : The Dictionary of Human Geography. Blackwell Publishers, Oxfor, 5th edition.
12. Johnston, R. and Sidaway, J.D. (2004) : Geography and Geographers : Anglo-American Human Geography Since 1945, Arnold Publishers, London.
13. Rawling, E. and Daugherty, R. (eds.) (2005) : Geography into the Twenty-first Century. 2nd edition. John Wiley and Sons, Chichester.
14. Taylor, G (ed.) (1953): Geography in the Twentieth Century. Methuen and Company, London.

Suggested Continuous Evaluation Methods :

Assignment/test/Quiz (MCQ)/Seminar/Parepresentations

Suggested equivalent online courses :

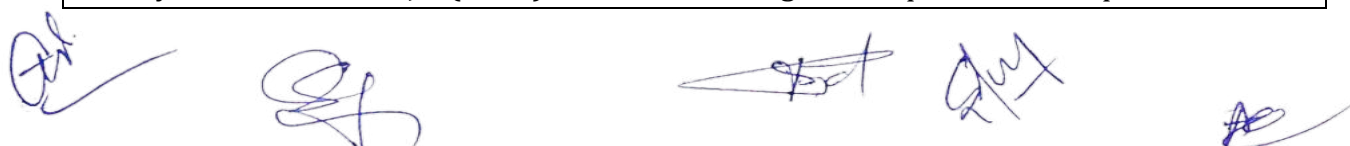
Courses on Swayam/MOOCs

https://onlinecourses.swayam2.ac.in/nou21_lg06/preview

BA/B.Sc. 3rd Year Sem. VI

Course III (Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Sixth
Subject : Geography - Practical		
Course Code : A110603P	Course Title : Remote Sensing and GIS	
Course Learning Outcomes On completion of this course, learners will be able to : <ul style="list-style-type: none">➤ Understand and Conceptualize Remote Sensing and GIS Technique➤ Understand the use of various image processing Software➤ basic idea of Geographical Information System.		
Credits : 2	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Overview of image processing & GIS Packages (Including open source software's)- ARC GIS, ERDAS, MAP INFO, ILWIS, GEOMEDIA, IDRISI, GRASS, SAGA, QGIS	5
II	Creation of Shape File in GIS Software's. Coordinate system and projections in GIS Software's. GIS Data Structures : Types (spatial and Non-spatial), Raster and Vector Data Structure.	5
III	Geo-Referencing of Maps. Creation of Point, Line and Polygon Files and features. Preparation of Maps with Legend, Scale, North Arrow etc and Export of Map in various Formats.	10
IV	Downloading of Remote sensing Images from various online platforms (like Bhuvan, USGS, ASF, Copernicus etc). Land use Classification (Supervised and Un-supervised) using downloaded images and GIS Packages.	10
Suggested Readings : <ol style="list-style-type: none">1. Curran, P.J. (1985) : Principles of Remote Sensing, Longman, London.2. Chaunial, D. D. (2004) : Remote Sensing and Geographical Information System (in Hindi), Sharda Pustak Bhawan, Allahabad.3. Cracknell, A. and Ladson, H. (1990): Remote Sensing Year Book. Taylor and Francis, London.4. Curran, P.J. (1985) : Principles of Remote Sensing. Longman, London.5. Deekshatulu, B.L. and Rajan, Y.S. (ed.) (1984) : Remote Sensing. Indian Academy of Science, Bangalore.6. Floyd, F. and Sabins, Jr. (1986) : Remote Sensing : Principles and Interpretation. W.H.		



Freeman, New York.

7. Gautam, N.C. and Raghavswamy, V. (2004) , Land Use/land Cover and Management Practices in India. B.S. Publication., Hyderabad.
8. Jensen, J.R. (2004) : Remote Sensing of the Environment : An Earth Resource Prespective. Prentice Hall. Englewood Cliffs, New Jersey, Indian reprint available.
9. Lillesand, T.M. and Kiefer, R.W. (2000) : Remote Sensing and Image Interpretation John Wley and Sons, New York.
10. Nag. P. (ed.) (1992) : Thematic Cartography and Remote Sensing. Concept Publishing Company, New Delhi.
11. Rampal, K.K. (1999) : Handbook of Aerial Photography and Interpretation, Comcept Publishing. Company, New Delhi.
12. Campell, J.B. (2003) : Introduction to Remote Sensing. 4th edition. Taylor and Francis, London.

Note : In final Examination Student shall be examined by external and internal examiners.
Marks Distribution : Written Exam, Viva, Practical File, Map Preparation using open source GIS, Image processing Software Use.

BA/B.Sc. 3rd Year Sem. VI

Course III (Practical)

Programmes/Class Certificate/BA/B.Sc.	Year : Third	Semester : Sixth
Subject : Geography - Practical		
Course Code : A100604R	Course Title : Project Report-2	
Course Learning Outcomes Student will be able to understand <ul style="list-style-type: none">➤ In-dephh knowlede and application of RS and GIS technology in research.➤ Learn to prepare Project Report.		
Credits : 2	Core Compulsory	
Max Marks : 50	Min. Passing Marks : 20	
Total No. of Lecturers - Tutorials - Practical (in hours per week) : P-2/w		
Unit	Topics	No. of Lectures
I	Project report shall be on any topic of interest of students. It must include Remote sensing and GIS technology directly or indirectly. Link project can be based on investigation of any issue using above techonology or these technology must be used in data analysis or representation. Note : 1- Each faculty member shall teach and guide to his/her Group of students independently. 2- Student interest and specialisation of Faculty member.	30
Suggested Readings :		
This course can be opted as an elective by the students of following subjects : Open for all		
Suggested Continuous Evaluation Methods : Seminar, Presentations, VIVA		
Suggested equivalent online courses.		

BA/B.Sc. 4th Year Sem. VII

Course I (Theory)

VIIth Semester

Paper A11070IT

25+50=75

501 : Geomorphology

Objectives -

- Detailed exposure of concepts of Geomorphology.
- Students will be able to understand landforms and other Geomorphological features.
- Students will be able to apply knowledge for logical explanation of landform development.
- Students will be able to identify and calculate rate of various process working in landform development.
- Students will be able to compute landform development of entire region by studying Geomorphological features.
- Students will be able to evaluate Geomorphological process working in area being studied.

Unit-I

Meaning and scope of geomorphology, Fundamental Concepts, Modern Geomorphologists - Hutton, Strahler, King. Concept of Cycle of Erosion - Davis and Penck.

Unit-II

Endogenetic process - Plate tectonic, Mountain, Building, Volcancity, Seismicity, Earthquakes, tsunami, Isostasy

Unit-III :

Geomorphometric Analysis - Drainage density, Drainage Frequency, Bifurcation ratio, Drainage Frequency, Bifurcation ratio, Slope types and analysis.

Unit-IV:

Development of Geomorphology in India, Recent trends in Geomorphology Applied Geomorphology, Regional geomorphology of Indo-Gangetic plain, Rajasthan Desert & Chhota Nagapur Plateau.

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Books Recommended.

- Ahmed, E. (1985) : Geomorphology, Kalyani Publishers New Delhi
- Students will be able to understand various aspect of Geography of India.
- Students will be able to make conclusion regarding various physical and human issues.
- Students will be able to analyse caue of various physical and human aspects of Geography of India.

- Students will be able to make plans and strategies for addressing various issues related to the subject.
- Students will be able to evaluate physical structures and human aspects of Indian Geography.

Unit - I :

Making of India through geological times, Structure and Relief regions, Drainage, physiographic division soil types.

Unit-II

Climatic characteristics, Mechanism of Indian Monsoon, Climatic Regions, Natural Vegetation & wild life, vegetation regions.

Unit-III :

Agricultural Characteristics and Trends, Crop Combination regions, Green, White, Blue and Yellow revolutions.

Unit -IV :

Industrial region Transport - Rail, Road, Air. Population growth trends and patterns, distribution density & national population policy.

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Group Discussion and cartographic methods.

Books Recommended :

- 1- Chapman, G. and Baker, K.M. (eds.) (1992) : The Changing Geography of Asia. Routledge, London.
- 2- Farmer, B.H. (1983) : Introduction to South Asia. Methuen and Company Ltd. and Company Ltd. London.
- 3- Ganguly, S. and Neil, De Votta (eds.) (1992) : The changing Geography of Asia. Routledge, London.
4. Gole, P.N. (2001) : Nature Conservation and Sustainable Development in India. Rawat Publications, Jaipur and New Delhi.
- 5- Johnson, B.L.C. (ed.) (2001) : Geographical Dictionary of India. Vision Books, New Delhi.
6. Johnson, B.L.C. (1983) : Development in South Asia. Penguin Books, Harmondsworth.
7. Khullar, D.R. (2006) : India. A Comprehensive Geography, Kalyani Publishers., New Delhi.
8. Krishnan, M.S. (1968) : Geology of India and Burma. 4th edition. Higgin Bothams Private Ltd. Madras.
9. Nag, P. and Gupta, S.S. (1992) : Geography of India. Concept Publishing. Company, New Delhi.
10. Sharma. T.C. (2003) : India : Economic and Commercial Geography. Vikas Publication., New Delhi.
11. Singh, J. (2003) : India : A Comprehensive and Systematic Geography. Gyanodaya Prakashan, Gorakhpur.

12. Singh, R.L (ed.) (1971) : India. A Regional Geography. National Geographical Society of India, Varanasi.
13. Spate, O.H.K., Learmonth, A.T.A. and Farmr, B.H. (1979) : India and Pakistan. Methuen and Company Ltd. and Company Ltd., London.
14. Subbarao, b. (1959) : The Personality of India. University of Baroda Press, baroda.
15. Sukhwal, B.L. (1987) India. Economic Resource Base and Contemporary Political Patterns. Sterling Publication, New Delhi.
16. Tirtha, R. (2002) : Geography of India, Prayag Pustak Bhawan, Allahabad.
18. Wadia, D.N. (1959) : Geology of India. MacMillan and Company, London and Madras. Student edition.



BA/B.Sc. 4th Year Sem. VII

Course III (Theory)

A110703T : Environmental Geography

25 +50 =75

Objectives -

- The course aim is to give advance understanding of concept of Environment Geography.
- It will help in understanding about various concept of Environmental Geography.
- Studnets will be able to apply knowledge gained from Environmental Geography for addressing various environmental issues.
- Students will be able to analyse environmental process working in local and global level.
- Students will be able to evaluate present condition of environment.

Unit-I

Meaning Scope crept approaches of environmental geography, Types of environment, environmental perception. Environment & society, environment and development.

Unit-II

Concept of ecology and ecosystem, Biosphere as an ecosystem, Abiotic and biotic components of biosphere and ecosystem, Ecological production and energy flow-tropic level, food chain and food web. Ecological pyramids, Bio-geochemical cycles-nitrogen, Hydrological cycle, carbon cycle.

Unit-III :

Environmental hazards, natural Hazard - Flood, Drought, Landslide, Soil erosion earthquake, desertification. man-made hazards - urbanization Industrialization, technological hazard, global climatic changes, global warming, green house effect, ozone depletion.

Unit-IV:

Environmental pollution, pollutants, Sources and types of pollution-water sail, air and noise pollution, solid waste disposal, environmental pollution and health, Environmental education, Envoronmental monitoring. Environmental impact analysis, Enviromental policies and legislation, Envoronmental management.

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Mothod, Group Discussion and cartographic methods.

Books Recommended :

- 1- Anjuneyulu, Y. (2002) : Environmental Impact Assessment Methodologies. B.S. Publications. Hyderabad.
2. Anjuneyulu, Y. (2004) : Introduction to Environmental Science. B. S. Publications, Hyderabad.

3. Athavale, R.N. (2003) : Water Harvesting and Sustainable Supply in India. Rawat Publications., Jaipur.
4. Bilas. R. (1988) : Rural Water Resource Utilization and Planning. Concept Publishing Company, New Delhi.
5. Blaikie, P. Cannon, T. and Davis, I. (eds.) (2004) : At Risk : Natural Hazards, Peoples Vulnerability and Disasters. Routledge, London.
6. Clarke, J.I. Curson, P., Kayastha, S.L. and Nag, P. (eds.) (1991) : Population and Disaster. Basil Blackwell, USA.
7. Gautam, A. (2007) : Environmental Geography, Sharda Pustak Bhawan, Allahabad.
8. Huggeft, R.J. (1998) : Fundamental of Biogeography. Routledge, London.
9. Kayastha, S.L. and Kumra, V.K. (1986) : Environmental Studies. Tara Book Agency, Varanasi.
10. Khoshoo, T.N. (1981) : Environmental Concerns and Strategies. Ashish Publishing Houe, New Delhi.
11. Kumra, V.K. (1982) : Kanpur City. A Study in Environmental Pollution. Tara Book Agency, Varanasi.
12. Mathur, H.S. (2003) : Essentials of Biogeography. Pointer Publication, Jaipur.
13. Nag, p., Kumra, V.K. and Singh, J. (1990) : Geography and Environmental Issues at Local, Regional and National Levels. (in 3 vols.), Concept Publishing Company, New Delhi.
14. Odum, E.P. (1975) : Ecology. Rowman and Littlefield, Lanham USA.
15. Rajagropaln, R. (2005) : Environmental Studies : From Crisis to Cure, Oxford University Press, New Delhi.
16. Reddy, M.A. (2004) : Geoinformatics for Environmental Management. B.S. Publishers., Hyderabad.
17. Sexena, K.K. (2004) : Envoronmental Studies. University Book House Private Ltd., Jaipur.
18. Saxena, H.M. (1999) : Environmental Geography. Rawat Publications., Jaipur and New Delhi.
19. Saxena, H.M. (2000) : Environmental Management. Rawat Publications. ; Jaipur and New Delhi.
20. Singh, A.K., Kumra, V.K. and Singh, J. (1986) : Forest Resource, Economy and Environment. Concept Publishing. Compnay, New Delhi.
21. Singh, D.N. Singh, J. and Raju, K.N.P. (eds.) (2003) : Water Crisis and Sustainable Management, Tara Book Agency, Varanasi.
22. Singh, J. (2001) : Paryavaran Evam Samvikas. Gyanodaya Prakashan, Gorakhpur.
23. Singh, O, Nag, P., Kumra, V.K. and Singh, J. (eds.) (1993) : Frontier in Environmental Geography. Concept Publishing Company, New Delhi.
24. Singh, O., Kumra, V.K. and Singh, J. (1988) : India's Urban Environment. Pollution, Perception and Management. Tara Book Agency, Varanasi.

25. Singh, R.B. (ed.) (1990) : Environmental Geography. Heritage Publication, New Delhi.
26. Singh, R.B. (ed.) (1995) : Studies in Environment and Development. Rakesh Prakashan, Varanasi.
27. Singh, Rana P.B. (ed.) (1993) : Environmental Ethics : Discourses and Cultural Traditions. National Geographical Society of India, BHU, Varanasi.
28. Singh, S. (2006) : Environmental Geography. Prayag Pustak Bhawan, Allahabad.
29. Singh, S. (2007) : Paryavaran Bhoogol. Prayag Pustak Bhawan, Allahabad.
30. Singh, S.N. (1993) : Elements of Environmental Geography and Ecology (in Hindi), Tara Book Agency, Varanasi.
31. Wrigley, N. (1985) : Categorical data Analysis for Geographers and Environmental Scientists. Longman, London.

BA/B.Sc. 4th Year Sem. VII

**Course IV
(Theory)**

A110704T : Cartography

25+50=75

Objectives -

The differentiate between qualitative and quantitative information, Topographical Sheets and Understand the idea of Map & Projection.

Part A : Cartographic Work

Unit-I

Measures of central tendency-Mean, median and mode, Mean deviation, Quartile deviation. 20

Unit-II

Measures of dispersion, Standard Deviation, Co-efficient of variation, Co-efficient of Correlation, Rank Correlation, Chi square test. 20

Unit-III :

Geological maps and cross section Horizontal, Inclined, Unconformable, Folded and Folded strata. 35

BA/B.Sc. 4th Year Sem. VII

**Course V
(Practical)**

A110705-P Practical **100**

Unit-I

Collection of data : Methods, Sources and Types, Classification and Tabulation Data processing (With special reference to village/Ward/Town area). 30

Unit-II

Local excursion and report (Maximum 2 days) 30

Unit-III :

Practical record 20

Viva -Voice examination 20

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Method, Group Discussion and cartographic methods.

Books Recommended :

- 1- Monkhouse, F.J. Maps & Diagrams.
- 2- Robinson, A.H. Elements of Cartography.
- 3- Singh, R.L., Elements of Practical Geography.
- 4- Singh, L.R. & Singh, R.N. Map Work and Practical Geography (Eng./Hindi)
- 5- Sharma, J.P. Prayogatmak Bhoogol Ki Rooprekha (Hindi)
- 6- Hira Lal, Prayogatmak Bhoogol Ke Adhar (Hindi)
- 7- Lal, Hira, Matratmak Bhoogol (Hindi)
- 8- Tiwari, R.C. and Tiwari, Sudha, Abhinav Prayogic Bhoogol.

VI- GR506 : Project - 1

BA/B.Sc. 4th Year Sem. VIII

**Course I
(Theory)**

Paper - 1

A110801T : Climatology

25 + 50 =75

Objective -

- The course aim is to give advance understanding of concept of Climatology.
- Students will be able to understand various aspects of Climatology.
- Students will be able to understand its local climate and can comprehend global climatic patterns.
- Students will be able to analyse cause of climatic trends and patters.

- Students will be able to understand and comprehend pattern of climatic phenomenon.
- Student will be able to evaluate climatic patterns.

Unit-I

Definition, Scope, Significance and evolution of climatology; Elements of weather and climate; Relation with meteorology.

Composition and structure of Atmosphere; Insolation, process of heating and cooling; heat balance of the earth and atmosphere, Greenhouse effect.

Unit-II

Air Pressure and pressure belts; Atmospheric motion, Force controlling motion of air, vertical motion and vorticity, Jet stream. Permanent, Seasonal and Local wind cyclone and anticyclone.

Concepts, classification, characteristics of air mass and front, Ocean atmospheric interaction-El Nino, Southern Oscillation (ENSO) and La-Nina.

Unit-III :

Climatic Classification of Koppen, Thornthwait, and G.T. Trewartha and World climatic region, climatic changes, evidences and possible causes, Global Warming.

Unit-IV :

Applied climatology and weather forecasting, Impact of Human civilization on health, food, clothing, agriculture, Mining, Industry, trade and development; manclimate interrelationship.

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Group Discussion and Cartographic methods.

Suggested Reading :

- 1- Barry R.G. and Chorley R.J. : Atmosphere, weather and climate, Routledge, London and New York, 1998.
- 2- Critchfield, J.J. : General Climatology, Prentice Hall, New Delhi, 1993.
- 3- Lal, D.S. : Climatology, Chaitanya Publications, Allahabad, 1986.
- 4- Lydolph, P.E. : The Climate of the Earth, Rowman, 1985.
- 5- Robinson P.J. and Henderson S; Contemporary Climatology, Henlow, 1999.
- 6- Upadhyaya D.P. and Singh R.A. : Climatology and Hydrology, Vasundhara Publication, Gond : 111:w. 2000 (Hindi).
- 7- Addison H.: Land, water and Flood, Chapman and Hall, London, 1961.
- 8- Chorley R.J, Water, Earth and Man, Methuen, London, 1967.
- 9- Jones J.A.A. : Global Hydrology : Process Resources and Environmental Management, Longman, London, 1997.
- 10- Todd, D.K.: Ground Water Hydrology, John Wiley, New York, 1959.

Pedagogy :

- 1- Weather and climatic maps and charts are to be made available to the students. Audio-Visual aids to be used for effective teaching.

- 2- Students to be taken on a field visit to nearby reservoir. Data pertaining to water table in the local wells in different seasons has to be collected.

BA/B.Sc. 4th Year Sem. VIII

Course II (Theory)

Paper - II

A110802T : Basics of Remote Sensing

25 + 50 =75

Objective -

- The course aim is to give basic contemporary skills to understand the of concept of Remote Sensing.
- Students will be able to understand process and application of Remote Sensing.
- Students will be able to use software's to do various image processing tasks with software related to Remote Sensing.
- Students will be able run various tasks for remote Sensing analysis.
- Students will be able to find out inferences form various image processing techniques.
- Students will be able to evaluate functions related to Remote Sensing.

Unit-I

Remote Sensing definition and scope, electro-magnetic radiation, characteristics : interaction with matter, type of remote sensing and remote sensing platform.

Unit-II

Aerial Photos : Types, Scale, resolution, geometric properties of aerial photos, Stereoscopic parallax, Relief displacement.

Unit-III :

General orbital characteristic of remote sensing satellites, general characteristic of remote sensing sensors, characteristics of raw remote sensing data.

Unit-IV :

Elements of image interpretation, image processing techniques, visual and digital, Remote sensing in resource mapping and environmental monitoring. Land use and land cover mapping : a cover study.

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Group Discussion and cartographic methods.

Books Recommended :

- 1- Campbell, J.B. (2002) : Introduction to Remote Sensing Year Book, Taylor and Francis, London.



2. Cracknell, A. and Hayes, L. (1990) : Remote Sensing Year Book, Taylor and Francis, London.
- 3- Curran, P.J. (1985) : Principles of Remote Sensing, Longman, London.
- 4- Deekshatulu, B.L. and Rajan, Y.S. (ed.) (1984) : Remote Sensing. Indian Academy of Science, bangalore.
- 5- Floyd, F. and Sabins, Jr. (1986) : Remote Sensing : Principles and Interpretation W.H. Freeman, new York.
- 6- Guham, P.K. (2003) : Remote for Beginners. Affiliated East-West Press Private Ltd. New Delhi.
- 7- Hallert, B. (1960) : Photogrammetry, Mc. Graw Hill Book Company Inc., New York.
- 8- Harry, C.A. (ed.) (1978) : Digital Image Processing, IEEE Computer Society, California.

Pedagogy :

- 1- Weather and climatic maps and charts are to be made available to the students. Audio-Visual aids to be used for effective teaching.
- 2- Students to be taken on a field visit to nearby reservoir. Data pertaining to water table in the local wells in different seasons has to be collected.
- 3- Curran, P.J. (1985) : Principles of Remote Sensing, Longman, London.
- 4- Deekshatulu, B.I. and Rajan, Y.S. (ed.) (1984) : Remote Sensing. Indian Academy of Science, Bangalore.
- 5- Floyd, F. and Sabins, Jr. (1986) : Remote Sensing : Principles and Interpretation, W.H. Freeman, new York.
- 6- Guham, P.K. (2003) : Remote Sensing for Beginners. Affiliate East-West press Private ltd. New Delhi.
- 7- Hallert, B. (1960) : Photogrammetry McGraw Hill Book Company Inc., New York.
- 8- Harry, C.A. (ed.) (1978) : Digital Image Processing, IEEE Computer Society, California.
- 9- Hord, R.M. (1982) : Digital Image processing of Remotely Sensed Data Academic Press, new York.
- 10- Leuder, D.R. (1959) : Aerial Photographic Interpretation : Principles and Application. McGraw Hill, new York.
- 11- Lillesand, T.M. and Kiefer, R.W. (2000) : Remote Sensing and Image Interpretation. 4th edition. John Wiley and Sons, New York.
- 12- Nag, P. (ed.) 1992 : Thematic Cartography and Remote Sensing, Concept Publishing. Company, New Delhi.
- 13- Reeves, R.G. (ed.) (1983) : Manual of Remote Sensing, Vols. I and 2, American Society of Photogrammetry and Remote Sensing, Falls Church, Virginia.
- 14- Siegel, B.S. and Gillespie, R. (1985) : Remote Sensing in Geology, John Wiley and Sons, New York.
- 15- Silver, M. and Balmori, D. (eds.) (2003) : Mapping in an Age of Digital Media. Wiley-Academy, new York and Chichester.

BA/B.Sc. 4th Year Sem. VIII

Course III (Theory)

Paper iii : Economic Geography

25+50=75

A110803T

Objectives -

- Detailed exposure economics and economics Geography of India.
- Students will be able to understand various economic activities and its role in Indian Economy.
- Students will be able to apply knowledge gained form Economics Geography and Economic models to solve problem like least transport cost, industrial location etc.
- Students will be able to analyse trends and prospects of economic growth of region.
- Students will be able to make plans for sustainable economic growth.
- Students will be able to evaluate cause of economic activities and future.

Unit-I

Meaning, scope, evolution and recent trends of economic geography, Fundamental concepts. Relation of Economic geography with economics and other branches of social sciences.

Unit-II

Classification of industries : Iron & Steel, textile, sugar & Petro-chemicals. Elements and. Theories of Industrial location - Weber, Losch, Isard & Hoover.

Unit-III :

Case studeies of selected industries - Iron & steel, textile, sugar & Petro-chemicals. Industrial regions - delimitation and structural factors; Industrial regions of world.

Unit-IV :

Theories of transport development, Economic regions and their salient features. Impact of WTO, globalization, Liberalization, Economy of developing world.

Methods of Teaching - Chalk & Talk, Assignment Method, Group Discussion and cartographic methods.

Books Recommended :

1. Alexander, J.W., Economic Geography, Prentice-hall, New Delhi.
- 2- Robinson A.H., Jones C.F. and darkenwarld. G.G. Principles of Economic Geography.
- 3- Boesh Hans, A Geography of World Economy, Von Nostrand, new York.
- 4- Bengston and Royen, Fundamentals of Economic Geography.
- 5- Zimmerman, E.W. Inroduction to World Resources.

- 6- Chisholm M., Modern World Development - A Geographical Perspective.
- 7- Singh K.N. & Singh J., Arthik Bhoogol Ke moo! Tatva (Hindi), Gyanodaya Prakash, Gorakhpur.
- 8- Jain, P. Arthik Bhoogol Ki Samiksha (Hindi).
- 9- Srivastava V.K. & Rao B.P., Arthik Bhoogol.
- 10- Wheeler, J.O. et al: Economic Geography, John Wiley, New York 1995.
- 11- Robertson, D. (ed) Globalization and Environment, E. Elgas Co. U.K., 2001. development prospects of region.

BA/B.Sc. 4th Year Sem. VIII

Course IV (Theory)

Paper IV : Cartography

25+50=75

A110804T

**Objectives - The teaching of many type of projection and central tendency of data.
The present data through graphical and diagrammatic formats.**

Unit-I

Map Projection : Classification, Properties, Choice, merits and demerits of map rojection.

Drawing of the following map projections by using mathematical methods, Bonne's, Polyconic, Gall's, Equatorial cases of Gnomonic, Stereographic and Orthographic projections, Mollwied's and Interrupted Mollweide's Sinusoidal and Interrupted Sinusoidal and International Projections.

Unit-II

Cartographic Representation of Statistical Data :

Water Surplus Graph, Rainfall Dispersion diagram, Elypsographic curve, Water Balance graph, Locational Quotient, Coefficient of Localizaion and Localzation curve.

Unit-III

Block Diagrams.

BA/B.Sc. 4th Year Sem. VIII

**Course V
(Practical)**

Paper V - Practical (Field-cum-lab work) 100

A110805-P

Unit-I

Aerial Photo Interpretation - 25

Unit-II

Computer : Components and Characteristics, Application in Map Making Unit 25

Practical Record 25

Viva-voce 25

Methods of Teaching - Chalk & Talk, Assignment Method, Project Method, Group Discussion and cartographic methods.



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया
Jananayak Chandrashekhar University, Ballia

A State University established under Uttar Pradesh State University Act 1973



Curriculum in Accordance to National Education Policy-2020

(Programme Name - B.A.)

Subject : Education



Jananayak Chandrashekhar University, Ballia



जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

(A State University established under the Uttar Pradesh University Act 1973)

Structure for Four Years Undergraduate Programme in accordance with National Education Policy – 2020 and Common Minimum Syllabus

EDUCATION

Semester-wise Title of the Papers

Year	Sem	Course Code	Paper Title	Theory/ Practical	Credits	Total Credit
1 st	I	E010101 T	Conceptual Framework of Education	Theory	4	6
		E010102 P	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized.	Practical	2	
	II	E010201 T	Development and challenges of Indian Education System	Theory	4	6
		E010202 P	Prepare a profile of any School (Class 6th- 12th) - Government /aided / Private.	Practical	2	
2 nd	III	E010301 T	Philosophical- Sociological- Political-Economic Perspectives of Education	Theory	4	6
		E010302 P	Practical: Review a book written by prominent educational thinkers included in the course II	Practical	2	
	IV	E010401 T	Psychological Perspectives of Education	Theory	4	6
		E010402 P	Course Title: Practical: Case study of a Special Child	Practical	2	
3 rd	V	E010501 T	Course Title :Educational Assessment	Theory	4	10
		E010502 T	Course Title: Educational Statistics	Theory	4	
		E010503 P	Administration and Interpretation of Score of a	Practical	2	



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JANANAYAK CHANDRASHEKHAR UNIVERSITY, BALLIA

(A State University established under the Uttar Pradesh University Act 1973)

			psychological test- Achievement/ Intelligence/Personality/Aptitud e			
	VI	E010601 T	Educational Administration and Management	Theory	4	10
		E010602 T	Milestones and New Dimensions of Indian Education	Theory	4	
		E010603 P	I Visit t I Write and submit an article	Practica l	2	
4 th	VII	E010701 T	Philosophical Foundation of Education	Theory	4	20
		E010702 T	Sociological Foundation of Education	Theory	4	
		E010703 T	History and problem of Indian Education	Theory	4	
		E010704 T	Educational Research and statistics	Theory	4	
		E010705 P	Practical	Practica l	4	
	VIII	E010801 T	Psychological Foundation of Education	Theory	4	20
		E010802 T	Comparative Education	Theory	4	
		E010803 T	Education Administration and Management	Theory	4	
		E010804 T	Value and Peace Education	Theory	4	
		E010805 P	Practical	Practic al	4	

Note:

- ❖ The student shall prepare a Minor Research Project (MRP) in the 5th and 6th Semester of Graduation 3rd Year. The MRP shall be submitted and evaluated in the 6th Semester.
- ❖ The student shall prepare a Research Project in the 7th and 8th Semesters of Graduation 4th Year. The MRP shall be submitted and evaluated in the 8th Semester.



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Subject: B.A. (Education)

Program specific outcomes-

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

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

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

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

Syllabus

Semester	1 st (Theory)
Course Code	E010101T
Course Title	Conceptual Framework of Education
Credit	4
Course Objective: <ul style="list-style-type: none">● To understand the meaning, nature, scope and aims of education.● To become aware of different agencies of education that influence education.● Distinguish between different levels of the Education System.● Identify the level of Education and concern governing/regulatory bodies.	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: <ul style="list-style-type: none">● To comprehend the meaning, nature, scope and aims of education.● To explain the factors of education and their interrelationship.● To become aware of different agencies of education that influence education.● To be acquainted with the Constitutional values and Educational provisions.● Distinguish between different levels of the Education System.● Explain the present status of different levels of Education.● Identify the level of Education and concern governing/regulatory bodies.● Differentiate the needs and importance of different levels of Education.	



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Syllabus	
Unit	Course Content
I	<ul style="list-style-type: none">● EDUCATION: CONCEPT AND AIMS Prachin Bhartiya Gyan Parampara: The Way of Life, Concept of Guru and Shiksha, Concepts of Educations- Meaning: Nature, Vidya - Gyan –Teaching, Training vs Education. Factors affecting Education, Aims of Education: Individualistic, Social, Democratic and Vocational.● FUNCTIONS OF EDUCATION: Individual and Social Development, Transmission of Cultural Heritage, Acquisition of Skills, Acquisition and Generation of Human Values, Social Cohesion, Education for Leisure, Education for National Integration, Education for International Understanding, Education for HRD.
II	<ul style="list-style-type: none">● AGENCIES OF EDUCATION Concept ,meaning and role of Formal, Informal, Non – Formal.● INDIAN CONSTITUTION AND EDUCATION Inculcation of Constitutional Values through Education, Constitutional Provisions for Education.
III	<ul style="list-style-type: none">● PREPRIMARY EDUCATION Concept, Objective, current situation, Importance of Pre-primary Education.● Some Models of Pre-primary Education: Montessori, Kindergarten, Background and Present Scenario of Pre-primary Education in India, NEP 2020 and Pre-primary Education.● PRIMARY AND SECONDARY EDUCATION Concept, Aim and Importance of Secondary Education, Present Scenario of Primary Education in India.
IV	<ul style="list-style-type: none">● HIGHER EDUCATION Concept, Objective of Higher Education, Need for Higher Education.● Types of Universities- Central, State, Private, Open.



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- Present Scenario of Higher Education in India.
- **DIFFERENT GUIDING/REGULATORY BODIES OF EDUCATION SYSTEM IN INDIA**
Education Ministry (MHRD), UNESCO, NCERT, SCERT, DIET, NIOS, NUEPA, NCTE, UGC, NAAC, IQAC.

References:

- तोमरएलआर.; प्राचीनभारतीयशिक्षापद्धति,सुरुचिप्रकाशननईदिल्ली
- <https://www.mycoursebook.in/shiksha-ke-darshanik-avomsamajshastriya-siddhant-raman-bihari-lal-rastogi-publication.html>
- <https://www.india.gov.in/my-government/constitution-india/constitutionindia-full-text>
- प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स
- सलूजा,सी.के. शिक्षाएकविवेचनादिल्ली; रविबुक्स. (फुलबुक) 2004
- Aggarwal, J.C. Theory and Principles of Education, New Delhi, Vikas Publishing House. 2010
- Banerjee, A. Philosophy and principles of education. Calcutta, SusobanPrakashan . 1994
- Bhatia & Bhatia. Theory and principles of Education. New Delhi, DoabaHouse. 2011
- Dahiya B.S 'Higher Education in India' Retrospect and Prospect, Kanishka N, Delhi, 1997.
- Dewey, J. The school and society. USA: The University of Chicago Press. 1915
- Dhankar, R. Education in emerging Indian Society. New Delhi: APH Publishing Corporation. 2010
- Ghosh S.C. The History of Education in Modern India (1757-2007) Hyderabad: Orient Blackswan Private Limited, 2009, Third Edition.
- Lal, R.B. & Sharma, K.K. 'History Development and Problems of Indian Education', R.Lal Book Depot, Meerut, 2015.
- Moonis, Raza, 'Higher Education in India' Retrospect and Prospect, AIU, N, Delhi, 1991
- Pandey R.S. Principles of Education, Agra, Vinod PustakMandir. 1992



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- Ramchandran, P. & Ramkumar, V. 'Education in India', NBT, N, Delhi, 2014.
- Saxena, N.R. S. Principles of Education. Meerut. R. Lal Book Depot. 1996

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

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

Suggested equivalent online courses: Courses on Swayam / MOOCs

Subject:B.A.(Education)

Syllabus

Semester	1st (Practical)
Course Code	E010102P
Course Title	Practical: Read the Preamble of Indian Constitution, understand and analyse its basic ideas of Justice, Equality, Liberty and Fraternity. Prepare a report and present what you have conceptualized. <ul style="list-style-type: none">● Educational perspective of constitution.,● Make a report upon RTE
Credit	2
Course Objective:	
On completion of this course, learners will be able to:	
<ul style="list-style-type: none">● Develop a stronger orientation towards research● conceptualize the basic elements of Indian Constitution	



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- **Learning Outcomes:** After successful completion of the Syllabus, learners will be able to:
- Learn and understand about preamble and basic values of constitution.
- How RTE act was developed
- • conceptualize the basic elements of Indian Constitution
- Students will be able to discuss about the educational rights in the constitution

Syllabus

Unit	Course Content
I	• Indian Constitution: Introduction and Background.
II	• Constituent Assembly / committees and Formation of Indian Constitution.
III	• Important Articles of Indian Constitution related to Education, RTE Act and its developmental background.
References: <ul style="list-style-type: none">• https://www.india.gov.in/mygovernment/constitution-india/constitution-indiafull-text• प्रभातकुमार, भारतकासंविधान, प्रभातपेपरबैक्स<ul style="list-style-type: none">• Shubhash Kashyap, Indian Constitution	
Note: In Final Examination report shall be examined by external and internal examiners.	
Marks Distribution: Report presentation- 15 marks Viva- 10	

Subject: Education

Syllabus

Semester	Second
Course Code	E010201T
Course Title	Development and challenges of



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Credit	Indian Education System
<p>Course Objective: Course Learning Outcomes</p> <ul style="list-style-type: none">● Understand the development of Indian Education during different ages,● Analyze the trends of Education running in the different educational systems.● Narrate the major contributions of Indian Educational Heritage in the different fields of study.● Discuss the views of foreign travelers about Indian cultural and educational heritage.● Identify the problems of Indian Education at different levels of education.	
<p>Learning Outcomes: After successful completion of the Syllabus, learners will be able to:</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none">● Understand the development of Indian Education during different ages,● Analyze the trends of Education running in the different educational systems.● Narrate the major contributions of Indian Educational Heritage in the different fields of study.● Discuss the views of foreign travelers about Indian cultural and educational heritage.● Identify the problems of Indian education at different levels of education.	
Syllabus	
Unit	Course Content
I	<u>ANCIENT EDUCATION SYSTEM</u>



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	<ul style="list-style-type: none">• Vedic and Buddhist Period: Main Characteristics, Aims of Education, Merits and Demerits of Education System• Contribution to Modern Indian Education
II	<p><u>EDUCATION IN MEDIEVAL PERIOD</u></p> <ul style="list-style-type: none">• Main Characteristics., Aims of Education; Merits and Demerits of Education System.• Contribution to Modern Indian Education
III	<p><u>EDUCATION IN COLONIAL PERIOD</u></p> <p>Some Landmarks of British Period:</p> <ul style="list-style-type: none">• Charter act of 1813 and 1833; Oriental-Occidental Dispute.• MacAulay Minute; Filtration Theory.• Woods' Dispatch.• Hunter Commission.• Indian University Commission, Jyotiba Phulles' demand of compulsory Education Act• Sadler Commission.• Gokhales' Bill.• Wardha Yojna.
IV	<p><u>POST- INDEPENDENT ERA OF INDIAN EDUCATION</u></p> <ul style="list-style-type: none">• S. Radha Krishnan Commission.• Mudaliar Commission.• Kothari Commission.• National Policy of Education 1986 and 1992.• National knowledge commission 2005• National Education Policy-2020.



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References:

Suggested Readings:

- चौबेएस.पी, भारतीयशिक्षाकाइशतहास
- जौहराँएिंपाठक, भारतीयशिक्षाकाइशतहास, शिनोदिः पब्लु तकमंदिः रआगरा
- अशननहोतीआर.; आधुनकभारतीयशिक्षाकासमस्याएं औरसमाधान, राजस्थानशहन्ीग्रंथअकािमी
- पांडेयआर.एस, शिक्षाकीसमसामशयकसमस्याएं, शिनोदिः पब्लु तकमंदिः र, आगरा
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- Govinda, R. M., Bandyopadhyay. *Access to Elementary Education: Analytical Overview*, New Delhi: OUP. 2011
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>
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- Mitra, V. *Education in Ancient India*. Delhi, Arya Book Depot. 1964
- Mookerji, R. K. *Ancient Indian Education: Brahmanic and Buddhist*. Delhi, Motilal Banarsidass. 1947
- Singh, Bhanu Pratap, *Aims of Education in India: Vedic, Buddhist, Medieval, British and Post-Independence*, Delhi, Ajanta Publications. 1990

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

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



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Suggested equivalent online courses:
Courseson Swayam/ MOOCs

**Subject: B.A SECOND SEM.
(PRACTICAL)**

Syllabus

Semester	Second semester
Course Code	E010202P
Course Title	Prepare a profile of any School(Class6 th -12 th)Government/aided/Private.
Credit	02
Course Objective: on completions students will be able to <ul style="list-style-type: none">● describe the school profile● understands the need and importance of school.● to create and evaluates the school profiles.● analyse the different elements of school	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: <ul style="list-style-type: none">● Develop an stronger orientation towards research.● Student understands the need and importance of school.● Conceptualize the school profile preparation.● Students are able to describe the school profile● Students can analyse the different elements of school● Students are able to create and evaluates the school profiles.	



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Syllabus	
Unit	Course Content
I	School: need and importance.
II	Types of school on account on administration.
III	What is school profile and how to create it?
	Note: In Final Examination report shall be examined by external and internal xaminers. Marks Distribution: Profile Report- 15 marks, Viva- 10

B.A IIIrd SEMESTER

Course 1 (Theorey)

Syllabus

Semester	Third
Course Code	E010301T
Course Title	Philosophical, Sociological, Political, Economic Perspectives of Education
Credit	04
<p>Course Objective: On completion of this course, learners will be able to:</p> <ul style="list-style-type: none">● Define Education and Philosophy.● Explain difference between Darshan and Philosophy.● Identify significant features of the Indian and Western philosophies.● Illustrate the relevance of the Indian and Western philosophy for modern educational system and society.● Compare the Indian and Western Philosophical thoughts.● Define pluralism and diversity in Indian society.● Relate Education with Political and Economic issues.● Distinguish between Fundamental Rights and duties.	



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Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

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

- Define Education and Philosophy.
- Explain difference between Darshan and Philosophy.
- Identify significant features of the Indian and Western philosophies.
- Illustrate the relevance of the Indian and Western philosophical for modern educational system and society.
- Compare the Indian and Western Philosophical thoughts.
- Define pluralism and diversity in Indian society.
- Relate Education with Political and Economic issues.
- Distinguish between Fundamental Rights and duties.
- Evaluate role of Education for Sustainable Development

Syllabus

Unit	Course Content
I	<p><u>EDUCATION AND PHILOSOPHY:</u></p> <ul style="list-style-type: none">● Meaning and Concept of Philosophy and 'Darshan'● Difference between Philosophy and 'Darshan,' its relationship with Education, Branches of Philosophy and Education.● <u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u>● Vedant.● Bhagavad Geeta.
II	<p><u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES:</u></p> <ul style="list-style-type: none">● Idealism.● Naturalism.● PRAGMATISM <p><u>PROMINENT EDUCATIONAL THINKERS:</u></p> <ul style="list-style-type: none">● Mahatma Gandhi.● Swami Vivekanand.● B. R. Ambedkar.● Rousseau.



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	<ul style="list-style-type: none">• Dewey.
III	<p><u>INTRODUCTION TO INDIAN SOCIETY:</u></p> <ul style="list-style-type: none">• Pluralism and Diversity in Indian Society.• Social Stratification of Indian Society: Caste, Class, Gender. <p><u>SCHOOL, EDUCATION AND SOCIETY</u></p> <ul style="list-style-type: none">• School as Social Organization.• Social Change and Education., Social Mobility and Education
IV	<p><u>POLITICAL PERSPECTIVES OF EDUCATION</u></p> <ul style="list-style-type: none">• Fundamental Rights and Duties, Directive Principles <p><u>ECONOMIC PERSPECTIVES OF EDUCATION</u></p> <ul style="list-style-type: none">• Education as Development Indicator.• Education for Sustainable development• U. N. Millennium developmental goals VS Sustainable developmental goals.
<p>Suggested Readings:</p> <ul style="list-style-type: none">• कमर, के. शिक्षा और समाज. शिल्ली, ग्रंथशिल्पी. 2002• सलजू सासी. के. शिक्षा विमन, ग्रंथशिल्पी. माध्यमकायामन्वियन निले विालयनईशिल्ली• धकर आर. शिक्षा और समाज. हरयाणा, आधारप्रकािन. 2006• ओडएल. के. शिक्षाकी विमनकपट्ट भूम, राजस्थानशहन्नीग्रंथअकािमी, 1994• पांडेयके. पी. शिक्षाके विमनकएिंसामाशजकआधार, विार राणसीशिक्षाशिक्षालयप्रकािन• Archer, M.S. <i>Social Origins of Educational Systems</i>, New Delhi: Sage. 1984• Brubacher, John S. (ed) . <i>Modern Philosophy of Education</i>, New Jersey: Prentice Hall Inc., Englewood Cliffs. 12 Hours. 1962• Cohen, B. <i>Educational Thought: An Introduction</i>. Macmillan, Britain. 1969• Dewey, J. <i>The School and Society</i>. Chicago, The University of Chicago Press. 1915	



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- Durkheim, E. *Education and Sociology*. New York: The Free Press. 1956
 - Elmhirst, L.K. *Rabindranath Tagore: Pioneer in Education*. Delhi: Sahitya Chayan. 1994
 - Freire, P. *Pedagogy of the Oppressed*. London, Penguin Books. N.p. 1970
 - Kneller, G.F. *Foundations of Education*. London and New York, John Wiley and Sons, Inc. 1963
 - Kumar, K. *The Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi, Sage Publications. 1991
 - Shukla, S. and Kumar, K. *Sociological Perspective in Education*. New Delhi, Chanakya Publications. 1985
- Shukla, S. C. and Kaul, R. (eds.) *Education, Development and Underdevelopment*, New Delhi: Sage. 1998

**B.A. IIYR
III SEMESTER
(PRACTICAL)**

Syllabus

Semester	
Course Code	E010302P
Course Title	Practical: Review a book written by Prominent educational thinkers included in the course II
Credit	02



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Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

Course Learning Outcomes

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

- Develop a stronger orientation towards research.
- Aware towards need and importance of book review.
- Know and explain about different aspects of book review.
- Understand the concept of Book review.
- Select and analyse review related for different purposes.
- Evaluate and write a critique of book and other literature.

Syllabus

Unit	Course Content
I	What is Book review?
II	Introduction and the discussion of the books written by M. K. Gandhi, Swami Vivekanand and B. R. Ambedkar.
III	Introduction and the discussion of the books written by Rousseau and Dewey.

**B.A. SECOND YEAR
SEMESTER IV
(THEOREY)**



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Syllabus

Semester	Fourth
Course Code	E010401T
Course Title	Psychological Perspectives of Education
Credit	
<p>Course Objective: On completion of this course, learners will be able to:</p> <ul style="list-style-type: none">● Define Education and Psychology.● Relate Education and Psychology.● Compare characteristics and needs of different stages of development.● Name different approaches of learning.● Distinguish between different psychological traits.● Identify Individual Differences.	
<p>Learning Outcomes: After successful completion of the Syllabus, learners will be able to:</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none">● Understand and define Education and Psychology.● Relate Education and Psychology.● Compare characteristics and needs of different stages of development.● Discuss about different approaches of learning.● Distinguish between different psychological traits.● Identify Individual Differences.● Examine the importance of Mental Health.● Evaluate Teaching- Learning Process.	



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Syllabus	
Unit	Course Content
I	<u>EDUCATION AND PSYCHOLOGY:</u> <ul style="list-style-type: none">• Psychology: Concepts and Scopes.• Relations of Education and Psychology.• Importance of Educational Psychology.• Methods of Studying Educational Psychology.
II	<u>PROCESS OF DEVELOPMENT</u> <ul style="list-style-type: none">• Development/ Meaning and Forms.• Growth and Development.• Stages of Development.• Forms of Development- Physical, Mental, Emotional, Social, Psycho- Motor and spiritual Development.• Language Development.
III	<u>UNDERSTANDING THE LEARNING</u> <ul style="list-style-type: none">• Meaning, Nature and Factors Influencing the Education.• Learning Styles: VARK.• Transfer of Learning and its classroom implications.• Learning Theories: Thorndike Trial and Error Theory, Pavlov's Classical Conditioning Theory, Skinners Operant Conditioning Theory, Gestalt Theory and their educational implications.
IV	<u>FOUNDATIONS OF BEHAVIOURS</u> <ul style="list-style-type: none">• Instincts.• Sensation, Perception and Concept formation.• Motivation.• Memory.• Attention and Interest.• Thinking, Reasoning and Imagination.• Habit.• Fatigue• Adjustment
References: <ul style="list-style-type: none">• भटनागरएस, शिक्षामनोशिज्ञान, सयू मपलके िन, 1998	



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 - शतरपाठीशालग्राम, शिक्षणव्यवहार, राधापबलकेरिन, नईशिल्ली
 - गुप्ताएस.पी, शिक्षामनोशिक्षान, खापरकांन, मेरठ
- युगशकम्बल, शिक्षामनोशिक्षानकी आधारशिला, रिनोपिसु तकमंगिर, आगरा
- Aggarwal.J.C.(n.d.).EssentialsofEducationalPsychology:VikasPublishinghouse
 - BhatnagarSuresh(n.d.).AdvancedEducationalPsychology,LalBookDepot,Meerut.
- Bigge,Morris.L(1971).Learningtheoriesforteachers.NewYork:Harper&Row.
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 - Hurlock, E. B. (2004). *Developmental Psychology: A Life span Approach*. NewDelhi,Tata McGraw-HillPublishing Co.Ltd.
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B.A SECOND YEAR

SEM. IV

COURSE II (PRACTICAL)

Syllabus

Semester	Fourth
Course Code	E010402P
Course Title	Case study of a Special Child
Credit	2



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Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

- Develop a stronger orientation towards research
- Define special children.
- Identify the different special children.
- Realize the special needs of special children.
- Prepare a case study.

Syllabus

Unit	Course Content
I	What is case study? and its steps.
II	Special children: Types and characteristics

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

Suggested Readings:

- मंगलएस.के,शिशुमनोशास्त्रानिःसाशयकी,विनोदित्पुस्तकमार्ग,आगरा
- कपलएच.के,अनुसंधानविध्यां,भागमर्ण्टस्म,आगरा
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B. A. 3rd Year Education- BACHLOR OF ARTS DEGREE IN EDUCATION

Program specific outcomes:

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

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

Syllabus

Semester	Fifth
Course Code	E010501T
Course Title	Educational Assessment
Credit	4
Course Objective: this unit of knowledge will apprise students in the following Assessment and evaluation. Various methods used for educational measurement and evaluation. Tools for psychological evaluation used in education.	



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Various intelligence and personality tools used in the educational measurement and evaluation.

Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

- Define assessment, measurement and evaluation.
- Enumerate and Illustrate Characteristics of a good test.
- Classify different psychological tests
- Test Intelligence/ Personality/ Aptitude of a subject.

Syllabus

Unit	Course Content
I	<u>BASICS OF ASSESSMENT</u> <ul style="list-style-type: none">• Assessment, Measurement, Evaluation: Concept, Features and Difference.• Physical vs Psychological Measurements.• Continuous and Comprehensive Education: Meaning, Aims and Aspects.
II	<u>NORMS</u> <ul style="list-style-type: none">• Norms: Meaning and Significance• Marks vs Grades• Credit System
III	<u>ACHIEVEMENT TESTS</u> <ul style="list-style-type: none">• Meaning, Aims and Types.• Subjective VS Objective tests.• Characteristics of a Good test.
IV	<u>INTELLIGENCE</u> <ul style="list-style-type: none">• What is Intelligence? Types, Concept of Emotional Intelligence
<ul style="list-style-type: none">• References:• गद्गु ाएस.पी., ििेकैकमपनएिंमलू यांकन, ििारििापुस्तकभिनि, आगरा• नन्ि.पचौरीएिंििमाम, शिक्षामनोशिज्ञानएिंमापन, संजयपसल लके ििन्स, आगरा	



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- भटनागरएस, शिक्षामनोशिक्षान, सघू मपललके िन, 1998
- शसंहए.के, शिक्षामनोशिक्षान, भारतीभिन, पटना
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976
- NCERT *Curriculum and Evaluation*, New Delhi, NCERT 1990
- Norris, N. *Understanding Educational Evaluation*, Kogan Page Ltd. 1990
- Thorndike, E.L., & E.P., Hagen. *Measurement and Evaluation in Psychology and Education*. New York, John Wiley and Sons Inc. 1969

B.A THIRD YEAR SEMESTER V COURSE II (THEOREY)

Syllabus

Semester	Fifth
Course Code	E010502T
Course Title	Educational Statistics
Credit	04
Course Objective: : After successful completion of the Syllabus, learners will be able to:	



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- Define Statistical terms.
- Prepare graphical charts.
- Interpret the results of various operations of statistics.
- Survey and collect data.
- Analyse the data with Suitable Statistical methods.

Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

- Understand Statistical terms.
- Understand the importance and application of statistics
- Prepare Different types of graphical representations.
- Interpret the results of various operations of statistics.
- Survey and collect data.
- Analyze the data with Suitable Statistical methods.

Syllabus

Unit	Course Content
I	<ul style="list-style-type: none">• Define Statistical terms.• Needs and Importance
II	PRESENTATION AND ORGANIZATION OF DATA <ul style="list-style-type: none">• Organization of data:• Class- interval• Simple array• Frequency array



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	<ul style="list-style-type: none">• Frequency Distribution <p>GRAPHICAL REPRESENTATION OF DATA</p> <ul style="list-style-type: none">• Prepare graphical charts.• Bar diagram• Histogram• Pie- chart
III	<p><u>MEASURES OF CENTRAL TENDENCY</u> Definition, Uses, Computation of: Mean, Median, Mode</p> <p>MEASURES OF VARIABILITY</p> <ul style="list-style-type: none">• Range,• Quartile,• Mean deviation and• Standard deviation
IV	<p>MEASURES OF RELATIVE POSITION</p> <ul style="list-style-type: none">• Concept of Relative Position• Percentile Rank• Percentile <p>USAGE OF COMPUTER</p> <p>Excel Data Sheet</p>
<ul style="list-style-type: none">• References: अस्थानाशिक्षण, विज्ञान अनुसंधान एवमसांशयिकी, अरिालपत्रालके विन्स, 2011.• कप्रलएच.के, अनुसंधान विधयां, भागम विप्रंटसम, आगरा• पांडेयके.पी, विज्ञान अनुसंधान, विराणसीशिक्षण विद्यालयप्रकाशिन• Agresti & Finlay, <i>Statistical Methods for the Social Sciences</i>. New Jersey, PrenticeHall. 2010• Garret H.E., <i>Psychological Tests, Methods, and Results</i> Nabu Press, 2011.	



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P Program/Class : Degree/BA	Year: Third	Semester: Fifth
Subject Education		
CourseCode:E010503P	Course Title: Practical: Administration and Interpretation of Score of a psychological test- Achievement/ Intelligence/ Personality/ Aptitude	
Course Learning Outcomes On completion of this course, learners will be able to: • Develop an stronger orientation towards research • Understand and Administer different Psychological Tests		
Credits: 2	Core Compulsory	
Max. Marks:-	Min. Passing Marks:	
Total No. of Lectures- Tutorials- Practical (in hours per week): P- 2/ w		
Unit	Topic	No. of Lectures
I	• Psychological Test: Types and Utility for Guidance and Counseling	5
III	• How to administer and Interpret score of Achievement/ Intelligence/ Personality/ Aptitude/ Text	25
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Test administration Report- 15 marks Viva-10		



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Suggested Readings:

- गुणाए.पी., विवैकमपनएिंमू यांकन, विारिापसु तकभिन, आगरा
- नन्ि.पचौरीएिंमाम, शिक्षामनोशिज्वानएिंमापन, संजयपल लकेनिंस, आगरा
- भटनागरएस, शिक्षामनोशिज्वान, सयू मपललकेनि, 1998
- शसंहए.के, शिक्षामनोशिज्वान, भारतीभिन, पटना
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing Co. Inc. 1976

- Garret H.E., *Statistics in Psychology and Education*, Parag on International Publishers, 2005 (Hindi & English)
- Ottand L ongnecker. *Statistical methods and data analysis*. CA: Duxbury Pacific Grove, 2001
- Patel, R.S. *Statistical techniques for data analysis*. (n.p.) Academic Publishing GmbH & Co. 2012

Shavelson, R.J. *Statistical reasoning for the behavioral sciences*. Boston, Allyn and Bacon. 1988

B.A THIRD YEAR

SEMESTER V (PRACTICAL)

B.A .3^RYEAR,

SEMESTER v

PROJECT

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



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Course Code: E010503P	Course Title: Research Project	
Course Learning Outcomes: On completion of this course, learners will be able to: <ul style="list-style-type: none">• Develop an stronger orientation towards research• Understand basics of research• Develop Scientific attitude towards research• Collect and analyze data		
Credits: 3	Core Compulsory	
Max. Marks:-100	Min. Passing Marks: 40%	
Total No. of Lectures- Tutorials- Practical (in hours per week):P- 3/w		
Unit	Topics	No. of Lectu
I	Collection of Data related to Education, application of suitable statistical methods, analysis and interpretation of result. OR A. Visit any type of University: It's profile preparation. B. Report on its administrative structure.	15
Note: In Final Examination report shall be examined by external and internal examiners. Assessment: 50% external+ 50% internal		
Suggested Readings: <ul style="list-style-type: none">• गुरुआएस.पी, विज्ञानकमोपनएडिंमलू योंकन, विरिासु तकभिन, आगरा		



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B.A 3RD , SEMESTER VI

COURSE I

(Theory)

Syllabus

Semester	VI Sixth
Course Code	E010601T
Course Title	Educational Administration and Management
Credit	4
Course Objective: On completion of this unit students will be able to -Know and understand about different educational organizations. -Know about the educational management and administration in the Indian school system.	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: On completion of this course, learners will be able to: <ul style="list-style-type: none">• Describe different Educational Organizations.• Compare Administration, Management and Supervision. Differentiate between inspection and supervision.	
Syllabus	
Unit	Course Content
I	<u>EDUCATIONAL ORGANIZATIONS</u> <ul style="list-style-type: none">• Meaning and Types.• Characteristics of Educational Organizations
II	<u>EDUCATIONAL ADMINISTRATION</u> <ul style="list-style-type: none">• Meaning, Concept and Types of Educational Administration.



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	<ul style="list-style-type: none">• Administration vs Management.• Principles of Educational Administration.• Administrative Skills.
III	<p>DEVELOPMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT</p> <ul style="list-style-type: none">• Classical School• New Classical School• New Management
IV	<p><u>FUNCTIONS OF EDUCATIONAL ADMINISTRATION</u> POSDCORB Zohari window</p>
	<p>● References:</p> <ul style="list-style-type: none">● .पी. वि. कृष्णकृष्ण, आरलालबकु डीपोट, 2015● ओडएल.के, वि. कृष्णकृष्ण, राजस्थानशहं वि. ग्रंथअकाडिमी, जयपुर● मिमाम, एल.एन. भारतीयशिक्षाव्यस्थापिंप्रिंसिपलसतंत्र, राजस्थानशहं वि. ग्रंथअकाडिमी, जयपुर .● Bhatnagar S.S. & Gupta P.K. (Educational Administration and Management) (n.p.).● Khawas, E. Accountability and Quality Assurance: New Issues for Academic Inquiry, International Handbook of Higher Education, vol. (1) Springer Verlag, Berlin 2006● Kudesia, U. Chandra (n.d.) Education Administration Management (n.p.).● Sharma, R.A. (n.d.) Education Administration and Management. Meerut, Loyal Book Depot.● Sukhiya, S.P. (n.d.) Vidyalaya Prashashan Avam Sangathan. Agra, Agarwal publication.● http://mlrd.gov.in/school-education● http://mlid.gov.in/schemes-1



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B.A. 3RD, SEMESTER VI

COURSE II (THEOREY)

Syllabus

Semester	Sixth
Course Code	CourseCode:E010602T
Course Title	Mile stones and New Dimensions of Indian Education
Credit	04
Course Objective: This unit will enable students in the following: To understand the different dimensions of Indian Education system. To apprise them about Educational thechnology To understand use different online educational resources. To Understand the concept of environment, environmental education, important issues.	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: <ul style="list-style-type: none">● List the different education programs and schemes.● Student understand about Educational Technology.● Learn to use OERS, Journals and e- Magazines, e- pathshala● Understand the concept of environment, environmental education, important issues.● Students are aware of environmental conservation and its implications.	
Syllabus	
Unit	Course Content



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I	<p>MILESTONES: MAIN PROGRAMS AND SCHEMES</p> <ul style="list-style-type: none">• ICDS• SSA.• Mid-day Meal.• SSA• RMSA.• RUSA.• NMEICT.• RTE.• PMMMNMTT.
II	<p><u>EDUCATIONAL TECHNOLOGY</u></p> <ul style="list-style-type: none">• ICT: Meaning, Type, Concept and Needs.• ICT and Education.• Approaches of Educational Technology. <p>Computer and Internet: Application in Education</p> <p><u>INITIATIVES AND INNOVATIONS</u></p> <ul style="list-style-type: none">• EDUSAT, EDUCOM.• MOOCS,• SWAYAM.• OERs.• e- journals and e-Magazines.• NIRF,• e-Pathshala.
III	<p>ENVIRONMENT: CONCEPT AND CONCERNS</p> <ul style="list-style-type: none">• Environment and Ecosystems.• Environmental Pollution.• Ozone layer depletion.• Green-house effect.• Global Warming.
IV	<p>ENVIRONMENT AND EDUCATION</p> <ul style="list-style-type: none">• Environmental Education: Concept, Aims and importance.• Awareness towards Environmental Issues. <p>Conservation of Natural Resources and Utilization of Non-Conventional Resources.</p>
<p>• References: या. ए. एस. आर. रू. त. ग. क. न. प. सु. त. कम. रि. 2001</p>	



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- *मामजो.आराशेक्षणतकनीकी,सिंरूपएंडसन्स,न्यूयॉर्क,1992*
- *भांिूआर.आर,साक्षरताशिक्षा,एिंनंिाचार,हंसाप्रकांिन,जयपरु*
- *सकसेनांआर.आर,निाचारीशिक्षणपद्धतयांं,राजस्थानशहन्िीग्रंथअकांिमी*
- *Agarwal,S.P.andAggarwal,J.C.Environmentalprotection,educationanddevelopment.New Delhi,NewConcepts. 1996*
- *Aggarwal J.C. Essentials of Educational Technology - Learning Innovations.NewDelhi,VikasPublications. 1995*
- *Kumar,K.L.EducationalTechnology,NewDelhi,NewAgeInternational(P)Ltd.Publishers.2000*
- *Kaushal,S.&Mahapatra.EmergingTrendsInInclusiveEducation.Delhi,IVYPub.2007*
- *LaxmiS.InnovationsinEducation,DelhiSterlingPublishers.1989*
- *Reddy,P.K.&Reddy,N.D.EnvironmentalEducation.Hyderabad:Neelkamalpublications. 2001*
- *Sampath,K.et.Al.IntroductiontoEducationalTechnology,New Delhi,Sterling Publishers.1998*
- *Sharma, B. L., &Maheswari, B. K. Education for environmental and humanvalue.Meerut,R.LallBooksDepot.2008*
- *Singh,Y.K.Teachingofenvironmentalscience,NewDelhi,APHPublishing2009*
- *Corporation. Underwood, Jean D.M., and Underwood, G.Computers andlearning–helpingchildrenacquirethin*

B.A. 3rd YR SEMESTER VI

COURSE III

(PRACTICAL)

Semester	Sixth
Course Code	:E010603P
Course Title	Practical- I Visit to an Anganwadi Centre and report preparation.



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	II. Write and submit an article on any trending Socio Cultural- Environmental Issue.
Credit	2
Course Objective: After successful completion of the Syllabus, learners will be able to <ul style="list-style-type: none">- Understand and know about ICDS and aanganwaadi.- Know about different schemes run by government- Understand current issues and write an article.	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: On completion of this course, learners will be able to: <ul style="list-style-type: none">● Develop a stronger orientation towards research.● List the schemes and their functions.● Understand and Conceptualize ICDS and Anganwadi.● Understand current issues and write an article.● Comprises different schemes and their benefits to society.	
Syllabus	
Unit	Course Content
I	ICDS (Integrated Child Development Services): Introduction
II	<ul style="list-style-type: none">● Anganwadi: Introduction, Structure, Supervision,● Utility, Challenges.
III	<ul style="list-style-type: none">● How to write an article: steps and ethics.
IV	<ul style="list-style-type: none">● Sources of literature and their usage.
Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Anganwadi Report and Article Presentation- 15 marks Viva- 10	



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PROJECT

Syllabus

Semester	SIXTH
Course Code	E010601R
Course Title	Research Project
Credit	3
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: Course Learning Outcomes On completion of this course, learners will be able to: <ul style="list-style-type: none">• Develop a stronger orientation towards research.• Understand Basic methods of research. and• Different research tools	
Syllabus	
Unit	Course Content
I	VISIT any Distance Education center. Interview its administrator and five students. Compare the Distance Education and Regular Education and prepare report. OR For Understanding Social disadvantages, Interview a working child/ a child who has experienced natural calamity or war or Terrorist Attack/ Orphan/ Urban or rural poor child/ a child who does not go to school/ or a person who got married as a child.
References:	



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- भटनागर, वि. वै. कृष्णकानुसंधानकीकायमणाली, आर. लालबुकशहप
ो, मेरठ
- गुप्ता एस. पी., वि. धसं. वि. मिशिका, वि. रि. पि. पुस्तकभ
वि. न, आगरा
- नन्. पि. चौरै. वि. मं. वि. मि. म, शिक्षामनोशिक्षानवि. मं. पापन, संजयपल
लके. वि. न्स, आगरा
- पाण्डे. यके. पी., वि. वै. कृष्णकानुसु
ंधान, शिक्षाशिक्षालयप्रि. सन, वि. ारणसी
- Anastasi, A. *Psychological Testing*. New York, Macmillan Publishing
Co. Inc. 1976

NCERT Curriculum and Evaluation, New Delhi, NCERT 1990

Syllabus

Fourth year, Seventh Semester

Paper 1

Semester	VII
Course Code	E010701T
Course Title	Philosophical Foundation of Education
Credit	4
Course Objective: After completing this course, the students will be able to:	
(i) Understand the nature of function and importance of educational philosophy and the relation between philosophy and education.	



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- (ii) Critically differentiate between various branches of western philosophy such as metaphysics, epistemology and Axiology.
- (iii) Explain the different branches of Indian and western philosophy and work out their educational implications.
- (iv) Critical appraisal of the contributions of prominent Indian educational thinkers to education.
- (v) Understand the process of knowledge creation in the context of Indian educational thinkers.

Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

- (i) Comprehend and understand the nature of function and importance of educational philosophy and the relation between philosophy and education.
- (ii) Critically differentiate between various branches of western philosophy such as metaphysics, epistemology and Axiology.
- (iii) Explain the different branches of Indian and western philosophy and work out their educational implications.
- (iv) Critical appraisal of the contributions of prominent Indian educational thinkers to education.

Syllabus

Unit	Course Content
I	<p><u>Education and philosophy-</u></p> <p>Meaning, nature, scope and importance of education and philosophy relationship between education and philosophy different forms of educational and new approach to <i>philosophy</i>.</p> <p><i>Branches of Philosophy</i>-Traditional branches of philosophy-metaphysics, Epistemology, Axiology and logic-their implication for education practice.</p> <p>Modern concept of philosophy-Linguistic analysis positivism and relative positivism-critical analysis of Political thought with implications for education.</p>
II	<p><u>Indian Schools of Philosophy-</u></p> <p>Sankhya, Vedanta, Yoga, Buddhism, Jainism, Islamic traditions Basic Principles and their educational</p>



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	implications with special reference to the concept of knowledge reality and values.
III	<u>Western schools of Philosophy-</u> Idealism, Naturalism, Pragmatism, Realism, Existentialism, Marxims- their implications in terms of educational objectives, curriculum methods of teaching and Discipline with special reference to the concepts of knowledge, reality and values.
IV	<u>Modern Indian educational philosophers:</u> Swami Vivekananda, Mahatma Gandhi, Ravindranath Tagore, Sri Aurobindo and Dean Dayal Upadhyay their Educational thoughts and implication in the contemporary perspectives. Modern concept of philosophy: Logical analysis, Logical empiricism and positive relativism.(Morris L..Prigge)
	<ol style="list-style-type: none">1. References:Dinkar, RamdhariSingh :Sanskrit KeCharAdhyay,Udayacha,Prakashan,Patna.2. Hirriyana, MTheEssentialofIndianPhilosophy.3. Mad Wingo(1974):PhilosophyofEducation,AnIntroduction.4. Pandey,RS.(1995):SHIKSHADARSHAN, VinodPustakMandir, Agra.5. Jaffar,S.M.(1936):EducationinMuslimIndian,Lahore.6. Oad,L.K.(1979),ShikshakeDrshanikAvamSamajShastriyaAdhar,Jaipur,RajasthanGranthaAcademy.7. DasGupta SN.:Outlinesof IndianPhilosophy,Vols.68. Garulla,Vachaspati: BhartiyaDarshan.9. RadhaKrishanan,S.(2000):IndianPhilosophy,Voll-I&II,OxfordUniversityPress,NewDelhi.



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**Fourth Year, Seventh Semester
Second Paper**

Semester	Seventh
Course Code	E010702T
Course Title	Sociological Foundation of Education
Credit	4
Course Objective: After completing this course, the students will be able to: (i) Understand the implication of sociology and knowledge for explaining the problem of education. (ii) Analyse the basic feature of education as a social system. (iii) Explain various social- economic factors and their impact on education. (iv) Use of Social theories in understanding the process of education. (v) Explain the role of education in social change and social control.	
Syllabus	
Unit	Course Content
I	<u>FUNCTIONS OF EDUCATION</u> <ul style="list-style-type: none">• Individual and Social Development.• Transmission of Cultural Heritage.• Acquisition of Skills.• Acquisition and Generation of Human Values.• Social Cohesion.• Education for Leisure.• Education for National Integration.• Education for International Understanding, Education for HRD.
II	Educational Sociology-



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	<p>(a) Educational sociology: Conceptual concerns-Scope and meaning of sociology, relation between sociology and education, sociology of education-modern and new concepts meaning scope nature and importance, Meaning and nature of educational sociology.</p>
III	<p>Concept of socialization-Role of education, family and community with special reference to Indian <u>Education as a social system-</u></p> <p>(a) Social system and education, meaning and nature, structural and functional sub- system, characteristic of social system, Education and social change, concept of social change, determinants of social change, Education as related to social stratification.</p> <p>(b) Role of Education social control and education social mobility-meaning kinds relation with education and their importance. society, socialization of the child.</p>
IV	<p><u>INTRODUCTION TO INDIAN SOCIETY</u></p> <p>(a) Pluralism and Diversity in Indian Society. Social Stratification of Indian Society: Caste, Class, Gender, race and ethnicity. <u>Equality of Educational opportunities-</u></p> <p>(b) Education: Equity and Equality, Equality of educational opportunities, concepts issues and challenges.</p> <p>(c) Role of education in changing society; Education and holistic social developmental Education and changing social context.</p> <p>(d) Tradition, Modernity and democracy- Concept of tradition and modernization in reference to education. Modernization and education-meaning and importance, Education religion and culture-concept, relations and their importance.</p> <p>(e) Education and politics-</p>



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	(f) Democracy: meaning, objective and role of education in development to democratic values.
1.	References: Brookover, W(1957): The Sociology of Education, New York American Book Co.
2.	Criwin, R.G.(1965): A sociology of Education, New Jersey Prentice Hall.
3.	Core, M.S., IPDesal(1975): The Sociology of Education in India. New Delhi N.C.E. R.T.
4.	Criwin, R.G.(1965): A Sociology of Education, New Jersey Prentice Hall.
5.	Gore, M.S., IPDesal(1975): The Sociology of Education in India. New Delhi N.C.E. R.T.
6.	Halsey, A.,(1975): Sociology and the Equality Debate, Oxford Review of Education, Vol.1, No.-1.
7.	Kumar Krishna(1989): Social Character of Learning, New Delhi, Sage.

**Fourth Year, seventh Semester,
Third Paper**

Semester	Seventh
Course Code	E010703T
Course Title	History and problem of Indian Education
Credit	04
Course Objective: After completing this course, the students will be able to:	



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- (i) Appreciate the glorious past of education during the ancient period.
- (ii) Comprehend the assimilating role of education in medieval India.
- (iii) Analysis the impact of western education on indigenous system.
- (iv) Understand the contribution of colonial rule to the spread of modern education.
- (v) Know the development of education in the post independence period.
- (vi) Explain the problems of Indian Education.

Learning Outcomes: After successful completion of the Syllabus, learners will be able to:

- Comprehend the assimilating role of education in medieval India.
- To analyse the impact of western education on indigenous system.
- Appreciate the glorious past of education during the ancient period.
- Know the development of education in the post-independence period.
- Explain the problems of Indian Education.

Syllabus

Unit	Course Content
I	<p><u>Education during the ancient period-</u></p> <p>(a) Vedic education</p> <p>(b) Buddhist education</p> <p>With special reference to aims, curriculum, methods of instruction, discipline, teacher-taught relation and educational institutions.</p> <p>(c) Education during the medieval period-Muslims education with special reference to aims, curriculum, methods of instruction, discipline,</p>



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	teacher taught relations and the centres of learning.
II	Education during the British period (a) Education during the British period. (b) Charter act of 1913 and oriental- occidental controversy. (c) Macaulay's Minute- 1935. (d) Wood dispatch of 1954 (e) HunterCommission-1982-83 (f) Calcutta University Commission (1917- 19) (g) Basic education-1937 with special reference of main Recommendations suggestion and implementation.
III	Education & Various Commissions After Independence: (a) University education commission (1948- 49) (b) Secondary education commission (1952- 53). (c) Education commission (1964- 66) (d) National policy of education (1986) (e) Review committee P O A (1992 revised) (f) National knowledge commission (2005)
IV	Problems of Indian Education (a) Problems of education system in Indian primary secondary and higher education. (b) Aims and objectives of teacher education at elementary level, secondary level and college level. NCF-2005, N.C.F.T.E.2009, NEP2020.
References: 1. Alteker,A.S.(1934):EducationinAnacienIndia,Varanasi:TheIndianBookshop. 2. Ghosh,S.C.(1989),EducationPolicyinIndiasinceWarrenHastingCalcutta. 3. Jaffar, S. M.(1936),Education in Muslim India, Lahore. 4. Kumar, Krishna(1991), Political Agenda of Education Delhi: Sage.	



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5. Mukhaerjee, R.K. (1960), Ancient Indian Education, Delhi: Motilal Banarasi Das.
6. Nurulha S. and J.P. Naik, (1974) A student history of education in India, New Delhi: The Macmillan.

Fourth year, Seventh Semester

Fourth Paper

Semester	Seventh
Course Code	E010704T
Course Title	Educational Research and statistics
Credit	04
Course Objective: After completing this course, the students will be able to: <ol style="list-style-type: none">a) Know the meaning and scope of educational Research.b) Differentiate among fundamental, applied and action research.c) Analyses different methods used in educational research.d) Use statistical techniques for the analysis and interpretation of data.e) Differentiate between qualitative and quantitative methods in educational research.f) Recognize the significance of parametric and non-parametric statistics in educational research.	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: <ul style="list-style-type: none">• Analyses different methods used in educational research• Differentiate between qualitative and quantitative methods in educational research• Know the meaning and scope of educational Research	



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- Differentiate among fundamental, applied and action research.

Syllabus

Unit	Course Content
I	<p>Understanding Research</p> <ul style="list-style-type: none">• Meaning, concept and Paradigms of Research- Meaning need, nature and objectives of Educational Research and its scope.• Various forms of Educational research: Fundamental, Applied and Action Research, Difference among them on the basis of objectives, nature of problem, method and Utility of research, Research Paradigm, Quantitative and Qualitative, their nature, characteristic and features Scientific inquiry and Theory development.• Major approaches to research-Descriptive research, ex post- facto research, laboratory experiment, field experiment, field studies and Historical research
II	<p>Research Process:</p> <p>Identifying problems of research-Principle and definition of problem selection, Selection and Formulation of research problem, criteria and sources for identifying the problem. Delimitations of research problem.</p> <p>Hypothesis-Process, sources, purpose, characteristic and types of hypothesis, Hypothesis testing, formulation of generalization and conclusions. Review of related literature</p>
III	<p>Population and Sampling in Research-</p>



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	<p>Population and Sampling techniques in Educational research- concept and meaning of population and Sample in research, needs and type of sample, Characteristics of a good sample Probability and Non-Probability sampling method, procedure and limitations. Tools of Research- Concept and Characteristics of good research tool. Types of research tools and techniques, their uses, Some specific research tools and their chief features and procedures for developing them. Interview and questionnaire, observations, test and scales, projective and sociometric techniques</p>
IV	<p>A- Statistical Techniques-</p> <ul style="list-style-type: none">(a) Measures of central tendency-Computation of mean, median, mode and explaining their uses in treatment of data.(b) Measures of variability- Range, mean deviation, standard-deviation, variance and quartile deviation and their uses.(c) Correlation-meaning of correlation, calculation and interpretation of coefficient of correlation by Spearman and Pearson's method, Phi-coefficient of Correlation, partial-correlation, Multiple-correlation.(d) Test of significance, types of error, The T-test, The F-test (one way and ANOVA), Non parametric tests (Chi-Squaretest).
	<ol style="list-style-type: none">1. References: Best John W. (1993) : Research in Education, Prentice Hall Incorporation, NewDelhi.2. Corey, Stephen M (1954) : Action Research to improve School Practices, Bureau of Publication, Teacher College, Columbia University, New York.3. Dalen, Van& Deobold B.Van (1973): Understanding Educational Research, An Introduction (3rd Edition) McGraw Hill & Book Company, New York.



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4. Ferguson, G.A. (1981) : Statistical Analysis in Psychology and Education ,Mcgraw Hill International Book Company, New York.
5. Garrett,H.E.(1981):StatisticsinPsychologyandEducation,Vaki sFeffersandSimons,Pvt.Ltd.Bompay.
6. Guiford,J.P.(1986):FundamentalofStatisticsinPsychologyand Edcation,McGrawHillBookCompany,NewYork.
7. Kerlinger, Fred N. (1983) : Foundations of Behavioural Research, SurjeetPublication,7K.KolhapurRoadKamalaNagar,Delhi.

Practical

Semester	Seventh
Course Code	E010705P
Course Title	Practical
Credit	

Syllabus

Unit	Course Content
I	<ul style="list-style-type: none">• Reading and reflection of any two of the texts of Indian Educator mention in Philosophical Foundation of Education.
II	<ul style="list-style-type: none">• One Book review related to Sociological Foundation of Education.• Viva Voce (comprehensive)
III	



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IV	

Fourth year, Eight semester.

Paper 1

Semester	Eight
Course Code	Psychological Foundation of Education
Course Title	E010801T
Credit	4
<p>Course Objective: After completing this course, the students will be able to:</p> <ul style="list-style-type: none">(i) To understand concepts and principles of educational psychology as an Applied Science(ii) To enable them to understand the process of Human Development, Related psychological theories and their implications for education.(iii) To acquaint them with the concept and process of learning related theories and their Educational implications.(iv) To orient them with the Nature and concepts of Individual Differences, <i>Intelligences</i> , Creativity etc. and their Implications for Education.(v) To examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behaviour with their Educational implications.(vi) To understand the concepts and Theories of personality and its assessment technique <p>course contents-</p>	
<p>Learning Outcomes: After successful completion of the Syllabus, learners will be able to:</p>	



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- To examine critically the concepts of Mental Health, Mental Hygiene and the Nature of Group Behaviour with their Educational implications
- To understand concepts and principles of educational psychology as an Applied Science
- To enable them to understand the process of Human Development, Related psychological theories and their implications for education.
- To acquaint them with the concept and process of learning related

Syllabus

U n i t	Course Content
I	<p>(a) Educational Psychology-meaning, nature, aims, scope, Indian and Western Views, Relationship of Education and Psychology. Contribution of Psychology to education. Methods of Education psychology. The relevance of educational psychology in teaching-learning process.</p> <p>(b) Growth and Development- Concept, Foundation & causes, Principles of development, difference between growth and Development, cognitive, social, emotional and intellectual development, main characteristics and educational implications. Development of concept formation, logical reasoning, problem solving and creative thinking, language development. Role of heredity and environment.</p>
II	<p>(a) Learning-concept, kinds and levels of learning Robert</p>



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	<p>Gagne's hierarchy, factors affecting learning, Transfer of learning-meaning, theory and its educational implication. Theories of learning- Thorndike, pavlov, skinner, Hull, Tolman, Lewin field theory.</p> <p>(b) Creativity- meaning, nature, process, identification and fostering creativity through education, Main aspects of creativity and intelligence, measurement of creativity.</p>
II I	<p>(a) Intelligence- meaning, Indian Anthakaran chatushtaya western concept- main point. Theories- Guilford's theory of intelligence, Gardener's concept of intelligence- chief features and educational Implications, Emotional Intelligence meaning, chief features and educational implications, Measurement of Intelligence.</p> <p>(b) Motivation- concept, nature, content and process theories, Indian view Purusharth chaiushaya (dharma, Artha, Kam Moksh) and educational implication Techniques of motivating for diverse group of learners including challenged groups. Motivational Strategies for special children- Educationally backward children, Gifted and Mentally retarded child- Identification and educational provision.</p>
I V	<p>(a) Personality- Meaning Panchkoshiya development and Sata, Raja, Tam Guna dominated personality and its, Educational Implication, Traits and Types of personality. Indian concept of personality, western concept of personality and theories- trait approach Alport psychoanalytic theory- Freud, Humanistic theory-Rogers, Measurement of personality.</p>



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(b) Mental health and hygiene- process of adjustment, conflicts and defence mechanism, mental hygiene and mental health. Sex Education-concept, need and relevance.

1. **References:**

1. Bernard, Harold W. (1972): Psychology of Learning and Teaching, McGraw Hill Book Company.
2. Bhatnagar, S. and Saxena, A.: Advanced Educational Psychology, R. Lal Book Depot, Meerut.
3. Chauhan, S.S. (2002): Advance Educational Psychology, Vikas Publication House, New Delhi.
4. Cronback, L.J. (1954): Educational Psychology, Harcourt Brace, New York.
5. Dececco, J.P. and W. Crawford (1988): Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
6. Dutt, N.K. (1974): Psychology Foundation of Education, Dowaba House, New Delhi.
7. Gagne, Robert M. (1970): The Conditions of Learning, Holt, Reinhart and Winstone, Inc. New York.
8. Mangal, S.K.: Essentials of Educational Psychology, Prentice Hall of India, New Delhi.
9. Pandey, K.P. (2007): Advance Educational Psychology, Vishwavidyalaya Prakashan, Varanasi.
10. Skinner, C.E. (2003): Educational Psychology Fourth Edition Prentice Hall of India New Delhi.
11. Travers, John F. (1979): Educational Psychology, Harper and Row Publishers.
12. Travers. Robert M.W. (1973): Educational Psychology-A Scientific Foundation for Educational Prentice. The Macmillan Company, New York.
13. Bhatia, H.R. (1968): Elements of Educational Psychology, Calcutta Orient Long Man.



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14. Mangal, S.K. (2012): Educational Psychology, PHI Learning Private Limited, New Delhi.
15. Prakash, Prem: Psychological Foundations of Education: Kaishika Publication, New Delhi.

**Fourth year, eight semester
Paper 2**

Semester	eight
Course Code	E010802T
Course Title	Comparative Education
Credit	04
Course Objective: After completing this course, the students will be able to: <ol style="list-style-type: none">(i) To understand comparative education as a new discipline.(ii) Develop an understanding about the educational system in terms of factors and approaches of comparative education.(iii) Development of skill that enable one to assess the efficacy of educational systems of different countries in terms of the dominant trends prevailing these.(iv) Develop a perspective about the implications of comparative education for solving existent educational problems in India.(v) Analyse the structure of education in comparative perspectives.(vi) Explain why dissemination of education is important.	
Learning Outcomes: After successful completion of the Syllabus, learners will be able to: <ul style="list-style-type: none">• Analyse the structure of education in comparative perspectives	



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- Understand comparative education as a new discipline.
- Develop an understanding about the educational system
- Develop a perspective about the implications of comparative education for solving existent educational problems in India.

Syllabus

Unit	Course Content
I	<p>(a) Comparative Education: Meaning aims and implications.</p> <ul style="list-style-type: none">• Scope, Methods and major concepts of comparative education.• Intra and inter educational analysis. <p>(b) Modern trends in world education- national and Global.</p> <ul style="list-style-type: none">• Factors affecting national system of education in India.
II	<p>(a) Comparative Education: Factors and Approaches- Racial, Geographical, Economic, Cultural, Sociological, Philosophical, Linguistic, Scientific, Ecological, Religious, Political.</p> <ul style="list-style-type: none">• Cross- disciplinary approach used in comparative education. <p>(b) Democracy and Nationalism.</p>
III	<p>(a) A Comparative study of the systems of education of different countries with special reference to-</p> <ul style="list-style-type: none">• Pre- primary education- U. S. A., U. K. Russia, Japan, India-Aim, Organization and curriculum.



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	<ul style="list-style-type: none">• Primary Education- U.S.A., U.K. Russia, Japan, India- Aim, Organization and curriculum.• Secondary Education- U.S.A., U.K. Russia, Japan, India- Aim, Organization and curriculum.• Higher Education- U.S.A., U.K. Russia, Japan, India- Aim, Organization and curriculum. <p>(b) Teacher Education-India, Japan, U.S.A., U.K. Russia, France Aim Organization and curriculum.</p> <ul style="list-style-type: none">• Women's Education- India, Japan, U.S.A., U.K. Russia Aim Organization and curriculum.
IV	<p>(a) Problems prevailing in developing countries with special reference to India their causes and solution through education.</p> <ul style="list-style-type: none">• Poverty• Unemployment• Population explosion• Terrorism• Casteism and communalism• Illiteracy <p>(b) Role of U.N.O. in Improving Educational opportunities among member countries. Official organs of U.N.O. and their educational activities in India.</p>



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1.	References: Agrwal J.C. Comparative Education in India, U.K., U.S.A., U.S.S.R. Arya Book Depot.
2.	Chaube S.P. Features of comparative Education, a Agrawal Publication, Agra.
3.	Chaube S.P. & Chaube A., (1998) Comparative Education, Vikash Publishing House Pvt. Ltd. New Delhi.
4.	Dutta, B.S.V. (2004) Co-operative Education - A comparative study of Educational systems DVSPublishers & Distributors, Guwahati.
5.	Naik, S.P. (2003) Perspective on comparative Education, Anmol Publication, New Delhi.
6.	Sharma R.A. Comparative Education: Educational System & Problems of the World R. Lal Book Depot. Meerut.
7.	Sharma, Y.K. Comparative Education: Comparative study of Education System

Fourth Year, Eight Semester Fourth paper

Semester	Eight
Course Code	E010804T
Course Title	Value and Peace Education
Credit	4
Course Objective: After completing this course, the students will be able to:	
(i) Understand the concept of value and its different categories.	
(ii) Understand about the nature of peace, value and different procedures of addressing the conflicts.	
(iii) Use different techniques for inculcation of peace related values.	
(iv) Analyze different agencies like home, school and	



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<p>community for enrichment of peace related value.</p> <p>(v) Understand the nature of peace, objectives and relevance of peace education in the present context.</p> <p>(vi) Understand the value education and its relevance for different levels of teacher education programming.</p>	
<p>Learning Outcomes: After successful completion of the Syllabus, learners will be able to:</p> <ul style="list-style-type: none">• Understand the concept of value and its different categories• Understand about the nature of peace, value and different procedures of addressing the conflicts.• Understand the value education and its relevance for different levels of teacher education programming	
Syllabus	
Unit	Course Content
I	<p>Concept of peace: meaning and classification</p> <p>A. Peace - Meaning, nature and its relevance in the context of the present global scenario, Sources of peace.</p> <p>B. Classification of peace-positive and negative peace, concept, characteristics, remedy to minimize the negative peace, Indian and western view point in respect of peace.</p> <p>C. Role of different organizations like UNESO in peace enrichment.</p>
II	<p>Value: meaning & classification of values for promoting peace</p> <p>A. Value- Meaning, nature and its relevance in present global scenario.</p>



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	<p>B. Classification of value.</p> <p>C. Role of community, school and family in the development of value.</p>
III	<p>Peace Education: meaning and pedagogy in relation to peace</p> <p>A. Peace education- meaning, objectives, scope and its relevance.</p> <p>B. Methods for peace education.</p> <p>C. Ongoing researches in the field of peace education - present</p>
IV	<p>Value Education</p> <p>A. Value education- Meaning, nature, objectives, scope and its relevance.</p> <p>B. Value education, fundamental right, duty and role of teacher.</p> <p>C. On going researches in the field of value education and the implications for present scenario in respect of peace.</p>
	<p>➤ References:Chakrabarti, Mohit :Valueeducation.</p> <p>➤ Patil, V.T.: ValueeducationandHumanrightsEducation, GnosisPublishers.</p> <p>➤ Raghuvansh, Sujata: HumanRightsandDutieseducation, MahaveerandSons, NewDelhi.</p> <p>➤ Smith, P.G.(1970): TheoriesofValueandproblemsofEducation, UniversityofIllinoisePress, London.</p> <p>➤ Tiwari, K.K.: Educationforvalues.</p>



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- Thomas Kutty, P.G. & George, M.: Human Rights and Value in Education, Discovery Publishing House Pvt. Ltd., New Delhi.
- Nanda, R. T. (1997): Contemporary Approaches to Value Education in India, Regency Publication, New Delhi.
- Joshi, Kireet: Philosophy of Value Oriented Education, Theory and Practical, Indian Council of Historical Research (ICHR), New Delhi.

Fourth year, Eight Semester Practical

Semester	Eight
Course Code	E010805P
Course Title	Practical
Credit	4
Syllabus	
Unit	Course Content
I	<p>A. Each student will have to administer any three of following tests and prepare a detailed report:</p> <ol style="list-style-type: none">1. Interest : To measure the interest by Interest inventory2. Adjustment : To know the level of adjustment3. Creativity : Measurement of creativity4. Learning : Learning by substitution method or code basis.5. Personality test : TAT, Extrovert- Introvert inventory6. Objective type tests pan of attention or apprehension.7. Intelligence test: General mental ability intelligence test. <p>B. One book review related to semester I and text:</p> <p>Note:—It will be mandatory for every student to prepare a test</p>



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	file, Practical examination will be conducted on any two of the above stated tests.
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**Curriculum in Accordance with
National Education Policy – 2020**

Programme Name:	B.A.
Subject:	ECONOMICS



Department of Economics

Jananayak Chandrashekhar University, Ballia

Shaheed Smark, Near Surha Taal, Basantpur, Ballia – 277301, Uttar Pradesh, India

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/First
Course Code	A080101T
Course Title	Principle of Micro Economics
Credit	6

Course Objective: To educate students about consumer behavior and production, different types of market. To introduce students with different types of market and pricing of resources.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- .The students are familiarized with basic concepts of microeconomics.
- .The students learn and understand the concepts of consumer behavior.
- .The students learn and understand the theory of production.
- .The students learn and understand the theory of distribution.
- The students are able to understand decision- making process in different market situations.

Syllabus

Unit	Course Content
I (24 Lectures)	Introduction: Problem of scarcity and choice, Production possibility frontier. Consumer Theory- Utility Analysis: Law of diminishing marginal utility, Principle of equi- marginal utility law. Indifference Curve analysis: Concept of Indifference curve, Properties of Indifference curve, Marginal Rate of Substitution, Budget line, Consumer's equilibrium. Demand Analysis: Concept of Demand, Demand Function, Types of Demand, Law of Demand. Elasticity of Demand: Price elasticity its types and measurement, Income elasticity, Cross elasticity. Supply Function, Law of Supply. Theory of Revealed Preference- Samuelson's Approach.
II (22 Lectures)	Theory of Production: Concept of Production, Production function, Law of variable proportions, Law of Return to Scale. Iso Product Curve, its properties, Marginal Rate of Technical Substitution, Iso cost line, Producer's Equilibrium. Cost Analysis: Short run cost analysis, Long run cost analysis.
III (22 Lectures)	Market Structure; Perfect Competition: Concept and Characteristics, Equilibrium of the firm in the short run and long run, Equilibrium of the industry in the short run and long run. Imperfect Competition: Concept, types and Characteristics, SR & LR price determination under Monopolistic competition. Theory of Monopoly Firm : Concept and Characteristics, SR & LR Price decision of a monopoly firm, Price discrimination.
IV (22 Lectures)	Income Distribution and Factor Pricing: Marginal Productivity Theory of Distribution. Theory of Rent: Ricardo's, Quasi Rent, Modern Theory. Theory of Interest: Classical, Loanable fund theory, Liquidity preference theory. Theory of wages: Marginal Productivity theory of wages, wage determination under perfect and Imperfect Competition. Theory of Profit: Innovation theory, The Risk theory, Uncertainty theory.

References:

- .Ahuja, H.L (2012) : "Ucchatar Arthik Siddhant", S.Chand & Company, New Delhi.
- .Lal, S.N (2013): "Arthshastra Ke Siddhant", Shiva Publishing House, Allahabad
- .Samuelson, Paul.A & Nordhaus, William.D (2010): "Economics", Tata McGraw Hill.
- .Lipsey, Richard & Chrystal, Alec (2011) : "Economics", Oxford University Press Publications New Delhi.,
- .Pindyck, Robert.S., Rubinfeld. Daniel.L., Mehta. Prem.L (2009): "Microeconomics", Pearson.
- .Koutsoyiannis, A (2008) (2nd ed): "Modern Microeconomics", Macmillan.
- .Stonier, A.W & Hague. Douglas.C (2003) (5th ed) : "A Text Book of Economic Theory", Pearson.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Second
Course Code	A080201T
Course Title	Principle of Macro Economics
Credit	6

Course Objective: To educate students about National Income, its concepts, theory of employment, consumption function, saving function, concept of investment, interest rate and inflation.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Students are able to explain national income, comprehend calculation methods of national income, and concepts related to national income.
- Students are able to comprehend classical theory of employment and the Keynesian approach.
- Students are able to comprehend the concept of multiplier and its working.
- Students are able to understand the relationship between inflation and employment.
- Students are able to relate factors determining national income such as consumption, saving and investment.

Syllabus

Unit	Course Content
I (24 Lectures)	Introduction: What is macroeconomics? Macroeconomic issues in an economy. Macro vs. Micro Economics, Limitations of Macroeconomics; Introduction to National Income. National Income Accounting: Concepts of National Personal Income, Disposable, Private Income. Measurement of National Income- Income, expenditure, product or Value added Methods and related aggregates; limitations of the GDP. Concept. Circular Flow of Income and expenditure in two, three, and four-sector economy.
II (22 Lectures)	Classical Theory of Employment. Say's Law of Markets. Keynes'. Objection to the Classical Theory; Aggregate Demand and Aggregate. Supply Functions; The Principle of Effective Demand; Consumption. Function - Average and Marginal Propensity to Consume;
III (22 Lectures)	The Investment Multiplier; Theory of Investment - Autonomous and Induced Investment; Marginal Efficiency of Capital; Principle of Accelerator. Rate of Interest: Classical, Neo-Classical and Keynesian Theories of Interest.
IV (22 Lectures)	IS-LM Analysis: Derivations of the IS and LM functions; IS-LM and aggregate demand; shifts in the AD curve. Inflation and Unemployment Concept of inflation; determinants of inflation; relationship between inflation and unemployment: Phillips Curve in short run and long run.

References:

1. Ackley, G (1976) : Macroeconomics: Theory And Policy, Macmillan, New York.
2. Ahuja, H.L (2012) : Macroeconomics: Theory and Policy, S. Chand & Company, New Delhi.
3. Branson, W.A (1989) : Macroeconomics Theory And Policy, Harper & Row.
4. D.L (1969) : Advanced Macroeconomics, McGraw Hill, New York.
5. Dornbusch, Rudiger & Startz, Richard (2012): Macroeconomics, Tata McGraw Hill Education.
6. Dwivedi, D.N (2010) : Macroeconomics: Theory and Policy, Tata McGraw Hill Education.
7. Gupta, R.D. & Rana, A.S (2009) : Keynes post-Keynesian Economics, Kalyani Publishers, New Delhi & Ludhiana.
8. Jhingan, M.L (2010): Macroeconomics, Vrinda Publications, New Delhi.
9. Shapiro, Edward (2005): Macroeconomic Analysis, Galgotia Publications, New Delhi.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Third
Course Code	A080301T
Course Title	History of Economic Thought
Credit	6

Course Objective: To educate students about consumer behavior and production, different types of market. To introduce students with different types of market and pricing of resources.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- The students are familiarized with basic concepts of microeconomics.
- The students learn and understand the concepts of consumer behavior.
- The students learn and understand the theory of production.
- The students learn and understand the theory of distribution.
- The students are able to understand decision- making process in different market situations.

Syllabus

Unit	Course Content
I (23 Lectures)	Economic Thought of Kautilya (Vartashastra), Dada Bhai Naoroji, RC Dutt, BR Ambedkar, Mahatma Gandhi (Sarvodaya arthniti, aarthik vrat evm trusteeship ka siddhant), Pt. Deendayal Upadhyay (ekam arthniti evm aarthik loktantra), JK Mehta (Definition of economics and Concept of representative firm)
II (23 Lectures)	Mercantilism: Main Characteristics; Physiocracy: Theory of Natural Order, Classical Period: Economic idea of Adam Smith - Division of Labour, Theory of Value, Capital Accumulation, Distribution, Views on Trade, Economic idea of David Ricardo: Theory of Distribution, Ideas on International Trade; Economic idea of Thomas R. Malthus: Theory of Population, Theory of over production.
III (22 Lectures)	Economic idea of Karl Marx : Labour theory of value, Theory of surplus value, Theory of Social Change, Profit, And Theory of Capitalist Crisis; Economic Ideas of J.B. Say , J.S. Mill. Economic Thought of Marshall: Ideas on Consumer's Surplus, Role of Time in Price Determination, Quasi- Rent. Economic Thought of Pigou: Concept of Welfare.
IV (22 Lectures)	Economic Thought of Schumpeter: Theory of economic development, Theory of Trade cycle. Economic Thought of Gossen: Law of Diminishing marginal utility, Equi marginal utility law. Economic Thought of Walras: Value related view, Theory of general equilibrium. Economic Thought of Fisher: Quantity theory of Money.

References:

1. Bhatia, H.L : History of Economic Thought , Vikash Publishing House.
2. Blackhouse, R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.
3. Ganguli, B.N (1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.
4. Hajela, T.N (2011) : Aarthik Vicharon Ka Itihas , Ane Books.
5. Hajela, T.N (2011) : History Of Economic Thought , Ane Books.
6. Jhingan, M.L (2008): Aarthik Vicharon Ka Itihas , Vrinda Publications, New Delhi.
7. Kautilya (1992), The Arthashastra, Translated And Introduced By L.N.Rangarajan, Penguin Books.
8. Loknathan, V (2009) : History of Economic Thought , S.Chand & Company.
9. Schumpeter, J.A (1954): History of Economic Analysis, Oxford University Press, New York.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Fourth
Course Code	A080401T
Course Title	Money, Banking and Public Finance
Credit	6
Course Objective: To educate students about monetary phenomenon in the economy, value of money, concept of public expenditure, public revenue and public debt.	
Learning Outcomes: After successful completion of the syllabus, learners will be able to: <ul style="list-style-type: none"> • Understand simple concepts related with monetary economics and banking theory. • Comprehend the potential importance of monetary phenomenon in the economy. • Understand the sources of finance both public and private • Understand the possible burden, benefits and distribution of various types of taxes among various classes of people, know the general trend and impact on general welfare and arouse them to suggest good and bad tax system. 	
Syllabus	
Unit	Course Content
I (23 Lectures)	Money and Value of Money: Money - Meaning, Functions and Classification; Gresham's Law; Quantity Theory of Money - Cash Transaction and Cash Balance Approaches; The Keynesian Approach: Real balance, Fundamental equation. Supply of Money: Definitions, Determinants of Money Supply.
II (23 Lectures)	Commercial Banking: Meaning and types; Functions of Commercial Banks; The process of Credit Creation - Purpose and Limitations; Functions of a Central Bank: Quantitative and Qualitative Methods of Credit Control - Bank Rate Policy, Open Market Operations, Variable Reserve Ratio and Selective Methods; Role and Functions of the Reserve Bank of India;
III (22 Lectures)	Nature and Scope of Public Finance: Meaning and scope of Public Finance; Distinction between Private and Public Finance; Public Goods Vs. Private Goods; The Principle of Maximum Social Advantage; Public Expenditure: Meaning, Classification Canons and Effects of Public Expenditure.
IV (22 Lectures)	Sources of Public Revenue; Taxation — Meaning, Canons and Classification of Taxes; Division of Tax Burden — The Benefit and Ability-To-Pay Approaches; Impact and Incidence of Taxes; Taxable Capacity; Effects of Taxation; Fiscal policy: Components, Instruments, Objectives. Role of Fiscal Policy in Developed and Developing Countries, Budget Structure of the Government of India, State Budget-Sources of Revenues and Expenditures.
References:	
1- 4-Gupta,S.B (2009) : Monetary Economics-Institutions, Theory & Policy , S.Chand & Company, New Delhi.	
2- Jhingan ,M.L (2012) : Monetary Economics , Vrinda Publications,NewDelhi.	
3- Johansen, Life (1965) :Public Economics, Chicago: Rand McNally.	
4- Lal, S.N (2012): Mudra,Banking, Avam Videshi Vinimay , Shiva Publishing	
5- Head, J.C (1974): Public Goods and Public Welfare, Durham, NC, Duke University Press.	
6- Seth. M.L (2012) : Maudrik Arthshastra , Laxmi Narayan Publications,Agra.	
7- Musgrave,R.A (1959) , The Theory Of Public Finance, McGraw Hill.	

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Fifth
Course Code	A080501T
Course Title	Economic Growth and Development
Credit	5

Course Objective: To educate students about economic development, its various aspects, measurement and Growth models.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- To comprehend the concept and meaning of economic growth and economic development.
- To distinguish between economic growth and economic development.
- To comprehend the issues and challenges in economic growth and development.
- To be familiar with the approaches to development.

Syllabus

Unit	Course Content
I (23 Lectures)	Meaning and difference between Economic Growth and Development. Measuring Development: Concept of Human Development, Human Development Index, Physical Quality of Life Index, Quality of Life Indices. Factors affecting Economic growth and Development. Vicious cycle of poverty.
II (23 Lectures)	Models of Development: Rosentain Rodan's theory of Big Push, Nelson's Low-Level equilibrium trap, balanced vs Un-balanced growth, Rostow's stages of growth, Lewis model of labour surplus economy, Liebenstein's Critical Minimum Effort Thesis.
III (22 Lectures)	Growth Model: Harrod and Domar Growth models. The Concept of Inclusive Growth . Models of Technical Progress: Embodied and Disembodied Technical Progress. Neutral Technical Progress- Hicks, Harrod..
IV (22 Lectures)	Accumulation Endogenous growth, International Trade, Aid and Finance in the Development of Developing Countries. FDI & FII, Role of Technology Transfer and Multinational Corporations in promoting development in development of developing countries.

References:

- 1- Dasgupta, Dipankar: Growth Theory, Oxford University Press, 2007
- 2- Ghatak, S., An Introduction to Development Economics. Allen and Unwin London, latest edition.
- 3- Jhingan ,M.L (2013): Economics of Development and Planning, Vrinda Publications, NewDelhi.
- 4- Jhingan ,M.L (2013): Vikas Ka ArthshastraAwamNiyojan, Vrinda Publications, NewDelhi.
- 5- Lal ,S.N (2012):Vikas, Niyojan Awam Paryavaran, Shiva Publishing House,Allahabad.
- 6- Lekhi, R.K (2013): Economics of Development and Planning, Kalyani Publishers, New Delhi.
- 7- Meier, G.M., Leading Issues in Economics Development, Oxford University Press, New Delhi, Latest edition.
- 8- Mishra,S.K&Puri,V.K (2012): Economics of Development and Planning, Himalaya Publishers, Mumbai.
- 9- Somashekar, NT: Developmental Economics, New Age Publication (Latest edition)
- 10- Todaro,Michael.P&Smith,Stephen.C (2011) : Economic Development, Pearson.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Fifth
Course Code	A080502T
Course Title	Environmental Economics
Credit	5

Course Objective: To educate students about basic concepts of ecology environment and economy, solution to environmental problems, concept of Sustainable development and demonstrate an awareness of economic growth problems.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Students are familiar with the basic concepts of ecology environment and economy.
- Students understand the solution to environmental problems- the command and control approach, market based methods, tax tradable pollution permit, etc, carbon trading
- Students realize the importance to make cleaner environment so as to achieve harmonious development.
- Students comprehend that environmental problem is not the problem of a single country or region but a global problem/issue and Demonstrate an awareness of economic growth problems, issues in globalisation, and provide grounding in major growth strategies and development.

Syllabus

Unit	Course Content
I (23 Lectures)	Introduction: Key environmental issues and problems, economic way of thinking about these problems, basic concepts from economics; The Design and Implementation of Environmental Policy: Overview, implementation of environmental policies in India and international experience; trans-boundary environmental problems; economics of climate change.
II (22 Lectures)	Sustainable Development: Concepts; measurement; perspectives from Indian experience. The Theory of Externality- Positive & Negative Externality; Public Bads; Market Failure and Pigouvian Solution- Pigouvian Tax.; Eco- Labelling, Eco-Efficiency.
III (22 Lectures)	Social Limits to Growth Model; Green Accounting; Environmental Valuation- Meaning, Need for Environmental Valuation, Methods of Environmental Valuation; Difficulty in Measuring Environmental Values, Environmental Damages and Its Valuation.
IV (23 Lectures)	Environmental Management- Meaning and Concept, Objectives and Goals, Obstacles; Environmental Impact Assessment; Environmental Education and Awareness-Dilemma of Environmental Ethics and Practical Problems. Population and Environment; Trade and Environment in the WTO Regime; Climate Change- Meaning and Concept, Ozone Depletion, Acid Rain, Global Warming and Greenhouse Effect; Carbon Trading.

References:

- Bhattacharya, Rabindra Nath (2002): Environmental Economics – An Indian Perspective, Oxford University Press.
- Jhingan, M.L & Sharma, C.K (2009) : Environmental Economics Theory Mgt & Policy, Vrinda publications, Delhi.
- Kolstad, Charles. D (2012): Intermediate Environmental Economics, Oxford University Press.
- Nagre, Vijay.H (2012) : Environmental Economics, Chandralok Prakashan.
- Singh, Kartar & Shishodia (2007): Environmental Economics: Theory and Applications, Sage India.
- Singh, S.R(2012): Environmental Economics, APH Publishing Corporation, Delhi.
- Smith, Stephen (2011): Environmental Economics: A Very Short Introduction, Oxford University Press.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Fifth
Course Code	A080503T
Course Title	International Economics
Credit	5

Course Objective: To educate students about the concept, need, significance and scope of international economics. To educate students about the international organizations and their objectives.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Understand and explain the concept, need, significance and scope of international economics.
- Be familiar with the approaches of international trade.
- Be familiar with the explanation of the economic integration at the global level and the formation of groups.
- Know about the international organizations and their objectives. Students should be able to analyse the importance and relevance of these international organizations.

Syllabus

Unit	Course Content
I (23 Lectures)	Scope of International Economics. Early Trade Theory- Mercantilism ; The Classical Theories of Trade - Adam Smith, David Ricardo ; Mill's Reciprocal Demand Analysis. Opportunity Cost Approach; Heckscher-Ohlin Theorem , The Leontief Paradox. Terms of Trade -Meaning and Concepts, Factors affecting Terms of Trade;
II (23 Lectures)	Free Trade and Protection -Meaning of Free Trade, Meaning of Protection, Protection and Less Developed Countries. Quantitative Restrictions: Quota-Meaning, objectives, Types and Effects of Import Quotas; Tariffs-Meaning Types and Effects of Tariffs; Non-Tariff Barriers-Meaning, Classification and Types. Custom Union: Production and Consumption Effects of Customs Union;
III (22 Lectures)	Balance of Payments -Concepts ; Adjustment Mechanisms of Balance of Payments-Adjustment Through Variations in Exchange Rates, Devaluation and Balance of Payments Adjustment. Gains from Trade - Meaning and Types, Factors Determining Gains from Trade. International Financial Institutions -IMF, WORLD BANK, WTO and India;
IV (23 Lectures)	Foreign Exchange-Meaning and Instruments, Exchange Rate Determination, Mint Par Parity theory, Purchasing Power Parity Theory, Hedging, Foreign Exchange Rate Policy-Fixed, Convertibility of Rupee in Current Account and Capital Account, Move Towards Capital Account Convertibility; Global Financial Crisis.

References:

- Agarwal, Babita (2009) : Antarrastriya Arthshastra, Omega Publications.
- Bhatia, H.L. (2006) : International Economics, Vikash Publishing House.
- Jhingan, M.L. (2011) : Antarrastriya Arthshastra, Vrinda Publications, New Delhi.
- Krugman, Paul R. & Obstfeld, Maurice (2008) : International Economics, Pearson.
- Lal, S.N. (2012) : Antarrastriya Arthshastra, Shiva Publishing House, Allahabad.
- Mannur, H.G. (2001) : International Economics, Vikash Publishing House Pvt Ltd.
- Salvatore, Dominick (2012) : International Economics: Trade & Finance, Wiley Publishers.
- Sinha, V.C., Sinha, Pushpa & Sinha, Vivek (2011) : Antarrastriya Vyapar Avam Vitt, Mayur Publications.
- Vaishya, M.C. & Singh, Sudama (2006) : International Economics, Oxford & IBH Publishing House, Delhi.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Sixth
Course Code	A080601T
Course Title	Indian Economy and Economy of Uttar Pradesh
Credit	5

Course Objective: To educate students about Structure of Indian Economy, Agricultural Sector, Industrial Sector and Economy of Uttar Pradesh.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Know the basic characteristics of Indian economy.
- Understand potential of natural resources of Indian economy and the economy of Uttar Pradesh.
- Understand the importance, causes and impact of population growth and its distribution, translate and relate them with economic development.
- Develop an understanding about Uttar Pradesh, its demographic feature, natural resources and factors that can stimulate its economic growth and development.
- Be familiar with the rural development of Uttar Pradesh over the period of time and the industrial development in India and in Uttar Pradesh.

Syllabus

Unit	Course Content
I	Structure and Features of Indian Economy: Indian economy as a Developing Economy. Agricultural Sector: Institutional Reforms, Technological change in Agriculture.
II	The Industrial Sector: Industrial Policy; Public Sector Enterprises and their Performance, Privatization and Disinvestment debate, Small, Medium and Large-scale Sector, Industrial Labour. NITI Ayog. Poverty and unemployment in India.
III	Nature, Features, Demographic Profile, Status of Natural Resources, Major Factors affecting growth and development in Uttar Pradesh. Sectoral growth pattern in Uttar Pradesh; Economic growth in Uttar Pradesh and Indian economy.
IV	production and productivity in agriculture, Farm mechanization, Crop diversification, agricultural credit, Agricultural policy and strategies in Uttar Pradesh, Rural Development in Uttar Pradesh. Problems and Policies. Major industries in Uttar Pradesh, Industrial Policy in Uttar Pradesh, Growth pattern of Services sector and Its linkages of other sectors of UP Economy. Micro, Small, Medium Enterprises (MSMEs) in Uttar Pradesh. One Product One District (OPOD).

References:

1. Agarwal, M K (2009): Uttar Pradesh ka Arthik Vikas. New Royal Book Company
2. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years & the latest.
3. Annual Financial Statement (Budget) of the Government of Uttar Pradesh published in different years & the latest.
4. Annual Financial Statement (Budget) various years & Latest published by the Government of India.
5. Economic Surveys, Government of India (Hindi/English)
6. Indian Economy by Mishra & Puri. Himalaya Publishing House (Hindi /English)
8. Indian Economy. Rudra Dutt & Sunderam. S. Chand & Company (Hindi /English)
9. Mishra, Arvind Narayan & Atul Chandra (2018): The Economy of Uttar Pradesh. Gutenberg Publication ISBN: 9789386240224, 9789386240224

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Sixth
Course Code	A080602T
Course Title	Agriculture Economics
Credit	5

Course Objective: To educate students about the basics of agriculture economics, labour issues in agriculture sector, the significance of agriculture in the economic growth and the role of credit in the development of agriculture.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- To comprehend and explain the approaches to economic development with respect to dualistic development.
- To understand and explain the basics of agriculture economics.
- To be familiar with labour issues in agriculture sector.
- To explain the significance of agriculture in the economic growth and economic development of an economy specially in case of Indian Economy.
- To be familiar with the institutional initiatives to strengthen the rural and agricultural development to achieve self sufficiency.

Syllabus

Unit	Course Content
I	Models of Agricultural Development: Physiocrats approach, W. A. Lewis model, Schultz. Theory of Agricultural Development. Agricultural Production Function. Cobweb Theorems. Agricultural Price Policy in India.
II	Labour in Agriculture- Agricultural Labour- Problem and Policy. Concept and Measurement of Rural Poverty & Employment, Current Issues in Indian Agriculture- Poverty & Food Security in India. Agro- Subsidies in India, Subsidy Vs Public Investment. Export and Imports of Agricultural Commodities.
III	Role of Agriculture in Economic Growth and Development in India. Linkage between Agriculture and Industry, Challenges & Issues Regarding Agricultural Area Expansion, Production and Productivity in India (With Focus On Post Reform (Post 1991 & 1995) Period. Land Reforms in India & Its Contemporary Relevance, Green Revolution and the Need for Second Generation, Green Revolution, Role of Infrastructural Support-Irrigation, Power, Seeds Fertilizers.
IV	Role of Credit in Agricultural Development, Institutional & Non-Institutional Sources of Credit in India. Role of Schedule Commercial Banks, Lead Banks, Regional Rural Banks and NARBAD to Promote Agricultural Development. Agricultural Marketing: Meaning and Concept. Structure of Agricultural Markets in India, Issues and Challenges in the Marketing of Agricultural Products in India (With Focus On The Post Reform Period-Post 1991).

References:

- Bhalla, G.S., (2007) Indian Agriculture since Independence, National Book Trust, India
- Dash, Mrutyunjay (2013): Agricultural Economics, Anmol Publications.
- Gupta, P.K (2012) : Agricultural Economics, Vrinda Publications, Delhi.
- Kumar, N.S. Ravi (2010) : Agricultural Economics, Neha Publishers.
- Lekhi, R.K (2013) : Agricultural Economics, Kalyani Publishers.
- Mahajan, Ashwani (2010): Agricultural Economics, Centrum Press.
- Raghavan and L. Sarkar (Eds.) (1996): Poverty and Employment: New Delhi.
- Raj, K.N. et.al. (1988): Essays in the Commercialization of Indian Agriculture; OUP, New Delhi.
- Rudra, A. (1982): India Agriculture Economics; Myths and Reality: Allied Publishers, New, Delhi.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Sixth
Course Code	A080603T
Course Title	Elementary Mathematics
Credit	5

Course Objective: To educate students about basic concept of variable, sets, function, theory of numbers, factorization, progression, differentiation and applications.

Learning Outcomes:

- Students will be familiar with the basis concepts of mathematics and their application in economics.
- Students are able to comprehend & explain the concepts of straight lines slope etc of mathematics and its application in economics.
- Students are be able to understand basics of differential calculus & its application in economics.
- Students are able to understand and work with matrices and determine if a given square matrix is invertible.

Syllabus

Unit	Course Content
I	Basic Concepts: Variables, Sets, Functions, Equations, Identities, Systems of Equations Application of Straight Line System, Slope of the Line, Homogeneous Function.
II	Role of Mathematical Techniques In Economic Analysis, Theory of Numbers, Indices and Factorization. Progression, Growth Rate.
III	Basics of Calculus: Rules of Differentiation of a Function; Maxima and Minima, Elasticity; Inter- relationships among Total, Marginal and Average Cost and Revenues; Constrained Optimisation Problem; Integration of a Function, Consumer's and Producer's Surplus
IV	Matrix and Determinants: Various types of Matrices, Determinants, Inverse of a Matrix, Cramer's Rule. Concept of Linear Programming — Graphic

References:

1. Agarwal, D.R. (2009): Mathematics for Economics, Vrinda Publications, Delhi. Livernois, John., Rees, Ray., & Hoy, Michael (2012) : Mathematics for Economics , PHI Learning.
2. Agarwal, D.R. "Parambhik Ganitiya Arthshastra (Hindi), Vrinda Publications, Delhi.
3. Allen, R.G.D (2008) : Mathematical Analysis for Economics , AITBS.
4. Bhardwaj, R.S (2006): Mathematics for Economics and Business, Excel Books.
5. Chiang, A.C & Wainwright, Kevin (2013) : Fundamental Methods of Mathematical Economics" McGraw Hill Publication.
6. Dowling, Edward.T (2005): Schaum's Easy Outline of Introduction to Mathematical Economics , Tata McGraw Hill Education.
7. Madnani, G M K : Mathematics for Economics. Sultan Chand & Sons
8. Mishra, J.P. "Ganiteeya Arthshastra", Pratiyogita Sahitya.
9. Rosser, Mike (2003) : Basic Mathematics for Economists , Routledge.
10. Seth, M.L., " Arthshastramei Parambhik Ganit", Laxmi Narayan Publications, Agra.
11. Sharma, J.K (2007): Business Mathematics, Ane Books Pvt. Ltd.
12. Yamane, Taro (2007) : Mathematics For Economists : An Elementary Survey , PHI Learning





जननायक चन्द्रशेखर विश्वविद्यालय, बलिया

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Subject : Economics (Major)

Syllabus

Class/Semester	BA/Sixth
Course Code	A080604R
Course Title	Dissertation/ Project- on the local issues with economic focus plus presentation on ppt of the dissertation
Credit	3

Course Objective: To educate students about Dissertation/Project, economic principles vis-a-vis local economic issues and preparation of questionnaire/interview schedule.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- Understand the objective of introducing Dissertation/Project at the graduation level and acquaint and experience the local issues of economic implication or focused on economic wellbeing and behaviour of consumers/citizens.
- To use and apply the learned economic principles vis-a-vis local economic issues.
- Learn the preparation of questionnaire/interview schedule.
- The prepare the template/Format of the Dissertation/Project shall be developed by the respective Department.
- Comprehend the idea behind this is to develop economic thinking in the students through direct experience to real life.

Syllabus

Unit	Course Content
I	Dissertation Topic on the Local/Current Issues with Economic Focus plus Presentation using Ppt. Dissertation Report will be prepared using Statistical/Research Techniques Surveys, Questionnaire/interview schedule. Questionnaire/Interview Schedule must be attached with the report as annexure.

References:

- Choubey, Varanya (2018): Research Writing: The Structural Challenge of Communicating Knowledge + A Method to Meet it. ISBN-13: 978-1974673162 & ISBN-10: 1974673162
- Greenlaw, Steven A (2005): Doing Economics: A Guide to Understanding and Carrying Out Economic Research, Houghton Mifflin Harcourt (HMH).
- Kothari, C R (2013): Research Methodology. New Age International Publishers.
- Paliwal, Neha & Surendra Khatri (2018): Sodh Pravidhi. National Publishing House. ISBN: 9788180181726, 8180181723
- Pandey Arun & Ganesh Pandey (2009): Sodh Pravidhi. Radha Publication. ISBN-10 : 8174873805
- Sharma, Vinay Mohan(2018): Sodh Pravidhi. Mayur Books.
- Thomson, Williams (2011): A Guide for the Young Economists. MIT Press

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VII
Course Code	A080701T
Course Title	Micro Economic Analysis
Credit	5

Course Objective: The objective of the paper is to enable the students to understand the economic behaviour of individuals, firms and markets for decision making in economic life.

Learning Outcomes:

- The students will be in a position to take the best decision in daily business life.
- Students are be able to appreciate the nuances of consumer behaviour, the motivations and decision-making at the level of firms in various market structures.

Syllabus

Unit	Course Content
I	Consumer Behaviour: Measurement of Utility, Cardinal vs. Ordinal Approaches, Elasticity of Demand-Theoretical Aspects and Empirical Estimations; Theory of Revealed Preference and logic of Ordering; Strong and weak Ordering and theory of Demand; Hicks Revision of Demand theory and characteristics approach to Demand composite commodity theorem.
II	Theory of Production : Law of Variable Proportions and Returns to Scale; Economies of Scale; Elasticity of Substitution; Technical Progress; Production Function of a Single and Multi Product Firm, Technological Progress and Production Function, Choice of Optimal Input Combinations. Types of Production Function: Cobb-Douglas, CES and Translog Production Function. Theory of Cost: Meaning and Types of Cost, Traditional and Modern Theory of Cost, Shapes of Cost Curves,
III	Markets Form and Pricing of Product Types of Market Situations, Relationship between Perfect and Monopoly Situation, Duopoly Market Situation, Cournot's, Stackelberg, Edgeworth and Bertrand Models, Monopolistic Competition: Characteristics, Price and Non-Price Competition. Oligopoly- Collusive and Non Collusive, Game Theory Approach,
IV	Welfare Economics : Old Welfare Economics: Marshall and Pigou, Pareto and Welfare Economics: Criteria and Optimality, Compensation Principle: Hicks, Kaldor and Scitovsky, Social Welfare Function: Bergson and Samuelson, Arrow on Social Choice and Individual Values.

References:

1. Baumol, W.J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India, New Delhi.
2. Hirshleifer, J. and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.
3. Green, H.A.G. (1971), Consumer Theory, Penguin, Harmondsworth.
4. Henderson, J.M. and R.E. Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
5. Hirshleifer, J. and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.
6. Da Costa, G.C. (1980), Production, Prices and Distribution, Tata McGraw Hill, New Delhi.
7. Hirshleifer, J. and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.
8. Baumol, W.J. (1982), Economic Theory and Operations Analysis, Prentice Hall of India, New Delhi.
9. Da Costa, G.C. (1980), Production, Prices and Distribution, Tata McGraw Hill, New Delhi.
10. Hirshleifer, J. and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.
11. Archibald, G.C. (Ed.) (1971), Theory of the Firm, Penguin, Harmondsworth.
12. Bain, J. (1958), Barriers to New Competition, Harvard University Press, Harvard.
13. Archibald, G.C. (Ed.) (1971), Theory of the Firm, Penguin, Harmondsworth.
14. Bronfenbrenner, M. (1979), Income Distribution Theory, Macmillan, London.
15. Hirshleifer, J. and A. Glazer (1997), Price Theory and Applications, Prentice Hall of India, New Delhi.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VII
Course Code	A080702T
Course Title	History of Indian Economic Thought
Credit	5

Course Objective: To educate students about Economic thoughts of Indian and Western Economists.

Learning Outcomes:

- Students are familiar with the basis concepts of Indian Economists.
- Students are able to comprehend & explain the concepts of Indian ideas of economic thoughts.

Syllabus

Unit	Course Content
I	Early economic ideas: Kautilya. Modern economic ideas: Dada bhai Naoroji, Mahadev Govind Ranade, Romesh Chand Dutt, Gopal Krishna Gokhale.
II	Economic ideas of Gandhi: Village, Swadeshi, place of machine and labour, cottage industries, trusteeship; Early approaches to planning (the national planning committee). Nehru; Dr. B.R. Ambedkar's Economic ideas.
III	Economic ideas of K.T.Shah, Radhakamal Mukharjee, C.N.Vakil, Prof Gadgil, Pt. DeenDayal Upadhyay, JK Mehta, J. Bhagwati.
IV	Economic ideas of M S Swaminathan, P.C. Mahalanobis, Amartya Sen. (Emphasis has to be given on economic thought rather than on theories.)

References:

1. Bhatia, H.L : History of Economic Thought , Vikash Publishing House.
2. Blackhouse, R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.
3. Ganguli, B.N (1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.
4. Hajela, T.N (2011) : Aarthik Vicharon Ka Itihas , Ane Books.
5. Hajela, T.N (2011) : History Of Economic Thought , Ane Books.
6. Jhingan, M.L (2008): Aarthik Vicharon Ka Itihas , Vrinda Publications, New Delhi.
7. Kautilya (1992), The Arthashastra, Translated And Introduced By L.N. Rangarajan, Penguin Books.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VII
Course Code	A080703T
Course Title	Public Finance
Credit	5

Course Objective: The objective of the course is to provide the students with a thorough knowledge and understanding of the economic functions of government in an economy.

Learning Outcomes: .Students are familiar with the basis concepts of Public Finance, Public Expenditure, Public Revenue and Public Debt.

Syllabus

Unit	Course Content
I	Meaning, Nature & Scope, Importance, Role of Government in Changing Perspective; Government as an agent of economic growth and development; Fiscal Functions of the Government; Classification of Goods: Private, Public, Social, Merit and Mixed Goods.
II	Meaning and Classification, Theories of Public Expenditure – Maximum Social Advantage, Normative and Positive Theories, Growth in Public Expenditure, Canons of Public Expenditure, Effects of Public Expenditure on Production, Distribution and economic growth, Criteria for public investment – social cost-benefit analysis – project evaluation.
III	Sources of Revenue, Taxation – characteristics of a good taxation system, Canons of taxation, direct vs. indirect taxes, principles of taxation, effects of taxation, taxable capacity, impact and incidence of taxation
IV	Sources of Public Debt, Burden of public debt – theories, effects of public debt, methods of debt redemption, Public Debt Management in India. Public Budget - Concept of public budget, types of public budget, theories of public budgeting.

References:

- o Backhaus, J. G. & Wagner, R. E. (2004): Handbook of Public Finance, Springer, US.
- o Bhatia, A. K. (2013): Public Economics, Wisdom Press, India.
- o Choudhary, R. K. (2014): Public Finance and Fiscal Policy, Kalyani Publishers, New Delhi
- o Dalton, H. (1922): Principles of Public Finance, Allied Publishers, Reprinted by Routledge (2009).
- o Garg, R. & Garg, S. (2017): Handbook of GST in India, Bloomsbury India Professional.
- o Gupta, J. R. (2011): Public Economics in India: Theory and Practice, Atlantic Publishers.
- o Jha, Raghendra (2010): Modern Theory of Public Finance, New Age International Pvt. Ltd. India
- o Musgrave, R. A. (1959): The Theory of Public Finance, MG-Hill Publication, New York (Available in National Digital Library for Free Download)

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VII
Course Code	A080704T
Course Title	Global Economic Issues
Credit	5

Course Objective: To educate students about Global economic issues.

Learning Outcomes: .Students are familiar with the basis concepts of Indian Economists. Students are able to comprehend & explain the concepts of Indian ideas of economic thoughts.

Syllabus

Unit	Course Content
I	Global development issues: Inequality, The vicious circle of poverty Nurkse, Myrdal, Prebisch, Hunger and food security, (Millennium) Development goals.
II	Environment as a public goods, Environmental pollution and Global warming, Energy crisis. Modern World Economic Crisis, Problem of Sustainable Development and Inclusive Development.
III	Issues of Balanced Gender Development, Coase Theorem, Market Failure. World trade liberalization, Economic liberalization and Foreign direct investment, Cost benefit analysis,
IV	Population and Environment, Poverty and Environment, Trade and environment in the WTO regime, Eco- labeling, Economics of climate change, Causes and Consequences of Ozone depletion and climate change. Valuation of environmental goods from the perspective of compensation.

References:

- Fundamentals of Computers by Rajaraman V, Prentice Hall India Learning Private Limited; 5 edition (2010)
- David Whiteley, E-Commerce: Strategy, Technologies and Applications, Tata McGraw Hill, NewDelhi.
- Goel, Sushil, Computer Application to Business & E-Commerce, Natraj Publishing House, Karnal.
- Lipschultz, M.M. and S. Lipschultz , Theory and Problems of Data Processing, Schum's Outline Series, McGraw Hill, New York.
- Madan, Sushila, Information Technology, Taxman Allied Services, New Delhi.
- P.T. Joseph, S.J. , E- Commerce : An Indian Perspective, PHI Learning , New Delhi.
- Parameswaranm R. Computer Applications in Business, S. Chand and Company, New Delhi.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VIII
Course Code	A080801T
Course Title	Macro Economic Analysis
Credit	5

Course Objective: This paper provides theoretical foundation of some advanced issues and policies. The paper attempts to discuss the functional relationships between economic aggregates.

Learning Outcomes:

- ★ Macroeconomics for Economics provide theoretical foundation of issues and policies.
- ★ The postgraduate students learn about open macroeconomics in global context.

Syllabus

Unit	Course Content
I	Income of Nation and Accounting: Circular Flow of Income in two, three and four-sector economy; different forms of national income accounting – social accounting, input – output accounting, and environmental accounting, Three Methods of GDP Measurement. Employment Theory: Determination of Equilibrium level of Output and Employment-Classical and Keynesian, Efficiency wage hypothesis.
II	Consumption and Investment Function: Keynes' psychological law of consumption – MPC and MPI, implications of the law; Empirical evidence on consumption function; short run and long run consumption function – absolute income, relative income, permanent income and life cycle hypotheses. Investment Function: Multiplier and Accelerator, The Marginal Efficiency of Capital Approach; Theories of Investment.
III	Classical approach to demand for money- Keynes liquidity preference approach, Post Keynesian approaches to demand for money- Patinkin and the Real Balance Effect, Approaches of Baumol and Tobin; Friedman and the modern quantity theory. Measures of money supply; High Powered Money and Money Multiplier, Instruments of Monetary control. Determinations of money supply; Neo- Classical and Keynesian Synthesis: The Basic IS-LM Model, extension of IS-LM model with government sector and labour market.
IV	Economic Fluctuations: Theory of Business Cycles and Control, Business Cycle Theories of Hawtrey, Schumpeter, Kaldor, Samuelson and Hicks; Control of Business Cycles – relative efficiency of monetary and fiscal policies.

References:

1. Dornbusch, R. and F. Stanley (1999), Macroeconomics, Irwin McGraw hill, New York
2. Romer, D.L. (1996), Advanced Macroeconomics, McGraw Hill Company Ltd. New York.
3. Shapiro, E. (1996), Macroeconomic Analysis, Galgotia Publication, New Delhi
4. Mankiew, N.G. and D. Romer (Eds.) (1991), New Keynesian Economics, (2 Vols). MIT Press Cambridge
5. Mankiew, N. Gregory (2000), Macroeconomics, Macmillan Worth Publishers, 4th Edition
6. Veniers, Y.P. and F.D. Sebold, (1997) Macroeconomics; Models and Policy, John Wiley and Inc, USA
7. Dernburg, T.F. and D. M. Mc Dougall, Macroeconomics, Mc Graw Hill International Book Company. Latest edition.
8. Verma, NMP (2013) Recession and its Aftermath: Adjustments in USA, Australia and Emerging Asia, edited, Springer, Global Edition, London, New York.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VIII
Course Code	A080802T
Course Title	History of Western Economic Thought
Credit	5

Course Objective: To educate students about Economic thoughts of Western Economists.

Learning Outcomes:

- Students are familiar with the basis concepts of western Economists.
- Students are able to comprehend & explain the concepts of western ideas of economic thoughts.

Syllabus

Unit	Course Content
I	Early School of Thought: Economic thought of Plato and Aristotle- Doctrines of Just cost and Just price. Mercantilism: main characteristics. Thomas Mun; Physiocracy. Natural order, primacy of agriculture, social classes, Tableau Economique, taxation, Turgot – Economic ideas of Petty, Locke and Hume.
II	Classical School of Thought: Adam Smith- division of labour, theory of value, capital accumulation, canon of taxation, economic progress. David Ricardo- value, theory of rent, distribution, ideas on economic development and international trade. Karl Marx- dynamics of social change. Economic ideas of J.B. Say, J.S. Mill
III	Marginalists: The precursors of marginalism - Cournot, Thunen, Gossen; The marginalist revolution. Jevons, Walras and Menger; Fisher: the rate of interest; Wicksteed and Weiser: Distribution; Marshall as a great synthesizer.
IV	Selected Nobel Laureates in Economics: Nobel laureates- Gunnar Myrdal - Theory of under development and development, Simon Kuznets; James Meade, Arthur Lewis - a brief analysis of their contributions.

References:

1. Bhatia,H.L : History of Economic Thought ,Vikash Publishing House.
2. Blackhouse,R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.
3. Ganguli, B.N(1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.
4. Hajela,T.N (2011) : AarthikVicharon Ka Itihas , Ane Books.
5. Hajela,T.N (2011) : History Of Economic Thought , Ane Books.
6. Hunt,E.K&Lautzenheiser,Mark (2011) : History of Economic Thought: A Critical Perspective , Phi Learning.
7. Jhingan, M.L (2008): AarthikVicharon Ka Itihas , Vrinda Publications, New Delhi.
8. Kautilya (1992), The Arthashastra, Translated And Introduced By L.N.Rangarajan, Penguin Books.
9. Loknathan,V (2009) : History of Economic Thought , S.Chand& Company.





Subject : Economics (Major)

Syllabus

Class/Semester	BA- VIII
Course Code	A080803T
Course Title	Indian Public Finance
Credit	5

Course Objective: To provide students with information about fiscal policy and Centre-State financial relations. To give information about Indian tax system to the students. To give information to students about public expenditure and public debt in India. To give information to the students about the Indian Budget and its making.

Learning Outcomes: Student are aware of the fiscal policy, its implications and the principles of the Indian federal financial system. Students will be able to get information about Indian tax system and different types of taxes. Will be able to understand the sentence and its implications.

Syllabus

Unit	Course Content
I	Fiscal Policy Meaning, Definition, Traditional and Modern Ideas and its Implications, Principles of Indian Federal Finance System, Centre-State Financial Relations in India, Problem of Imbalances in India, Indian Financial Commission, 15th Finance Commission.
II	Features of Indian tax system, Demerits of Indian tax system, Major taxes, Major sources of income of Central and State Governments in India Income tax, Capital gains tax, Corporation tax, Expenditure tax, Surplus tax, Death tax, Gift tax, Wealth tax, Customs duty , Central Excise, Land Revenue Tax, Agricultural Income Tax, State Excise Tax, Sales Tax, Other Taxes, Value Added Tax (VAT) and Goods and Services Tax (GST).
III	Public expenditure, public debt, general debt and burden of public debt in India, servicing of public debt, deficit financing or deficit management.
IV	Indian Budget, Budget provisions in the Indian Constitution, Process of budget making, various concepts. NITI Aayog, Current Budget.

References:

1. Musgrava, R.A. (2017). Public Finance in Theory & Practice, 5th Edition, Mc Graw Hill, Tokyo.
2. Jean Hindricks and Myles (2013). Intermediate Public Economics, Second Edition, MIT Press, London.
3. Atkinson & Stiglitz (AS) (1980). Lectures on Public Economics, McGraw-Hill.
4. Bagchi A (Ed.) (2005). Readings in Public Finance, OUP India.
5. Bhatia, H.L. (2018). Public Finance, Vikas Publishing House, U.P., Delhi, 29th Edition.
6. J. Stiglitz, Economics of Public Sector(3rd Edition), W W Norton & Company
7. Lekhi, R.K. & Joginder Singh (2016). Public Finance, Kalyani Publications, New Delhi.

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Subject : Economics (Major)

Syllabus

Class/Semester	BA- VIII
Course Code	A080804T
Course Title	Agricultural Economics and Rural Development
Credit	5

Course Objective: To give information about agricultural economics to the students. And the role of agriculture in economic development. To give information to students about agricultural credit and to make them aware of Indian rural economy and its challenges.

Learning Outcomes:

- Students are able to learn about agricultural economics and interdependence of industry and green revolution.
- Students are able to understand the contribution of agriculture in economic development, marketing and new agricultural policy.
- Students are able to know about agricultural credit and its sources and banks related to agricultural development.
- Students are able to know about the Indian rural economy and the challenges faced in its development.

Syllabus

Unit	Course Content
I	Agricultural Economics Definition, Contents Interdependence of Agriculture and Industry, Land Reforms in India Meaning, Objectives, Need and Importance, Green Revolution Meaning, Achievements, Shortcomings and Problems, Use of Technology in Agriculture, Co-operation in Indian Agriculture.
II	Agriculture and economic development, agricultural marketing system in India and evaluation of agricultural marketing functions, Analysis of Merger Surplus and Marketing Surplus New Agricultural Policy, Agricultural Income
III	Meaning, need of agricultural credit, sources of agricultural finance, non-institutional sources, local bankers, brokers, • relatives, institutional sources - NABARD, commercial banks, regional rural banks, land development banks, cooperative institutions and their problems, risks in agricultural production. and uncertainty, crops and their patterns in India, regional disparities in Indian agriculture.
IV	Features and problems of Indian rural economy, issues and challenges of rural development in India, role of agricultural sector in rural development, strategies of rural development, Indian agriculture and foreign trade, capital formation in rural areas, its meaning, process, savings, wealth. , Credit Important agricultural exports of India.

References:

1. Bhaduri, A. (1984), The Economic Structure of Backward Agriculture; Macmillan, Delhi.
2. Bhalla, G.S., (2007) Indian Agriculture since Independence, National Book Trust, India
3. Rudra, A. (1982), India Agriculture Economics; Myths and Reality: Allied Publishers, New Delhi.
4. Rao, CHH (1993) Agricultural Growth, Rural Poverty and Environmental Degradation in India, OUP, New Delhi.
5. Lekhi, R.K, Singh Joginder (2002), Agricultural Economics, Kalyani Publishers
6. Ghatak, S and K. Ingerscant (1984), Agriculture and Economic Development; Select books, New Delhi.
7. Taylor, H.C., (1949), Outlines of Agricultural Economics, MacMillan.

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**Curriculum in Accordance with
National Education Policy – 2020**

Programme Name:	B.A.
Subject:	MINOR ECONOMICS



Department of Economics

Jananayak Chandrashekhar University, Ballia

Shaheed Smark, Near Surha Taal, Basantpur, Ballia – 277301, Uttar Pradesh, India

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Subject : Economics (Minor)

Syllabus

Semester	First
Course Code	A080100M
Course Title	Principle of Micro Economics
Credit	6

Course Objective: To educate students about consumer behavior and production, different types of market. To introduce students with different types of market and pricing of resources.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- .The students are familiarized with basic concepts of microeconomics.
- .The students learn and understand the concepts of consumer behavior.
- .The students learn and understand the theory of production.
- .The students learn and understand the theory of distribution.
- .The students are able to understand decision- making process in different market situations.

Syllabus

Unit	Course Content
I	Introduction: Definitions of Economics. Consumer Theory- Utility Analysis: Concept of utility, Law of diminishing marginal utility, Principle of Equi-marginal utility. Indifference curve analysis: Indifference curve, Its properties, Marginal Rate of Substitution, Budget Line, Consumer's Equilibrium. Demand Analysis: Demand Function, Types of Demand, Law of Demand. Elasticity of Demand: Price Elasticity, Its Types and Measurement , Income Elasticity, Cross Elasticity.
II	Theory of Production: Production Function, Types of Production Function, Law of variable proportions. Isoquant curve and its properties, Marginal Rate of Technical Substitution, Iso -cost line, Producer's Equilibrium. Cost Analysis: Cost in the short run , cost in the long run.
III	Theory of Distribution: Theory of Rent: Ricardo's, Quasi Rent, Modern Theory. Theory of Interest: Classical, Loanable fund theory, Liquidity preference theory. Theory of wages: Marginal Productivity theory of wages. Theory of Profit: Innovation theory, The Risk theory, Uncertainty theory.
IV	Market Structure- Perfect Competition: Concepts and Characteristics, Equilibrium of the firm in the short run and long run, Equilibrium of the industry in the short run and long run. Imperfect Competition: Concepts and Characteristics, SR & LR Price determinations under monopolistic competition. Theory of Monopoly Firm: Concept and Characteristics, SR & LR Price decision of a monopoly firm, Price discrimination,

References: □ .Ahuza, H.L: 'Advanced Economic Theory', S.

Chand & Company. □ .Shastri, Rahul. A: ' Microeconomics',

Orient Blackswan.

- .Dwivedi, DN: Microeconomics: Theory and Applications, Pearson.
- .Lal, SN: Arthshastra ke Siddhant, Shiv Publishing House, Allahabad.
- .Seth, ML: Arthshastra ke Siddhant, Laxmi Narayan Publications, Agra.

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Subject : Economics (Minor)

Syllabus

Semester	BA-Third
Course Code	A080300M
Course Title	History of Economic Thought
Credit	6

Course Objective: To educate students about Economic thoughts of Indian and Western Economists.

Learning Outcomes: After successful completion of the syllabus, learners will be able to:

- To learn and discuss how the economic thought has evolved over time.
- To critically compare of the contributions of the main schools of economics.
- To know about Indian Economic Thinkers and their valuable contribution in the field of Economics.
- To know the application of the theories of general and partial equilibrium, the current macroeconomic debate between the neo-classical and the Keynesian school.

Syllabus

Unit	Course Content
I	Economic Thought of Kautily: Arth evm Arthshastra ki Pribhasha(Vartashastra), Sarvjanik vitt. Gandhian Economic Thought: Sarvoday Arthniti, aarthik vrat evm trusteeship ka siddhant. Economic Thought of Pt Deendyal Upadhyay: Ekatm Arthniti evm Arthik Loktantra. Economic Thought of J K Mehata: Definition of Economics, Concept of Representative Firm.
II	Economic Thought of Adam Smith: Division of Labour, Theory of Value. Economic Thought of David Ricardo: Distribution, Idea on International Trade. Economic Thought of Malthus: Theory of Demography, Theory of Over-production.
III	Economic Ideas of J.B.Say: Market Law. Economic Thought of Karl Marx: Theory of Value, Theory of Surplus Value. Economic Thought of Marshall: Ideas on Consumer's Surplus, Role of Time in Price Determination, Quasi- Rent. Economic Thought of Pigou: Concept of Welfare.
IV	Economic Thought of Schumpeter: Theory of economic development, Theory of Trade cycle. Economic Thought of Gossen: Law of Diminishing marginal utility, Equi marginal utility law. Economic Thought of Walras: Value related view, Theory of general equilibrium. Economic Thought of Fisher: Quantity theory of Money.

References:

1. Bhatia, H.L : History of Economic Thought , Vikash Publishing House.
2. Blackhouse, R (1985) : A History of Modern Economic Analysis, Basil Blackwell, Oxford.
3. Ganguli, B.N(1977) : Indian Economic Thought : A 19th Century Perspective, Tata Mcgraw Hill.
4. Hajela, T.N (2011) : History Of Economic Thought , Ane Books.
5. Jhingan, M.L (2008): Aarthik Vicharon Ka Itihas , Vrinda Publications, New Delhi.
6. Kautilya (1992), The Arthashastra, Translated And Introduced By L.N.Rangarajan, Penguin Books.

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