



**BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**HINDI LANGUAGE**

# ch0,0 ¼fgUnh Hkk"kk½

ch0,0 ¼r`rh; o"kZ½ izFke iz'u&i=

lapkj ek;/eksa esa fgUnh iz;ksx

iw.kkZad % 50

ikB~;&fo"k;&

01& tulapkj ek;/e esa Hkk"kk dh izd`fr&

cks/kxE;rk ,oa lEizs"k.k dh leL;k] ekudhdj.k] vk/kqfudhdj.k vkSj  
'kSyhdj.k dh eL;kA

02& lekpkj i=ksa dh fgUnh&

lelkef;d lwpukvksa dk Hkk"kk ij ncko rFkk lekpkj&i=ksa dh  
Hkk"kk izdk;Z dh n`f"V ls Hkk"kk ds fofo/k :iA

03& nwjn'kZu dh fgUnh&

n`';&JO; lkj.kdk] fgUnh Hkk"kk ij ncko] euksjatu rFkk nwjn'kZu  
vkSj fQYeksa dh fgUnh Hkk"kk] vkafx ,oa okfpd vfHkO;fäA  
laokn dh lgHkkfxrkA fQYe rFkk nwjn'kZu dh Hkk"kk esa vUrjA

04& foKkiuksa dh fgUnh&

foKkiuksa dh nqfu;kj] foKkiuksa dh lQyrk esa Hkk"kk dk ;ksxnku]  
Hkk"kkxr fo'ks"krk;saA

05& vkdk'kok.kh dh fgUnh&

fgUnh dk fodkl vkSj vkdk'kok.kh dh Hkk"kk] ekSf[kd Hkk"kk dh  
izd`fr] rku&vuqrku dh leL;k] ekud mPpkj.k] izLrqrdj.k dh  
LokHkkfodr] lekpkj iBu] Hkk"kk dk oS;ähdj.kA

***IUnHkZ iqLrdsa&***

01& fgUnh dk dkO;kRed O;kdj.k& lgdkj izdk'ku] fnYyh

02& IEiknu ds fl)kUr& jkepUnz frokjh] vkys[k izdk'ku

03& izk:i.k] fVli.k vkSj izwQ o.kZu& vadqj izdk'ku]fnYyh

04& Hkk"kk f'k{k.k& johUnzukFk JhokLro] eSdfeyu izdk'ku] fnYyh

05& fgUnh Hkk"kk dk lkekftd IUnHkZ&  
johUnzukFk JhokLro] dsUnzh; fgUnh laLFkku] vkxjk

06& fgUnh Hkk"kk lajpuk vkSj iz;ksx&  
johUnzukFk JhokLro] us'kuy ifCyf'kax gkml] fnYyhA

07& lekpkj&i= eqnz.k ,oa lkt&ITtk&  
';ke lqUnj 'kekZ] e/;izns'k xzUFk vdkneh] Hkksiky

08& vk/kqfud i=dkfjrk& vtqZu frokjh] fo'ofokj; izdk'ku] okjk.klh

09& lekpkj IEiknu ,oa i`B ITtk& jes'k dqekj tSu] ;wfuolZy cq dEiuh] t;iqj

# ch0,0 ¼fgUnh Hkk"kk½

ch0,0 ¼r`rh; o"kZ½ f}rh; iz'u&i=

**vuqokn&IS)kfUrd vkSj O;kogkfjd ifjp;**

**ikB~;&fo"k;&**

01& vuqokn % Lo:i vkSj {ks=&

vuqokn dk O;kid IUnHkZ] vUrdHkkf"kd vuqokn dh izfØ;k] vuqokn  
dk Hkk"kk oSKkfud ,oa O;kogkfjd IUnHkZA

02& vuqokn izfØ;k&

vuqokn izfØ;k ds rhu igyw& fo'ys"k.k] vUrd vkSj iquxZBuA  
vuqokn dh rhu Hkwfedk;sa& ikBu Hkwfedk vkSj vFkZ xzg.k dh  
izfØ;kA f}Hkkf"kd dh Hkwfedk vkSj vFkkZUrd.k dh izfØ;kA jpf;rk  
dh Hkwfedk vkSj vFkZ IEizs"k.kA

03& vuqokn ds izdkj&

ikBkuqokn] iw.kZ ,oa vkaf'kd vuqokn] 'kkfCnd vuqokn]  
Hkkokuqokn] Nk;kuqokn] i|kuqokn ,oa x|kuqoknA

04& vuqokn dk O;kogkfjd i{k&

lkfgR;d vuqokn dh leL;k,a] oSKkfud lkfgR; ds vuqokn dh  
leL;k;sa] dk;kZy;h lkfgR; ds vuqokn dh leL;k;saA

05& O;kogkfjd i{k&

fgUnh ls vaxzsth ,oa vaxzsth ls fgUnh vuqokn ds ljj va'kA

## ***IUnHkZ iqLrdsa&***

01& dk;kZy;h vuqokn dh leL;k;sa& HkksykukFk frokj] 'kCndkj izdk'ku] fnYyh

02& vuqokn dyk& fo'oukFk v,;j& izHkkk izdk'ku] fnYyh

03& vuqokn fl)kUr vkSj leL;k;sa& vkys[k izdk'ku] fnYyh

04& vuqokn dyk % dqN fopkj& vkuUn izdk'k f[kek.kh] ,l0 pkan ,.M dEiuh]  
fnYyh

05& fgUnh esa O;kogkfjd vuqokn& vkyksd dqekj jLrksxh] thou T;ksfr  
izdk'ku] fnYyh

06& vuqokn izfØ;k& jhukjkuh ikyhoky] lkfgR; fuf/k izdk'ku] fnYyh

07& vuqokn foKku& MkW0 HkksykukFk frokjh& 'kCndkj izdk'ku] fnYyh

08& vuqokn fl)kUr vkSj iz;ksx& dSyk'k pUnz HkkfV;k] r{kf'kyk izdk'ku] fnYyh

# ch0,0 ¼fgUnh Hkk"kk½

## vFkok

ch0,0 ¼r`rh; o"kZ½ f}rh; iz'u i=

¼fgUnh Hkk"kk vkSj lkfgR; dk bfrgkl rFkk dkO;kax  
ifjp;½

iw.kkZd % 50

**izzFke iz'u&** vfuok;Z nl y?kwRrjh iz'uA

**bdkbZ &1-** fgUnh Hkk"kk dk Lo:i ,oa fodkIA

**bdkbZ&2-** fgUnh lkfgR; ds vkfndky] HkfDrdky] jhfrdky dh ifjLFkfr;kj vkSj  
izo`fRr;kj] izfrfuf/k jpukdkj vkSj mudh izfrfuf/k Ñfr;kjA

**bdkbZ&3-** vk/kqfud dky& HkkjrsUnq ;qx] f}osnh ;qx] Nk;kokn] izxfrokn]  
iz;ksxokn] ubZ dfork dh izo`fRr;kj vkSj izeq[k dfo] x| dh izeq[k  
fo/kk,;&dgkuh] fucU/k] miU;kl] ukVd dk mn~Hko vkSj fodkIA

**bdkbZ&4-** dkO;kax ifjp; % dkO; Lo:i] dkO; gsrq] dkO; iz;kstuA

### IUnHkZ iqLrdsa&

- 1- jl& jl rFkk mlDs vo;oksa dk lkekU; ifjp;A
- 2- vyadj&;ed] 'ys"k] miek] mRizsz{kk] :id] vlaxfr] foHkkouk]  
fo'ks"kksfDr] viàqfr] O;frjSD] izrhiA
- 3- cjoS] loS;k] jksyk] dfoÙk] nksgk] pkSikbZ] lksjBkA



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**GENERAL ENGLISH**

# **B.A. (GENERAL ENGLISH)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – : TEXT 33 MARKS

**OPTIONAL PAPER –:** 33 MARKS

PAPER (A): STRUCTURE OF ENGLISH

PAPER (B): COMMUNICATION FOR BUSINESS AND MEDIA

PAPER – : COMPRHENSION SKILLS 34 MARKS



# **B.A. (GENERAL ENGLISH)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – I**

#### **TEXT**

REPRESENTATIVE ESSAYS FROM INDIAN WRITINGS IN ENGLISH AND LINGUISTIC ANALYSES

- |                         |                                |
|-------------------------|--------------------------------|
| 1. AUROBINDO GHOSH      | ESSENCE OF POETRY              |
| 2. R.K. NARAYAN         | CRIME AND PUNISHMENT           |
| 3. M.K. GANDHI          | SPIRITUAL TRAINING             |
| 4. JAWAHAR LAL NEHRU    | HOMAGE TO GANDHI               |
| 5. SWAMI VIVEKANANDA    | CHICAGO ADDRESS                |
| 6. DR. S. RADHAKRISHNAN | CLEAN ADVOCATE OF GREAT IDEALS |

**QUESTIONS1,2,3,**

WILL BE FRAMED FROM THE TEXT TO TEST THE UNDERSTANDING OF LANGUAGE AND SUBJECT MATTER

**QUESTION NO.4.**

TWO ANALYTICAL QUESTIONS TO TEST THE REASONING CAPACITY OF THE STUDENTS REGARDING TEXT

**QUESTION NO.5.**

WILL BE BASED ON VOCABULARY TEST, REFRAMING OF SENTENCES FROM THE TEXT, REWRITNG OF THE PARAGRAPHS BASED ON THE PRESCIBED TEXT

# **B.A. (GENERAL ENGLISH)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – II (A)**

#### **STRUCTURE OF ENGLISH**

1. ENGLISH and its PHONOLOGY
  - A. VOWELS & CONSONANTS
  - B. PHONEMES & ALLOPHONES
  - C. PRONUNCIATION, STRESS AND ACCENT
  
2. MORPHOLOGY AND SYNTAX
  - A. MORPHEMES & ALLOMORPHS
  - B. PROCESS OF WORD FORMATION
  - C. STRUCTURE OF NOUN PHRASE & VERB-PHRASE
  
3. TRANSLATION METHODS
  
4. CONCEPT OF REGISTER
  
5. LANGUAGE FAMILIES, CHARACTERISTICS OF OLD ENGLISH, MIDDLE ENGLISH, MODERN ENGLISH, BORROWINGS IN ENGLISH

# **B.A. (GENERAL ENGLISH)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – II (B)**

#### **COMMUNICATION FOR BUSINESS AND MEDIA**

- |                                    |   |
|------------------------------------|---|
| 1. BASIC COMMUNICATION             | CONCEPT, NATURE AND FEATURES OF COMMUNICATION, DISTICTION BETWEEN GENERAL AND TECHNICAL COMMUNICATION |
| 2. BUSINESS COMMUNICATION          | REPORT WRITING, PROJECT REPORT WRITINGFUNDAMENTALS OF DOCUMENTATION                                   |
| 3. LANGUAGE SENSITIVITY            | CROSS-CULTURAL COMMUNICATION<br>POLITICALY CORRECT COMMUNICATION                                      |
| 4. MEDIA AND COMMUNICATION         | WRITING FOR PRINT MEDIA   |
| 5. WRITING FOR ELECTRONIC<br>MEDIA | RADIO AND TELEVISION  |

# **B.A. (GENERAL ENGLISH)**

## **THIRD YEAR DETAILED**

### **SYLLABUS PAPER – III**

#### **COMPREHENSION SKILLS**

THE SUBJECT CONTENT OF THIS PAPER HAS BEEN DESIGNED KEEPING IN VIEW THE NEED OF STUDENTS WHO WISH TO APPEAR IN COMPETITIVE EXAMINATIONS AFTER GRADUATION. THE SYLLABUS WILL HELP THEM IN PREPARING FOR THE COMPETITIONS WHERE APTITUDE OF ENGLISH LANGUAGE IS TESTED

1. COMPREHENSION

2. VERBAL LOGIC AND REASONING

3. GRAMMAR AND USAGE APPLICATION OF

GRAMMATICAL RULES AND EMPHASIS ON CORRECT

USAGE

4. PARA JUMBLES TO CHECK LOGICAL REASONING

ALONG WITH GOOD UNDERSTANDING OF THE LANGUAGE



**BACHELOR OF ARTS (B.A.)**

**(Three YEAR DEGREE COURSE)**

**SUBJECT**

**SANSKRIT**

# **B.A. (GENERAL SANSKRIT)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – : **laLd`r& Hkk"kk&uSiq.;**

50 MARKS

PAPER – : **laLd`r& Hkk"kk&uSiq.;**

50 MARKS

–5

# **B.A. (GENERAL SANSKRIT)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 301**

### **laLd`r Hkk"kk &uSiq.:**

प्रथम खण्ड : महाभारत:— 'kkfUrioZ v/;k;

द्वितीय खण्ड : संस्कृत साहित्य का इतिहास

(नाटक, महाकाव्य, गीतिकाव्य एवं कथा साहित्य)

तृतीय खण्ड : स्त्री प्रत्यय एवं तद्धित प्रत्यय (अपत्यार्थ, मत्वर्थीय)

चतुर्थ खण्ड : अर्थावबोध

vifBr laLd`r ds x|ka'k vFkok 'yksdksa ds vk/kkj ij

laLd`r esa iz'uksÙkj

पंचम खण्ड : अनुवाद – हिन्दी से संस्कृत



# **B.A. (GENERAL SANSKRIT)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 302**

### **laLd`r Hkk"kk &uSiq.:**

प्रथम खण्ड : साहित्यदर्पण (प्रथम परिच्छेद)

द्वितीय खण्ड : रामायण (बालकाण्ड—प्रथम सर्ग)

तृतीय खण्ड : लौकिक एवं वैदिक संस्कृत का सामान्य परिचय

चतुर्थ खण्ड : अर्थावबोध

vifBr laLd`r ds x|ka'k vFkok 'yksdksa ds vk/kkj ij  
laLd`r esa iz"uksÙkj



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

# ENGLISH LITERATURE

# **B.A. (ENGLISH LITERATURE)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER –: LITERARY MOVEMENTS AND LITERARY DEVICES 33 MARKS

**OPTIONAL PAPER – :** 33 MARKS

PAPER (A): INDIAN ENGLISH LITERATURE

PAPER (B): ENGLISH LITERATURE THROUGH TRANSLATIONS

PAPER –: NEW LITERATURES IN ENGLISH 34 MARKS

# **B.A. (ENGLISH LITERATURE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – I**

#### **HISTORY OF ENGLISH LITERATURE**

##### **Unit-I :**

Ten short-answer questions based on the entire course.

##### **Unit-II :**

- From the Renaissance to the Seventeenth Century
- The Renaissance and the Reformation
- Miracle and Morality Plays
- The University Wits
- The Protestant Movement
- The Metaphysical School of Poetry
- Neo-classical Age

##### **Unit-III :**

- The Pre-Romantic Age and the Romantic Age
- Precursors of the Romantic Movement
- The French Revolution and the Romantic Poets

**Unit-IV:**

- The Victorian Age: Historical Perspective
- Characteristics of the Victorianism Era
- Growth of Victorian Literature (Prose, Poetry, Drama and Novel)
- Pre-Raphaelite Poetry
- Naughty Nineties: Its Characteristics.

**Unit-V :**

- The Modern Age
- Trends in twentieth century Poetry, Prose and Drama
- World War Poetry
- Twentieth Century Novel: The Psychological Novel, The Stream of Consciousness Novel
- Twentieth Century Drama, Problem Play, Drama of the Absurd
- Impressionism, Expressionism, Symbolism, Imagery
- Epic Theatre
- Postcolonial Literature: Post- Modernism, Feminism, Dalit Literature

**Q No. 1.** Ten Short Answer questions based on the entire course.

**Q, No.2-5** One Long Answer question from each unit

# **B.A. (ENGLISH LITERATURE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – II (A)**

#### **INDIAN WRITING IN ENGLISH**

#### **Unit-I :**

Ten short answer questions based on the entire course including three passages for explanation

#### **Unit-II: Poetry**

- Nissim Ezekiel 'A Poem of Dedication'
- Jayant Mahapatra 'Hunger'
- Vikram Seth 'Unclaimed'
- A K Ramanujan 'Anxiety'
- Keki N. Daruwala 'The Unrest of Desire'

#### **Unit-III: Drama**

- Mahesh Dattani Seven Steps around the Fire

#### **Unit-IV: Fiction**

- Mulk Raj Anand The Untouchable

**Unit-V: Prose**

- Mahashweta Devi "Draupadi"

**Q.No.1.** Ten short answer questions based on the entire course including three passages for explanation

**Q No,2-5.** One Long answer question from each unit (unit II to IV)



# **B.A. (ENGLISH LITERATURE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – II (B)**

#### **ENGLISH LITERATURE IN TRANSLATION**

##### **Unit-I:**

Ten short answer questions based on the entire course including three passages for explanation

##### **Unit-II: Poetry**

- Jaishankar Prasad: **Ansu** translated by Jaikrishna Sadani, Rupa, 1979

##### **Unit-III: Drama**

- Mohan Rakesh: **Half Way House** (Aadhe Adhure) translated by Bindu Batra, 1971

##### **Unit IV: Novel**

- Jainendra Kumar, **Tyagapatra**, (Resignation 1937]. Trans. by Sachchidananda Vatsyayan Agyeya

##### **Unit V: Prose**

- Mahatma Gandhi: **Hind Swaraj**, Chapters VIII (The Condition of India), XIII (What is True Civilization?), & XVIII (Education)

**QNo. 1.** Ten short answer questions based on the entire course including three passages for explanation

**Q No.2-5.** One Long answer question from each unit (unit II to IV)

# **B.A. (ENGLISH LITERATURE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – III**

#### **NEW LITERATURES IN ENGLISH**

*Note:- The paper has been framed to familiarize the students with the writings in English all over the world.*

#### **Unit-I:**

Ten short answer questions based on the entire course including three passages for explanation

#### **Unit-II:**

##### **Australian Literature (Poetry)**

- W C Wentworth 'The Wild Colonial Boy'
- Ada Cambridge 'An Answer'
- Chris Wallace 'Melbourne'
- Kevin Gilbert 'Mister Man'

#### **Unit-III**

##### **American Literature (Drama)**





# **BACHELOR OF ARTS (B.A.)**

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**SUBJECT**

**SANSKRIT**

# B.A. (SANSKRIT)

## COURSE STRUCTURE

### THIRD YEAR

PAPER –: वेदमन्त्राः अपठितांशाः, भारतीयसंस्कृतिश्च 50 MARKS

PAPER –: नाटकम्, व्याकरणम्, छन्दश्च 50 MARKS

PAPER –: 50 MARKS

PAPER (A) : अद्यतनसंस्कृतसाहित्यम्

PAPER (B) : संस्कृत संरचना मौखिकी च

# B.A. (SANSKRIT)

## THIRD YEAR DETAILED SYALLBUS

### PAPER – 301

## वेदमन्त्राः अपठितांशाः, भारतीयसंस्कृतिश्च

प्रथमो वर्गः ( I Unit )

वेदसूक्तानि

¼iq:"kiwæe & Q]1090]vixulwæe & Q]1090]vixulwæe & Q]1090]vixulwæe &

(मन्त्रव्याख्यात्मकमध्ययनम्)

द्वितीयो वर्गः ( II Unit )

ईशावास्योपनिषद्-

(व्याख्यात्मकमध्ययनम्)

तृतीयो वर्गः ( III Unit )

अपठितांशानां हिन्दीभाषयाऽनुवादः-

(मूलरामायणम्, श्रीमद्भगवद्गीता-द्वितीयोऽध्यायः, श्रीमद्भागवत-भ्रमरगीतम्)

चतुर्थो वर्गः ( IV Unit )

भारतीयसंस्कृतिः

(पुरुषार्थचतुष्टयम्, वर्णाश्रमधर्माः, संस्काराश्च)

### संस्तुत-ग्रन्थाः

1. श्रुतिप्रभा-(वेदसूक्तानां सङ्कलनम्)-सम्पादकः- प्रो. बृजेशकुमारशुक्लः
2. वेदामृतम्- ग्रन्थम्, कानपुर
3. ईशावास्योपनिषद्- (शाङ्करभाष्ययुता)- हिन्दीटीकाकारः- डॉ. श्रीकृष्णमणित्रिपाठी
4. ईशावास्योपनिषद्- हिन्दीटीकाकर्त्री- डॉ. गायत्री शुक्ला
5. ईशावास्योपनिषद्- (शाङ्करभाष्यसहिता)- व्याख्याकारः- डॉ. विजयशङ्करपाण्डेयः
6. ईशावास्योपनिषद्- (शाङ्करभाष्यसहिता)- व्याख्याकारः- डॉ. शिवबालक द्विवेदी
7. वाल्मीकिरामायणम्- वाल्मीकिः- गीता प्रेस गोरखपुर
8. श्रीमद्भगवद्गीता- हिन्दीटीकाकारः- डॉ. श्रीकृष्णत्रिपाठी
9. श्रीमद्भगवद्गीता- (मधुसूदनी संस्कृतटीकायुता)- श्री सनातनदेवः
10. श्रीमद्भागवतपुराणम् (द्वितीयो भागः)- गीता प्रेस गोरखपुर
11. भारतीय संस्कृति- शिवदत्तज्ञानी
12. भारत की संस्कृति साधना- डॉ. रामजी उपाध्याय
13. हिन्दू संस्कार- डॉ. राजबली पाण्डेय
14. धर्मशास्त्र का इतिहास- पी.वी. काणे, (प्रथम भाग)- हिन्दी अनुवादकः- श्री अर्जुन चौबे
15. भारतीयसंस्कृतिः- डॉ. शिवबालक द्विवेदी

# **B.A. (SANSKRIT)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 302**

#### **नाटकम्, व्याकरणम्, छन्दश्च**

##### **प्रथमो वर्गः ( I Unit )**

भवभूतिकृतम् उत्तररामचरितम्- ¼pFkqrZ  
(मूलपाठस्य हिन्दीसंस्कृतव्याख्या)

##### **द्वितीयो वर्गः ( II Unit )**

उत्तररामचरितस्य समीक्षात्मकमध्ययनम्

##### **तृतीयो वर्गः ( III Unit )**

लघुसिद्धान्तकौमुदी-कृदन्तप्रकरणम्  
(सूत्रव्याख्या, शब्दसिद्धिश्च)  
(तव्यत् तव्य, अनीयर्, केलिम्, अच्, क्यप्, यत्, ण्यत्, ल्वुल्,  
तृच्, कः, अण्, क्त्वा, ल्यप्, णमुल्, शत्, शानच्)

##### **चतुर्थो वर्गः ( IV Unit )**

छन्दसां लक्षणम्  
(आर्या, अनुष्टुप्, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजातिः, वंशस्थः, द्रुतविलम्बितम्,  
वसन्ततिलका, मन्दाक्रान्ता, शिखरिणी, शार्दूलविक्रीडितम्, स्रग्धरा च)

#### **संस्तुत-ग्रन्थाः**

1. उत्तररामचरितम्- भवभूतिः, हिन्दीसंस्कृतटीकाकारः- डॉ. रमाशङ्करत्रिपाठी
2. उत्तररामचरितम्- भवभूतिः, हिन्दीसंस्कृतटीकाकारः- डॉ. कपिलदेवगिरिः
3. उत्तररामचरितम्- भवभूतिः, हिन्दीसंस्कृतटीकाकारः- डॉ. प्रत्यूषवत्सला द्विवेदी
4. महाकवि भवभूति- वी.वी. मिराशी
5. करुणरस सिद्धान्त तथा प्रयोग- डॉ. प्रीति सिन्हा
6. भवभूति के नाटक- डॉ. ब्रजवल्लभ शर्मा
7. कृदन्तसूत्रावलिः (लघुसिद्धान्तकौमुद्याः कृदन्तांशसङ्कलनम्)- डॉ. बृजेश कुमार शुक्लः
8. वृत्तसङ्ग्रहः- (छन्दसां सङ्कलनम्)- डॉ. बृजेश कुमार शुक्लः
9. कृदन्तप्रकरणम्- डॉ. शिवबालक द्विवेदी
10. श्रुतबोधः- डॉ. बृजेशकुमारशुक्लः



# **B.A. (SANSKRIT)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – 303**

#### **PAPER – 303 (A)**

### **अद्यतनसंस्कृतसाहित्यम्**

#### **प्रथमो वर्गः ( I Unit )**

अद्यतन संस्कृतकविताः

(व्याख्यात्मकमध्ययनम्)

प्रो. राजेन्द्र मिश्रः, प्रो. श्रीनिवासरथः, प्रो. राधावल्लभ त्रिपाठी

#### **द्वितीयो वर्गः ( II Unit )**

अद्यतन संस्कृतकविताः

(व्याख्यात्मकमध्ययनम्)

प्रो. जगन्नाथपाठकः, प्रो. बृजेशकुमारशुक्लः

#### **तृतीयो वर्गः ( III Unit )**

शिवराजविजयः-अम्बिकादत्त व्यासः-प्रथमो निःश्वासः

(व्याख्यात्मकमध्ययनम्)

#### **चतुर्थो वर्गः ( IV Unit )**

आधुनिकसंस्कृतसाहित्येतिहासः-

पद्यसाहित्यम्, गद्यसाहित्यम्, कथोपन्याससाहित्यम्, ukV~;lkfgR;

e~

#### **संस्तुत-ग्रन्थाः**

1. कविलोचनिका (अद्यतनकवीनां कवितासङ्ग्रहः)-सम्पादकः- प्रो. बृजेशकुमारशुक्लः
2. शिवराजविजयः- अम्बिकादत्त व्यासः- डॉ. ओमप्रकाशपाण्डेयः
3. संस्कृतसाहित्य (बीसवीं शताब्दी)- डॉ. राधावल्लभ त्रिपाठी
4. बीसवीं शती के महाकाव्य- प्रो. रहस बिहारी द्विवेदी
5. आधुनिक संस्कृतनाटक (दो भाग)- डॉ. रामजी उपाध्याय
6. संस्कृतवाङ्मय का बृहद् इतिहास (सप्तमखण्ड)- डॉ. जगन्नाथपाठकः
7. संस्कृतसाहित्य का इतिहास- ग्रन्थम्, कानपुर

# **B.A. (SANSKRIT)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – 303**

#### **PAPER – 303 (B)**

वैकल्पिकम्

तृतीयप्रश्नपत्रम्

( Third Paper )

( संस्कृत संरचना मौखिकी च )

( क ) संस्कृतसंरचना ( परियोजनाकार्यम् )

( Project work )

संस्कृतभाषया 25 पृष्ठात्मकं कस्मिंश्चिद् विषये मौलिकं लेखनम्

( क ) मौखिक परीक्षा ( Viva-Voce Exam. )



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**SOCIOLOGY**

# **B.A. (SOCIOLOGY)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – 301: Foundations of Sociological Thought (OMR Based Pattern)	50 MARKS
PAPER – 302: Social Research Methods	50 MARKS

**B.A. (SOCIOLOGY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**PAPER – 301**  
**Foundations of Sociological Thought**

*(Questions in this Paper shall be based on Objective Type – OMR Sheet)*

Objectives:

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two century since then has been influenced by a variety of socio-economic and political conditions where it has been taught and practiced. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized, Nevertheless, some of its original concerns have persisted and some of its classical theoretical and methodological landmarks are relevant even now.

This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. Its objective is to help students gain an understanding of some of the classical contributions in sociology, and their continuing relevance to its contemporary concerns.

Course Outlines :

**Unit I:**

**The Emergence of sociology:** History of Social Thought: Enlightenment – The social, economic and political forces: The French and Industrial Revolutions.

Unit II:

The Pioneers: August Comte: Positivism

Herbert Spencer: Social Darwinism, Super-organic evolution.

Emile Durkheim: Social solidarity, and Suicide

Unit III:

The Pioneers: Karl Marx: Materialistic Conception of History, Class and Class Conflict.

Max Weber: Power, Authority and Socialaction.

Pareto: Circulation of Elites.

Unit IV:

Schools of Sociological Theory: Functionalism, Conflict School, Social action Perspective.

UNIT V:

Development of Sociological Thought in India.

Essential readings:

- Aron, Ramond. 1967 (1982 reprint). Main currents in sociological thoughts (2 columns). Harmondsworth, Middlesex: Penguin Books.
- Barnes, H.E. 1959. Introduction to the history to the sociology . Chicago The University of Chicago press.
- Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich

- Fletcher, Ronald. 1994. The Making of Sociology (2 volumes) Jaipur-Rawat.
- Morrison, Ken. 1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage.
- Ritzer, George. 1996. Sociological Theory . New Delhi. Tata-McGraw Hill.
- Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar.
- Zeitlin, Irving. 1998 (Indian Edition). Re-thinking sociology: A critique of Contemporary Theory. Jaipur: Rawat.

Pedagogy:

The focus of this paper is on the substantive, theoretical and methodological issues which shaped the thinking of pioneering and classical sociologists and which continue to concern the practitioners of sociology today. Unless otherwise necessary to understand their contributions, the biographical details of the sociologist should be kept to the minimum.

Evaluation of the relevance and significance of the contributions of the pioneers and classical theorist should be briefed by the historical context of the discipline and its theorists.

**B.A. (SOCIOLOGY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**PAPER – 302**

**Social Research Methods**

Objectives:

This course aims to provide an understanding of the nature of social Phenomena, the issues involved in social research and the ways and means of understanding and studying social reality.

Thus the emphasis is there on the study of research method as a means of understanding social reality. There are different perspectives and methods (both quantitative and qualitative research) are to be covered.

Course outline:

**Unit I:**

Meaning, significance and steps of social research. Conceptualization and formulation of hypothesis.

Unit II:

Scientific Study of social Phenomena. The scientific method, logic in social Science. Objectively and subjectivity in social science.

Unit III:

Types of Research: Basic and Applied, Historical and Empirical, Descriptive, Exploratory and experimental.



Unit IV:

Types, techniques and tools of data collection: Sampling, Observation, Questionnaire, Schedule and interview, primary and secondary data.

Unit V:

Measures of Central tendency: Mean, Median, Mode, and Bar Diagram.

Essential Readings:

- Bajaj and Gupta. 1972, Elements of Statistics. New Delhi: R.Chand and Co.
- Beteille, A. and T.N. Madan.1975, Encounter and experience: Personal Accounts of Fieldwork. New Delhi: Vikas Publishing House.
- Bryman, Alan. 1988 Quality and Quantity in Social Research, London: Unwin Hyman.
- Garrett, Henry. 1981 Statistics in Psychology and Education. David Mckay.
- Indian Publication-Mrs. A.F.Sheikh For Vakils, Bombay, Tenth Reprint.
- Jayram, N.1989. Sociology: Methods and Theory. Madras: MacMillan.
- Kothari, C.R.1989. Research Methodology: Methods and Techniques, Bangalore, Wiley Eastern.
- Punch, Keith. 1996. Introduction to Social Research, London: Sage.
- Shipmen, Martin. 1988. The Limitations of Social Research, London Sage.
- Srinivas, M.N. and A.M.Shah 1979: Fieldworker : The Field, Delhi Oxford.
- Young, P.V. 1988 Scientific Social Survey and Research. New Delhi: Prentice Hall.

Pedagogy:

The uses of techniques and methods have to be understood alongwith the Perspective that governs research. An effort should be made to distinguish between techniques and methods. Moreover, the teachers may convey the Message to the students that the social context of research and its methods is fundamental to their understanding and application.

The purpose of the course is to train students as good research and investigators. For this reason, understanding of social reality, especially the local context, is imperative. Therefore, examples and illustrations may be drawn from local / regional contexts for effective teaching and meaningful learning.

The main efforts may be devoted to making students do exercises in the class and, if possible, in the field. This will also make the course interesting and give students the necessary practice to apply the techniques and methods in the field situations as well as for data analysis.

Students may also be familiarized with published source material especially the census reports. Use of OHP for the reading and interpretation of tables, graphs etc. will be helpful.



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**EDUCATION**

# **B.A. (EDUCATION)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – 301: New Trends and Innovation in Education 33 MARKS

PAPER – 302: Measurement and Evaluation in Education 33 MARKS

**OPTIONAL PAPER – 303 :** 34 MARKS

PAPER 303 (A): Educational Administration

PAPER 303 (B): Tests in Education

# **B.A. (EDUCATION)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 301**

#### **New Trends and Innovations in Education**

##### **Objectives :**

- To develop understanding of significant trends in contemporary education.
- To develop awareness of various innovative practices in education.
- To acquaints with the role of technology in spreading education among masses.
- To develop understanding of self learning technical devices.

- UNIT- 1** : 1. Innovation – concept and Need of innovation in view of technological and social change.  
2. Obstacles in innovation, Role of education in bringing innovations.  
3. Role of UNICEF in introducing innovations in Indian School Education.
- UNIT- 2** : 1. Early childhood care and education under Article 45 of the Constitution of India, Balwadi, Aanganwadi and other efforts in public and private sectors at state and central levels.  
2. Private initiatives of some innovations in education – Pratham, Educomp.  
3. State supported innovations; Sarva Shiksha Abhiyan, Lok Jumbish, Eklavya, Mahila Samakhya.  
National Level – Brief Account of right to education, National Literacy Mission & Adult Education, Life Skill Education.
- UNIT- 3** : 1. Changing face of school and University in the age of information, communication, an technology.  
2. Education through interactive radio, television, computer and internet, Tele & Video conferencing, EDUSAT.  
3. Role of e-learning in education; e-content, e-magazines and e-journals.
- UNIT- 4** : 1. Distance Education – concept, need, benefits and limitations, 'Distance Education' and 'Open education', Open School, Open University, Virtual University.  
2. Idea of nurturing rural talent; The Navodaya Vidyalaya Sangathan.  
3. Changing School in the era of liberalization, privatization and globalization.

**BOOKS RECOMMENDED**

- Chauhan S.S. (1994)** : Innovations in teaching hearing process,  
Vikas Publishing House P. Ltd, New Delhi.
- Sharma, A.R.** : Educational Technology, Vinod Pustak  
Mandir, Arra.
- Laxmi S. (1989)** : Innovations in Education, Sterling Publishers  
Pvt. Ltd., Delhi
- Mohanti, J. (1982)** : Indian Education the Emerging Societies,  
Sterling Publishers, New Delhi

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Websites of MHRD, IGNOU, NIOS, Navodaya Vidyalaya Sangathan.

# **B.A. (EDUCATION)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 302**

#### **Measurement and Evaluation in Education**

**Objectives : To enable the students :-**

- To understand the concept of measurement & Evaluation.
- To acquaint with the various statistics as measurement of Relative position & variability.
- To acquaint with the good tools and techniques.

**UNIT- 1** : Measurement and Evaluation: Concept, need and relationship, Purpose of evaluation, Levels of Measurement - Nominal, Ordinal, Interval, Ratio, Internal, External & Continuous evaluation. Techniques of Evaluation - Tests and scales-meaning, purpose, Characteristics of good test, types of test (subjective & objective).

**UNIT- II** : 

- Meaning & Definition of Statistics.
- Frequency Distribution.
- Measures of Central Tendency: - Mean, Median & Mode – Definition, uses & computation.

**UNIT- III** : Measures of variability: Quartile Deviation, Mean Deviation and Standard Deviation- Meaning, Computation.

**UNIT- IV** : Correlation – Meaning and use, Spearman’s Rank difference correlation, and product moment method.

Graphical Representation of data – Polygon, Bar diagram & Histogram.

**BOOKS RECOMMENDED**

1. Aggarwal, R.N. & Bipin Asthana (1982) Measurement and Evaluation in Psychology and Education, Agra; Vinod Publication.
2. Garrett, Henry, E. (2004) Statistics in Psychology and Education, New Delhi; Paragon Publications.
3. Agarwal, J.C. (1997), Essentials of Examination System: Education, Tests and Measurement, New Delhi; Vikas Publications.
4. Agarwal Y.P. (2000), Statistical Methods: Concepts, Application & computation, New Delhi; Sterling Publications.
5. Singh A.K. (2004), Tests Measurements & Research Methods in Behavioural Science, New Delhi; Behari Publications.
6. Thorndike, R.L. & E. Hagen (1964), Measurement & Evaluation in Pshychology & Education, New York; John Willey Publications.
7. vLFkkuk] fofiu ,oa vkj0,u0 vLFkkuk] euksfoKku vkSj f'k{kk esa ekiu ,oa ewY;kWdu] vkxjk( fofiu ifCyds'kuA
8. xqIrk] ,l0ih0 ¼1995½] vk/kqfud ekiu rFkk ewY;kWdu] bykgkckn] lkjnk ifCyds'ku
9. dfiy] ,p0ds0 ¼1997½] lkWf[;dh; ds ewy rRo] vkxjk( foKku ifCyds'kuA
10. chuk ,oa e`nqyk jkoy] f'k{kk esa ekiu] ewY;kWdu ,oa lkWf[;dh;] vkxjk( fouksn ifCyds'kuA
11. ik.Ms;] ds0ih0 ¼1968½] f'k{kk esa ewY;kWdu] esjB( ehukBh ifCyds'kuA
12. 'kekZ] ih0lh0 vk/kqfud ekiu ,oa ewY;kWdu fof/k;ka] bykgkckn] vkyksd izdk'kuA



# **B.A. (EDUCATION)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – 303 (A)**

#### **Educational Administration**

**Objectives** - To enable the Students to develop an understanding about -

- The concept and importance of educational administration.
- The various educational bodies.
- The new trends and problem of educational Administration

**Unit I** - Meaning need and aims of Educational Administration, Principles of Administration, Qualities of – Head of institution, Teacher, The management.

**Unit II** - Organisation & activities of the following.

- 1- U.G.C.
2. Central Advisory Board
- 3- University
4. NCERT

**Unit III** - Educational administration at Central & State Level, M.H.R.D.

**Unit IV-** Concept of Institution - Government, Govt. Added & Self – Finance and their administration at Higher education level.

**Unit V-** Problem and solution of Indian Educational Administration.

#### **Books Recommended :**

- *Bhatnagar S.S. & Gupta P.K. Educational Administration and Management.*
- Sharma R.A., Education Administration and Management.

- Chandra S.S. & Chakraborty A.K., School Administration organization and Management.
- Kudesia Umesh Chandra - Educational Administration.
- Gupta Ram Babu - Educational Administration.

# **B.A. (EDUCATION)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – 303 (B)**

#### **Tests in Education**

##### **Objectives**

- To make student aware of various standardized Tests.
- To make students understand the testing procedure.
- To acquaint the student with the interpretation of test scores.
- To give knowledge to student for using different tests in Research work.

There shall be 15 psychological dimensions of the tests in Education (Practical) Examination of B.A. (Education) Part-III. Out of which only 6 tests will be compulsory to be covered in syllabus in a year.

In examination the candidate will be asked to administer any two standardized Tests/Scales concerned with the dimensions given below:-

1. Personality
2. Intelligence
3. Creativity
4. Aptitude
5. Attitude
6. Value
7. Interest
8. Achievement
9. Adjustment
10. Environmental Awareness

11. Self Confidence.
12. Life satisfaction
13. Study Habit
14. Educational Aspiration
15. Emotional Intelligence

**NOTE** : Distribution of the marks will be as follows – 30 Marks will be allotted for administering two Tests/Scale. 10 Marks for Record book & 10 Marks for Viva Voce.



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**PSYCHOLOGY**

# **B.A. (PSYCHOLOGY)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – 301: Measurement & Statistics	25 Marks
PAPER – 302: Counseling and Guidance	25 Marks
<b>PAPER – 303 OPTIONAL PAPERS (Any one of the followings) :-</b>	<b>25 Marks</b>
<b>PAPER 303(A)</b> Organizational Psychology	
<b>PAPER 303(B)</b> Health Psychology	
<b>PAPER 303(C)</b> Environmental Psychology	
PAPER – 304: Practical	25 Marks

# **B.A. (PSYCHOLOGY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 301**

## **MEASUREMENT AND STATISTICS**

### **Unit I**

- **Scaling techniques and Measurement:** Scaling techniques: Paired comparison, rating and ranking.
- **Levels of Measurement:** Nominal, interval, ordinal and ratio scales.
- **Tests:** Meaning and characteristics of a good test, Types of tests.

### **Unit II**

- Standardization of test; Norms-types. Concept and measurement of reliability and validity.
- **Errors in Measurement:** Examiner's variables, Testee's variables, Situational variables in psychological measurement.

### **Unit III**

- **Research Design:** Meaning, characteristics and purpose of research design.
- **Normal Distribution:** Concept of probability. Laws of probability. Characteristics of NPC. Deviation from NPC; Skewness and kurtosis. Applications of NPC.
- **Correlation:** Concept of Correlation: Linear and non-linear correlation, Pearson's Moment correlation, spearson's rank order correlation.

#### Unit IV

- **Hypothesis Testing and Making Inferences:** Population and sample: Random sampling; nature and assumptions of t-distribution; computation of t values for independent (small and large); interpretation of t values-level of significance; type-I and type-II errors in inference making.
- **Non-Parametric Statistics:** Nature and assumptions, Chi-square, Median and sign test.
- **Preparation of data for computer analysis:** Familiarization with software packages of statistics and their application.

#### BOOKS RECOMMENDED:

- Anastasi, A.S. Urbina. S (1999). Psychological Testing, (7<sup>th</sup> International Ed.). MacMillan Co.
- Broota, K.D. (1992). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern.
- Garrett, H. (Eds) (1969). Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Kapil, H.K. (1980). Sankhyaki ke Mool Tatva Agra: Vinod Pustak Mandir.
- Kaplan, R. N. & Saccuzzo, D. P. (2001). Psychological Testing, Principles, Applications and Issues (5<sup>th</sup> Ed.) USA: Wadsworth Thomson learning.
- Minium, E.W. King. B.M. & Bear. G. (1993). Statistical Reasoning in Psychological and Education. New York: John Wiley.



- Siegel, S. (1994). Non Parametric Statistics. McGraw Hill.
- Singh, A.K. (2000) Test, Measurement and Research Methods. Patna: Bharti Bhawan.
- Srivastava Ram Jee, Manovaigyanic Evam Shaikshik Mapan, New Delhi: Motilal Banarsidas.

# **B.A. (PSYCHOLOGY)**

## **THIRD YEAR DETAILED SYALLBUS PAPER**

**– 302**

### **COUNSELLING AND GUIDANCE**

#### **Unit I**



- **Introduction:** Nature and goals of Counseling. Distinction between Guidance and Counseling.
- **Perspectives of counseling:** Psychoanalytic, behavioural and cognitive
- *Types of Counseling:*
  - (a) Directive, Non-directive and eclectic.
  - (b) Individual and group counseling.

#### **Unit II**

- **Counseling Process:** Principles of Counseling.
- **Counseling skills:** Rapport, Empathy and Communication.
- **Phases of Counseling:** Initial, Middle, Terminal and Follow up.
- **Special Areas of Counseling:** Marital counseling, personal counseling and counseling of alcoholics and drug addicts.

#### **Unit III**

- **Introduction to Guidance:** Need for guidance, Nature, goals and functions of guidance,
- **Areas of Guidance:** Educational, vocational and personal.

## Unit IV

- **Testing Techniques in Guidance:**
  - Intelligence
  - Personality
  - Aptitude
  - Interests
  - Achievement tests

### BOOKS RECOMMENDED:

- Gelso, C. J. and Pretz, B.R. (1995). Counselling Psychology. Bangalore: Prism Books Pvt. Ltd.
- Gibson, R. L. & Mitchell, M.H. (2005). Introduction to Counseling and Guidance (6<sup>th</sup> Ed.). Pearson Education.
- Patri, V. R. (2008). Counselling Psychology. New Delhi: Authors Press.
- Rao, S. N. (1991). Counselling and Guidance (28<sup>th</sup> Reprint 2008). New Delhi: TataMcGraw Hill.
- Rai, A and Asthana, M. (2003). Guidance and Counseling (Concepts, Areas and Approaches). New Delhi: Moti Lal Banarsi Das.
- Woolfe, R., Dryden, W. & Strawbridge, S. (2003). Handbook of counselling Psychology (2<sup>nd</sup> Ed.). London: Sage Publication Ltd.
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# **B.A. (PSYCHOLOGY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – 303(A)**

#### **ORGANIZATIONAL BEHAVIOUR**

##### **Unit I**

- **Introduction:** Nature and Scope, contribution of Taylor, F.W. and Elton Mayo. New challenges and opportunities.
- **Selection and Placement:** Basic selection models, measurement of individual differences. Techniques of selection: Interview and psychological testing.

##### **Unit II**

- **Personnel Training and Development:** Training, Methods of Training on the job and off the job. Techniques of management development. Evaluation of training programmes.
- **Motivation:** Major Theories: Maslow, Adams and Vroom. Financial and non-financial incentives. Job characteristics; two models: job enrichment, quality of work life.

##### **Unit III**

- **Job Satisfaction and Industrial Morale:** Nature, determinants and theories (Herzberg, Vroom).
- **Performance Appraisal:** Appraisal process, methods of performance appraisal and factors distorting performance appraisal.

- **Organizational Stress:** Nature, sources, role stress and its effect on job behaviour.

#### Unit IV

- **Human Engineering:** Man-machine system. Designs, display, controls and action.
- **Accident and Safety:** Risk taking behaviour. Accident proneness. Causes of accidents: Physical and human factors. Safety measures in industries.

#### BOOKS RECOMMENDED:

- Blum, M. L. and Naylor J. C. (1968). Industrial Psychology: Its Theoretical and Social Foundations.
- Luthans, F (2005). Organizational Behaviour (10<sup>th</sup> Ed.). New York: TataMcGraw Hill.
- Memoria, C. B. Personnel Management.
- Rastogi, G. D. (1992). Vyavaharik Manovigyan. Agra: Har Prasad Bhargava.
- Robbins, S. J. & Sanghi, S. (2009). Organizational Behaviour.
- Singh, A. P. (1995). Vyavaharik Manovigyan. Varanasi: Abhishek Publications.
- Wexley, K. N. & Yulk, G.A. (1987). Organizational Behaviour and Personnel Psychology.

# B.A. (PSYCHOLOGY)

## THIRD YEAR DETAILED SYALLBUS

### OPTIONAL PAPER – 303(B)

#### HEALTH PSYCHOLOGY

##### Unit I

- **Introduction:** Nature, scope and a brief history of health psychology. The role of health psychologists.
- **Systems of Body:** Nervous System, Endocrine System, Cardio Vascular System, Respiratory system, Renal system, Digestive system, Genitals and Immunity system.
- **Models of Health:** Bio-Psycho-Social and Cultural Models: Health belief models.

##### Unit II

- **Health Behaviour and Primary Preventions:** Determinants of health behaviour. Health enhancement: modification of health behaviour, changing health through beliefs and attitudes, social engineering, habit modifications, exercise, physical examination, weight control and diet control.
- **Pain and Management:** Measurement of pain, clinical management and pain control techniques.

##### Unit III

- **Cardio vascular disease, diabetes, paralysis, brain strokes and hypertension:** symptoms, causes and remedies. Type A behaviour in reference to diseases.

- **Stress and Health:** Nature and types of stress, causes and consequences of stress. Stress management, measurement of stress. Role of social support.

#### Unit IV

- **Management of Chronic and Terminal Illness:** Management of chronic and terminal illness, coping, rehabilitation of chronically ill, psychological interventions.
- Health issues related to children, adolescents, women and elderly.
- Future challenges to health Psychologists.

#### **BOOKS RECOMMENDED:**

- Bennett, P. Weinman J & Spurgeon, P (Eds.) (1990). Current Development in Health Psychology. U. K.: Hand Academic Publishers.
- Friedman-DiMateo. (1989). Health psychology. New York: Prentice Hall.
- Marks, D. F. Murray, M. Evans, B. & Willing, C. (2000). Health Psychology: Theory, Research and Application, New Delhi: Concept.
- Mathur, S. S.: Health Psychology. Agra: Vinod Pustak Mandir.

**B.A. (PSYCHOLOGY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**OPTIONAL PAPER – 303(C)**  
**ENVIRONMENTAL PSYCHOLOGY**

**Unit I**

- **Environmental Psychology:** Nature and characteristics; classification of environment. Indian perspective on human- environment relationship.
- **Theories Of Environment - Behavior Relationship:** Arousal, Environmental load, Adaptation level and Ecological Approach.
- **Research Methods in Environmental Psychology:** Experimental, Simulation, co relational and descriptive; Methods of data collection: Self-report naturalistic observation, field survey, interview and questionnaire.

**Unit II**

- **Ecology and Development:** Human nature and environmental problems; pro-social and pro-environmental behaviours, ecosystems and their components: Ecology, Demography, Mortality and Fertility. Resource use: Common property resources, sustainable developments, acculturation and psychological adaptation.
- **Environmental Stress:** Nature and characteristics. Types of stress: Natural disasters, technological catastrophe, noise and air-pollution.

**Unit III**

- **Environmental Perception, Cognition and Attitudes:** Nature and characteristics of environmental perception: social and cultural influences.



Environmental cognition and cognitive mapping. Acquisition of environmental attitudes.

- **Effect of Environment on Behavior:** Personal space and territoriality: Nature functions and determinants of personal space, consequences of personal space invasion territoriality functions any types.

#### Unit IV

- **Crowding:** Nature and characteristics, features, effects of crowding on animals and human beings.
- **Environmental Psychology and Saving the Environment:** Environmental education prompts and reinforcement techniques in Indian context.

#### **BOOKS RECOMMENDED:**

- Bell, P. A. Greene, T. C. Fisher, J. D. & Baum A. (2001). Environmental Psychology (Vth Edition). USA: Wadsworth Group / Thomson learning, 10 Davis Drive Belmont CA.
- Goldsmith, E. (1991). The Way; The Ecological World – View. Bostone; shambala Ittcison W. H. Proshansky, H. M., Rilvin, E. G., Winkel, G. H. & Dempsey, D. (1974). An Introduction to Environmental Psychology. New York: Holt Rinehart and Winston.
- Jain, U. (1987). The Psychological Consequences of Crowding. New Delhi: Sage.
- Stokols, D. and Atmann, I. (Eds) (1987). Handbook of Environmental Psychology. New York: Wiley.
- Tewari, P. S. N. (2000). Paryavaraniya Manovigyan. New Delhi: Moti Lal Banarsi Das.

**B.A. (PSYCHOLOGY)**  
**THIRD YEAR DETAILED SYALLBUS**

**PAPER – 304**

**PRACTICAL**

**Any Six Tests / Experiments of the following should be performed:-**

1. Ranking or Paired Comparism.
2. Intelligence Test (Non Verbal)
3. Achievement Test.
4. Job Satisfaction.
5. Mental Health.
6. Environmental Awareness Scale.
7. Interest Test (E.I.R. or V.I.R.)
8. Speed and Accuracy Test.



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**HOME SCIENCE**

# **B.A. (HOME SCIENCE)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – : **Textiles and clothing** 30 MARKS

PAPER – : **Dietetics and Therapeutic Nutrition** 30 MARKS

PAPER – : **PRACTICAL** 40 MARKS

# **B.A. (HOME SCIENCE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 301**

#### **Textiles and Clothing**

Unit I : Classification of Textiles

- a) Introduction and classification of textiles.
- b) Terminology in textiles
- c) General Properties of fiber

Unit II : Manufacturing / Processing

History, Composition, Types, Properties and uses

of :- Cotton                      Silk

Wool                              Nylon

Rayon                             Polyester

Unit III : Study of Yarns & Fabrics

- a) Twist and yarn number
- b) Types – Simple & Complex
- c) Loom – Parts and Process
- d) Weaving – Basic Weaves
- e) Knitting – Properties and uses of knitted fabric Unit

IV : Dyeing and Printing :-

- a) Classification and uses of dyes.
- b) Block Printing                      Duplex Printing
- Roller Printing                      Screen Printing
- Discharge Printing                      Resist Printing (Tie, Batik & Dye)

Unit V : Fabric Finish

**a) Definition, aims and classification of finishes**

- b) Bleaching, tentering, calendaring, mercerizing sanforizing, sizing, glazing, embossing, singeing, schreinerizing, napping, crease resistant, water proofing, flame proofing, moth and mildew proofing.**

Unit VI : a) Selection of fabric for various household kinen and apparel.

- b) Selection of ready made garments for different age, season, occupation and occasion.**
- c) Storage and care of fabrics.**
- d) Comparative study of Home made, Tailor made and ready made garments.**

Unit VII : Consumer Education.

- a) Problems faced by consumers while buying fabric and readymade garments.**
- b) Knowledge of consumer Aids standardization Marks, Advertisement, Packing and Labels**
- c) Consumer rights and duties.**
- d) Consumer Laws**

### **Reference Books :**

- |    |                                      |                                 |
|----|--------------------------------------|---------------------------------|
| 1- | Textiles                             | : Hollen & Saddler              |
| 2- | Textiles & Lundry work               | : Durga Deolkar                 |
| 3- | Fundaments of Textiles & Their Uses  | : Susheela Dantyagi             |
| 4- | Introduction to Textiles             | : Joseph Marjory                |
| 5- | Grooming Selection and care of cloth | : S. Pandit & Elizabith Tarplag |

# **B.A. (HOME SCIENCE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 302**

#### **Dietetics and Therapeutic Nutrition**

- Unit I :
- a) Definition of Food, Nutrition, Nutrients, Health, Dietetics & Therapeutic Nutrition.
  - b) Nutrition facts about fast foods/Junk foods.
  - c) Recommended Dietary allowances for all age group.
  - d) Balance diet and factors affecting balance diet.
  - e) Recommended balance diet for all age groups.
- Unit II :
- Energy requirements- Factors affecting energy requirements BMR, Activity, Age, Climate, Diet, Physiological Conditions.
- Unit III :
- Concept of Nutritionally adequate diet & meal planning.
- a) Importance of Meal Planning.
  - b) Factors affecting meal planning – Nutritional, Socio cultural, Religious, Geographic, Economic, Availability of time & material resources.
  - c) Meal Planning for special occasions, like Festival and Birthday party.
- Unit IV :
- Nutrition through the life cycle at different activity & socio-economic levels, requirements, nutritional problems, food selection.
- a) Adulthood
  - b) Pregnancy
  - c) Lactation
  - d) Old Age
  - e) Infancy
  - f) Preschool
  - g) School Age
  - h) Adolescence



Unit V : Principles of diet therapy.

- a) Importance of diet therapy
- b) Modification of normal diets for therapeutic purposes.
- c) Different type of diets
  - a) Full diet
  - b) Soft diet
  - c) Fluid diet
  - d) Bland diet
- d) Different feeding patterns
  - a) Oral feeding
  - b) Tube feeding
  - c) Intravenous feeding

Unit VI : Nutritional Management in common ailments.

Requirements and diet planning.

- a) Diarrhoea
- b) Constipation
- c) Fevers
- d) Weight Management
  - a) Over weight
  - b) Under weight

Unit VII : Therapeutic Diets

- a) Diabetes
- b) Hypertension

### **Reference Books :**

- 1- Human Nutrition & Dietetics : Passmore & Davidson 2-  
Normal & Therapeutic Nutrition : Robinson
- 3- Nutrition & Diet Therapy : Williams
- 4- Modern Nutrition in Health & Disease : Shils & Olson

5- Food, Nutrition & Diet Therapy : Dranse & Mohan

# **B.A. (HOME SCIENCE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 303**

#### **Practical**

- 1- Dyeing
  - i) Tie & Dye Or
  - ii) Batik
  
- 2- Drafting cutting & Stitching
  - i) Girl's frock (3-5 yrs.)
  - ii) Ladies Saree blouse and petticoat Or  
Kurta Pyjama (Churidar) or Salwar
  
- 3- Planning of Therapeutic & modified diets.
  - a) Soft Diet
  - b) Fluid Diet
  - c) Bland Diet
  - d) High Protein Diet
  - e) High fibre Diet
  - f) Low fibre Diet
  - g) Calorie – restricted.



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**DRAWING & PAINTING**

# **B.A. (DRAWING & PAINTING)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – : Philosophy of Art and Modern Indian Painting 40 MARKS  
(18th Century AD upto Present Age)

PAPER – : PRACTICAL : - 60 MARKS

**(1) Pictorial Composition 30 MARKS**

**(2)A Portrait Study (Coloured) 30 MARKS**

**OR**

**(2)B Life Study Sketching 30 MARKS**

**OR**

**(3) Landscape 30 MARKS**

# **B.A. (DRAWING & PAINTING)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 301**

#### **Philosophy of Art and Modern Indian Painting**

#### **(18th Century AD upto Present Age)**

##### **Unit-I Simple Study**

1. Definition and Meaning of Art
2. Six Limbs of Indian paintings (Shadang)

##### **Unit-II Philosophy of Art**

1. Concept of beauty according to Indian Philosophers and Western Philosophers
2. Art and Symbolism
3. Art and Society
4. Art and Modernity

##### **Unit-III A Modern Art in Indian Painting (from 18th Century upto present age)**

###### **1. Patna/Company School:**

Life and style of Raja Ravi Verma

###### **2. Bengal School/Rennainssacen period**

Life and style Abanindranath Tagore, Asitkumar

Haldar, Nandlal Bose, Kshitindranath Mazumdar

**B New Trends in Modern Indian paintings**

1. Life and Style of Jamini Roy, Ravindranath Tagore, Gagandranath Tagore, Amrita Shre Gill

**Unit-IV Contemporary Indian Painting after Independence upto present age.**

1. Life and Style of Satish Gujral, M.F. Husain, K.S. Kulkarni, K.K. Habbar, N.S. Bendre, B. Prabha, Sailoz Mukharjee, B.C. Sanyal, Ram Kumar.

**Suggested Readings:**

- |   |                           |
|---|---------------------------|
| 1. Bharat Ki Chitrakala:                          | Raikrishna Das            |
| 2. Bhartiya Chtrakala ka Itihaas :                | C.L. Jha                  |
| 3. Bhartiya Chitrakala ka Itihasic Sandarbh:      | Gopal Madhukar Chaturvedi |
| 4. Bhartiya Chitrakala ka Sankshipta Parichaya:   | Vachaspati Gairola        |
| 5. Abanindranath Tagore and the Art of His Times: | Jaya Appaswamy.           |
| 1. Kala Aur Kalam :                               | G.K. Agarwal              |
| 2. Bhartiya Chitrakala ka Itihaas :               | R.A. Agrawal              |
| 3. Bhartiya Chitrakala ka Itihaas :               | Avinash Bahadur Verma     |
| 4. Indian Paintings :                             | Percy Brown               |
| 5. Kala Vilas :                                   | R.A. Agarwal              |
| 6 Sundarya Avam Adhunik Kala                      | Dr. Sunita Gupta          |

# **B.A. (DRAWING & PAINTING)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – 302**

### **PRACTICAL**

**Unit-I Pictorial composition** (with minimum two human figures are compulsory)

- |    |                               |                          |
|----|-------------------------------|--------------------------|
| 1. | Size:                         | Quarter Imperial         |
| 2. | Duration of Time:             | 6 Hours                  |
| 3. | Medium :                      | Water colour             |
| 4. | Submission of Sessional work: | 5 Plates,<br>25 Sketches |

#### **Division of Marks**

Examination	= 30	
5 Plates and 25 Sketches for submission	= 10+10 = 20	50
	Total=	

**Unit-II Portrait Study (Coloured) M.M. 50**

- |    |                   |                  |
|----|-------------------|------------------|
| 1. | Size :            | Quarter Imperial |
| 2. | Duration of time: | 6 Hours          |



- |    |                               |                          |
|----|-------------------------------|--------------------------|
| 3. | Medium :                      | Water/ oil               |
| 4. | Submission of Sessional work: | 8 Plates,<br>25 Sketches |

**Division of Marks**

Examination	= 30
8 Plates and 25 Sketches for Submission	= 10+10 = 20 Total= 50

*Or*

**Life Study Sketching**

- |    |                     |                      |                 |
|----|---------------------|----------------------|-----------------|
| 1. | Size :              | <b>Quarter</b>       | <b>Imperial</b> |
|    |                     | Sheet                |                 |
| 2. | Medium :            | Pencil, Charcoal Ink |                 |
| 3. | Submission of Work: | 08 Plates            |                 |
| 4. | Sketches (Book)     | 25 Sketches          |                 |

**Division of Marks**

Examination	= 30
10 Plates and 25 Sketches for submission	= 10+10 = 20 Total= 50

Total Practical Marks	100
-----------------------	-----

*Or*

**Landscape**

- |    |                     |                |                 |
|----|---------------------|----------------|-----------------|
| 1. | Size :              | <b>Quarter</b> | <b>Imperial</b> |
|    |                     | Sheet          |                 |
| 2. | Medium :            | Water / Oil    |                 |
| 3. | Submission of Work: | 08 Plates      |                 |
| 4. | Sketches (Book)     | 25 Sketches    |                 |

**Division of Marks**

Examination	= 30		
10 Plates and 25 Sketches for submission	= 10+10 = 20	Total =	50

**INSTRUCTIONS**

1. Drawing Boards should be provided to the students of B.A. Part I, II and III from the college.
2. Art materials such as colours, paper canvas should be provided from the college to the teachers for their demonstration of different art classes.
3. Still life objects, Cast of human body's parts, Cast Bust, antiques should be purchased by the college for conducting the art classes of graduate level.
4. In B.A. Part I and B.A. II Second paper practical, consisting of Two different groups- the entry of marks should be consolidated.

5. In B.A. III, II Paper Practical-should be treated separately Practicals of B.A. I, B.A. II and B.A. III and its groups should be allotted period individually in the time table.
6. In each class B.A. Part I, II, III separate examiners should be appointed for practical examinations.



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**HISTORY**

# **B.A. (HISTORY)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER –: Political History of Medieval India 1526-1740 50 MARKS

PAPER –: Political History of Modern India 1740 -1964 50 MARKS

PAPER –: World History 1871-1964 50 MARKS

# **B.A. (HISTORY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – I**

## **Political History of Medieval India 1526 - 1740 A.D.**

### **UNIT - 1 :**

#### **Sources -**

- Archaeological, literary and historical works.
- North India - Political scene.

### **UNIT - 2 :**

#### **Babur -**

- Humayun - Struggle, exile, restoration.
- Shershah Suri - Civil, military and revenue, administration achievements.

#### **Akbar -**

- Conquests, Rajput policy, Religious policy.
- Deccan policy, revolts, consolidation of empire.
- Revenue administration, mansabdari system, estimate of Akbar.

#### **Jahangir -**

- Accession, twelve ordinances, revolts, influence of Nurjahan, Deccan policy, character of Nurjahan, Estimate of Jahangir.

### **UNIT – 3 :**

- Shahjahan - Accession, early revolts, N.W.F. policy, Deccan policy, Central Asian policy, War of succession.
- Aurangzeb - Early career, military exploits, religious policy, Deccan policy, Rajput policy, Revolts and reaction, Causes of

failure of Aurangzeb, character and personality.

- Rise of Maratha Power under Shivaji, relations with the Mughals, Sambhaji, Rajaram.

#### UNIT – 4 :

- Later Mughals and emergence of new states - Awadh and Haiderabad.
- Invasion of Nadirshah and Ahmad Shah Abdali.
- Central, provincial, military, administration, revenue Administration, Law and justice. Causes of downfall of Mughal Empire.
- Administration - Development of Education and literature.
- Architecture, Painting.
- Bhakti Movement & Prominent saints, Sufism meaning & Sects
- Society- Urban, Rural, Ulamas, position of women, Food, Dresses fairs & festivals.
- Trade & Commerce- Internal & External

#### Books Recommended

- (1) eqxy dkyhu Hkkjr & ,0,y0 JhokLro
- (2) Mughal Empire in India - S.R. Sharma
- (3) mRrj e/;dkyhu Hkkjr & ,0ch0 ik.Ms;
- (4) Rise and fall of Mughal Empire - R.P. Tripathi (English & Hindi)
- (5) Shershah and his times - K.R. Kanoungo

(6) Humayun Badshah - S.K. Banerji

(7) vdcl egku Hkkx& ,0,y0 JhokLro

Akbar the Great Vol, I, II & III - A.L. Srivastava

(8) tgk;xhj & csuh izlkn

(9) 'kkgtgkj & cukjlh izlkn IDlsuk

(10) A Short History of Aurangzeb & tnqukFk ljdkj

(11) f'kokth & th0,l0 ljnslkbZ

(12) Glimpses of Medieval Indian Culture- Yusuf Hussain

(13) Art & Architecture of India – B. Rowland

(14) Medieval Indian Culture – A.L. Srivastava

(15) Indian Architecture – Percy Brown

(16) Mughal Architecture - Ram Nath

(17) Indo- Islamic Architecture – Z.A. Desai

(18) Indian Painting – Percy Brown

(19) e/;dkyhu Hkkjr dk bfrgkl Hkkx&ll gjh'kpUnz oekZ

(20) Humayun and His Times – Ishwari Prasad



# **B.A. (HISTORY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – II**

## **Political History of Modern India 1740 - 1964 A.D.**

### **UNIT - 1 :**

- Advent of Europeans in India.
- Policies and Programme of Expansion, Instruments of Expansion (Diplomacy & Wars). Subsidiary Alliance & Doctrine of Lopper Annesnation of Bengal, Awadh & Mysore.
- William Bentinck and his Policies.

### **UNIT - 2 :**

- Ideology of Raj and Racial Attitudes.
- Revolt of 1857 - Causes, Nature, Ideology, Programme, Leadership, People's Participation.
- British Repression and Response, Failure & impact of the Revolt of 1857.
- British Relations with Princely States.
- Policies of Lord Canning, Lytton, Ripon & Curzon.
- The Acts - 1858, 1861, 1892

### **UNIT - 3 :**

- Emergence of Organized Nationalism - Formation of Indian National Congress and its Programme.
- Trends till 1919 - Partition of Bengal, Swadeshi Movement, The Act of 1909, 1919
- Gandhian Movement - Nature, Programme, Social Composition.
- The Revolutionary Movements.
- Pre-Partition Politics - Simon Commission, August Offer, Cripps Mission, Cabinet Plan. Act of 1935
- Communal Politics and Partition of India - Mountbatten Plan, C. Rajgopalacharya Plan. Transfer of Power.
- Renaissance - Hindu Social and Religious Reformation Movements - Arya Samaj, Brahma Samaj, Theosophical Society, Ramkrishna Mission, Muslim Religious reform Movement - Bahavi, Deoband, Ahmadiya and Aligarh Movements.

#### UNIT - 4 :

- Depressed Class Movement, Development of Press & Media.
- Development of Education- Macaulay's Minutes, Woods Dispatch to Radhakrishnan Committee Report.
- Tribal Movement.
- Peasant Movement.
- Social Legislation Passed by the British Govt. - Education, Emancipation of Peasants & Women, Women - Status & Rights.

- Jawaharlal Nehru Vision of New India - Working of relations with USA, USSR, China and Pakistan, Estimate

### Books Recommended

(1) vk/kqfud Hkkjr dk o`gr bfrgkl & th0,l0 Nkcjk

Advanced History of Modern India - Vol. I - III, G.S. Chabra.

(2) vk/kqfud Hkkjr & lqfer ljdkj

Modern India - Sumit Sarkar

(2) Freedom Struggle - Bipan Chandra

(3) Lora=rk laxzke & fofiu pUnz] veys'k f=ikBh] o:k Ms

(4) Modern India - S.B. Chaudhary

(5) Hkkjrh; jk"V<sup>a</sup>okn dh lkekftd i`"BHkwfe & ,0vkj0 nslkbZ  
Social Background of Indian Nationalism - A.R. Desai

(6) Modern India - B.L. Grover

(7) Hkkjr dk Lora=rk la?k"kZ & lhrkjke flag

(8) vk/kqfud Hkkjr dk jktuSfrd bfrgkl & ;'kiky] xzksoj

- (9) vk/kqfud Hkkjr dk bfrgkl & ,y0ih0 'kekZ
- (10) British Rule in India - Ram Gopal
- (11) Hind Swaraj - M.K. Gandhi
- (12) Britain & Muslim India - K.K. Aziz
- (13) History of Freedom Movement in India - R.C. Majumdar
- (14) A History of British India - W.W. Hunter
- (15) vk/kqfud Hkkjr esa lkEiznkf;drk & fofiu pUnz
- (16) Lora=rk vkanksyu dk bfrgkl & lqHkk"k d';i
- (17) Social Bacckrground of Indian Nationalism – A.R. Desai
- (18) History and Culture of Indian People (Relevant Vol.) – R.C. Majumdar
- (19) The Politics of India Since Independence – Paul Brass
- (20) Indian Society and the making of the British Empire – C.A. Bayly.
- (21) IGNOU Course Maaterial, EH1.1 and EH1.5 (English & Hindi)
- (22) Hkkjrh; jk"V~okn dh lkekftd i`"BHkqfe & ,ovkj0 fnlkbZ

# **B.A. (HISTORY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – III**

## **World History 1871 – 1964 A.D.**

### **UNIT - 1 :**

- Age of Bismark - Domestic Policy & Foreign Policy.
- Third Republic of France - Political Condition & Foreign Policy.
- Modern Italy - Early Difficulties and their Remedies, Foreign Policy.
- Russia-Eastern Question - Treaty of Senstepheno, Berlin Congress, Europe & Ottoman Empire Balkan Wars & Young Turk Revolt, its results.
- England - Policy of Splended Isolation.
- Germany - Home and Foreign Policy of William II,
- Ist World War - Causes, Events, Results.
- Paris Peace Settlement - 14 Points of Wilson, The Treaty of Versailles & the Re- organization of Europe

### **UNIT - 2 :**

- Russia between two World Wars – Russian Revolution of 1917, Lenin - Thoughts, Main achievements, New Economic Policy of Lenin, Remaking of Russia, Stalin and his achievements.
- The Nazi Germany - Causes of Rise of Hitler and Nazi Party, Ideology of Hitler and his Programme, Home Policy of Hitler, Assessment of Hitler.

- The Fascist Italy - Causes of Rise of Fascism in Italy Mussolini (Fascist Dictator of Italy), Principles of Fascism, Home Policy of Mussolini.
- Arab Nationalism.
- Modern Turkey & Mustafa Kamal Pasha

### UNIT - 3 :

- Foreign Policy of France between two World Wars – Search for Security, Locarno Pact, Kellogg-Briand Pact.
- Disarmament- Need, Effects made for Disarmament Geneva Protocol, Causes of failure.
- Economic Slump – Causes & Impact

### UNIT - 4 :

- USA between the two world wars.
- Rise of Japan as a Modern World Power - Decline of Shogun Govt. & Restoration of Meiji Emperor, Foreign Policy of Japan (1919 - 1945).
- The Second World War - Causes, Results.
- Evolution of Communism in China.
- Cold War - Meaning, Causes, Progress of Cold War.
- Non Alignment Movement-Meaning, Characteristics, Weakness and Failure.

### Books Recommended

(1) vk/kqfud ;wjksi & ch0,u0 esgrk=

¼2½ vk/kqfud ;wjksi dk bfrgkl & oh0Mh0 egktu

History of Modern Europe - V.D. Mahajan

(3) ;wjksi dk bfrgkl & nhuk ukFk oekZ

(1) fo'o dk bfrgkl & ,0ds0 feRry

(2) ;wjksi dk bfrgkl & yky cgknqj oekZ

- (3) chloha 'krkCnh dk fo'o & ds0,y0 [kqjkuk
- (4) ;wjksi dk bfrgkl & ,e0,y0 'kekZ
- (5) Rise of Modern Europe - Hamilton
- (6) A General History of Europe - Longman
- (7) Bismarck - A.J.P. Taylor
- (8) Hitler - A Bullock
- (9) Evolution of Modern Italy - A.J. Whyte
- (10) A History of War & Peace, 1939 - 1965 - W. Knapp
- (11) Italy from Liberalism to Fascism - Watson
- (12) Cold War and its origins - D. Fleming
- (13) Europe - Grant & Temperley
- (14) Europe 1815 - 1960 - Anthony Wood
- (15) Europe - E. Lipson
- (16) Struggle for Mastery in Europe - A.J.P. Taylor
- (17) International Relations between Two World Wars - E.H. Carr
- (18) A Short History of International Affairs - Garthorne Hardy
- (19) fo"o bfrgkl dh ,d >yd& Hkkx&3 & yky cgknqj oekZ
- (20) iwohZ vkSj if"peh ,f"k;k dk bfrgkl & nhukukFk oekZ
- (21) History of Modern Asia - Venkatramanappa
- (22) Europe Since 1870 – James Joll
- (23) European Alliances and Alignments – W.L. Langer



**BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**POLITICAL SCIENCE**



# **B.A. (POLITICAL SCIENCE)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER –: PRINCIPLES OF PUBLIC ADMINISTRATION 33 MARKS

PAPER –: INDIAN POLITICAL THOUGHT 33 MARKS

PAPER –: INTERNATIONAL POLITICS 34 MARKS

# **B.A. (POLITICAL SCIENCE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – I**

## **PRINCIPLES OF PUBLIC ADMINISTRATION**

### **Unit I**

Meaning, nature and scope of Public Administration; Public and Private Administration; The role of Public Administration in the Modern State; Responsive Administration.

### **Unit II**

Bases of Organization; Principles of Organization; Hierarchy; Span of Control; Delegation of Authority; Centralization and Decentralization; Control over Administration: Legislative, Executive and Judicial.

### **Unit III**

The Chief Executive; Line, Staff and Auxiliary Agencies; the Department; Public Corporations; Independent Regulatory Commissions; Bureaucracy.

### **Unit IV**

Personnel Administration: Recruitment, Training and Promotion; Position Classification; Financial administration; budget, audit.

# **B.A. (POLITICAL SCIENCE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – II**

## **INDIAN POLITICAL THOUGHT**

#### **Unit I**

Manu, Kautilya.

#### **Unit II**

The Indian Renaissance; Raja Ram Mohan Roy; Swami Dayanand & Swami Vivekanand.

#### **Unit III**

Bal Gangadhar Tilak; Gopal Krishna Gokhale, M.N. Roy.

#### **Unit IV**

M. K. Gandhi; Jawaharlal Nehru; Jai Prakash Narain and Sir Saiyad Ahmad Khan.

# **B.A. (POLITICAL SCIENCE)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – III**

## **INTERNATIONAL POLITICS**

### **Unit I**

Meaning, Nature and Scope of International Politics; Theories and Approaches: Traditional Vs Scientific, Behavioral, Idealist, Realist, Systems, Game, Communication; Decision-making.

### **Unit II**

The Modern State System; Power and its elements; National Interest; Balance of Power; Collective Security; Role of Ideology; Foreign Policy – its determinants; Instruments of Foreign Policy – Diplomacy, Propaganda, Economic Instruments and War.

### **Unit III**

Arms Control and Disarmament; Cold War; Détente; New-Cold War; Post-Cold War International Politics; Non-alignment and Non-aligned Movement; Problems of the Third World.

### **Unit IV**

International Law; Global Organization: The U.N.; Regional Organizations: The European Union; S.A.A.R.C; A.S.E.A.N.



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**ECONOMICS**

J. S. UNIVERSITY, SHIKOHABAD

# **B.A. (ECONOMICS)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER – Economics of the Developing Countries 50 MARKS

PAPER – Economics Policies of India 50 MARKS

OPTIONAL PAPER – 303 : 50 MARKS

PAPER (A): Quantitative Methods

PAPER (B): History of Economic Thought

J. S. UNIVERSITY, SHIKOHABAD

# **B.A. (ECONOMICS)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – I**

#### **Economics of the Developing Countries**

##### **Unit – I**

**Economic growth and economic development:** Meaning measurement and distinction; Diverse structure and common characteristics of developing nations; obstacles to development, Economic and non-economic factors in economic development, Patterns of resource endowments agricultural, Mineral energy.

##### **Unit – II**

**Analytical perceptions of problems and policies:** Vicious circles of poverty, Lewis model of labour surplus economy, Rosenstein Rodan's theory of push, Leibenstein's critical minimum effort thesis, Nelson's level equilibrium trap; balanced versus unbalanced Rostow's stages in theory of growth, poverty and inequality and unemployment.

##### **Unit – III**

**Towards an equitable world economy:** Trade and Economic development; Terms of trade, concepts, measurement, movements and prospects, international finance and financial restructuring, W.T.O. and developing countries.

##### **Unit – IV**

**Development and planning:** need, concept, types, planning and the market, Formulation of plans. Objectives, strategy, Plan models, Financing and achievements of Indian Five Year Plans.

**Books Recommended:**

1. Todaro, M. P. – Economic Development in the Third World
2. Thirlwal, A. P. – Growth and Development
3. Ghatak, S. – Development Economics
4. Meier, G. M. (Eds.) – Leading Issues in Economic Development
5. Salvatore, D and E. Dowling - Development Economics, Schaum, Outline series in Economics
6. Agarwala, A. N. and S. P. Singh (Eds.) – Economics of Under-development

J. S. UNIVERSITY, SHIKOHABAD



**B.A. (ECONOMICS)**  
**THIRD YEAR DETAILED SYALLBUS**  
**PAPER – II**

**Economics Policies of India**

**Unit-I**

Objectives of Macro-Economic Policy in Developed and Developing countries. Formulation of Economic Policy: the Process, Policy for Controlling Inflation and Unemployment. An overview of Population Policy in India. Policy For Poverty Eradication. Overview of New Economic Policy.

**Unit-II**

**Industrial Policy in India.** Role and Objectives of Industrial Policy Private and Public Sector, MRTP and concentration of Economic Power. Foreign Investment in Indian Industries and its Regulation; Multinational corporations and Industrial Growth; Policy for Small-Scale Industries; India's Industrial Policy and Regional Development

**Unit-III**

**Agriculture Policy :** Objectives and Overview of Agricultural Policy in India. Agrarian Structure and Economic Policy; Brief Overview of Community centred Approach : community Development Project and Panchayati Raj. Genesis and Evaluation of the New Agricultural Strategy. Evaluation of Swarna Jayanti Rojgar

Yojna & MNRGA. Green Revolution. Agricultural Price Policy. Food Policy and the Public Distribution system.

#### Unit-IV

**Trade Policy** : Exchange Rate policy and Devaluation. General Overview of Policies For Foreign Capital Inflow and Multi-lateral Assistance.

J. S. UNIVERSITY, SHIKOHABAD

# B.A. (ECONOMICS)

## THIRD YEAR DETAILED SYALLBUS

### OPTIONAL PAPER – (A)

#### Quantitative Methods

##### Unit – I

**Algebra:** Theory of numbers, Factorization, A.P., G.P. and H.P. series, Surds and indices, Identities and equations; Simple, quadratic and simultaneous.

**Co-ordinate geometry:** Co-ordinates, plotting of graphs, Equations of straight line and parabola.

**Calculus:** Limits and functions, Derivations of functions of one and two variables, Maxima and minima, Convexity and concavity and homogeneous functions.

##### Unit – II

Nature, Scope and importance of statistics for economists, Relation of statistics with other sciences; Planning a statistical Investigation; Methods of data collection, Classification, Tabulation, Graphic and diagrammatic representation; its importance, utility and advantages.

##### Unit – III

Measures of central tendency, Arithmetic mean, Median, Mode, Geometric and harmonic mean, Measures of dispersion, Range, Mean and Slandered Deviation and Coefficient of variation.

#### Unit – IV

Relationship between two variables and correlation coefficient. Pearson's, Spearson's and concurrent deviation methods. Definition index numbers and computation of simple indices. Fisher's Ideal index number, Measurement of secular trends free hand curve, semi averages, money averages and least square methods.

#### Books Recommended:

1. R. G. D. Allen – Mathematics for Economics
2. Mehta & Madnani - Mathematics for Economics
3. Taro Yamaney - Mathematics for Economics
4. A. L. Nagar & R. K. Das – Basic Statistics (latest edition)
5. D. N. Elhance – Fundamentals of Statistics

J. S. UNIVERSITY, SHIKOHABAD

# **B.A. (ECONOMICS)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – (B)**

#### **History of Economic Thought**

##### **Unit – I**

**Pre-classical Economic and Indian Economic Thought:** Mercantilism, Physiocracy. Their views on economic development

Kautilya, Naoroji, Ranade, R.C. Dutt, Gandhian Economic Thought, and J. K. Mehta.

##### **Unit – II**

**Classical Economics:** Evolution of economic science, Smith's conception of growth and his criticism of Mercantilist and Physiocratic Doctrines; Smith's natural philosophy and economic philosophy. The theory of value: The cause and measure of value. Growth of National product and its distribution. David Ricardo: The development of labour theory of value, the theory of distribution and the theory of growth; his views on machinery. Malthusian theory of population and Glut, Malthusian Glut.

##### **Unit – III**

**Neo-Malthusian:** J. B. Say and his law, Say's identity and quantity. Theory of money, Keynes and say's law, J. S. Mill and synthesis of classical ideas. The downfall of the classical system. Classical legacy and Marxism: Approach to economic problem, Historical determinism capitalist crisis, Socialists and the Institutionalists.

## Unit – IV

**Debate on Methods of Economic Analysis:** Historical school, Marginal revolution: Demand side analysis, Criticism of classical theory of value and distribution, Evolution of the new theory of value of distribution: Menger, Walras and Jevons, Extension of new theory: Wieser, Bohm-Bawerk, Fusion of demand and supply; Marshall, Politico-Philosophical background, Evaluation of natural law, Individualism, Liberalism and Utilitarianism.

### Books Recommended:

1. Suhunpeter, J. A. – History of Economic Analysis
2. Stigler, G. J. – Essay in the History of Economics
3. Dobb, Maurice – Theories of Value and Distribution since Adam Smith
4. Obrien – Classical Theory of Value and Distribution
5. Gide and Rist – History of Economic Doctrines
6. Meek, R. L. – Physiocracy
7. Meek, R. L. – The Labour Theory of Value
8. Clair, St. Oswald – A Key to Recardo



# **BACHELOR OF ARTS (B.A.)**

**(THREE YEAR DEGREE COURSE)**

**SUBJECT**

**GEOGRAPHY**

# **B.A. (GEOGRAPHY)**

## **COURSE STRUCTURE**

### **THIRD YEAR**

PAPER –: Geographical thought 50 MARKS

PAPER –: Environmental Studies 50 MARKS

PAPER – : Practical 50 MARKS



**B.A. (GEOGRAPHY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**PAPER – I**  
**GEOGRAPHICAL THOUGHT**

- Unit-I** The field of geography; its place in the classification of sciences; geography as a science, selected concepts of geography-distribution; relationships, interactions, area differentiation and spatial organization.
- Unit-II** Dualisms in geography; systematic & Regional geography; physical & human geography. Systematic geography & its relation with systematic sciences and with regional geography. The myth and reality about dualisms.
- Unit-III** Geography in ancient period - Contribution of Indian, Greek & Roman geographers Geography in Middle Age - Arab geographers, Renaissance period in Europe, Renowned travelers and their geographical discoveries.
- Unit-IV** German school of thought - Kant, Humboldt, Ritter, Richthofen, Ratzel, Hettner. French school of thought - Contribution of Blache & Brunhes.
- Unit-V** Soviet geographers, American school - Contributions of Davis, Sample, Hunthington & Carl Sauer. British school - Contributions of Mackinder, Herbertson & L.D. Stamp.

## Books Recommended

1. Abler, Ronald ; Adams, John S. Gould Peter : Spatial Organization : The Geographers View of the World, Prentice Hall, N.J. 1971.
2. Ali S.M. : The Geography of Puranas, Peoples Publishing House, Delhi, 1966.
3. Amedeo, Douglas : An introduction to Scientific Reasoning in Geography, John Wiley, U.S.A. 1971.
4. Dikshit, R.D. (ed.) The Art & Science of Geography Integrated Readings, Prentice Hall of India, New Delhi-1994.
5. Hartshorne, R : Perspective on Nature of Geography, Rand McNally & Co. 1959.
6. Husain, M. : Evolution of Geographic Thought, Rawat Pub.: Jaipur. 1984.
7. Johnston, R.J. : Philosophy and Human Geography, Edward Arnold London, 1983.
8. Johnston, R.J. : The Future of Geography, Mehtuen, London, 1988.
9. Minshull R. : The Changing Nature of Geography, Hutchinson University Library, London, 1970.
10. Garg, H.S., Bhaugolik Chinten, S.B.P.D. Publications, Agra, 2013

**B.A. (GEOGRAPHY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**PAPER – II**  
**ENVIRONMENTAL STUDIES**

- Unit-I** Geography as a study of Environment, concepts & components of environment, Development of environmental studies, Approaches to environmental studies, concept of ecology and ecosystem. Man-Environment relationship, Agricultural and Industrial practices, science, technology and environment.
- Unit-II** The problems and causes of environmental degradation, Deforestation, soil erosion, soil exhaustion, Desertification, Air pollution, water pollution Disposal of solid waste, Population pressure.
- Unit-III** Environmental management : Environmental education, Bio-diversity at local, regional and National level, Major environmental policies and programmes.
- Unit-IV** Sample studies - Ganga Action Plan, Tiger project, Tehri dam & Narmada Valley project.
- Unit-V** Emerging environmental issues ; population explosion, food security, global warming, bio-diversity and its conservation, sustainable development.

## Books Recommended

1. Jagdish Singh, Vatavaran Niyojan Aur Samvikas.
2. P.S. Negi. Eco-Development and Environmental Geography (Hindi)
3. G.P. Yadav & Ram Suresh, Paryavaran Adhyayan.
4. V.K. Srivastava, Environmental and Ecology (Hindi)
5. Griffith Taylor, Environmental race and migration.
6. Sharma, H.S. and Chattopadhyay, S.K. Sustainable Developments concepts and issues, concept, New Delhi-2000.
7. Reid, D., Sustainable Development, Earthscan, Pub. London, 1995.
8. Garg, H.S., Paryavaran Adhyayan, S.B.P.D., Publications, Agra, 2013

**B.A. (GEOGRAPHY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**OPTIONAL PAPER – III (A)**  
**South West Asia**

- Unit-I** Region as a geographical entity and as a component of global system.  
Basis of regionlisation/ grouping of countries - Geographical, political, cultural, etc.
- Unit-II** Structure Relief, climate and climatic regions, vegetation. Irrigation, Power and Mineral resources.
- Unit-III** Population distribution, growth, distribution pattern, migration. Agriculture, Industries Transport and Trade.
- Unit-IV** Strategic importance of the region, Suez Canal, Geographical background of the modern problems.
- Unit-V** Detailed regional study of Turkey. Iraq. Israel and Saudi Arabia.

**Book Recommended**

1. W.B. Fisher : The Middle East
2. Cressey : Cross-Road
3. East and Spate : Changing Map of Asia
4. N.S. Ginnsburg : Pattern of Asia

5. W. Willcocks : The Irrigation of Messopotamia.
6. J.Jones : Turkey
7. The Statesmans Year book : 2001-2002
8. Vishwanath Tiwari - Asia, Ka Bhugolik Swaroop
9. Mahesh Narain Nigam And B.L. Garg-Pashchimi Asia
10. Garg, H.S., Dakehin Pashim Asia KA Bhugol, S.B.P.D. Publications, Agra, 2013

**B.A. (GEOGRAPHY)**  
**THIRD YEAR DETAILED SYALLBUS**  
**OPTIONAL PAPER – III (B)**  
**South East Asia**

- Unit-I** Region as a geographical entity and as a component of global system. Basis of regionalisation/ grouping of countries. Geographical, political, cultural etc.
- Unit-II** Structure, Relief, Climate and climatic regions, vegetation. Irrigation power and Mineral resources.
- Unit-III** Population - distribution, growth, distribution pattern, migration - Agriculture, industries, Trade and Transport.
- Unit-IV** Strategic importance of the region, Geographical background of the modern problems.
- Unit-V** Detailed regional study of Myanmar, Thailand, Malaysia and Indonesia.

**Book Recommended**

1. Dudely Stamp : Asia
2. Fisher, Charles, A : South East Asia
3. Dobby : South East Asia
4. Dr. Jagdish Singh - Monsoon Asia
5. Dr. V.K. Srivastava - Asia
6. Vishwanath Tiwari Asia Ka Bhugolik Swaroop
7. Dr. M.N. Nigam & B.L. Garg - Mansoon Asia

# **B.A. (GEOGRAPHY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **OPTIONAL PAPER – III (C)**

#### **Far East Asia**

- Unit-I** Region as a geographical entity and as a component of global system. Basis of regionalisation/ grouping of countries geographical, political, cultural, etc.
- Unit-II** Structure, Relief, climate and climatic regions, vegetation, Irrigation, Power and Mineral resources.
- Unit-III** Population- distribution, growth, distribuion pattern, migration, Agriculture, Industries, Trade and Transport.
- Unit-IV** Strategic importance of the region, Geographical background of the modern problems.
- Unit-V** Detailed regional study of China and Japan.

#### **Book Recommended**

1. Dr. M.N. Nigam- Mansoon Ka Asia
2. Vishwanath Tiwari - Asia Ka Bhaugolik Swaroop
3. Trewartha ; G.T. Japan.



# **B.A. (GEOGRAPHY)**

## **THIRD YEAR DETAILED SYALLBUS**

### **PAPER – IV**

#### **Practical**

#### **(A) Field Work**

- Unit-I** Plane table Surveying ; Radiation, Inter section & Resection method, two point problem and three Point problem.
- Unit-II** Surveying by Prismatic Compass, open traverse. Close traverse, Elimination of error. Bowdich Method.
- Unit-III** Use of Sextant ; measurement of height-accessible and inaccessible method.

OR

Indian clinometer ; Measurement of height-accessible and inaccessible method.

#### **(B) Field Study Report :**

Select a village or a town or a ward of a city and prepare a socio-economic report based on primary and secondary data with the help of maps and diagrams

#### **(C) Viva-Voce & Sessional Records**

##### **Division of Marks:**

- (A)** Field work (One exercise from each unit. Duration four hours) 10+10+5 (25)
- (B)** Field Study report

(C) Viva-Voce & Sessional Records

10

**Books Recommended**

1. Singh, R.L., Elements of Practical Geography, Kalyani Pub. New Delhi.
2. Khan, Z.A., Text book of practical Geography, Concept, New Delhi-1998.
3. Sharma J.P.-Prayogik Bhugol.