

# **INSTITUTE OF ADVANCED STUDIES IN EDUCATION (DEEMED TO BE UNIVERSITY)**

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## **MANNUAL: SYLLABUS**

**SCHEME OF EXAMINATION AND COURSE OF STUDY**

**FACULTY OF HUMANITIES & SOCIAL SCIENCES**

**B.A. (THREE YEAR COURSE)**

**Bachelor of Arts Examination**

**Session – 2022-2025**



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The programme consists of Elective courses, and Compulsory courses. The elective courses include Geography, Hindi Literature, English Literature, History, Music, Political Science, Sanskrit Literature, and Sociology. The courses are of two types-compulsory and elective. These courses are premeditated in such a way that they help students in accomplishing their holistic personality.

The all-inclusive Education model of the Institute of Advanced Studies in Education (Deemed to be University) includes physical, intellectual, moral, professional and aesthetic magnitudes of human existence. It aims to dissolve all seeming binaries of life so that the students can nurture a harmonious and comprehensive personality. It also develops a sense of ethical behavior, nationalism, appreciating Indian culture and ethos.

**The main objectives of the programme are:**

- To accustom students with complex consistencies of Indian culture and ethos.
- To develop students' wide understanding of and on the major concepts, thoughts, and ideas of Computer, English Literature, Environmental Science, Geography, Hindi Literature, History, Music, , Political Science, Sanskrit Literature and Sociology.
- To hone students' critical, creative, liberal, innovative, and scientific thinking.
- To engage students in self-reflexivity and lifelong learning.
- To help students in integrating different aspects of physical, practical, aesthetic, moral and intellectual dimensions of educations to develop a holistic personality of each student.
- To nurture an effective citizen with a strong value base and ethics.
- To familiarize students with environmental contexts, inclusivity and sustainable development.

**Programme Outcomes**

**PO1: Enrichment of Intellectual, Valued and Epistemic Tradition:** The programme develops students' wide understanding of and on the major concepts, thoughts, and ideas of Computer, English Literature, Environmental Science, Geography, Hindi Literature, History, Music, Physical Education, Political Science, Sanskrit, and Sociology. It also enriches their analytical, critical, creative faculties.

**PO2: Inculcation of Planning Abilities:** The programme sharpens up effectual planning abilities including time management, resource management, entrustment skills and organizational skills of students which may enhance their leadership qualities. It also prepares students for implementing plans, organizing several cultural and academic activities, coordinating to meet deadlines.

**PO3: Amelioration of Problem Solving Skills:** The programme prepares students to contextualize and to rationalize the principles of scientific enquiry, theoretical and philosophical thoughts, analytical and creative thinking for solving problems and making decision in the socio-pragmatic realities of life. The inculcated problem solving skills are helpful in finding, analyzing, evaluating and applying information systematically so that sensible decision could be made.

**PO4: Apposite Application of Methodological Tools:** The programme makes a outspoken and sincere attempt of familiarizing students with some relevant methodological tools which help them exploring the underlying ideas, thoughts, concepts and meanings in the available discourses of humanities, social sciences, art and aesthetics etc. Curriculum is entrenched into a rich cultural, social, practical, and political realities and the apposite application of those methodological tools may disentangle the textual and contextual richness.

**PO5: Development of Leadership and Soft Skills:** Human beings while negotiating with the socio-pragmatic realities face unidentified numbers of challenges which are related to human reactions, motivation, leadership, conflict resolution and team building. All these problems can be responded and resolved with the development of soft skills and the designed programme indeed aims to resolve them.

**PO6: Formation of Professional Identity:** Education intends to develop not only the intellectual and epistemological qualities of the populace of the synchronic society but it also augments professionalism among the netizens. Education of the contemporary as well as globalized era focuses on the formation of skilled identity among professionals. Thus, the programme intends to develop professional identity among students.

**PO7: Nurturing Ethics, Values and Dharma:** The striving competitiveness has developed a great sense of individuality, utilitarianism, and competitiveness among students. They have provoked the people to ignore honesty, empathy, integrity, and ethical principles and therefore, people are not able to make any ethical interventions. The programme therefore intends to nurture values, ethics and dharma among the netizens of the world.

**PO8: Developing Communicative Competence:** The programme intends to develop grammatical and communicative competence among students and make them aware of the nature, form and function of language (Hindi, English and Sanskrit). Language is not merely a middling to communicate but is more essential to the process of the formation of ideas, thoughts and concepts. The programme therefore nurtures listening, writing, speaking and reading skills of students which allow them to commune effectively in textual, personal and interpersonal contexts so that the discursive practices may be improved and the trajectory of knowledge may get strengthened.

**PO9: The Knowledge, Students and Society:** The programme propagates the fact that the conception and distribution of knowledge in any form seems meaningless unless it is seen functioning in a society which is defined by the existence of human beings. The benefit of the commoners is always at the centre of all social, cultural, political, technological, and scientific innovations. Thus, the programme intends to amalgamate knowledge, students and society so that a sustainable society can be developed.

**PO10: Environment and Sustainability:** The unparalleled growth and development in the world on industry, technology, trade and commerce etc. have damaged the equilibrium between nature and culture. Environment, ecosystem and natural resources have been browbeaten to such a level that many of them are worn out. Looking at these despondent conditions, the programme intends to prepare students to respond to some major issues of environment and sustainability.

**PO11: Lifelong Learning:** A culture is intertwined into the complexes of its intellectual tradition or the systems of knowledge. The rational tradition remains alive when the people communicate and engage themselves with some discursive practices. These practices help one in the recognition of some propel areas on the basis of self-criticality and reflexivity that keep the process of lifelong learning alive and unseasonable. Thus, the programme develops a strong urge among students to strive on the path of lifelong learning.

## Content B. A. Part - I, II & III

### SCHEME OF EXAMINATION

There will be Six Papers Optional (per years) & Four Papers Compulsory in 3 years and each paper will be of 3 hours duration and will carry 80 marks. Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 12 and 4 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

#### Important points to be noted:

- The theory question paper will consist of Five Sections.
- Theory (External) – 80

Internal Marks – 20

Division of Marks:

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	20X2 Test = 40
2	Report Writing/ Assignments	10
3	Viva Voce	10
4	Field Trip	10
5	Attendance	03
6	Co-curricular Activity	02
7	Group Discussion	05
	<b>Total</b>	<b>80</b>
<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 20 marks.		

Total Marks – 600 (Six Optionals Papers : 100 Marks Each) per years.

- Pass Marks – 36 percent.
- Mandatory to pass the Internal and External (Written Exam) separately, Obtaining 36 Percent Marks.
- In the Paper I and II the minimum marks for Passing the examination are 58 for External Exam and 14 marks for Internal Examination .This is applicable on the optional subjects of B.A Part I,II and III.
- Duration of Examination: 3 Hours for Each Paper.

### **B.A. Part I, II, III (Practical Subjects)**

There will be Six Papers (per years) in 3 years and each paper will be of 3 hour's duration and will carry 60 marks.

Note: The question paper will contain 10 questions in all, i.e., two questions from each unit. Each question is divided into two Parts -Part A Part B having 10 and 2 Marks respectively. Candidate has to answer Part A in about 5 pages and part B in about one page selecting one question from each section.

#### **Important points to be noted:**

- The theory question paper I consists of Five Sections.
- Theory (External) – 60 (Each Paper)  
Internal Sessional Marks (Internal) – 15 (Each Paper)

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

<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
1	Monthly Test	10X2 Test = 20
2	Report Writing /Assingments	05
3	Viva Voce	05
4	Field Trip	05
5	Attendance	03
6	Co-curricular Activity	02
7	Group Discussionsion	05
	<b>Total</b>	<b>45</b>

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):** CCA will be reduced in to 15 marks.

- Practical Marks – 50 (Each Year)
- Please note that the Practical subject requires 40 % of marks to pass the examination separately
- Total Marks – 600 (per years)
- Pass Marks – 36 percent
- Mandatory to pass the Internal and External Written Exam separately, obtaining 36 Percent Marks.
- Duration of Examination: 3 Hours for Each Paper.
- In the Paper I and II the minimum marks for Passing the examination are 43 for External Exam and 11 marks for Internal Examination .This is applicable on the optional subjects of B.A Part I,II and III.

### **RULES AND GUIDELINES FOR THE STUDENTS**

The courses of study for the examination shall extend over a period of three years as an integrated course. There shall be an examination at the end of each year, namely, Part I examination at the end of First Year, Part II examination at the end of Second Year, and part III examination at the end of Third Year.

#### **1. THE PROGRAMME & COURSE STRUCTURE**

The three year teaching consists of Theory (Lectures and Tutorials) and Sessional.

Examination will be held at the end of the each year. Details of these are given in the Teaching and Examination Scheme.

The examination shall be conducted by means of written papers and practical tests wherever required.

The subjects for examination shall be as follows:

### **1.1 Compulsory Subjects:**

- (i) General Hindi
- (ii) General English
- (iii) Elementary Computer Applications
- (iv) Environmental Studies

**Note:** Foreign nationals and students belonging to non-Hindi speaking areas, if any, may be allowed to offer Elementary Hindi in lieu of General Hindi and in such cases the rules prescribed for General Hindi shall be applicable to Elementary Hindi.

### **1.2 Optional Subjects:**

The candidate has to opt. any three of the following subjects, subject to the restrictions, if any, to be imposed from time to time.

- (i) Hindi Literature
- (ii) English Literature
- (iii) Sanskrit Literature
- (iv) History
- (v) Political Science
- (vi) Geography
- (vii) Sociology
- (viii) Music

Any other optional subject to be included in the list.

The course structure and program administrations are as follows.

## **2. PROGRAMME ADMINISTRATION**

### **2.1. Medium of Instruction**

Hindi/English shall be the medium of instruction and examination.

### **2.2. Evaluation**

(a) Each subject will be evaluated through a theory paper at the end of the year carrying 80 marks along with continuous evaluation of sessional work, carrying 20marks. The theory paper shall be of three hour duration. The sessional work will consist of continuous assessment of student's performance by teachers in tutorial classes, and class tests.

(b) A survey will be organized and reviewed by students on their village social problems. Reports must be submitted to H.O.D (Head of the Department) 15 days before the final examination. This survey works carrying 5 marks.

(c) Assignments will be of 10 marks which include all the units of the Paper and will cover entire syllabus.

### 2.3. Promotion

(a) The maximum span period of a program is four years from the date of registration in the program.

(b) The minimum marks for passing the examination for each year shall be 36% of the total marks which include the theory, sessional and project individually.

Candidates will be declared to have passed the examination if they obtain minimum pass marks in each subject viz. 36% in each compulsory and in each optional subject.

Provided that if a candidate fails to secure the minimum pass marks in all or any of the compulsory subjects he/she shall be allowed to clear the paper(s) in subsequent supplementary and/or main examination. Such candidate shall not be admitted in Part III course if he/she fails to clear such back paper(s) latest by Part II supplementary examination.

(c) A student will be permitted to attend the classes of the next year immediately after the examination of the first/second yearly examination, as the case may be, provided he/she has appeared in the first/second yearly examination, respectively.

(d) To be eligible for promotion to the next year student must have successfully cleared at least half of the total subjects including theory and sessionals of the previous yearly examination.

(e) A candidate who has secured minimum marks to pass in each paper but has not secured the minimum marks required to pass in the aggregate for the year concerned may take re-examination in not more than two papers to obtain the aggregate percentage required to pass the year. The candidate will have to pay the requisite examination fee in order to be eligible for re-examination. In this case the marks secured by the candidate in the earlier examination in the paper concerned will be cancelled.

(f) It will be necessary for a candidate to pass separately in Internal and External Examinations.

### 3. Award of Division:

Securing 60% marks and above	Ist Division
Securing 48% and above but below 60%	IInd Division
Securing 36% and above but below 48%	Pass

### 4. Grace Marks

The students will be awarded 1% marks of the total marks in grace for passing the final examination. No student can claim/demand for more grace marks in any paper/sessional.

### 5. Attendance

The students should attend 75% of the total lectures given; otherwise they will not be permitted to sit in the final yearly examination.



## **6. Students Default**

After two or more absences, students have to provide proper application to the H.O.D with parent's signature and reason for absence.

## **7. Rules in Examination Hall**

(a) No student should use any unfair means for passing the examination. If caught red-handed, they will be debarred for three years from taking the course/examination.

(b) Students should carry their own stationeries such as pen, pencil, ruler, etc. Borrowing/lending the stationary items are completely banned in the examination hall.

(c) Students should write on both sides of the answer sheet given in the examination hall. In case of failure, 5 marks will be deducted.

## COURSES OF STUDY AND SCHEME OF EVALUATION

### Examination of B.A. Part -I

Candidates are required to choose any three from the following:

Hindi Literature, Sanskrit Literature, English Literature, Political Science, History,  
Geography, Sociology and Music

SUBJECT COMPULSARY/ OPTIONAL	NOMENCLATURE OF THE PAPER	PAPER CODE	INTERNAL SESSIONAL	THEORY (WRITTEN EXAM)	PRACTICAL	MAX. MARKS
COMPULSARY SUBJECTS	GENERAL HINDI	BA-C 101	20	80	–	100
	GENERAL ENGLISH	BA -C 102	20	80	–	100
	ELEMENTARY COMPUTER APPLICATION	BA-C 103	20	80	-	100
	ENVIRONMENTAL STUDIES	BA-C 104	20	80	–	100
HINDI LITERATURE	प्रथम प्रश्न पत्र—प्राचीन एवं मध्यकालीन काव्य	BAHI- 101	20	80	–	200
	द्वितीय प्रश्न पत्र—कथा साहित्य	BAHI- 102	20	80	–	
SANSKRIT LITERATURE	प्रथम प्रश्न पत्र— संस्कृत साहित्य एवं अलंकार	BASN - 101	20	80	–	200
	द्वितीय प्रश्न पत्र—भारतीय संस्कृति के तत्त्व, पद्य साहित्य, अनुवाद एवं व्याकरण	BASN- 102	20	80	–	
ENGLISH LITERATURE	PAPER I- POETRY AND DRAMA	BAEN- 101	20	80	–	200
	PAPER II - PROSE AND FICTION	BAEN- 102	20	80	–	
HISTORY	PAPER I- HISTORY OF INDIA FROM EARLIEST TIMES TO 1206 A.D.	BAHY- 101	20	80	–	200
	PAPER II - OUTLINE HISTORY OF MODERN WORLD (1453 A.D. – 1950 A.D.)	BAHY- 102	20	80	–	

SOCIOLOGY	PAPER I - PRINCIPLES OF SOCIOLOGY	BASO- 101	20	80	-	200
	PAPER II- INDIAN SOCIETY	BASO- 102	20	80	-	
POLITICAL SCIENCE	PAPER I- FOUNDATIONS OF POLITICAL SCIENCE	BAPS- 101	20	80	-	200
	PAPER II - REPRESENTATIVE INDIAN POLITICAL THINKERS	BAPS- 102	20	80	-	
GEOGRAPHY	PAPER I -PHYSICAL GEOGRAPHY- GEOMORPHOLOGY	BAGY- 101	15	60	50	200
	PAPER II- HUMAN GEOGRAPHY	BAGY- 102	15	60		
MUSIC	प्रथम प्रश्न पत्र-भारतीय संगीत (कंठ एवं वाद्य)	BAMU- 101	15	60	50	200
	द्वितीय प्रश्न पत्र-भारतीय संगीत (कंठ एवं वाद्य)	BAMU- 102	15	60		

## Examination of B.A. Part II

OPTIONAL SUBJECT	NOMENCLATURE OF THE PAPER	PAPER CODE	INTERNAL SESSIONAL	THEORY (WRITTEN EXAM)	PRACTICAL	MAX. MARKS
HINDI LITERATURE	प्रथम प्रश्न पत्र- रीतिकालीन काव्य	BAHI-201	20	80	-	200
	द्वितीय प्रश्न पत्र- नाटक एवं एकांकी	BAHI-202	20	80	-	
SANSKRIT LITERATURE	प्रथम प्रश्न पत्र-नाटक, छन्द, संस्कृत साहित्येतिहास एवं व्याकरण	BASN-201	20	80	-	200
	द्वितीय प्रश्न पत्र-वैदिक साहित्य, गद्य साहित्य एवं व्याकरण	BASN-202	20	80	-	
ENGLISH LITERATURE	PAPER I- POETRY AND DRAMA	BAEN-201	20	80	-	200
	PAPER II - PROSE AND FICTION	BAEN-202	20	80	-	
HISTORY	PAPER I- HISTORY OF MEDIEVAL INDIA (1206-1740 A.D.)	BAHY-201	20	80	-	200
	PAPER II - SURVEY OF RAJASTHAN HISTORY FROM THE EARLIEST TIMES TO 1956 A.D.	BAHY-202	20	80	-	
SOCIOLOGY	PAPER I -SOCIAL RESERCH AND STATISTICS	BASO-201	20	80	-	200
	PAPER II- SOCIAL PROBLAEMS IN CONTEMPRORY INDIAN SOCIETY	BASO-202	20	80	-	
POLITICAL SCIENCE	PAPER I- COMPARATIVE GOVERNMENT AND POLITICS	BAPS-201	20	80	-	200
	PAPER II - INDIAN POLITICAL SYSTEM	BAPS-202	20	80	-	

GEOGRAPHY	PAPER I- PHYSICAL GEOGRAPHY- CLIMATOLOGY AND OCEANOGRAPHY	BAGY- 201	15	60	50	200
	PAPER II - GEOGRAPHY OF RAJASTHAN	BAGY- 202	15	60		
MUSIC	प्रथम प्रश्न पत्र – भारतीय संगीत (कंठ एवं वाद्य)	BAMU- 201	15	60	50	200
	द्वितीय प्रश्न पत्र – भारतीय संगीत (कंठ एवं वाद्य)	BAMU- 202	15	60		

### Examination of B.A. Part III

OPTIONAL SUBJECT	NOMENCLATURE OF THE PAPER	PAPER CODE	INTERNAL SESSIONAL	THEORY (WRITTEN EXAM)	PRACTICAL	MAX. MARKS
HINDI LITERATURE	प्रथम प्रश्न पत्र– आधुनिक काव्य	BAHI- 301	20	80	–	200
	द्वितीय प्रश्न पत्र– निबन्ध एवं भाषा	BAHI- 302	20	80	–	
SANSKRIT LITERATURE	प्रथम प्रश्न पत्र– काव्य, स्मृति एवं निबन्ध	BASN -301	20	80	–	200
	द्वितीय प्रश्न पत्र– भारतीय दर्शन, नीति एवं व्याकरण	BASN 302	20	80	–	
ENGLISH LITERATURE	PAPER I- POETRY AND DRAMA	BAEN- 301	20	80	–	200
	PAPER II - PROSE AND FICTION	BAEN- 302	20	80	–	
HISTORY	PAPER I- MODERN INDIAN HISTORY (1740-1956 A.D.)	BAHY- 301	20	80	–	200
	PAPER II - FOUNDATIONS OF INDIAN CULTURE	BAHY- 302	20	80	–	
POLITICAL SCIENCE	PAPER I- REPRESENTATIVE WESTERN POLITICAL THINKERS	BAPS- 301	20	80	–	200

	PAPER II - INTERNATIONAL RELATIONS SINCE 1945	BAPS- 302	20	80	-	
GEOGRAPHY	PAPER I - GEOGRAPHY OF INDIA	BAGY- 301	15	60	50	200
	PAPER II - FUNDAMENTALS OF REMOTE SENSING AND GIS	BAGY- 302	15	60		
SOCIOLOGY	PAPER I -SOCIAL THINKERS	BASO- 301	20	80	-	200
	PAPER II- SOCIAL ANTHROPOLOGY	BASO- 302	20	80	-	
MUSIC	प्रथम प्रश्न पत्र भारतीय संगीत (कंठ एवं वाद्य)	BAMU- 301	15	60	50	200
	द्वितीय प्रश्न पत्र भारतीय संगीत (कंठ एवं वाद्य)	BAMU- 302	15	60		

<b>B. A. I YEAR (GENERAL HINDI)</b>			
<b>COURSE CODE:</b>	BA-C-101	<b>COURSE TYPE:</b>	<b>COMPULSORY</b>
<b>COURSE TITLE:</b>	<b>GENERAL HINDI</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 05</b>	<b>LECTURES:55</b>	<b>TOTAL: 60</b>
<b>TEACHING HOURS:</b>	<b>2.5 Hours</b>	<b>27.5 Hours</b>	<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>भाषा व व्याकरण का ज्ञान प्रदान करना।</li> <li>सम्प्रेषण कौशल विकसित करना।</li> <li>राष्ट्रीय भावना, नारी भावना को प्रगाढ़ करने की प्रेरणा देना।</li> <li>दार्शनिक विचारधारा को विकसित करना।</li> <li>मिथकीय चेतना और आधुनिकता बोध, आत्म संघर्ष तथा काव्य सौष्ठव से अवगत कराना।</li> <li>मानवीय संवेदनाओं को कहानी और उपन्यास के माध्यम से विकसित करना।</li> <li>सामाजिक समस्याओं के संदर्भ में गद्य साहित्य को चिंतन हेतु तैयार कराना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>विद्यार्थी आधुनिक कविता के अध्ययन से भारतीय काव्यधारा की संपूर्ण विवेचना में सक्षम हो सकेंगे। छायावादी काव्य में स्थापित नवीन भावबोध एवं नई काव्यशैलियों से परिचित हो सकेंगे।</li> <li>हिन्दी काव्यधारा में युगीन परिस्थितियों यथा राजनीतिक, सामाजिक, आर्थिक, सांस्कृतिक कारणों के विश्लेषण क्षमता की वृद्धि हो सकेगी।</li> <li>समाज के सामाजिक सन्दर्भों को रोचकपूर्ण तरीके से और सरल रूप से प्रेषित कराना। छात्रों को गद्य साहित्य की लेखन शैली व पठन शैली से अवगत करवाना। उपन्यास कला तथा कहानी कला के मूलभूत अंतर को समझने में समर्थ हो सकेंगे।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (06)</b>	<b>साहित्य खण्ड –</b> (क) गद्य भाग :- निर्धारित रचनाएँ :- भारतवर्ष की उन्नति कैसे हो सकती है- भारतेन्दु सोना- महादेवी वर्मा (रेखाचित्र) (ख) पद्य भाग :- निर्धारित रचनाएँ :- सूर्यकान्त त्रिपाठी 'निराला'- तोड़ती पत्थर सुभद्रा कुमारी चौहान - झॉंसी की रानी हरिवंशराय बच्चन - पथ की पहचान		
<b>UNIT-2 TEACHING HOURS (06)</b>	वर्ण विचार, वर्ण विश्लेषण शब्द ज्ञान, शब्द के प्रकार- (1) तत्सम, तद्भव, देशज, विदेशी (2) संज्ञा, सर्वनाम, क्रिया, विशेषण, क्रिया विशेषण, अव्यय (3) पर्याय, विलोम, युग्म शब्द, वाक्यांश के लिए एक शब्द		
<b>UNIT-3 TEACHING HOURS (06)</b>	<ol style="list-style-type: none"> <li>शुद्धिकरण  (क) शब्द शुद्धिकरण  (ख) वाक्य शुद्धिकरण</li> <li>वाक्य रचना, वाक्य के भेद</li> <li>विराम चिह्न</li> <li>संधि, समास</li> <li>उपसर्ग, प्रत्यय</li> <li>लिंग, वचन, काल</li> <li>कारक</li> </ol>		

	8. वाच्य, वृत्ति																																			
<b>UNIT-4 TEACHING HOURS (06)</b>	1. लोकोक्ति, मुहावरे 2. पारिभाषिक शब्द 3. शब्दकोश अध्ययन																																			
<b>UNIT-5 TEACHING HOURS (06)</b>	1. निबन्ध लेखन – समसामयिक विषय पर निबंध लिखना। 2. पत्र लेखन एवं पत्र (प्रारूप)																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (2.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Photography memory development 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films  <b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b>																																			
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<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. नगेन्द्र, (1999) साकेत : एक अध्ययन, नई दिल्ली, नेशनल पब्लिशिंग हाउस</li> <li>2. नगेन्द्र, (1987) कामायनी के अध्ययन की समस्याएँ, नई दिल्ली, नेशनल पब्लिशिंग हाउस</li> <li>3. शर्मा, रामविलास (1969) निराला की साहित्य साधना, नई दिल्ली, राजकमल प्रकाशन</li> <li>4. शर्मा, रामविलास (1977) महावीर प्रसाद द्विवेदी और हिन्दी नवजागरण, नई दिल्ली, राजकमल प्रकाशन</li> <li>5. शर्मा, रामविलास (1991) निराला, नई दिल्ली, राधाकृष्ण प्रकाशन</li> <li>6. श्रोत्रिय, प्रभाकर, अतीत के हंस, मैथिलीशरण गुप्त, नई दिल्ली, राजकमल प्रकाशन</li> <li>7. बाजपेयी, नन्द दुलारे, एवं प्रसाद, जयशंकर (1997) रांची, भारतीय भण्डार</li> <li>8. म.प्र. हिन्दी ग्रंथ अकादमी (2009) हिन्दी कथा साहित्य (संस्करण द्वितीय) भोपाल, रवीन्द्रनाथ ठाकुर मार्ग वानगंगा</li> <li>9. भारद्वाज, हेतु (सम्पा.) (2016) कहानी विविधा (प्र. सं.)</li> <li>10. मुंशी, प्रेमचंद (2014) गोदान (प्र. सं.) जोधपुर, अरिहंत प्रकाशन</li> <li>11. श्रीवास्तव, शिवनारायण (1951) हिन्दी उपन्यास, सरस्वती मन्दिर प्रकाशन</li> <li>12. सिंह, कुँवरपाल सिंह (1976) हिन्दी उपन्यास सामाजिक चेतना. नई दिल्ली, पाण्डुलिपि प्रकाशन।</li> <li>13. सिंह, कुँवरपाल सिंह (1980) प्रेमचन्द और जनवादी साहित्य की परम्परा, दिल्ली, भाषा प्रकाशन</li> </ol>

<b>B. A. I YEAR (GENERAL ENGLISH)</b>			
<b>COURSE CODE:</b>	BA-C-102	<b>COURSE TYPE:</b>	<b>COMPULSORY</b>
<b>COURSE TITLE:</b>	<b>GENERAL ENGLISH</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:05</b>	<b>LECTURES:55</b>	<b>TOTAL:60</b>
<b>TEACHING HOURS:</b>	<b>2.5 Hours</b>	<b>27.5 Hours</b>	<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<p>On the completion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the demands of audience, course, situation and purpose and the Use of language for effective communication.</li> <li>• Analyse language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech. Examine authentic literary and non literary texts and develop insight and appreciation.</li> <li>• Gain an understanding of study and reference skills.</li> <li>• To make students read English prose with a view to enhance their comprehension of the language and encouraging them to develop reading habits.</li> <li>• Develop basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.</li> </ul>			
<b>COURSE OUTCOMES:</b>			
<b>After completion of the course, student-teachers will be able to-</b>			
<ul style="list-style-type: none"> <li>• Develop proficiency in English</li> <li>• Understand the demands of audience, course, situation and purpose and the use of language for effective communication.</li> <li>• Analyze language in context to gain an understanding of grammar, vocabulary, spelling, punctuation and speech.</li> <li>• Learn authentic literary and non-literary texts</li> <li>• Develop insight and appreciation.</li> <li>• Sharpen writing abilities and skills.</li> <li>• Make students read English poetry &amp; prose with a view to enhancing their comprehension of the language and encourage them to develop reading habits. Develop basic skills in grammar, enriching their vocabulary and enabling them to write simple and correct English.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (06)</b>	<b>GRAMMAR</b>		
	<ul style="list-style-type: none"> <li>• Subject verb agreement</li> <li>• Transforming an Affirmative sentence into Negative and Interrogative sentence</li> <li>• Passive voice</li> <li>• Direct /Indirect Speech</li> <li>• Auxiliaries</li> <li>• Conditional sentences</li> <li>• Joining sentences</li> <li>• Transformation</li> <li>• Simple sentence into compound and complex sentences</li> <li>• Degree ( Positive/ comparative/ superlative degree)</li> <li>• Common idioms and phrases</li> <li>• English sound &amp; phonetic symbols</li> <li>• Preposition</li> </ul>		

UNIT-2 TEACHING HOURS (06)	<b>READING &amp; COMPREHENSION:</b> <ul style="list-style-type: none"> <li>• Reading Comprehension and types of text</li> <li>• Questions based on a passage from the prescribed text to test the candidate's comprehension and vocabulary</li> <li>• Questions based on an unseen passage to test the candidate's comprehension and vocabulary</li> <li>• Synonyms and antonyms</li> </ul>		
UNIT-3 TEACHING HOURS (06)	<b>POETRY &amp; PROSE :</b> <ul style="list-style-type: none"> <li>• John Milton- On his blindness</li> <li>• William Blake- To the evening star</li> <li>• Alfred Lord Tennyson- break,break,break</li> <li>• Charls Lamb- A bachelor's complaint against the behaviour of married people</li> <li>• J.B Priestly-On getting off to sleep</li> </ul>		
UNIT-4 TEACHING HOURS (06)	<b>WRITTEN COMPOSITION:</b> <ul style="list-style-type: none"> <li>• Summary writing</li> <li>• Précise writing</li> <li>• Letter/Application writing</li> <li>• Report Writing</li> </ul>		
UNIT-5 TEACHING HOURS (06)	<b>ENHANCING WRITING ABILITIES:</b> <p>Advertisement</p> <ul style="list-style-type: none"> <li>• Notice</li> <li>• Invitation</li> <li>• E. mail</li> </ul>		
<b>TUTORIALS</b>	<b>One tutorial class for each course (2.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussionsions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	20X2 Test = 40
	2	Report Writing/ Assignment	10
	3	Viva Voce	10
	4	Field Trip	10
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussionsion	05
		<b>Total</b>	<b>80</b>
<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20.			

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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussionion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>										
<b>PATTERN OF ANNUAL EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.										
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>										
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Abrams, M. H., &amp; Harpham, G. G. (2018). A Glossary Of Literary Terms (Eleventh Ed.). New Delhi: Cengage Learning India Pvt.Ltd. Page 28 Of 337</li> <li>2. Birch, D. (2009). The Oxford Companion English Litrature (7 Ed., Vol. 7). (D. Birch, Ed.) New York, United States: Oxford University Press Inc.</li> <li>3. Bate, &amp;Jonathan. (2010).English Literary:-A Very Short Introduction. New Delhi: Oxford University Press.</li> <li>4. Deplit, L.D. (1988). The Silenced Dialogue: Power And Pedagogy In Educating Other People’s Children. Harvard Educational Review. 58(3): 280-299.</li> <li>5. Daiches, D. (2010). A Critical History Of English Literary (Vols. 1,2). New Delhi: Supernovapublisher.</li> <li>6. Evans, I. (2011). A Short History Of English Literary. Uk: New Penguin,Oxford University Press.</li> <li>7. Grellet, F. (1981). Developing Reading Skills: A Practical Guide To Reading Comprehension Exercises. Cambridge University Press.</li> <li>8. Hudson, W. H. (2012). An Introduction To The Study Of Literature. New Delhi: Maple Press.</li> <li>9. Long, W. J. (2015). English Literature. New Delhi: Rama Brothers India Educational Publishers.</li> <li>10. Martin, W. (2019). High School English Grammar &amp; Composition (Regular Ed.). New Delhi: S.Chand And Company Pvt.Ltd.</li> <li>11. Morris, W. A. (1985). Harper Dictionary Of Contemporary Usage (W. Morris, Ed.) New York: Harper &amp; Row,Publishers.</li> <li>12. Naik, M. K. (1982). A History Of Indian English Literature.</li> </ol>										

New Delhi: Rabindra Bhawan.

13. Prasad, B. (1999). A Background To The Study Of English Literature. New Delhi: Macmillan.
14. Thakar, D. A. (2008). A Concise History Of English Literature. Patna: Bharti Bhawan.
15. Trivedi, R. D. (2018). A Compendious History Of English Literature. U.P: Vikas Publishing House Pvt.Ltd.
16. Thwaite, A. & Rivalland, J. (2009) How Can Analysis Of Classroom Task Help Teachers Reflect On Their Practices? Australian Journal Of Language And Literacy. 32(1): 38
17. Wolfreys, Julian (2012). The English Literature Companions. New York: Palgrave Macmillan

<b>B.A. I YEAR (ELEMENTARY COMPUTER APPLICATIONS)</b>			
<b>COURSE CODE:</b>	BAC-103	<b>COURSE TYPE:</b>	<b>COMPULSORY</b>
<b>COURSE TITLE:</b>	<b>ELEMENTARY COMPUTER APPLICATIONS</b>		
<b>THEORY: LECTURES:</b>	<b>TUTORIAL: 05</b>	<b>LECTURES:55</b>	<b>TOTAL:60</b>
<b>TEACHING HOURS:</b>	<b>2.5 Hours</b>	<b>27.5 Hours</b>	<b>30 Hours</b>
<b>MAX. MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY:</b>	75 PERCENT IN RESPENTIVE YEARLY		
<b>EXAMINATION:</b>	ANNUAL EXAM	MONTHLY TEST	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	03 HRS	01HR	
<b>OBJECTIVE:</b>			
<ol style="list-style-type: none"> <li>1. Understand the basic terminology of computers how to use computer in our day to day life, its characteristics, its usage , Limitations and benefits etc.</li> <li>2. Understand the practical concepts of MS Word, MS Excel, MS PowerPoint, and MS Access.</li> <li>3. To introduce students with basic concepts of Operating System, its functions and services.</li> <li>4. Knowledge &amp; Understanding : Databases and their design &amp; development</li> <li>5. The role of operating system as System software.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To acquaint the students with the knowledge of latest computer technology and its use in education.</li> <li>2. To acquaint the students with the various computer software packages available now a days.</li> <li>3. To develop the capabilities to analyse the data using computers and already developed software</li> <li>4. To acquaint the students with Author ware package.</li> <li>5. To develop the skills of writing programs to analyse and process the statistical data.</li> </ol> <p>Recognise, understand and appreciate ICT as an effective learning tool for learners and as an enormous functional support.</p>			
<b>UNIT-1 TEACHING HOURS (05)</b>	Computer Fundamentals:- Introduction to Information Technology, Generation of Computers, Types of computers: Micro, Mini, Mainframe, Super, Architecture of Computer System: CPU, ALU Primary Memory: RAM, ROM, Cache memory, Secondary Memories, Input/Output device, Pointing device. Number System (binary, octal, decimal and hexadecimal) and their conversions, Logic gates, Languages: machine, assembly and high level languages including 3GL, 4GL.		
<b>UNIT-2 TEACHING HOURS (05)</b>	Word Processing packages: Standard features like toolbar, word wrap, text formatting, paragraph formatting, effect to text, mail merge. Spreadsheet Packages: Type of entries, Simple arithmetic calculations, formula and statistical functions, Different types of charts, Sorting, searching, formatting, printing.		
<b>UNIT-3 TEACHING HOURS (05)</b>	Power point: - Slide creation, slide show, adding graphics, formatting, customizing and printing. Concept of Operating System, need and types of operating systems: batch, single user, multiprocessing, and time sharing, introduction to Unix/Linux, Windows and its simple commands.		

<b>UNIT-4 TEACHING HOURS (05)</b>	Type of networks, LAN, MAN and WAN, concept of topology, bridges, routers, gateways, modems, ISDN leased lines, teleconferencing and videoconferencing.																																			
<b>UNIT-5 TEACHING HOURS (05)</b>	Internet: Concept, email services, www , web browsers, search engines, simple programs in HTML, type of HTML document, documents structures: element, type and character formatting, tables, frames and forms, E-mail. E-Commerce: Concept of e-commerce, benefits and growth of ecommerce, e-commerce categories, e-Governance, EDI, electronic funds transfer on EDI networks Electronic payment system.																																			
<b>LAB WORK HOURS (05)</b>	The laboratory exercise will be designed to help in the understanding of concepts of computer and the utilization in the areas outlined in the theory syllabus. The emphasis should be on practical usage rather than on theoretical concept only. In addition, MS Windows, MS Word, MS Excel, MS Power Point packages has to be practiced in the lab.																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (2.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lecture methods</li> <li>2. Presentation (PPT)</li> <li>3. Groups discussion methods</li> <li>4. Seminar/Symposia methods</li> <li>5. Lab Exercise</li> <li>6. Project and report writing</li> </ol>																																			
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<b>PATTERN OF ANNUAL EXAMINATION</b>	<ol style="list-style-type: none"> <li>1. Part – I Contain 60 multiple choice type question. Each question carries 1 mark.</li> <li>2. Part – II Contain 05 very short types question. (One mark each)</li> <li>3. Part – III Contain 03 short question (five marks each)</li> </ol>																																			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>																																			

**SELECTED READINGS**

1. Computer Fundament al By P.K. Sinha (BPB Publications)
2. Computer Made Easy For Beginners (in Hindi) By Niranjan Bansal, Jayshri Saraogi.
3. IT Tools and Applications By Satish Jain, Shashank Jain, Dr. Madhulika Jain (BPB Publication).
4. Rapidex computer Course, Vikas Gupta, Pustak Mahal.
5. Internet and Web page Designing By V.K. Jain(BPB Publications)
6. Web Enabled Commercial Application Development using HTML, DHTML, Java Script, Perl CGI By Ivan Bayross (BPB Publications)
7. कम्प्यूटर के प्रारम्भिक अनुप्रयोग, सी.बी.एच. पब्लिकेशन।
8. कम्प्यूटर के प्रारम्भिक अनुप्रयोग, अलका पब्लिकेशन।



<b>B.A. I YEAR (ENVIRONMENTAL STUDIES)</b>			
<b>COURSE CODE:</b>	BA-C-104	<b>COURSE TYPE:</b>	<b>COMPULSORY</b>
<b>COURSE TITLE:</b>	<b>ENVIRONMENTAL STUDIES</b>		
<b>THEORY: LECTURES:</b>	<b>TUTORIAL:05</b>	<b>LECTURES:55</b>	<b>TOTAL:60</b>
<b>TEACHING HOURS:</b>	<b>2.5 Hours</b>	<b>27.5 Hours</b>	<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES :</b> <ul style="list-style-type: none"> <li>To understand the composition of environment.</li> <li>To aware the student's about the various types of environmental hazards.</li> <li>To teach the students about Biodiversity and its usefulness.</li> <li>To learn about the environmental management and its need in present scenario.</li> </ul>			
<b>COURSE OUTCOMES:</b> <b>After completion of the course, student will be able to:-</b> <ul style="list-style-type: none"> <li>To understand background of EVS as a composite area of study that draws upon the science, social science and environs mental education.</li> <li>To develop understanding about various ecosystems and biodiversity.</li> <li>Helping student to develop the ability to plan comprehensive units for environmental management and conservation.</li> <li>Understanding about the issues of conservation and environmental regeneration has been infused at appropriate places in all the textbooks.</li> <li>To analyze and understand environment concerns through the process of inquiry.</li> <li>To develop a sense of awareness about the environment hazards and its causes and remedies.</li> </ul>			
<b>UNIT-1 TEACHING HOURS (06)</b>	<b>Introduction and Environmental Studies-</b> <ul style="list-style-type: none"> <li>Environmental studies: Historical background, concept, Nature and scope of EVS.</li> <li>Natural and social environment: concept, its components, and relationship,</li> <li>man &amp; Environment, man on environment,</li> <li>Disciplinary and Multidisciplinary approach of EVS</li> <li>Renewal and Non- Renewable Resources</li> </ul>		
<b>UNIT-2 TEACHING HOURS (06)</b>	<b>Eco-systems-</b> <ul style="list-style-type: none"> <li>Concept of an ecosystem.</li> <li>Structure and function of an ecosystem.</li> <li>Producers, Consumers and decomposers.</li> <li>Energy flow in ecosystem.</li> <li>Ecological Succession.</li> <li>Food Chain, Food webs and ecological pyramids.</li> <li>Introduction, types, characteristic features, structure and function of the following ecosystem-</li> <li>Forest ecosystem.</li> <li>Grassland ecosystem.</li> </ul>		

<b>UNIT-3 TEACHING HOURS (06)</b>	<b>Biodiversity, Its Conservation</b> <ul style="list-style-type: none"> <li>• Introduction – Definition: genetic, species and ecosystem diversity.</li> <li>• Value of Biodiversity &amp; Biodiversity at global, National &amp; local levels.</li> <li>• Hot-Spots of Bio-diversity.</li> <li>• Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.</li> <li>• Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.</li> </ul>																																	
<b>UNIT-4 TEACHING HOURS (06)</b>	<b>Environmental Issues:-</b> <ul style="list-style-type: none"> <li>• Meaning, concept, process, effects and preventive action of Acid rain, Global warming and cooling.</li> <li>• Natural &amp; Manmade disasters.</li> <li>• Meaning, concept, Effects and preventive action of</li> <li>• Water pollution.</li> <li>• Air Pollution.</li> <li>• Noise Pollution.</li> <li>• Land or Soil pollution.</li> </ul>																																	
<b>UNIT-5 TEACHING HOURS (06)</b>	<b>Environmental conservation &amp; management:</b> <ul style="list-style-type: none"> <li>• Meaning, concept and importance of environmental conservation &amp; management.</li> <li>• Role of women in conservation: Chipko movement, Khejri Movement.</li> <li>• Consumerism and waste generation and its management.</li> <li>• Agricultural / urban waste: their impact and management.</li> </ul>																																	
<b>TUTORIALS</b>	<b>One tutorial class for each course (2.5 Hours)</b>																																	
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussionsions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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<b>PATTERN OF ANNUAL EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Kaushik, A. and Kaushik, C.P.(2004). Perspectives in Environmental studies. New Age International(P) Ltd. Publishers, New Delhi</li> <li>2. Goel, M.K. (2006). Paryavaran Addhyayan. Vinod Pustak Mandir, Agra.</li> <li>3. Rathore, H.C.S., Bhattacharya, G. C., Singh, S.K., Singh, M. and Gardia, A. (2008). Society and Environmental Ethics. Seema Press, Varanasi.</li> <li>4. Sharma, P.D. (2001).Ecology And Environment. Rajson Printers, New Delhi.</li> <li>5. Shukla, C.S.(2007). Paryavaran Shiksha. Alok Prakashan, Lucknow.</li> <li>6. Singh, S.K. (2006).Environmental Education.Sapna Ashok Prakashan.Varanasi.</li> <li>7. Singh, S.K. (2008) Environmental Education and Ethics. Amrit Prakashan.Varanasi.</li> <li>8. Singh, S.K. (2010). Fundamentals of Environmental Education.Sharda Pustak Bhawan. Allahabad.</li> <li>9. Srivastava, P. (2005) Paryavaran Shiksha, Madhya Pradesh Hindi Granth Academy, Bhopal, Pp. 195.</li> <li>10. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.</li> <li>11. NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT,New Delhi.</li> <li>12. Ram, P.S. and Singh, R.(2013). Paryawaran Shiksha Ke Ubharate Aayam. Sharda Pustak Bhawan, Allahabad</li> </ol>		

<b>B.A. I YEAR (HINDI LITERATURE)</b>			
<b>COURSE CODE:</b>	BAHI-101	<b>COURSE TYPE:</b>	OPTIONAL PAPER - I
<b>COURSE TITLE:</b>	प्राचीन एवं मध्यकालीन काव्य		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी साहित्य की इतिहास लेखन परम्परा से परिचित हो सकेंगे।</li> <li>विद्यार्थी हिन्दी साहित्य के आदिकाल के प्रमुख कवियों एवं उनकी रचनाओं की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थी आदिकाल के वातावरण, लोक साहित्य का ज्ञान प्राप्त करेंगे।</li> <li>विद्यार्थी को आदिकाल की प्रमुख प्रवृत्तियों की जानकारी प्राप्त हो सकेगी।</li> <li>विद्यार्थी भक्तिकाल की सांस्कृतिक, सामाजिक, साहित्यिक, धार्मिक आदि स्थितियों की जानकारी प्राप्त कर सकेंगे।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी काव्यशास्त्र में काव्यगुण, दोष, अलंकार आदि की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थी हिन्दी साहित्य के विविध कालों की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थी भक्तिकाल के प्रमुख कवि एवं उनकी रचनाओं से परिचित हो सकेंगे।</li> <li>विद्यार्थियों में हिन्दी साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा।</li> <li>विद्यार्थी राजस्थानी लोक साहित्य एवं लोकभाषा का ज्ञान प्राप्त कर सकेंगे।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li><b>बीसलदेव रास</b>— नरपतिनाल्ह – डॉ. ब्रजनारायण पुरोहित गावण हारा मांडली गाइ, देस मालव माहे नगरी धार, नाल्ह वखाणइ नगरि जु धार, धार नगरी राजा भोज नरेस, राजमती कुमरी मन भाइ, भोज तणउ जुइयउ छइ दिवाण, पंडिया तेहि बोलावइ राइ, राजा भोज बोलइ तिणि ठाइ, ले महरत चाल्यो तिणि ठाइ, जोयो तोडउ जेसळमेर, पांडयो परधान आव्या बाहोड़ि।</li> </ol>		
	<ol style="list-style-type: none"> <li><b>ढोला मारू रा दूहा</b>— सं. नरोत्तम स्वामी, सूर्यकरण पारीक, रामसिंह अम्हाँ मन अचरिज भयउ, जे जीवण तिन्हँ—तणँ, ससनेही समदँ परइ, सखिए सज्जण वल्लहा, मारूँ आखइ सखी, सखीवयण सुंदरि सुण्या, हे सखिए परदेस प्री, बाबहियउ नइ विरहणी, बाबहिया, चढ़ि गउखसिरि, बाबहिया चढ़ि डूंगरे, बाबहिया तूँ चोर, बाबहिया निलपंखिया, बाबहिया तरपंखिया, बाबहिया निलपंखिया, बाबहिया रतपंखिया, बाबहिया प्रिउ प्रिउ न कहि, बाबहिया डूंगर—दहण, चहुँ, दिस दामिनि सघन घन, पावस आयउ साहिबा, गिरिवर मोर गहकिकया, राजा परजा गुणियजण।</li> </ol>		
	<ol style="list-style-type: none"> <li><b>विद्यापति पदावली</b>— सं. आनन्द प्रकाश दीक्षित भलहर भल हरि भल तुअ कला; जय जय भैरवि असुर भयाउनि; नंदक नन्दन कदम्बक तरुतर; देख देख राधा रूप अपारा; ए सखि पेखल एक अपरूप; माधव कत तोर करब बढाई</li> </ol>		
	<ol style="list-style-type: none"> <li><b>अमीर खुसरो</b>— दोहा : खुसरो रैन सुहाग की, खुसरो दरिया प्रेम का, खीर पकायी जतन से, गोरी सोवे सेज पर, खुसरो मौला के रूठते। मुकरियाँ – रात समय वह मेरे आवे, नंगे पांव फिरन नहीं देत, ऊँची अटारी पलंग</li> </ol>		

बिछायो, जब मांगू जल भरि लावे, वो आवे तो शादी होय। गीत – आज वन बोलन लागे मोर, सकल वन फूल रही सरसों, सावन आया, चल खुसरो घर अपने, आ साजन मोरे नयनन में।

**1. कबीर– संपादक डॉ. श्यामसुन्दर दास**

**साखियाँ :-**

गुरुदेव कौ अंग– सतगुर के सदकै करूँ, सतगुर लई कमाँण करि, सतगुर मार्या बाण भरि, पीछें लागा जाइ था, भली भई जु गुर मिल्या।

रस कौ अंग– कबीर हरि रस यौं पिया, राम रसाइन प्रेम रस, हरि रस पीया जाँणिये, मैमंता किण नाँ चरै, जिहि सर घड़ा न डूबता।

मन कौ अंग – आसा का ईधण करूँ, मन जाँणै सब बात, मन दीयां मन पाइए, कबीर तुरी पलांडियाँ, कबीर मन बिकरै पड्या।

कुसंगति कौ अंग – मूरिख संग न कीजिए, हरिजन सेती रूसणाँ।

**पद–**

1. अवधू ग्यान लहरि
2. संतों आयी ग्यान की आँधी रे
3. मन जागत रहिए भाई रे
4. पंडित वाद वदन्ते झूठा
5. काहे री नलिनि तू कुम्हलानी

**2. जायसी ग्रंथावली– सं. आचार्य रामचन्द्र शुक्ल (ना.प्र.स.)**

मानसरोदक खण्ड – एक दिवस पून्यो तिथि आई, खेलत मानसरोवर गइई, मिलहिं रहसि सब चढ़हि हिँडोरी, सरवर तीर पदमिनि आई, धरी तीर सब कंचुकि सारी, लागीं केलि करै मझ नीरा, सखी एक तेइ खेल न जाना, कहा मानसर चाह सो पाई।

नागमती वियोग खण्ड – नागमती चितउर पथ हेरा, पिउ वियोग अस बाउर जीऊ, पाट महादेव हिये न हारू, चढ़ा असाढ़ गगन घन गाजा, सावन बरस मेह अति पानी, भा भादौं दूभर अति भारी, लाग कुवार नीर जग घटा, कातिक सदर चंद उजियारी, अगहन दिवस घटा निसि बाढ़ी, पूस जाड़ थर थर तन काँपा।

**3. तुलसीदास**

विनयपत्रिका– ते नर नरकरूप जीवत जग, हौं सब विधि राम, मेरे रावरियै गति है, देव! दूसरो कौन दीनको दयालु, बिस्वास एक राम–नामको, कलि नाम कामतरु रामको, कैसे देउँ नाथहिं खोरि, मैं हरि पतित–पाव सुने।

रामचरितमानस – अयोध्याकाण्ड – 125 से 133 तक चौपाई–दोहा सहित (गीता प्रेस, गोरखपुर)

**4. सूरदास–सूरसागर**

1. चरण कमल बंदौ हरि राई
2. अब मैं नाच्यौ बहुत गुपाल
3. बिनती सुनो दीन की
4. जसोदा हरि पालने झूलावे
5. जसुमति मन अभिलास करै
6. सोभित कर नवनीत लिए
7. उधो अंखियां अति अनुरागी
8. मधुकर मन तो एके आहि
9. मधुबन तुम क्यों रहत हरे

<p style="text-align: center;"><b>UNIT-3 TEACHING HOURS (09)</b></p>	<ol style="list-style-type: none"> <li>1. <b>मीरा</b>— सम्पादक : शम्भूसिंह मनोहर मन रे परस— हरि के चरण, बसो मेरे नैनन में नंदलाल, तनक हरि चितवौ जी मोरी ओर, आली री मेरे नयनन बान पड़ी, मेरे तो गिरधर गोपाल दूसरौ न कोई, मैं तो साँवरे के रंग राची, मैं तो गिरधर के घर जाऊँ, माई री ! मैं तो लियो गोविन्दो मोल, राणाजी थे जहर दियो म्हाे जाणी, साँप पिटारा राणा भेज्या ।</li> <li>2. <b>रहीम</b>— रहीम ग्रंथावली – संपादक विद्यानिवास मिश्र, गोविन्द रजनीश अमर बेलि बिनु मूल की, अमरत ऐसे वचन में, अरज गरज मानै नहीं, असमय परे रहीम कहिं, आदर घटे नरेस ढिंग, आप न काहू काम के, आवत काज रहीम कहि, उरग तुरंग नारि नरपति, ऊगत जाही किरन सों, एक उदर दो चोंच है, एकै साधे सब सधै, ए रहीम दर दर फिरहिं, ओछो काम बडे करै, अंजन दिया तो किरकिरी, अंड न बौड़ रहीम कहि, कदली सीप भुजंग—मुख, कमला थिर न रहीम कहि, लखत अधम जे कोय, करत निपुनई गुन बिना, करम हीन रहिमन लखो, कहि रहीम इक दीप तें ।</li> <li>3. <b>रसखान</b>— रसखान ग्रंथावली – सम्पादक – विद्यानिवास मिश्र मानुष हौं तो वही रसखानि, या लकुटी अरु कामरिया पर, मोरपखा सिर ऊपर राखिहौं, एक समै मुरली धुनि मैं, गावैं गुनी गनिका गन्धर्व, खेलत फाग सुहाग भरी, कान्ह भए बस बाँसुरी के, काह कहुँ सजनी सँग की रजनी, कौन उगौरी भरी हरि, आजु गई हुती भोरही हौं ।</li> <li>4. <b>दादू</b>— पद : कौन विधि पाइये रे मीत हमारा सोई, अजहुँ न निकसे प्राण कठोर, विरहन को सिंगार न भावे, मन रे राम बिना तन छीजे, भाई रे ऐसा पंथ हमारा । साखी : दादू सतगुरु सौं सहजे मिलया, सतगुरु पसु माणस करे, दादू नीका नांव है, राम भजन का सोच क्या, बिरहनि रोवे रात दिन, दादू विरहनि कूजै कुंज ज्यू, दादू जे साहिब कूं भावै, आपा पर सब दूरि करि, सोई सूर जे मन गहै, दादू जेति लहरि समंद की ।</li> </ol>
<p style="text-align: center;"><b>UNIT-4 TEACHING HOURS (09)</b></p>	<p><b>हिन्दी साहित्य का इतिहास :-</b> आदिकाल और भक्ति काल का परिचयात्मक इतिहास, इतिहास लेखन की परम्परा, नामकरण काल विभाजन, परिस्थितियाँ, प्रवृत्तियाँ, पूर्वापर सीमा निर्धारण ।</p>
<p style="text-align: center;"><b>UNIT-5 TEACHING HOURS (09)</b></p>	<p><b>काव्य शास्त्र</b> – काव्य गुण, काव्य दोष, शब्द शक्तियाँ <b>अलंकार</b> – अलंकार की परिभाषा, अलंकार का महत्त्व, अलंकार के प्रकार <b>प्रमुख अलंकार</b> – अनुप्रास, यमक, श्लेष, उपमा, रूपक, उत्प्रेक्षा, अतिशयोक्ति, दीपक, सन्देह, भ्रान्तिमान, अपह्नुति, दृष्टान्त, उदाहरण, विरोधाभास, मानवीकरण, विशेषण –विपर्यय, विशेषोक्ति, विभावना ।</p>
<p><b>TUTORIALS</b></p>	<p><b>One tutorial class for each course (7.5 Hours)</b></p>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	20X2 Test = 40
	2	Report Writing	10
	3	Viva Voce	10
	4	Field Trip	10
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussion	05
		<b>Total</b>	<b>80</b>
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example: <b>Attendance in Lectures, Tutorials and Practical</b>		
		<b>Percentage</b>	<b>Marks Allotted</b>
		75% to 85%	01
		85% to 93%	02
		Above 93%	03
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>		
<b>PATTERN OF ANNUAL EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. शर्मा, मुंशीराम (1958) भक्ति का विकास, वाराणसी, चौखम्बा विद्याभवन</li> <li>2. बड़थवाल, पीताम्बरदत्त (संवत् 2007) हिन्दी काव्य में निर्गुण सम्प्रदाय, लखनऊ, अवध पब्लिशिंग हाउस.</li> <li>3. प्रेमशंकर (1979) भक्तिकाव्य की सामाजिक सांस्कृतिक चेतना, नई दिल्ली, दि मैकमिलन कं. आफ इंडिया लि.</li> <li>4. मलिक, मोहम्मद (1971) वैष्णव भक्ति आन्दोलन का अध्ययन, नई दिल्ली, राजपाल एण्ड सन्स</li> <li>5. शुक्ल, कृष्णशंकर (1971) केशव की काव्यकला, बनारस, सुलभ पुस्तकमाला कार्यालय</li> </ol>		

<b>B.A. I YEAR (HINDI LITERATURE)</b>			
<b>COURSE CODE:</b>	BAHI-102	<b>COURSE TYPE:</b>	OPTIONAL PAPER - II
<b>COURSE TITLE:</b>	कथा साहित्य		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>विद्यार्थी हिन्दी साहित्य के इतिहास एवं लेखन परम्परा से परिचित हो सकेंगे।</li> <li>विद्यार्थी हिन्दी साहित्य के आदिकाल के प्रमुख रचनाकारों एवं उनकी रचनाओं की जानकारी प्राप्त कर सकेंगे।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>विद्यार्थी आदिकाल के लोक साहित्य की भाषा-शैली आदि का ज्ञान प्राप्त कर सकेंगे।</li> <li>विद्यार्थी हिन्दी साहित्य के इतिहास की समकालीन प्रमुख प्रवृत्तियों की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थी भक्तिकाल के प्रमुख कथाकारों एवं उनकी रचनाओं से परिचित हो सकेंगे।</li> <li>विद्यार्थी कथा साहित्य का सामान्य ज्ञान अर्जित कर सकेंगे।</li> <li>भक्तिकाल की सांस्कृतिक, सामाजिक, साहित्यिक, धार्मिक आदि स्थितियों की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थी हिन्दी काव्यशास्त्र में काव्यगुण, दोष, अलंकार आदि की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थी हिन्दी साहित्य के विविध कालों की जानकारी प्राप्त कर सकेंगे।</li> <li>विद्यार्थियों में हिन्दी साहित्य के प्रति सकारात्मक अभिवृत्ति का विकास हो सकेगा।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	उपन्यास— स्वप्नमयी — विष्णु प्रभाकर, वाणी प्रकाशन, दिल्ली		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>कहानियाँ :-</b> <ol style="list-style-type: none"> <li>परीक्षा — प्रेमचन्द</li> <li>बिसाती — जयशंकर प्रसाद</li> <li>चोर — जैनेन्द्र</li> <li>संवदिया — रेणु</li> <li>पराया शहर — कमलेश्वर</li> <li>छिपकली — अमरकान्त</li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>कहानियाँ :-</b> <ol style="list-style-type: none"> <li>नशा — मन्नू भण्डारी</li> <li>जिन्दगी और गुलाब — उषा प्रियम्बदा</li> <li>दूसरा चमत्कार — मृदुला गर्ग</li> <li>पाँचवा बेटा — नासिरा शर्मा</li> <li>अंशदान — सुदेश बत्रा</li> <li>कुरजां — मनीषा कुलश्रेष्ठ</li> </ol>		



<b>UNIT-4 TEACHING HOURS (09)</b>	<b>कहानियाँ :-</b> 1. अजीबदास – यादवेन्द्र शर्मा 'चन्द्र' 2. मोहल्लेवाले – हरदर्शन सहगल 3. किराए की कोख – आलमशाह खान 4. मेरा गाँव कहाँ है – हेतु भारद्वाज 5. लालबत्ती – मालचन्द तिवारी 6. स्मृतियों में पिता – रघुनन्दन त्रिवेदी																																					
<b>UNIT-5 TEACHING HOURS (09)</b>	(अ) उपन्यास – अर्थ, स्वरूप, तत्त्व, उद्भव और विकास। (ब) हिन्दी उपन्यास : विकास के सोपान (स) कहानी – अर्थ, स्वरूप, तत्त्व, उद्भव और विकास। (द) हिन्दी कहानी की विकास यात्रा।																																					
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<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" data-bbox="531 1126 1393 1473"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X2 Test = 40</td> </tr> <tr> <td>2</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>80</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example:  <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="544 1608 1286 1749"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>			SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X2 Test = 40	2	Report Writing	10	3	Viva Voce	10	4	Field Trip	10	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>80</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. म. प्र. हिन्दी ग्रंथ अकादमी(2009)हिन्दी कथा साहित्य(संस्करण द्वितीय) भोपाल रवीन्द्रनाथ ठाकुर मार्ग वानगंगा</li> <li>2. भारद्वाज, हेतु (सम्पा.) (2016) कहानी विविधा(प्र. सं.)</li> <li>3. मुंशी, प्रेमचंद(2014) गोदान (प्र. सं.) जोधपुर, अरिहंत प्रकाशन</li> <li>4. श्रीवास्तव, शिवनारायण (1951) हिन्दी उपन्यास, सरस्वती मन्दिर प्रकाशन</li> <li>5. सिंह, कुँवरपाल सिंह (1976) हिन्दी उपन्यास सामाजिक चेतना, नई दिल्ली, पाण्डुलिपि प्रकाशन</li> <li>6. सिंह, कुँवरपाल सिंह (1980) प्रेमचन्द और जनवादी साहित्य की परम्परा, दिल्ली, भाषा प्रकाशन</li> <li>7. सिंह, त्रिभुवन (1961) हिन्दी उपन्यास और यथार्थवाद, वाराणसी, हिन्दी प्रचारक</li> <li>8. शर्मा, रामविलास (1981) प्रेमचन्द और उनका युग, नई दिल्ली, राजकमल प्रकाशन</li> <li>9. मदान, इन्द्रनाथ (1953) आज की कहानी, नई दिल्ली, राजकमल प्रकाशन</li> <li>10. मदान, इन्द्रनाथ (संम्पा.) (1967) प्रेमचन्द प्रतिभा, इलाहाबाद, सरस्वती प्रेस</li> <li>11. मदान, इन्द्रनाथ (1975) हिन्दी उपन्यास : पहचान और परख, दिल्ली, लिपि प्रकाशन</li> <li>12. सिंहल, शशि भूषण (1976) हिन्दी उपन्यास : बदलते सन्दर्भ, नई दिल्ली, प्रवीण प्रकाशन</li> <li>13. फाक्स, रॉल्फ (1957) उपन्यास और लोक जीवन, नई दिल्ली, पीपुल्स पब्लिशिंग हाउस</li> <li>14. सिंह, नामवर (1966) कहानी : नयी कहानी, इलाहाबाद, लोकभारती प्रकाशन</li> <li>15. कमलेश्वर, (1966) नयी कहानी की भूमिका दिल्ली, अक्षर प्रकाशन</li> <li>16. श्रीवास्तव, परमानन्द (1965). हिन्दी कहानी की रचना प्रक्रिया, कानपुर, ग्रन्थम प्रकाशन</li> </ol>

B.A. I YEAR (SANSKRIT LITERATURE)			
COURSE CODE:	BASN-101	COURSE TYPE:	OPTIONAL PAPER - I
COURSE TITLE:	संस्कृत साहित्य एवं अलंकार		
THEORY: LECTURES	TUTORIAL:15	LECTURES:75	TOTAL:90
TEACHING HOURS:	7.5 Hours	37.5 Hours	45 Hours
MAXIMUM MARKS:	THEORY: 80	CCA: 20	TOTAL: 100
PASS MARKS:	THEORY: 29	CCA: 07	TOTAL: 36
ATTENDANCE ELIGIBILITY:	75 PERCENT IN RESPECTIVE YEARLY		
EXAMINATION:	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
DURATION :	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>साहित्य तथा सन्दर्भ ग्रन्थों के प्रति रुचि विकसित करना।</li> <li>छात्रों में पदों, छन्दों, अलंकारों, समासों आदि के अर्थ ग्रहण करने की क्षमता का विकास करना व उनका विश्लेषण करने की क्षमता का विकास करना।</li> <li>छात्रों के द्वारा भाषा तत्त्वों, शैली, छन्द, अलंकारों का प्रयोग अपने व्यावहारिक जीवन में करना।</li> <li>संस्कृत रचनाओं का समालोचनात्मक विवेचन करने की क्षमता का विकास करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>छात्र विभिन्न गद्य शैलियों से परिचित हो पायेंगे व छात्रों की लेखन-शैली का उत्तरोत्तर परिष्कार एवं विकास हो पायेगा।</li> <li>कवि की मधुमयी भूमिका में स्थित होकर काव्योचित अभिव्यञ्जनापूर्ण शैली में भावबोधपूर्वक, आस्वादनयोग्य सस्वरपाठ करने में समर्थ बनाना।</li> <li>उपादेय स्तुतियों, सूक्तियों, सुभाषितों तथा श्लोकों का कण्ठस्थीकरण कराते हुए, उनके व्यावहारिक ज्ञान का विकास करना अर्थात् मौखिक तथा लिखित भाषा में उनका सुप्रयोग कर भाषा-सौष्टव का विकास कर पाने में समर्थ बनाना।</li> <li>सुभाषितों एवं नीति-श्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना।</li> <li>प्रभावोत्पादक तथा अभिव्यक्तिपूर्ण शैली में सस्वर-पाठ करने में दक्ष बनाना।</li> </ol>			
UNIT-1 TEACHING HOURS (09)	1. नाटक – स्वप्नवासवदत्तम् (क) नाटक-स्वप्नवासवदत्तम्-एक श्लोक की हिन्दी में व्याख्या प्रथम अंक से) अंक (ग) सामान्य प्रश्न	16 08 06	अंक अंक अंक
UNIT-2 TEACHING HOURS (09)	2. वाल्मीकि रामायण-बालकाण्ड (प्रथम सर्ग) (क) दो श्लोकों का अनुवाद (ख) सामान्य प्रश्न	16 08 08	अंक अंक अंक
UNIT-3 TEACHING HOURS (09)	3. स्मृति – मनुस्मृति-द्वितीय अध्याय (क) दो श्लोकों की व्याख्या (ख) सामान्य प्रश्न	16 08 08	अंक अंक अंक

UNIT-4 TEACHING HOURS (09)	4. कथा साहित्य– हितोपदेश <span style="float: right;">16 अंक</span> (क) दो श्लोकों की व्याख्या <span style="float: right;">08 अंक</span> (ख) सामान्य प्रश्न <span style="float: right;">08 अंक</span>																																			
UNIT-5 TEACHING HOURS (09)	5. अलंकार – <span style="float: right;">16 अंक</span> काव्यदीपिका (अष्टमशिखा) से निम्नलिखित अलंकार निर्धारित हैं – 1. अनुप्रास, 2. यमक, 3. श्लेष, 4. उपमा, 5. उत्प्रेक्षा, 6. रूपक, 7. व्यतिरेक, 8. अतिशयोक्ति, 9. दृष्टान्त, 10. भ्रान्तिमान्, 11. विभावना, 12. समासोक्ति																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Photography memory development 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films  <b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b>																																			
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">SR. NO.</th> <th style="width: 60%;">CCA: COMPONENT</th> <th style="width: 30%;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X2 Test = 40</td> </tr> <tr> <td>2</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>80</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example: <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Percentage</th> <th style="width: 40%;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X2 Test = 40	2	Report Writing	10	3	Viva Voce	10	4	Field Trip	10	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>80</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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Above 93%	03																																			
<b>CONTINUOUS ASSESSMENT METHODS</b>	1. Academic presentation in person 2. Groups discussion 3. Seminar/Symposia 4. Extension Activities 5. Project and report writing 6. Vive voce 7. Monthly Test																																			
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>																																			

<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. चतुर्वेदी, वासूदेवकृष्ण (2005–6) स्वप्नवासवदत्तम् (भास), अभिषेक प्रकाशन, जयपुर।</li> <li>2. पाण्डेय, जगदनारायण, (2004), स्वप्नवासवदत्तम् (भास) जगदीश संस्कृत पुस्तकालय, जयपुर।</li> <li>3. शर्मा, उषा, (2007), बालकाण्ड, जगदीश संस्कृत पुस्तकालय, जयपुर।</li> <li>4. शर्मा, कमलनयन, (2005) मनुस्मृति (द्वितीय अध्याय), जगदीश संस्कृत पुस्तकालय, जयपुर।</li> <li>5. शास्त्री, जनार्दन, (1984) मनुस्मृति (द्वितीय अध्याय), मोतीलाल बनारसीदास, दिल्ली।</li> <li>6. शर्मा, आचार्य भवनाशंकर, (2004,) हितोपदेश (मित्रलाभ) जगदीश संस्कृत पुस्तकालय, जयपुर।</li> <li>7. त्रिपाठी, रूपनारायण, (2007) काव्यदीपिका, हंसा प्रकाशन।</li> <li>8. मिश्र, जयमन्त, (2007) अलंकार प्रकाश, मोतीलाल बनारसीदास, दिल्ली।</li> </ol>

B.A. I YEAR (SANSKRIT LITERATURE)			
COURSE CODE:	BASN-102	COURSE TYPE:	OPTIONAL PAPER- II
COURSE TITLE:	भारतीय संस्कृति के तत्व, पद्य साहित्य, अनुवाद एवं व्याकरण		
THEORY: LECTURES	TUTORIAL:15	LECTURES:75	TOTAL:90
TEACHING HOURS:	7.5 Hours	37.5 Hours	45 Hours
MAXIMUM MARKS:	THEORY: 80	CCA: 20	TOTAL: 100
PASS MARKS:	THEORY: 29	CCA: 07	TOTAL: 36
ATTENDANCE ELIGIBILITY	75 PERCENT IN RESPECTIVE YEARLY		
EXAMINATION:	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
DURATION :	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>छात्रों में भारतीय संस्कृति के तत्व को जानने की क्षमता विकसित करना।</li> <li>मौलिक रचना विकसित करने की क्षमता उत्पन्न करना।</li> <li>छात्रों में श्लोकों के अर्थ को समझने व उनका सार संस्कृत में लिखने की योग्यता विकसित करना।</li> <li>संस्कृत विषय के व्याकरण सम्बन्धी ज्ञान को परिपृष्ट करना।</li> <li>वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।</li> <li>शब्दों का संश्लेषण-विश्लेषण करने की क्षमता का विकास करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>शुद्धोच्चारण पूर्वक पढ़ने की क्षमता का विकास करना।</li> <li>उपयोगी शब्द रूपों तथा धातुरूपों का अभ्यास कराना।</li> <li>पद्य साहित्य, अनुवाद एवं व्याकरण आदि का ज्ञान कराते हुए शुद्ध वाक्यों के निर्माण की क्षमता का विकास करना।</li> <li>शुद्ध संस्कृत- माध्यम से लिखित रूप में अपने भावों को व्यक्त करने में समर्थ बनाना।</li> <li>शुद्ध संस्कृत के माध्यम से अपने भावों को मौखिक रूप से व्यक्त करने में समर्थ बनाना।</li> </ol>			
UNIT-1 TEACHING HOURS (09)	भारतीय संस्कृति के तत्व (वैदिक काल से सातवीं शताब्दी तक) 16 अंक (क) भारतीय संस्कृति – पृष्ठभूमि एवं विशेषताएँ (ख) धार्मिक, सामाजिक, आर्थिक एवं राजनीतिक स्थिति (ग) वर्ण, आश्रम एवं संस्कार (विवाहों के प्रकार सहित) (घ) त्रिविध ऋण एवं पंच महायज्ञ (ङ) शिक्षा		
UNIT-2 TEACHING HOURS (09)	पद्य साहित्य – (रघुवंश) (कालिदास) द्वितीय सर्ग (अ) दो श्लोकों का सप्रसंग अनुवाद (ब) एक सामान्य प्रश्न		16 अंक
UNIT-3 TEACHING HOURS (09)	अनुवाद- (अ) हिन्दी से संस्कृत में अनुवाद अथवा (ब) अपठित गद्यखण्ड का अर्थावबोध		16 अंक
UNIT-4 TEACHING HOURS (09)	व्याकरण लघुसिद्धान्त कौमुदी (संज्ञा, प्रकरण, अच्, हल् एवं विसर्गसन्धि) 1. संज्ञा प्रकरण से दो सूत्रों की व्याख्या 2. अच् सन्धि (दो प्रयोगों की सन्धि) 3. हल् सन्धि (दो प्रयोगों की सन्धि) 4. विसर्ग सन्धि (दो सूत्रों की सोदाहरण व्याख्या)		16 अंक

<b>UNIT-5 TEACHING HOURS (09)</b>	<p>शब्द व धातु रूप <span style="float: right;">16 अंक</span>  (अ) शब्दरूप (निर्धारित शब्दों में से दो अजन्त एवं दो हलन्त शब्दों का रूप लेखन)  (ब) धातुरूप ( निर्धारित धातुओं में से भू एवं एघ् के 10 लकारों में से रूप ज्ञान एवम् अन्य धातुओं के निर्धारित पाँच लकारों में रूप ज्ञान )</p>																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">SR. NO.</th> <th style="width: 60%;">CCA: COMPONENT</th> <th style="width: 30%;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X2 Test = 40</td> </tr> <tr> <td>2</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>80</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example:  <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Percentage</th> <th style="width: 40%;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X2 Test = 40	2	Report Writing	10	3	Viva Voce	10	4	Field Trip	10	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>80</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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**SELECTED  
READINGS**

1. पाण्डेय, जगन्नारायण, (2002) *रघुवंश (द्वितीय सर्ग)*, जगदीश संस्कृत-पुस्तकालय ।
2. त्रिपाठी, बाबूराम (2016) *रघुवंश (द्वितीय सर्ग)*, माहालक्ष्मी प्रकाशन आगरा ।
3. श्री वास्तव, उर्मिला, (2012.) *लघुसिद्धान्त कौमुदी*, विजय प्रकाशन मन्दिर, वाराणसी ।
4. शास्त्री, भीमसेन, (2009), *लघुसिद्धान्त कौमुदी*, भैमी प्रकाशन, दिल्ली ।
5. चौधरी अर्कनाथ, (2010), *लघुसिद्धान्त कौमुदी*, जगदीश संस्कृत पुस्तकालय जयपुर ।
6. द्विवेदी, कपिलदेव, (2011) *रचनानुवादकौमुदी*, विश्वविद्यालय प्रकाशन ।



<b>B.A. I YEAR (ENGLISH LITERATURE)</b>			
<b>COURSE CODE:</b>	BAEN-101	<b>COURSE TYPE:</b>	OPTIONAL PAPER- I
<b>COURSE TITEL :</b>	POETRY AND DRAMA		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	03 HRS	1 HR	
<b>OBJECTIVE:</b>			
<ol style="list-style-type: none"> <li>1. Understand the literature written by James Thomson, George. G Byron</li> <li>2. Acquaint with the poetry of William Shakespeare, John Donne</li> <li>3. Learn poetry of John Milton, John Keats</li> <li>4. Appreciate the literature of Marlow, William Shakespeare</li> <li>5. Learn about Historical Development of Old English Language</li> <li>6. Give exposure to the influence of French, Latin, Greek and other languages and current trends etc</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<b>After the completion of this course, the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Recognize poetry from a variety of cultures, language &amp; historical periods.</li> <li>2. Develop their critical thinking skill and enhance their writing potential</li> <li>3. Hone up their skills of note making, summarizing &amp; writing</li> <li>4. Understand texts with specific reference to genres, literary terms, and figures of speech etc.</li> <li>5. Interpret and appreciate texts of poetry and drama</li> <li>6. Recognize rhythms, metrics and other aspects of poetry</li> <li>7. Have an understanding of historical development of English language and literature.</li> <li>8. Make them familiar with various schools of thought and literary movements.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. William Shakespeare - <ul style="list-style-type: none"> <li>• My Mistress 'eyes are nothing like the Sun</li> <li>• Shall I Compare thee to a Summer's Day</li> </ul> </li> <li>2. John Donne <ul style="list-style-type: none"> <li>• The Good Morrow</li> <li>• The Ecstasy</li> <li>• The Sunne rising</li> </ul> </li> </ol>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>3. James Thomson- Autumn</li> <li>4. George. G Byron <ul style="list-style-type: none"> <li>• There is pleasure in the pathless wood</li> <li>• She walks in Beauty</li> </ul> </li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>5. John Milton <ul style="list-style-type: none"> <li>• L Allegro</li> <li>• Il Penseroso</li> <li>• Lycidas</li> </ul> </li> <li>6. John Keats <ul style="list-style-type: none"> <li>• Bright Star</li> <li>• On First looking into Chapmen's Homer</li> </ul> </li> </ol>		

<b>UNIT-4 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>7. William Shakespeare- The Merchant of Venice</li> <li>8. William Shakespeare- Hamlet</li> <li>9. Marlow : Dr Faustus</li> </ol>																																			
<b>UNIT-5 TEACHING HOURS (09)</b>	<p><b>Historical Development of Old English Language:</b> The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language.</p>																																			
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<b>B.A. I YEAR (ENGLISH LITERATURE)</b>			
<b>COURSE CODE:</b>	BAEN-102	<b>COURSE TYPE :</b>	<b>OPTIONAL PAPER-II</b>
<b>COURSE TITEL :</b>	PROSE AND FICTION		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION :</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	03 HRS	1 HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. Understand the literature written by Francis Bacon, Richard Steele, Joseph Addison.</li> <li>2. Appreciate the literature of Charles Dickens, Jane Austen, and William Thackeray.</li> <li>3. Learn about Literary History - Elizabethan Period, University wits, Metaphysical Poetry.</li> <li>4. Give exposure to the Literary Terms: Myth, Fable, Plot, Climax, and Catastrophe.</li> <li>5. Acquaint with the prose of C. Lamb, R.I. Stevenson, B. Russell, and Virginia Woolf.</li> <li>6. Learn poetry of Oscar Wilde, K. Mansfield, R. Tagore, H. Munro (Saki).</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<b>After the completion of this course, the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Recognize prose from a variety of cultures, language &amp; historical periods.</li> <li>2. Broaden their vocabularies and literary thinking</li> <li>3. Interpret and appreciate the selected texts from the genres of prose and fiction</li> <li>4. Write Focused analytical essays in correct grammatical prose</li> <li>5. Cultivate the aesthetic sense &amp; Develop global competencies for successful life.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Francis Bacon Richard Steele Joseph Addison	-Of studies -The Spectator Club - Meditation in Westminster Abbey	
<b>UNIT-2 TEACHING HOURS (09)</b>	C. Lamb R.I. Stevenson B. Russell Virginia Woolf	- Dream Children - The Ideal house - Machines and Emotions - Profession for Women	
<b>UNIT-3 TEACHING HOURS (09)</b>	Oscar Wilde K. Mansfield R. Tagore H. Munro (Saki)	- The Model Millionaire - A Cup of Tea - Living or Dead? - The Open Window	
<b>UNIT-4 TEACHING HOURS (09)</b>	Charles Dickens Jane Austen William Thackeray	- Great Expectations - Emma - Vanity Fair	

<b>UNIT-5 TEACHING HOURS (09)</b>	<b>Historical Development of Old English Language:</b> The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and other languages and current trends, English as an international language.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
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<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	20X2 Test = 40
	2	Report Writing	10
	3	Viva Voce	10
	4	Field Trip	10
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussion	05
		<b>Total</b>	<b>80</b>
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	85% to 93%	02	
	Above 93%	03	
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However the University may revise the syllabus at any time during the running year after giving a notice for a period one month.</li> </ol>		
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<b>B.A. I YEAR (HISTORY)</b>			
<b>COURSE CODE:</b>	BAHY-101	<b>COURSE TYPE:</b>	OPTIONAL PAPER-I
<b>COURSE TITLE:</b>	<b>HISTORY OF INDIA FROM EARLIEST TIMES TO 1206 A.D.</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. Students will learn about the various Sources of Ancient India with special reference to Palaeolithic, Mesolithic, Neolithic, &amp; Chalcolithic.</li> <li>2. Students will learn about the Origin of the Harappan Civilization.</li> <li>3. Students learn about the Republican States in Ancient India.</li> <li>4. Pupils will learn about the Second Stage of the Urbanization &amp; urban Centers.</li> <li>5. Pupils will learn about the origin &amp; Development of Varna System &amp; Importance of the Asramas in Ancient Indian Society.</li> <li>6. Pupils will learn about the How-to transformations of Varna into Castes Systems in India.</li> <li>7. Pupils will learn about the Rise of Nandas &amp; Mauryas Empire, his Polity &amp; Foreign Policy.</li> <li>8. Pupils will learn about the trade &amp; Commerce: Land Trade, Foreign Trade etc.</li> <li>9. Students learn about the Sungas, Kanvas, Satvahana Empire &amp; its Socio- Religious &amp; Economic Conditions in India's during this Period.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To understand the Rise of Magadha up to the Nandas.</li> <li>2. To study the India in the post-Gupta period.</li> <li>3. To know the significance of India in the post-Gupta period.</li> <li>4. To study Age of Satavahanas and Foreign Powers.</li> <li>6. To Study the Achievements of prominent rulers of major dynasties</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>MAIN SOURCES OF ANCIENT INDIAN HISTORY &amp; FEATURES OF INDUS VALLEY CIVILIZATION</b>		
	Impact of Geography on Indian History and Culture, Main sources of Ancient Indian History, Features of Indus Valley Civilization, Theory of origin of the Aryans, Vedic Age: Social and religious life, the rise of Janpadas and republics.		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>RISE OF MAGADHA - CHANDRAGUPTA MAURYA &amp; CHAKRAVARTI ASHOKA</b>		
	Rise of Magadha upto the Nandas; Magadha Imperialism and role of Chandragupta Maurya, Chakravarti Ashoka–his policy and Dhamma, Mauryan Administration, Factors leading to disintegration of the Mauryan Empire. Contribution of Mauryan to Indian culture.		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>AGE OF SATAVAHANAS AND FOREIGN POWERS</b>		
	Age of Satavahanas and Foreign Powers, Contribution and Achievements of (i) PushyamitraSunga (ii) GautamiputraShatkarni, (iii) Rudradaman-I, (iv) Kanishka-I, Economic progress in the Pre-Gupta period with special reference to trade and commerce.		



<b>UNIT-4 TEACHING HOURS (09)</b>	<b>EARLY HISTORY OF THE GUPTA DYNASTY</b>		
	Early History of the Gupta dynasty up to Chandra Gupta-I, Samudra Gupta, Chandra Gupta-II, Skanda Gupta, Features of Gupta administration, emergence of scientific view of the world, Contribution of Gupta to Indian culture.		
<b>UNIT-5 TEACHING HOURS (09)</b>	<b>INDIA IN THE POST-GUPTA PERIOD</b>		
	India in the post-Gupta period, Formation and Expansion of Vardhan Empire, Harsha Vardhan, Administration and Features of Chola-Chaulukya, Achievements of (i) KumarapalaChaulukya and (ii) NarsinghVarman-I (iii) Rajraj-IFactors leading to disintegration of Rajput States. Greater India		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussionsions</li> <li>8. Field Visit/Educational excursion</li> <li>9. Documentaries</li> <li>10. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	20X2 Test = 40
	2	Report Writing	10
	3	Viva Voce	10
	4	Field Trip	10
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussionion	05
		<b>Total</b>	<b>80</b>
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X20.		
<b>Attendance in Lectures, Tutorials and Practicals</b>			
<b>Percentage</b>		<b>Marks Allotted</b>	
75% to 85%		01	
85% to 93%		02	
Above 93%		03	
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> </ol>		



	<p>5. Project and report writing</p> <p>6. Vive voce</p> <p>7. Monthly Test</p>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>Annual Revision</b></p> <p><b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b></p>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Bose, A. N. (1945)- Social and Rural Economy of Northern India, (Vols. (II).). Calcutta, University of Calcutta.</li> <li>2. Basham, A. L. (1971)- The Wonder that was India: A Survey of the Culture of the India Sub-continent before the coming of the Muslims. (Third Edition). Bombay, Rupa and Company.</li> <li>3. Altekar, A. S. (1944)- Education in Ancient India. (2nd Ed.). Banaras.</li> <li>4. Altekar-A. S. (1988)- Position of Women in Hindu Civilization. Banaras.</li> <li>5. Majumdar, A. K. (1977.1980). Concise History of Ancient India. (Vol. (III).). New Delhi Munshiram Manoharlal Publishers Pvt. Ltd.: -Vol. I: Political History (1977) (Vol. (II).). Political Theory, Administration and Economic Life (1980), (Vol (III).). Hinduism – Society, Religion and Philosophy (1983).</li> <li>6. Warrington, B. H. (1928). Commerce between the Roman Empire and India. Cambridge University Press.</li> <li>7. Kosambi, D. D. (1981). The Culture and Civilization of Ancient India: in Historical Outline. (Sixth Impression).New Delhi, Vikas Publishing Pvt. Ltd.</li> <li>8. Goswami, Jaya. (1979). Cultural history of Ancient India. Delhi, Agam Kala Prakashan.</li> <li>9. Jha, D. N. (1980) (Ed.). (1996). Society and ideology in India: essays in honor of Professor R. S. Sharma. New Delhi, Munshiram Manoharlal Publishers.</li> <li>10. NilkanthaSastry, K. A. (1957). A Comprehensive History of India: The Mauryas and Satavahanas 325 B. C. to A. D. 300. (Vol. II).). Bombay, Orient Longmans. Khanna, A.N. (1981). Archeology of India. New Delhi.</li> <li>11. Agrawal, D. P., &amp; Chakraborty, D. K. (Ed.). (1979). Essays in Indian Protohistory. Delhi, D. K. Publishers.</li> <li>12. Allchin, F.R. (1972). A Source book of Indian Archeology. New Delhi.</li> <li>13. Lal, B. (1950). Prehistoric and Protohistoric Period. New Delhi.</li> <li>14. Deo, S. B. (n.d.). PuratatvaVidya. Continental Prakashan.</li> <li>15. NilkanthaSastry, K. A. (1998) Social Institutions in Ancient India: Mukherjee BratindraNath, The concept of India, Calcutta: Sanskrit PustakBhandar in Collaboration with Centre of Ideology. Jadavpur University.</li> <li>16. Mookerji, R. K. (1952). Chandra Gupta Maurya and his times. Delhi: Raj Kamal Prakashan.</li> <li>17. Mookerji, R. K. (1972). Ashoka. Delhi: Raj Kamal Prakashan.</li> <li>18. Majumdar, R. C. (2001). The History and Culture of the Indian. Bombay: Bhartiya Vidya Bhawan.</li> <li>19. Puri, B. N. (1965). India under the Kushanas. Delhi: Munsri Ram Manohar Lal Publishar.</li> <li>20. थापर, रोमिला (2018). भारत का इतिहास. नई दिल्ली: राजकमल प्रकाशन.</li> <li>21. शुक्ला, एस. पी. (1976). सिन्धु सभ्यता. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.</li> <li>22. पाठक, विशुध्यानन्द (1990). उत्तर भारत का इतिहास. लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.</li> </ol>

23. प्रकाश, ओम (2001). प्राचीन भारत का इतिहास . दिल्ली: वैज्ञानिक तथा तकनीकी शब्दावली आयोग, हिन्दी माध्यम, कार्यान्वयन निदेशालय. दिल्ली: दिल्ली विश्वविद्यालय.
24. झा, द्विजेन्द्र एवं श्रीमाली के. एम. (1991). प्राचीन भारत का इतिहास . दिल्ली: हिन्दी माध्यम, कार्यान्वयन निदेशालय, दिल्ली विश्वविद्यालय.
25. थपलियाल, किरण कुमार (2002). सिन्धु सभ्यता . लखनऊ: उत्तर प्रदेश हिन्दी ग्रंथ अकादमी.

<b>B.A. I YEAR (HISTORY)</b>			
<b>COURSE CODE:</b>	BAHY-102	<b>COURSE TYPE:</b>	OPTIONAL PAPER-II
<b>COURSE TITLE:</b>	<b>OUTLINE HISTORY OF MODERN WORLD (1453 A.D. – 1950 A.D.)</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. Understand and discussions how historical events can be significant in more than one way.</li> <li>2. Identify individual members and classes of medieval society.</li> <li>3. Understand the different roles held by members of medieval society, and the different expectations that came along with those roles.</li> <li>4. Students learn about the Renaissance: meaning &amp; causes.</li> <li>5. Students will learn history of the colonial North America and the new Nation (United States).</li> <li>6. Students learn about the Industrial Revolution – Causes, Changes in agriculture and industry and results.</li> <li>7. Students learn about the French Revolution of 1789&amp;Napolean Bonaparte.</li> <li>8. Students learn about the Imperialism in Asia and Africa- Causes and Results.</li> <li>9. Students learn about the First World War Causes and Results.</li> <li>10. Students learn about the <i>Russian</i> Revolution.</li> <li>11. Students learn about the establishments League of Nations: aims, achievements and causes of failure, Second World War – Causes and Results.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. Explain to you the different ways in which the Renaissance created the condition for the making of a new world.</li> <li>2. To understand the origin of the revolutionary thinking in modern Europe.</li> <li>3. To study the causes and nature of Revolution in French Revolution.</li> <li>4. To analyse the causes and impact of Second World War in Europe.</li> <li>5. To inculcate the spirit of Universal brotherhood.</li> <li>6. To know the significance of League of Nations.</li> <li>7. To study the impact of Great Depression in Europe.</li> <li>8. To study the India's role in World Peace.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>RENAISSANCE, MERCANTILISM AND COMMERCIAL REVOLUTION, REFORMATION</b>		
	Renaissance: meaning, causes and development of Art and Literature. Mercantilism and Commercial Revolution, Reformation: Causes, role of Martin Luther, Counter Reformation, American War of Independence: Causes and Results.		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>INDUSTRIAL REVOLUTION &amp; FRENCH REVOLUTION OF 1789</b>		

	Industrial Revolution: Causes, Changes in Agriculture and Industry and Results. French Revolution of 1789: Causes and its impact, Napoleon Bonaparte: Conquests and Reforms.		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>UNIFICATION OF ITALY AND GERMANY</b>		
	Unification of Italy and Germany, Eastern Question with special reference to Crimean war and Berlin settlement.		
<b>UNIT-4 TEACHING HOURS (09)</b>	<b>IMPERIALISM IN ASIA AND AFRICA</b>		
	Imperialism in Asia and Africa: Causes and Results, First World War: Causes and Results, Causes and Results, Russian Revolution, Versailles settlement, Causes of the rise of Fascism and Nazism.		
<b>UNIT-5 TEACHING HOURS (09)</b>	<b>LEAGUE OF NATIONS &amp; U.N.O</b>		
	League of Nations : aims, achievements and causes of failure, Second World War: Causes and Results. U.N.O.: Birth, organisation and achievements, Impact of World Wars, India's role in World Peace.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	<b>1.</b>	<b>Monthly Test</b>	<b>20X2Tests = 40</b>
	<b>2.</b>	<b>Report Writing</b>	<b>10</b>
	<b>3.</b>	<b>Viva Voce</b>	<b>10</b>
	<b>4.</b>	<b>Field Trip/ Educational excursion</b>	<b>10</b>
	<b>5.</b>	<b>Attendance</b>	<b>03</b>
	<b>6.</b>	<b>Co-curricular Activity</b>	<b>02</b>
	<b>7.</b>	<b>Group Discussion</b>	<b>05</b>
		<b>Total</b>	<b>80</b>
<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X20.			

	<table border="1"> <thead> <tr> <th colspan="2">Attendance in Lectures, Tutorials and Practicals</th> </tr> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	Attendance in Lectures, Tutorials and Practicals		Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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75% to 85%	01										
85% to 93%	02										
Above 93%	03										
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>										
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>										
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>										
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Albertini, L (1952). Origins of the War of 1914. (Vol. (2).) Oxford.</li> <li>2. Anderson, M. S. (1987). Europe in the Eighteenth Century. London.</li> <li>3. Avineri, S. (1991). Marxism and Nationalism, Journal of Contemporary History.</li> <li>4. Beals, D. (1971). The Risorgimento and The Unification of Italy, London,</li> <li>5. Bergeron, L. (1981). France UnderNapoleon, Peinceton.</li> <li>6. Berghan, V.R. (1993). Germany and the Approach of War in 1914.London.</li> <li>7. Bertier, De Sauvigny De.(1962). Matternich and His Times. London,</li> <li>8. Binnley, R. C. (1935). Realism and Nationalism: 1852-1871. New York,</li> <li>9. Blanning, Tew. (2000) Europe –18th Century–History, Europe: 1688-1815.Oxford,Oxford University Press.</li> <li>10. Bond, B. (1983). War and Society in Europe 1870-1970. London,</li> <li>11. Bridge, F.R., &amp; Bullen R., (1980). The Great Powers andthe European States System: 1815-1974. London,</li> <li>12. Cameron, Evan. (2001). Early Modern Europe: An Oxford History.Oxford, Oxford University Press,</li> <li>13. Critchley, &amp; Others. (1998). Europe-20th Century, Companion to Continental Philosophy. Blackwell. Malden.</li> <li>14. Cummins, I. (1980). Engels and National Movements. London,</li> <li>15. Drot, T. (1967). Europe between Revolutions.1815-1848. New York.</li> <li>16. Gershoy, Lee (1960). The French Revolution and Napoleon. Allahabad: Central Book Depot.</li> <li>17. Parks, H. B. (1976). The United State of America-A History. Calcutta: Reprint Publishers.</li> <li>18. Thompson, Devid (1966). Europ since Nepolion. Penguin.</li> <li>19. Dicksons, A. G. (1972). The Age of Humanizmand Reformation. New Jersey.</li> <li>20. वर्मा, लालबहादुर. (1974), यूरोप का इतिहास, (प्रथम संस्करण),नई दिल्ली,</li> </ol>										

दी मैकमिलन कं. ऑफ इंडिया।

21. शर्मा, कालूराम. एवं व्यास, प्रकाश. (1985), यूरोप का इतिहास, (चतुर्थ संस्करण), जयपुर, पंचशील प्रकाशन।
22. महाजन, वी. डी. (2019). यूरोप का इतिहास, नई दिल्ली, एस. चंद प्रकाशन हाउस।
23. वर्मा, ठाकुर भगवान सिंह (1789–1815). यूरोप का इतिहास, भोपाल: मध्यप्रदेश हिन्दी ग्रंथ अकादमी।
24. चौहान, देवेन्द्र(1815–1919). यूरोप का इतिहास, भोपाल: मध्यप्रदेश, हिन्दी ग्रंथ अकादमी।
25. देवी, रितभंरी (2016). विश्व का इतिहास . पटना: बिहार हिन्दी ग्रंथ अकादमी।
26. जैन एवं माथुर (2016). विश्व इतिहास. जयपुर: जैन प्रकाशन मंदिर.
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28. चौहन, देवेन्द्र सिंह (1995). यूरोप का इतिहास . भोपाल: मध्यप्रदेश, हिन्दी ग्रंथ अकादमी.

<b>B.A. I YEAR (SOCIOLOGY)</b>			
<b>COURSE CODE:</b>	BASO-101	<b>COURSE TYPE:</b>	OPTIONAL PAPER -I
<b>COURSE TITLE:</b>	<b>PRINCIPLES OF SOCIOLOGY</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>The main objective of this paper is to introduce students with the basic principles of sociology and train the students in the sociological discipline. This paper will create broad avenues for the students of sociology.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>Develop perspective that gives students a clear purview on human behavior and its connection to society as a whole. It invites students to look for the connections between the behavior of individual people and the structures of the society in which they live.</li> <li>Look at our society and a way to set up through sociological lens.</li> <li>Understand interpersonal relations, conflicts, social crisis which exists around them.</li> <li>Understand how society is important in shaping our everyday life.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Meaning, Nature and Scope of Sociology; The Sociological perspective; Sociology and other Social Sciences; The scientific and Humanistic Orientations to Sociological Study.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Basic concepts: Society, Community, Institution, Association, Group, Social Structure, Culture, Status and Role.		
<b>UNIT-3 TEACHING HOURS (09)</b>	The Individual and Society; Society and Socialization - meaning, stages, agencies and theories; Relation between Individual and Society; Social Control: Norms, Values and Sanctions; Social Stratification and Mobility - meaning, forms and theories		
<b>UNIT-4 TEACHING HOURS (09)</b>	Social Change - Meaning and Type: Evolution and Revolution; Progress and development; Factors of Social Change-; Theories of Ogburn, Sorokin, and Karl Marx.		

<b>UNIT-5 TEACHING HOURS (09)</b>	The Uses of Sociology: Introduction to Applied Sociology; Sociology and Social Problems; Sociology and Social Change; Sociology and Social Policy and Action.																																					
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
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**SELECTED READINGS**

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2. Davis Kingsley (1949) *Human Society* (Hindi Edition) Macmillan: New York
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<b>B.A. I YEAR (SOCIOLOGY)</b>			
<b>COURSE CODE:</b>	BASO-102	<b>COURSE TYPE:</b>	OPTINAL PAPER -II
<b>COURSE TITLE:</b>	INDIAN SOCIETY		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
1. The main objective of this paper is to introduce Indian social structure and their components through sociological lenses. This paper will primarily focus on the salient features of Indian social structure and their changing scenario.			
<b>COURSE OUTCOMES:</b>			
1. Give a clear definition of the contemporary Indian society.			
2. Develop the motto of our Indian system: Unity in Diversity.			
3. Evaluate the existing Indian social structures and institutions, their continuity and change.			
4. Identify and distinguish the Indian social structures and institutions, their unique features and changes it underwent through.			
<b>UNIT-1 TEACHING HOURS (09)</b>	Cultural and Ethnic Diversity: Language, Caste; Religion: Concept, Religious Beliefs and Practices And Cultural Patterns; Unity in Diversity: Structural Unity of Indian Society.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Concepts of Varna; Ashram; Karma and Purushartha		
<b>UNIT-3 TEACHING HOURS (09)</b>	Basic Institutions of Indian society: Caste, Kinship, Family, Marriage; Caste and Class: meaning, features and changing dimensions		
<b>UNIT-4 TEACHING HOURS (09)</b>	The Structure and Composition Of Indian Society: Villages, Towns, Cities, Rural-Urban Linkages, Tribes, Weaker Sections, Dalits, Women And Minorities, Population Profile And Related Issues.		
<b>UNIT-5 TEACHING HOURS (09)</b>	Processes of Social Change: Sanskritisation, Westernization, Modernization and Urbanization; Planned Change and Transformation in India.		

<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																					
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**SELECTED READINGS**

1. Ahuja Ram, (1993) Indian Social System, Rawat: Jaipur,.
2. Bose, N.K. (1967) Culture and Society in India, Asia Publishing House: Bombay.
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<b>B. A. I YEAR (POLITICAL SCIENCE)</b>			
<b>COURSE CODE:</b>	BAPS-101	<b>COURSE TYPE :</b>	OPTIONAL PAPER - I
<b>COURSE TITEL :</b>	<b>FOUNDATIONS OF POLITICAL SCIENCE</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<b>On completion of the course the students – Teacher will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Understand the meaning, nature and scope of Political Science.</li> <li>2. Distinguish between the traditional and modern prespectives of Political Science.</li> <li>3. To understand some basic concepts of Political Science.</li> <li>4. Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State</li> <li>5. Understand and analyses various systems of governance.</li> <li>6. Acquaint themselves with various aspects and agents involved in the political process.</li> <li>7. To understand and analyses the basis aspects of certain Political ideologies.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<b>On completion of the course the students – Teacher will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Understand the nature and scope of Political Theory.</li> <li>2. Distinguish between the traditional and modern perspectives of Political Theory.</li> <li>3. Understand some basic concepts of Political Theory.</li> <li>4. Analyse state, its Component, Various theories of its origin and their bearing upon the nature of State</li> <li>5. Understand and analyses various systems of governance.</li> <li>6. Acquaint themselves with various aspects and agents involved in the political process.</li> <li>7. To understand and analyse the basic aspects of major Political ideologies.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Meaning, Nature and Scope of political science, Political Theory: Meaning And its utility, Traditional, Modern and Contemporary Perspectives. Behaviouralism and Post-Behaviouralism		
<b>UNIT-2 TEACHING HOURS (09)</b>	Power, Sovereignty, Pluralism Authority and Legitimacy Imperialism and its Form, Social Change, E-Governance.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Meaning and its elements, Specific theories of origin of State, Divine Social Contract and Evolutionary, Sovereignty, Rights, Liberty, Equality Justice and Citizenship.		

UNIT-4 TEACHING HOURS (09)	Democracy and Dictatorship, Parliamentary and Presidential systems, Unitary and Federal systems, Political parties, Pressure groups, Theories of Representation.																																					
UNIT-5 TEACHING HOURS (09)	Idealism, Liberalism, Marxism, Feminism, Facism, Sarvodya																																					
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																					
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<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY</b> may revise the syllabus at any time during the running year after giving a notice for a period one month.</li> </ol>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. गाबा, ओमप्रकाश (2010).राजनीति सिद्धांत की रूपरेखा. नोएडा, मयूर पेपरबेक्स।</li> <li>2. संघु, ज्ञानसिंह (2014). राजनीतिक सिद्धांत. दिल्ली, हिंदी माध्यम कार्यान्वयन निदेशालय दिल्ली विश्वविद्यालय।</li> <li>3. जैन,पुखराज (2010). राजनीतिक सिद्धांत. आगरा, साहित्य भवन पब्लिकेशन।</li> <li>4. Almond, G..A.(2010). Comparative Politics Today. New York: A world view.</li> <li>5. Barry, N.P. (1995). Introduction to Modern Political Theory. London: Macmillan pub.</li> <li>6. Brochl, A. (1965).Political theory: The foundations of Twentieth Century Political Thought. Bombay: The Times of India Press.</li> <li>7. Easton, D. (1953).The Political System: An Inquiry into the state of Political Science. New York: Wiley Pub.</li> <li>8. Horowitz, I. L. (2018). Foundations of political sociology. Routledge.</li> <li>9. Mondak, J. J. (2010). Personality and the foundations of political behavior. Cambridge University Press.</li> </ol>

<b>B. A. I YEAR (POLITICAL SCIENCE)</b>			
<b>COURSE CODE:</b>	BAPS-102	<b>COURSE TYPE :</b>	OPTIONAL PAPER -II
<b>COURSE TITEL :</b>	<b>REPRESENTATIVE INDIAN POLITICAL THINKERS</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
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<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVE:</b>			
<b>On the completion of the course the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. To understand the fundamental of ancient Indian view regarding state, society and man and also the ancient Indian view point regarding human virtues, individuals place in social order.</li> <li>2. To understand and appreciate major streams of social and religious reforms in India in the 19th century and also the interaction between religion and political awakening.</li> <li>3. To understand and appreciate different streams of nationalism in Indian thinking.</li> <li>4. To understand the various aspects of Political thoughts of Mahatma Gandhi, Democratic socialism of J. L. Nehru, Redical humanism of M. N. Roy.</li> <li>5. Understand and analyses political and social philosophy of Ambedkar, J.P.Narayan and Ram Manohar Lohiya.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
Students will be able -			
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<b>UNIT-1 TEACHING HOURS (09)</b>	Manu, Kautilya and Shukra		



<b>UNIT-2 TEACHING HOURS (09)</b>	Raja Ram Mohan Ray, Swami Dayanand Saraswati, Dadabhai Naoroji and Jyotiba Phule																											
<b>UNIT-3 TEACHING HOURS (09)</b>	Gopal Krishan Gokhale, Bal Gangadhar Tilak, Aurobindo Ghosh																											
<b>UNIT-4 TEACHING HOURS (09)</b>	M. K. Gandhi, Jawaharlal Nehru and M.N.Roy.																											
<b>UNIT-5 TEACHING HOURS (09)</b>	Bhim Rao Ambedkar, Jai Prakash Narain, Ram Manohar Lohiya																											
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																											
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																											
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Above 93%	03										
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>										
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>										
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running year after giving a notice for a period one month.</li> </ol>										
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Bandhopadhyaya, J. (1969). Social and Political Thought of Gandhi. Bombay: Allied pub.</li> <li>2. Bhagwan, V. (1976). Indian political thinkers. Atma Ram.</li> <li>3. Doctor, A. H. (1997). Political Thinkers of Modern India. Mittal Publications.</li> <li>4. Gaikwad, M. The Ideas of Modern Indian Political Thinkers on Women. Lulu. com.</li> <li>5. Grover, V. (Ed.). (1993). Political Thinkers of Modern India: Lala Lajpat Rai. vol. 15 (Vol. 15). Deep and Deep Publications.</li> <li>6. Jayapalan, N. (2000). Indian political thinkers: Modern Indian political thought. Atlantic Publishers &amp; Dist.</li> <li>7. Mehta, V.R. (1999). Foundations of Indian political Thought. New Delhi: Manohar Publishers and Distributors.</li> <li>8. Nagar, Purshottam (2000). Indian Modern Social and Political Thought. Jaipur: Rajasthan Hindi Granth Academy.</li> <li>9. Purohit, B.R. (2000). Development of Political thought. Jaipur: Rajasthan Hindi Granth Academy.</li> <li>10. Singh, M. P., &amp; Roy, H. (Eds.). (2011). Indian Political Thought: Themes and Thinkers. Pearson Education India.</li> <li>11. जैन, पुखराज (2010). भारतीय राजनीतिक विचारक. आगरा, साहित्य भवन पब्लिकेशन।</li> <li>12. चतुर्वेदी, मधुकर श्याम (2005). भारतीय राजनीतिक विचारक. जयपुर, कॉलेज बुक हाऊस।</li> <li>13. वर्मा, वी.पी. (2006). आधुनिक भारतीय राजनीतिक विचारक. आगरा, लक्ष्मीनारायण पब्लिकेशनस।</li> <li>14. पुरुषोत्तम, नागर (2014). आधुनिक भारतीय राजनीतिक विचारक. लखनऊ, उत्तर प्रदेश हिंदी ग्रंथ अकादमी।</li> </ol>										

<b>B. A. I YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	BAGY-101	<b>COURSE TYPE:</b>	OPTIONAL PAPER - I
<b>COURSE TITLE-</b>	<b>PHYSICAL GEOGRAPHY- GEOMORPHOLOGY</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The aim of this paper is to develop the better understanding about origin of the earth, rocks, earth's movements, and atmosphere.</li> <li>2. The students will also able to understand other aspects such as – Relief, Temperature, Marine Deposits.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. Understand concept and need of physical geography.</li> <li>2. Apply their knowledge in daily life.</li> <li>3. To compare various types of land form.</li> <li>4. Conceptualize Cycle of Erosion, soil formation and Volcanicity.</li> <li>5. Examine Different type of reefs.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Origin of solar system and the Earth; important hypotheses/ theories: Gaseous, Nebular, Planetesimal, Tidal, Supernova, inter-Stellar dust hypothesis and Big Bang Theory; The constitution of the earth's interior; Age of the earth; Geological time scale.		
<b>UNIT-2 TEACHING HOURS (09)</b>	First order landforms: Origin of the Continents and Oceans: Wegner's theory; Plate tectonics and Earth surface configuration Second order Land forms: Mountains, Plateaus, plains: their classification and distribution; Earth's Materials: Rocks- their origin, classification and characteristics		
<b>UNIT-3 TEACHING HOURS (09)</b>	Earth Movements: Endogenetic Processes: Eperogenetic and Orogenetic - Folds and Faults; Seismology: definition, Earthquakes- Classification and world distribution; Volcanic activity: causes, types, distribution and resultant landforms; Seismic activities: causes and distribution.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Geomorphic agents and processes: Exogenetic Processes- Danudational agents Weathering Process: Physical, Chemical and Biological; Mass wasting and resultant landforms; Fluvial Landforms: work of running water- erosional and depositional landforms.		
<b>UNIT-5 TEACHING HOURS (09)</b>	Aeolian Landforms: work of wind- erosional and depositional land forms; Glacial landforms: work of glacial and their resultant landforms; Application of Geomorphology in Settlements, land use, mining and transport- roads and railways.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>																																				
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>																																				
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9. Singh, S. Geomorphology. Prayag Publications, Allahabad, 1998.
10. Stoddart, D. R. Process and Form in Geomorphology (Edited). Routledge, New York, 1996.
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14. Thornbury, W. D. Principles of Geomorphology. John Wiley, New York, 1960.
15. Wooldridge, S.W. and Morgan, R. S. The Physical Basis of Geography- An Outline of Geomorphology. Longman, London, 1959.
16. कौशिक, एस. डी. भू-आकृति विज्ञान, रस्तोगी, मेरठ, 2012

<b>B. A. I YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	BAGY-102	<b>COURSE TYPE:</b>	OPTIONAL PAPER - II
<b>COURSE TITLE:</b>	<b>HUMAN GEOGRAPHY</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION :</b>	<b>ANNUAL</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The aim of this paper is to develop the better understanding about human Geography.</li> <li>2. Students will able to understand more about these aspects- Env. Relationship, division of mankind into racial groups, tribal groups and their economic activities.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To enable the students to acquire a knowledge of Branches of Human geography.</li> <li>2. To enable the understanding of human adaptation to the environment.</li> <li>3. To develop an understanding at the division of mankind into racial groups human races.</li> <li>4. To introduce with distribution and growth of Population.</li> <li>5. To acquire basic knowledge of India's population program and policies.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Meaning, Nature, scope and relevance of human Geography; Man–Environment Relationships; Branches of Human Geography- their general characteristics; Cultural regions of the world: classification and its attributes.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Division of Mankind into racial groups-their characteristics and distribution in the world and India; Human Adaptation to the natural environment (i) Cold region-Eskimo (ii) Hot region- Bushman, (iii) Humid region-Pigmy.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Growth of population, Distribution and density of population in the world: Factors affecting distribution of population, Migration: internal and international; Trends of urbanization.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Settlements: types and patterns of rural settlements, Urban settlements: evolution and classification.		
<b>UNIT-5 TEACHING HOURS (09)</b>	Geo-politics, nation and state; Frontiers and Boundaries, Indian Ocean and World politics.		

<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussionsions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	10X2 Test = 20
	2	Report Writing /Assingments	05
	3	Viva Voce	05
	4	Field Trip	05
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussionsion	05
		<b>Total</b>	<b>45</b>
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.		
<b>Attendance in Lectures, Tutorials and Practical</b>			
	<b>Percentage</b>	<b>Marks Allotted</b>	
	75% to 85%	01	
	85% to 93%	02	
	Above 93%	03	
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussionsion</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Hussain Mazid, Human geography, Anmol Publication, New Delhi, 2014.</li> <li>2. Shelar, S. K. Human Geography. Chandralok Prakashan, Kanpur. 2012.</li> <li>3. Singh, L.R. Fundamentals of Human Geography. Sharda Pustak Bhawan, Allahabad, 2012.</li> <li>4. Prajapati, R. V. Principles of Human Geography. Cyber Tech. Publication. New Delhi. 2011.</li> <li>5. Knowles R. &amp; Wareing J., Economic and Social Geography, Rupa Publication, New Delhi, 2004.</li> </ol>		

6. Dikshit, R.D. Geographical Thought: A Contextual History of Ideas. Prentice-Hall of India, New Delhi. 2016.
7. Chandna, R.C. Population Geography. Kalyani Publisher, New Delhi. 2015.
8. Whyrne, Hammond, Charles. Elements of Human Geography, George Allen & Unwin, London, 1985.
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10. Chisholm, M. Human Geography Evolution or Revolution. 1975
11. DeBlij, H.J. Human Geography- Culture Society and Space. John Wiley, New York, 1996.
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13. Llyod, P.E. & P. Dicken Location in Space. Harper & Row, London.
14. Smith, D.M. Human Geography – A Welfare Approach. Arnold Heinemann, London, 1984.
15. Ambrose, Peter Analytical Human Geography. Longman, 1970.
16. चांदना, रमेशचन्द्र.: जनसंख्या भूगोल, कल्याणी, नई दिल्ली 2015
17. पंडा, बी.पी. जनसंख्या भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2004.
18. कौशिक,एस.डी.: मानव भूगोल, रस्तोगी, मेरठ, 2015
19. हुसेन, माजिद : मानव भूगोल, रावत पब्लिकशन्स, जयपुर, 2014
20. सिंह, वीएन.: मानव भूगोल, इलाहाबाद: प्रयाग पुस्तक भवन, 2003



<b>B.A. I YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	BAGY-PR	<b>COURSE TYPE:</b>	PRACTICAL
<b>COURSE TITLE:</b>	RELIEF ANALYSIS AND SURVEYING (PRACTICAL)		
<b>TEACHING HOURS:</b>			<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>50</b>		<b>TOTAL: 50</b>
<b>PASS MARKS:</b>			18
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION :</b>	ANNUAL EXAM		<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	02 HRS		
<b>OBJECTIVES:</b> The aim of this paper is to develop the better understanding about cartography principals, maps, relief, shading, contours and profiles.			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>To develop ability to present geographical region through different types of diagrams.</li> <li>To develop the skills at reading maps and globe.</li> <li>To develop drawing and measuring skills.</li> <li>To develop the skill of using and manipulating geographical instruments.</li> <li>To develop the in forest in field visit.</li> <li>To develop an ability of preparing report of socio-economic survey of a village.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (6)</b>	The nature and scope of cartography. Scale: Scale by statement, Representative Fraction, Linear Scale: Simple, Comparative and Diagonal.		
<b>UNIT-2 TEACHING HOURS (6)</b>	Enlargement and Reduction of map. Methods of Showing relief- hachure's, shading, contours and layer tints Representation of different landforms by contours.		
<b>UNIT-3 TEACHING HOURS (6)</b>	Contour: interpolation, drawing of profiles: cross and longitudinal profiles. Relevance of Profiles in landform mapping and analysis.		
<b>UNIT-4 TEACHING HOURS (6)</b>	Diagrammatic Representation of Geographical data, types of diagram. Bar Diagram and Column charts, Line graph.		
<b>UNIT-5 TEACHING HOURS (6)</b>	Environmental Survey of a nearby village Chain and Tape Survey.		

<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation</li> <li>2. Group discussions</li> <li>3. Project and report writing</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Singh L. R. Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad, 2016.</li> <li>2. Sarkar, A. Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi, 2015.</li> <li>3. Singh Gopal. Map Work and Practical Geography. Vikas Publishing, New Delhi. 2012</li> <li>4. Singh, R.L. Elements of Practical Geography. Kalyani, New Delhi. 1991.</li> <li>5. Robinson, A.H., et. al. Elements of Cartography. 6th ed. John Wiley, New York, 1995.</li> <li>6. Mishra, R.P. &amp; A. Ramesh: Fundamentals of Cartography. Concept, New Delhi. 1989.</li> <li>7. Monkhouse, F.J. Maps and Diagrams. Methuen, London. 1982.</li> <li>8. Raisz, E. General Cartography. John Wiley and Sons, New York 5th edition, 1962.</li> <li>9. शर्मा, जे.पी.: प्रायोगिक भूगोल, रस्तोगी, मेरठ, 2016.</li> <li>10. सिंह, आर.एल.: प्रायोगिक भूगोल के मूलतत्व, कल्याणी, नई दिल्ली 1991</li> </ol>

<b>B.A. I YEAR (MUSIC)</b>			
<b>COURSE CODE:</b>	BAMU-101	<b>COURSE TYPE:</b>	OPTIONAL PAPER - I
<b>COURSE TITLE-</b>	भारतीय संगीत (कंठ एवं वाद्य)		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY:</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>01HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. संगीत की संरचना, प्रलेखन और प्रदर्शन के माध्यम से मानव आकांक्षा और कलात्मक अखंडता के उच्चतम स्तर को बढ़ावा देना।</li> <li>2. एक सांस्कृतिक भाषा के रूप में संगीत की एक विश्लेषणात्मक, रचनात्मक और सहज समझ विकसित करना।</li> <li>3. संगीत में सक्रिय भागीदारी के माध्यम से सांस्कृतिक और सौंदर्य संबंधी अनुभव के लिए अवसरों को बढ़ावा देना, उनकी समझ और कला की प्रशंसा करना और संगीत और उदार कलाओं के लिए बातचीत को बढ़ावा देना।</li> </ol>			
<b>COURSE OUTCOMES :</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थियों को संगीत का मानव जीवन में योगदान समझ में आया और संगीत का अध्यात्म से सम्बन्ध भी स्पष्ट हुआ।</li> <li>2. संगीत में लय ताल और स्वर के सामंजस्य को स्पष्ट किया जायेगा।</li> <li>3. ताल पक्ष में विद्यार्थियों को विभिन्न तालों के ठेके याद करवाये जायेंगे जैसे- तीनताल, दादरा, रूपक, कहरवा, एकताल आदि।</li> <li>4. राग भैरव, अहिर भैरव, यमन में छोटा ख्याल (बन्दिशों) तैयार करवाई जायेगी जिससे विद्यार्थियों का लय पक्ष और स्वर मजबूत होगा।</li> <li>5. रागों के समय को रागों के स्वरों के चलन के आधार पर परिवर्तित होता है जिससे विद्यार्थियों को सुरों के चलन के साथ सम्बन्ध स्पष्ट किया जायेगा।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. निम्नलिखित रागों का शास्त्रीय विवरण एवं तुलनात्मक अध्ययन (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायानट (9) कामोद</li> <li>2. पाठ्यक्रम की बन्दिशों/गतों को स्वरलिपि सहित लिखना।</li> </ol>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. निम्नलिखित तालों का ठेका, दुगुन, चौगुन सहित लिखना। (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा</li> <li>2. निम्नलिखित की परिभाषाएँ :- मींड, घसीट, कृन्तन, कण, जमजमा, झाला, मुरकी, आलाप, तान</li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. नाद, श्रुति, स्वर, सप्तक, राग, थाट, जाति, लय, ताल, पूर्वांग, उत्तरांग, वादी, संवादी, अनुवादी, विवादी, वर्ण, अलंकार, आरोह, अवरोह, पकड़</li> </ol>		

UNIT-4 TEACHING HOURS (09)	<ol style="list-style-type: none"> <li>1. लोक संगीत की परिभाषा, विशेषताएं, वर्गीकरण (राजस्थानी लोक संगीत के विशेष संदर्भ में)</li> <li>2. निम्नलिखित गीत प्रकारों की जानकारी :- खयाल, ध्रुपद, धमार, गत (मसीतखानी एवं रजाखानी), तराना</li> </ol>																																			
UNIT-5 TEACHING HOURS (09)	<ol style="list-style-type: none"> <li>1. निम्नलिखित संगीतकारों जीवन परिचय एवं संगीत के क्षेत्र में योगदान :- अमीर खुसरो, स्वामी हरिदास, पं० रविशंकर, पं० भीमसेन जोशी</li> <li>2. निम्नलिखित की प्रारंभिक जानकारी :- नाद, सांगीतिक और असांगीतिक ध्वनि, तारता, तीव्रता, प्रबलता या नाद का छोटा बड़ापन, नाद की जाति या गुण, कम्पन्न गति, आवृत्ति अन्तराल,</li> </ol>																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" data-bbox="485 1133 1401 1451"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>10X2 Test = 20</td> </tr> <tr> <td>2</td> <td>Report Writing /Assignments</td> <td>05</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>05</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>05</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>45</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="501 1554 1241 1693"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X2 Test = 20	2	Report Writing /Assignments	05	3	Viva Voce	05	4	Field Trip	05	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>45</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>																																			
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>																																			
<b>PERIODICAL REVISION OF</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time</li> </ol>																																			

<b>SYLLABUS</b>	<b>during the running year after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे</li> <li>2. संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर</li> <li>3. राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन</li> <li>4. रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर</li> <li>5. तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा</li> <li>6. सितार मालिका (संगीत कार्यालय हाथरस)</li> <li>7. सितार वादन – एस.जी. व्यास</li> <li>8. संगीत विशारद (संगीत कार्यालय हाथरस)</li> <li>9. सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी</li> <li>10. संगीत बोध – डा. शरत चन्द्र परांजपे</li> <li>11. ध्वनि और संगीत – प्रो. एल.के. सिंह</li> <li>12. संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी</li> <li>13. Hindustan Music- An outline of its physics and aesthetics by G.H. Rande.</li> <li>14. Shepherd, J., &amp; Wicke, P. (1997). Music and cultural theory (p. 138). Cambridge: Polity Press.</li> <li>15. Juslin, P. N., &amp; Sloboda, J. A. (2001). Music and emotion: Theory and research. Oxford University Press.</li> <li>16. Stokes, M. (Ed.). (1997). Ethnicity, identity and music. Oxford: Berg.</li> <li>17. Merriam, A. P., &amp; Merriam, V. (1964). The anthropology of music. Northwestern University Press.</li> <li>18. Nattiez, J. J. (1990). Music and discourse: Toward a semiology of music. Princeton University Press.</li> </ol>

<b>B.A. I YEAR (MUSIC)</b>			
<b>COURSE CODE:</b>	BAMU-102	<b>COURSE TYPE:</b>	OPTIONAL PAPER - II
<b>COURSE TITLE:</b>	भारतीय संगीत (कंठ एवं वाद्य)		
<b>THEORY: LECTURES:</b>	<b>TUTORIAL:1</b> 5	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	7.5 Hours	37.5 Hours	45 Hours
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY:</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>छात्र कॉमन-प्रेक्टिस पीरियड की शैली में विश्लेषण और संगीत की संरचना की समझ हासिल करना!</li> <li>ऐतिहासिक संगीत शैलियों, सूचना संबंधी तकनीकों और विभिन्न शैली अवधियों के प्रदर्शन प्रथाओं का ज्ञान प्राप्त करना।</li> <li>छात्र का बुनियादी की-बोर्ड तकनीकों में कौशल हासिल करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>विभिन्न प्रकार की रागो को विद्यार्थियों द्वारा तैयार करने से विद्यार्थियों में स्वरताल और लय का विकास होगा।</li> <li>स्वर और श्रुतियों का अन्तर स्पष्ट होगा</li> <li>ताल और लय के बोध से विभिन्न प्रकार की तालों को पहचानने का ज्ञान विकसित होगा।</li> <li>रागों के बोध से स्वरों के चलन का ज्ञान होगा जिनसे विद्यार्थियों को स्वयं नई कम्पोजिशन बनाने का बोध होगा।</li> <li>ध्रुपद धमार आदि शैलियों का ज्ञान होगा।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>संगीत के उद्भव की विभिन्न मान्यताओं का प्रारम्भिक अध्ययन।</li> <li>संगीत की हिन्दुस्तानी पद्धति के समय सिद्धान्त का अध्ययन।</li> </ol>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>विष्णु दिगंबर पलुस्कर एवं विष्णु</li> <li>नारायण भातखंडे द्वारा निर्मित स्वरलिपि पद्धतियों का अध्ययन डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन, माइनर टोन</li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>हिन्दुस्तानी संगीत पद्धति के चालीस सिद्धान्त</li> <li>हारमनी और मेलोडी</li> </ol>		

<b>UNIT-4 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. निम्नलिखित नृत्यों की जानकारी – कथक, भरत नाट्यम, मणिपुरी, ओडिसी</li> <li>2. निम्नलिखित वाद्यों की बनावट एवं उपयोगिता– सितार, तानपूरा, तबला, हारमोनियम</li> </ol>																																			
<b>UNIT-5 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. जीवन में संगीत का महत्त्व</li> <li>2. संगीत की गुरुशिष्य परम्परा एवं संस्थागत शिक्षा प्रणाली</li> <li>3. संगीत एवं रोजगार</li> <li>4. फिल्म संगीत पर शास्त्रीय संगीत का प्रभाव</li> </ol>																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
<b>CONTINUOUS &amp; COMPREHENSIV E ASSESSMENT (CCA)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">SR. NO.</th> <th style="text-align: center;">CCA: COMPONENT</th> <th style="text-align: center;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Monthly Test</td> <td style="text-align: center;">10X2 Test = 20</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Report Writing /Assignments</td> <td style="text-align: center;">05</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Viva Voce</td> <td style="text-align: center;">05</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Field Trip</td> <td style="text-align: center;">05</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Attendance</td> <td style="text-align: center;">03</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Co-curricular Activity</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Group Discussion</td> <td style="text-align: center;">05</td> </tr> <tr> <td></td> <td style="text-align: center;"><b>Total</b></td> <td style="text-align: center;"><b>45</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">75% to 85%</td> <td style="text-align: center;">01</td> </tr> <tr> <td style="text-align: center;">85% to 93%</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">Above 93%</td> <td style="text-align: center;">03</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	10X2 Test = 20	2	Report Writing /Assignments	05	3	Viva Voce	05	4	Field Trip	05	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>45</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>																																			
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussion</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>																																			

<b>PERIODICAL REVISION SYLLABUS</b>	<b>OF</b> <b>1. Annual</b> <b>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे</li> <li>2. संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर</li> <li>3. राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन</li> <li>4. रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर</li> <li>5. तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा</li> <li>6. सितार मालिका (संगीत कार्यालय हाथरस)</li> <li>7. सितार वादन – एस.जी. व्यास</li> <li>8. संगीत विशारद (संगीत कार्यालय हाथरस)</li> <li>9. सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी</li> <li>10. संगीत बोध – डा. शरत चन्द्र परांजपे</li> <li>11. ध्वनि और संगीत – प्रो. एल.के. सिंह</li> <li>12. संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी</li> <li>13. Clayton, M. (2008). Time in Indian music: rhythm, metre, and form in North Indian rag performance. Oxford University Press on Demand.</li> <li>14. Clements, E. (1913). Introduction to the study of Indian music. London; New York: Longmans, Green.</li> <li>15. Deva, B. C. (1995). Indian music. Taylor &amp; Francis.</li> <li>16. Deva, B. C. (Ed.). (1992). Introduction to Indian Music. Publications Division Ministry of Information &amp; Broadcasting.</li> <li>17. Farrell, G. (1997). Indian music and the West. Oxford: Clarendon Press.</li> <li>18. Fletcher, A. C., La Flesche, F., &amp; Fillmore, J. C. (1893). A study of Omaha Indian music. Peabody museum of American archaeology and ethnology.</li> <li>19. Gundlach, R. H. (1932). A quantitative analysis of Indian music. The American Journal of Psychology, 44(1), 133-145.</li> <li>20. Hindustan Music- An outline of its physics and aesthetics by G.H. Rande.</li> <li>21. Jairazbhoy, N. A. (1995). The rāgs of North Indian music: their structure and evolution. Popular Prakashan.</li> <li>22. Lavezzoli, P. (2006). The dawn of Indian music in the West. A&amp;C Black.</li> <li>23. Shetty, S., &amp; Achary, K. K. (2009). Raga mining of Indian music by extracting arohana-avarohana pattern. International Journal of Recent Trends in Engineering, 1(1), 362.</li> <li>24. Sorrell, N., &amp; Narayan, R. (1980). Indian music in performance: a practical introduction. Manchester University Press.</li> </ol>



<b>B. A. I YEAR (MUSIC)</b>			
<b>COURSE CODE:</b>	BAMU-PR	<b>COURSE TYPE:</b>	PRACTICAL
<b>COURSE TITLE:</b>	भारतीय संगीत (कंठ एवं वाद्य) प्रायोगिक		
<b>TEACHING HOURS:</b>	30		
<b>MARKS:</b>		<b>MARKS:</b>	50
<b>PASS MARKS:</b>			18
<b>ATTENDANCE ELIGIBILITY</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION</b>	ANNUAL EXAM		CCA: Other activities as per the detail mentioned with the syllabus
<b>DURATION</b>	02 HRS		
<b>UNIT-1 TEACHING HOURS (6)</b>	1. निम्नलिखित रागों का अध्ययन :- (1) यमन (2) भूपाली (3) भैरव (4) खमाज (5) वृन्दावनी सारंग (6) दुर्गा (7) हिण्डोल (8) छायाण्ट (9) कामोद (अ) पाठ्यक्रम के किसी एक राग में विलंबित एवं मध्यलय ख्याल/गत, तान/ तोड़ों सहित (ब) सभी रागों में लक्षण गीत, सरगम गीत		
<b>UNIT-2 TEACHING HOURS (6)</b>	1. निम्नलिखित तालों का अध्ययन :- (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा 2. थाट बिलावल, खमाज एवं कल्याण के स्वरों में 5-5 अलंकार श्याम पट्ट पर लिखी हुई कोई स्वरलिपि गाने अथवा बजाने की क्षमता		
<b>UNIT-3 TEACHING HOURS (6)</b>	1. दुमरी/तराना/भजन/गजल/लोकगीत/देशभक्तिगीत प्रार्थना/धुन (वाद्य यंत्र के विद्यार्थियों के लिए) पाठ्यक्रम की निम्न तालों को हाथ पर ताली एवं खाली उनकी दुगुन एवं चौगुन सहित प्रस्तुत करने का अभ्यास (1) त्रिताल (2) एक ताल (3) चौताल (4) दादरा (5) कहरवा		
<b>UNIT-4 TEACHING HOURS (6)</b>	(अ) उपरोक्त रागों में से दो विलंबित ख्याल/मसीतखानी गततान/तोड़ों के सहित (ब) कोई तीन रागों में मध्यलय ख्याल / रजाखानी गत तान एवं तोड़ों के सहित (बिन्दु संख्या अ के अतिरिक्त)		
<b>UNIT-5 TEACHING HOURS (6)</b>	1. एक ध्रुपद अथवा धमार दुगुन एवं चौगुन की लय सहित / त्रिताल के अतिरिक्त किसी अन्य ताल में मध्यलय की एक गत (वाद्य यंत्र के विद्यार्थियों के लिए)		
<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual 2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.		
<b>SELECTED READINGS</b>	1. Sorrell, N., & Narayan, R. (1980). Indian music in performance: a practical introduction. Manchester University Press. 2. Sambamurthy, P. (1960). History of Indian music (No. na). na. 3. Deva, B. C. (Ed.). (1992). Introduction to Indian Music. Publications Division Ministry of Information & Broadcasting. 4. Levine, V. L. (Ed.). (2002). Writing American Indian music: historic transcriptions, notations, and arrangements (Vol. 11). AR Editions, Inc.01		

B. A. II YEAR (HINDI LITERATURE)			
COURSE CODE:	BAHI-201	COURSE TYPE:	OPTIONAL PAPER -I
COURSE TITLE:	रीति कालीन काव्य		
THEORY: LECTURES	TUTORIAL:15	LECTURES:75	TOTAL:90
TEACHING HOURS:	7.5 Hours	37.5 Hours	45 Hours
MAXIMUM MARKS:	THEORY: 80	CCA: 20	TOTAL: 100
PASS MARKS:	THEORY: 29	CCA: 07	TOTAL: 36
ATTENDANCE ELIGIBILITY:	75 PERCENT IN RESPECTIVE YEARLY		
EXAMINATION:	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
DURATION :	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. इस प्रश्न पत्र के द्वारा हिन्दी साहित्य के रीतिकाल का अध्ययन किया जायेगा।</li> <li>2. विद्यार्थी हिन्दी साहित्य के रीतिकाल का परिचय जान सकेंगे।</li> <li>3. विद्यार्थी रीतिकालीन समाज के बारे में जान सकेंगे।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थी रीतिबद्ध, रीतिसिद्ध, रीतिमुक्त काव्यों के परिचय के साथ विशेषताओं का अध्ययन कर सकेंगे।</li> <li>2. विद्यार्थी रीतिकालीन काव्यों का विस्तृत अध्ययन कर सकेंगे।</li> <li>3. विद्यार्थी हिन्दी साहित्य के इतिहास के बारे में दृष्टिकोण विकसित कर सकेंगे।</li> <li>4. विद्यार्थी शृंगार, कला, और अलंकारों की गूढ़ता को जान सकेंगे।</li> <li>5. विद्यार्थियों में रीति काल के प्रसिद्ध कवियों के बारे में जानकारी पैदा होगी।</li> <li>6. विद्यार्थी रीतिकाल के महत्वपूर्ण परिवर्तन एवं आंदोलनों के बारे में जान सकेंगे।</li> <li>7. विद्यार्थी काव्यहेतु एवं काव्यप्रयोजन का ज्ञान प्राप्त कर सकेंगे।</li> </ol>			
UNIT-1 TEACHING HOURS (09)	<p><b>1. केशव</b> : रामचन्द्रिका—गणेश वन्दना, सरस्वती वन्दना, श्रीराम वन्दना, अवधपुरी शोभावर्णन, सीता—स्वयम्बर, परशराम संवाद, वन में राम, भरत—कैकेयी संवाद, लक्ष्मण—क्रोध, पंचवटी वर्णन, सिया हरण, अशोक वाटिका में रावण—सीता, सीता के विरह में राम दशा, रावण—हनुमान संवाद, लंका दहन, अंगद—रावण संवाद, सीता की अग्नि—परीक्षा, रामराज्य वर्णन।</p> <p><b>2. बिहारी</b> : दोहे— मेरी भव बाधा हरौ, सीस मुकुट कटि काछनी, मोर मुकुट की चन्द्रिकानु, सोहत ओढ़े पीत पट, तजि तीरथ, अधर धरत हरि, कीने हूँ कोटिन, अजौँतर्यौना, तो पर वारौँ, बतरस—लालच, नेह न नैनजी, केसरि कै सरि, याअनुरागी चित्त, डीठि न परतु, अंग अंग नग, लिखन बैठि जाकी, दृग उरझत, मानहु बिधि तन, सघन कुंज छाया, भाल लाल बंदी, इत आवति चलि, रनितभृंग घंटावली, कहलाने एकत बसत, अरुन सरोरुह कर, ज्यौँ व्हैहौँ त्यों, करौकुवत जगु, कब को टेरत, थोरेई गुन रीझते, स्वारथु सुकृत न, करि फलेल को,जिन दिन देखे, कौन भांति रहि, कहत नटत रीझत, नेह न नैननु, नहिं परागु,मंगल बिन्दु सुरंग, दीरघ साँस न लेहु, पत्रा ही तिथि, तो लग या, तन्त्री नादकवित्त—रस, कनक कनक तै, नर की अरु, मरत प्यास पिंजरा, इहीं आसअटक्यौ रहत, लिखन बैठि जाकी, कंचन तन धन, आवत जात न जानिए, पावस निसी।</p>		
UNIT-2 TEACHING HOURS (09)	<p><b>4. पद्माकर</b> : ऋतु वर्णन – कूलन में, केलिन, कछारन में; औरै भाँति कुजनमें; चंचला चमाकै; आयी हौ खेलन फाग; सीज ब्रज चंद पै चली; झिलकझकोर रहे; आपहि आपपै रुसि रही; आज बरसाने की नबेली अलबेली बधू। रस निरूपण – ऐसी न देखी सुनी सजनी; ए हो नंदलाल ऐसी। फुटकर – तीर पर तरनि—तनूजा, गोकुल के कुल को, फहरे निसान दिसानि, सिर कटहिं, एकै गहि भाले, किलकिलकत चंडी, कामद कला—निधान, सूरतके साह कहै, पुच्छन के स्वच्छ, पारावार—पार—लौं। भक्ति – देवनर किन्नर, राम को नाम जपो, भूख लगे तब देत है भोजन, भोगमें रोग वियोग संयोग में, या जग जानकी—जीवन, मीठो महा मिसिरी तें, जोगजप सन्ध्या, काम बस सूपनखा, गंगा के चरित्र, सुखद सुहाई।</p> <p><b>5. महाकवि भूषण</b>: गणेश स्तवन – अकथ अपार भवपंथ के। राजवंश—वर्णन – राजत है दिनराज; महाबीर ता बंस में; ता कुल में नृपवृंद; सदा दान किखान में;</p>		

	<p>तातें सरजा बिरद भो; भूषन भनि ताके भयौ; दसरथ राजाराम भो; दच्छिन के सब। शिवा-प्रशस्ति-त्रिभुवन भहिं परसिद्ध; सिवराज साहिसुत सथ्यनित; सीयसंग सोभित सुलच्छन; सुंदरता गुरुता प्रभुता भनि; तेरौ तेज सरजा; वेद राखेबिदित; इंद्र जिमि जुंभ पर; चढ़त तुरंग चतुरंग; छूटत कमान बान; गरुड़ कोदावा; ऊँचे घोर मंदर के; मुंड कटत कहूँ रुंड। छत्रसाल-पराक्रम – भुज भुजगेस की वै; राजत अखंड</p>															
<p><b>UNIT-3 TEACHING HOURS (09)</b></p>	<p>6. घनानन्द : कवि-प्रशस्ति – प्रेम सदा अति ऊँचौ लहे। प्रेम-पीर-वर्णन – वहै मुसक्यानि; भोर तैं साँझ लौं; सोएँ न सोयबो; निस-द्यौंस खरी; तब तौ छबि पीवत; रावरे रूप की रीति अनूप; जेतौ घट सोधौं; तब व्है सहायहाय; चोप चाह चावनि; नेह-निधान सुजान समीप; चंद चकोर की चाह करे; हिये मैं जु आरति; दिननि के फेर सों; कौन की सरन जैये; घनआनंद प्यारे सुजान सुनौ; जिन आँखिन; पूरन प्रेमको मंत्र; भए अति निदुर; मीत सुजान अनीत करौ जिन; पहले अपनाय सुजान सनेह; तेरे देखिबे को; अति सूधो सनेह को; कित को ढरि गौ; आँ जौ न देखै; इत बाँट परी सुधि; अन्तर मैं बासी पै; सुनि री सजनी; बैरी वियोग की हूकनि;</p> <p>7. गिरधर : कविराय – कुण्डलियां : पुत्र प्राणते अधिक है, रही न रानी कैकयी, चिन्ता ज्वाल शरीर की, दाड़िम के धोखे गयो, भूलो चातक आइकै, सोना लादनपिव गये, मोती लादन पिव गये, दौलत पाय न कीजिये, गुण के गाहक सहसनर, साँई सब संसार में, पीवै नीर न सरवरौ, नारा कहै नदीन सन, मूसा कहैबिलार सों, कौवा कहे मराल से, प्रीति कीजिये बडेन सों, बड़े वडेन की ऐसि ही, बीती ताहि बिसार दे, साँई नदी समुद्र को, साँई समय न चूकिये, नयनाजब परवश भये, बानी मात्र जगत सब, बानी विषय न करि सकै, खल सज्जनदो जगत में, चिदविलास परपंच यह, राम तुही तुहि कृष्ण है।</p>															
<p><b>UNIT-4 TEACHING HOURS (09)</b></p>	<p>रीति कालीन काव्य का इतिहास, परिस्थितियाँ, नामकरण, प्रवृत्तियाँ, प्रमुख धाराएँ एवं प्रमुख कवि।</p>															
<p><b>UNIT-5 TEACHING HOURS (09)</b></p>	<p><b>काव्य शास्त्र</b> :- काव्य के लक्षण, काव्य के हेतु, काव्य प्रयोजन (संक्षिप्त परिचय) नायक-नायिका भेद। <b>प्रमुख छन्द</b> :- दोहा चौपाई, कुंडलियाँ, कवित्त, गीतिका, हरिगीतिका, रोला, उल्लाला, मलिनी, सवैया, द्रुतविलम्बित।</p>															
<p><b>TUTORIALS</b></p>	<p><b>One tutorial class for each course (7.5 Hours)</b></p>															
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>Lectures</li> <li>E-learning</li> <li>Videos</li> <li>Extension Lectures</li> <li>Photography memory development</li> <li>Self-Learning</li> <li>Group Discussions</li> <li>Field Visit</li> <li>Survey</li> <li>Documentaries</li> <li>Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>															
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<b>B. A. II YEAR (HINDI LITERATURE)</b>			
<b>COURSE CODE:</b>	BAHI-202	<b>COURSE TYPE:</b>	OPTIONAL PAPER -II
<b>COURSE TITLE:</b>	नाटक एवं एकांकी		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	7.5 Hours	37.5 Hours	45 Hours
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION:</b>	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
<b>DURATION :</b>	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. इस प्रश्न पत्र के द्वारा विद्यार्थी हिन्दी नाटक के अर्थ और तत्व को जान सकेंगे।</li> <li>2. विद्यार्थी इससे हिन्दी नाटक के उद्भव एवं विकास की परम्परा को समझने का प्रयास करेंगे।</li> <li>3. विद्यार्थी इससे एकांकी की विकास यात्रा को समझ सकेंगे।</li> <li>4. विद्यार्थी नाटक एवं एकांकी में अंतर स्पष्ट कर सकेंगे।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थी एकांकीकारों की भाषागत विशेषताओं को समझ सकेंगे।</li> <li>2. विद्यार्थियों में रंगमंचीय अभिनय क्षमता का विकास होगा।</li> <li>3. विद्यार्थी एकांकी की विभिन्न शैलियों से परिचित होंगे।</li> <li>4. विद्यार्थी नाटक की विभिन्न शैलियों से परिचित होंगे।</li> <li>5. नाटक एवं एकांकी के माध्यम से विद्यालय एवं समाज में अभिनय द्वारा जागरूकता जागेगी।</li> <li>6. विद्यार्थी नाटककारों की व्यक्तिगत प्रवृत्तियों का अध्ययन कर सकेंगे।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	नाटक –आधे-अधूरे मोहन राकेश – राधा कृष्ण प्रकाशन, नई दिल्ली.		
<b>UNIT-2 TEACHING HOURS (09)</b>	नाटक –मुक्तिपथ – रवि चतुर्वेदी, श्याम प्रकाशन, जयपुर		
<b>UNIT-3 TEACHING HOURS (09)</b>	एकांकी :- <ol style="list-style-type: none"> <li>1. एक तोला अफीम की कीमत –रामकुमार वर्मा</li> <li>2. साहब को जुकाम है –उपेन्द्रनाथ 'अशक'</li> <li>3. परदे के पीछे –उदयशंकर भट्ट</li> </ol>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. काल पुरुष और अजंता की नर्तकी–लक्ष्मीनारायण लाल</li> <li>2. हरी घास पर क्षण भर –सुरेन्द्र वर्मा</li> <li>3. समरथ को नहीं दोष गुसाई –सफदर हाशमी</li> </ol>		

<b>UNIT-5 TEACHING HOURS (09)</b>	हिन्दी नाटक एवं एकांकी का उद्भव एवं विकास तथा नाटक एवं एकांकी का तात्विक अध्ययन।																																					
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6. नगेन्द्र, (1998). हिन्दी के आधुनिक नाटक. दिल्ली, नेशनल पब्लिशिंग हाउस.
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8. चातक, गोविन्द. (1984). आधुनिक नाटक का मसीहा मोहनराकेश. दिल्ली, इन्द्रप्रस्थ प्रकाशन.
9. तनेजा, जयदेव. (1998). अंधायुग : पाठ और प्रदर्शन. नई दिल्ली, राष्ट्रीय नाट्य विद्यालय.
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11. शर्मा, जगदीश. (1975). मोहन राकेश की रंगदृष्टि. दिल्ली, राधाकृष्ण प्रकाशन.

<b>B. A. II YEAR (SANSKRIT LITERATURE)</b>			
<b>COURSE CODE:</b>	BASN-201	<b>COURSE TYPE:</b>	OPTIONAL PAPER - I
<b>COURSE TITLE:</b>	नाटक, छन्द, संस्कृत साहित्येतिहास एवं व्याकरण		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	7.5 Hours	37.5 Hours	45 Hours
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION:</b>	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
<b>DURATION :</b>	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. वाक्य में प्रयुक्त संज्ञा व सर्वनाम के साथ क्रियापदों का अन्वय करना।</li> <li>2. अशुद्ध संस्कृत वाक्यों को शुद्ध करना।</li> <li>3. धातुओं के साथ वर्तमानकालिक, भूतकालिक, उत्तरकालिक व पूर्वकालिक प्रत्ययों को जोड़ने की क्षमता का विकसित करना।</li> <li>4. संस्कृत रचनाओं का समालोचनात्मक विवेचन करने की क्षमता का विकास करना।</li> <li>5. संस्कृत भाषा एवं साहित्य के प्रति छात्रों में अनुसन्धानात्मक दृष्टिकोण उत्पन्न करना।</li> <li>6. संवाद क्षमता में दक्षता विकसित करना।</li> <li>7. श्लोकों के सस्वर वाचन की योग्यता बढ़ाना।</li> <li>8. संस्कृत बोध के साथ संस्कृत गद्यांश को पढ़ने की क्षमता को विकसित करना।</li> <li>9. सौंदर्य बोध व सृजनशीलता का विकास करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. भाषा तत्वों, शैली, छन्द, अंलकारों का प्रयोग अपने व्यावहारिक जीवन में करना।</li> <li>2. वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।</li> <li>3. भावानुकूल वाचन करना शुद्ध उच्चारण करना।</li> <li>4. शब्दों-पदों, वाक्यों मुहावरों आदि का अर्थ ग्रहण करने की क्षमता विकसित करना।</li> <li>5. साहित्य तथा सन्दर्भ ग्रन्थों के अध्ययन में रुचि विकसित करना।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्, प्रथम व द्वितीय अध्याय) 16 अंक (क) दो श्लोको की संस्कृत में व्याख्या 08 अंक (ख) सामान्य प्रश्न 08 अंक		
<b>UNIT-2 TEACHING HOURS (09)</b>	नाटक से व्याख्या (अभिज्ञानशाकुन्तलम्, तृतीय व चतुर्थ अध्याय) 16 अंक (क) दो श्लोको की हिन्दी में व्याख्या 08 अंक (ख) सामान्य प्रश्न 08 अंक		
<b>UNIT-3 TEACHING HOURS (09)</b>	छंद (अभिज्ञानशाकुन्तलम् में प्रयुक्त सभी छन्द) 16 अंक		



<b>UNIT-4 TEACHING HOURS (09)</b>	व्याकरण— <span style="float: right;">16 अंक</span> (क) कृत प्रत्यय प्रकरण से निर्धारित प्रत्यय – तव्यत्, अनीयर्, क्त, क्तवतु, क्त्वा, ल्युट्, शतृ, शानच्, तुमन्, ल्यप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान <span style="float: right;">06 अंक</span> (ख) तद्धित— मतुप्, इन्, ठक्, त्व, तल् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान <span style="float: right;">06 अंक</span> (ग) स्त्रीप्रत्यय— टाप् इन प्रत्ययों के विधायक सूत्रों का सोदाहरण अर्थज्ञान <span style="float: right;">04 अंक</span>																																			
<b>UNIT-5 TEACHING HOURS (09)</b>	संस्कृत साहित्य का इतिहास – <span style="float: right;">16 अंक</span> (क) वीर काव्य, नाटक में से सामान्य प्रश्न <span style="float: right;">08 अंक</span> (ख) गद्यकाव्य, एवं कथा साहित्य में से सामान्य प्रश्न <span style="float: right;">08 अंक</span>																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">SR. NO.</th> <th style="width: 60%;">CCA: COMPONENT</th> <th style="width: 30%;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X2 Test = 40</td> </tr> <tr> <td>2</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>80</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example:</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Percentage</th> <th style="width: 40%;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X2 Test = 40	2	Report Writing	10	3	Viva Voce	10	4	Field Trip	10	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>80</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> </ol>																																			

	<p>6. Vive voce 7. Monthly Test</p>
<b>PATTERN OF ANNUAL EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p>Annual Revision PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</p>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. कुमार, कृष्ण कुमार, (2004) अभिज्ञानशाकुन्तलम्, अंलकार प्रकाशन जयपुर</li> <li>2. द्विवेदी, शिवप्रसाद, (2006) अभिज्ञानशाकुन्तलम्, भारतीय विद्या प्रकाशन, दिल्ली</li> <li>3. चतुर्वेदी, वासुदेवकृष्ण, (1999) अभिज्ञानशाकुन्तलम्, महालक्ष्मी प्रकाशन, आगरा</li> <li>4. शास्त्री, प्रभाकर, त्रिपाठी, प्रभाकर, (2008) अभिज्ञानशाकुन्तलम् पंचशील प्रकाशन, जयपुर</li> <li>5. गैरोला, वाचस्पति, (2010) संस्कृत साहित्य का इतिहास, चौखम्बा विद्या भवन।</li> <li>6. द्विवेदी, कपिलदेव, (2011) प्रौढ़ रचनानुवाद कौमुदी, विश्वविद्यालय प्रकाशन</li> <li>7. नौटियाल, चक्रधर हंस, (2011) वृहद् अनुवाद चन्द्रिका, मोतीलाल बनारसीदास</li> </ol>

B. A. II YEAR (SANSKRIT LITERATURE)			
COURSE CODE:	BASN-202	COURSE TYPE:	OPTIONAL PAPER -II
COURSE TITLE:	वैदिक साहित्य, गद्य साहित्य एवं व्याकरण		
THEORY: LECTURES	TUTORIAL:15	LECTURES:75	TOTAL:90
TEACHING HOURS:	7.5 Hours	37.5 Hours	45 Hours
MAXIMUM MARKS:	THEORY: 80	CCA: 20	TOTAL: 100
PASS MARKS:	THEORY: 29	CCA: 07	TOTAL: 36
ATTENDANCE ELIGIBILITY :	75 PERCENT IN RESPECTIVE YEARLY		
EXAMINATION:	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
DURATION :	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>संस्कृत भाषा तथा साहित्य का संरक्षण करना, उसे प्रोत्साहित करना तथा उसका विकास करना।</li> <li>छात्रों में संस्कृत की अन्य महत्वपूर्ण कृतियों को दूसरी भाषाओं में अनुवाद करने की क्षमता विकसित करना।</li> <li>वैदिक साहित्य के सम्पूर्ण इतिहास से परिचित होना।</li> <li>प्राचीन साहित्य की उपयोगिता व प्रभावको अधिगम करना और उसे व्यवहारिक जीवन में उपयोग करना।</li> <li>प्राचीन साहित्य के अध्ययन के द्वारा छात्रों का मानवीय, नैतिक मूल्यों का विकास करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>भारतीय मूल्य संस्कार व सद्वृत्ति विकसित करना।</li> <li>विश्वबन्धुत्व एवं मानव परिवार की संकल्पना के प्रति स्वस्थ दृष्टिकोण विकसित करना।</li> <li>विद्यार्थियों की संस्कृत विषयक कठिनाइयों को दूर कर उनके व्यक्तित्व निर्माण में सहायक होना।</li> <li>संस्कृत गद्य, नाटक, व्याकरण आदि को धाराप्रवाह पढ़ सकने की क्षमता का विकास करना।</li> <li>छात्रों को प्राचीन साहित्य से परिचित कराना।</li> </ol>			
UNIT-1 TEACHING HOURS (09)	<b>ऋक्सूक्त – ऋग्वेद के निम्नलिखित सूक्त</b> <ol style="list-style-type: none"> <li>अग्नि (1:1)</li> <li>विष्णु (1:154)</li> <li>इन्द्र (2:12)</li> <li>संज्ञान (10.191)</li> </ol>		16 अंक
	(क) ऋक्सूक्त ऋग्वेद के दो मंत्रों का अनुवाद	08	अंक
	(ख) निर्धारित किसी एक सूक्त का हिन्दी में सार	08	अंक
UNIT-2 TEACHING HOURS (09)	<b>ईशावास्योपनिषद् – यजुर्वेद का 40वां अध्याय</b> (क) दो मंत्रों की व्याख्या (ख) सामान्य प्रश्न		16 अंक
	(क) दो मंत्रों की व्याख्या	08	अंक
	(ख) सामान्य प्रश्न	08	अंक
UNIT-3 TEACHING HOURS (09)	<b>गद्य साहित्य –शुकनासोपदेश (कादम्बरीतः)</b> (क) दो गद्यांशों का हिन्दी में अनुवाद (ख) निर्धारित अंश से सामान्य प्रश्न		16 अंक
	(क) दो गद्यांशों का हिन्दी में अनुवाद	08	अंक
	(ख) निर्धारित अंश से सामान्य प्रश्न	08	अंक

<b>UNIT-4 TEACHING HOURS (09)</b>	वाच्य – <span style="float: right;">16 अंक</span>  (कर्तृवाच्य, कर्मवाच्य, भाववाच्य)  वाच्यों का सामान्य ज्ञान एवं वाच्य परिवर्तन 16 अंक																		
<b>UNIT-5 TEACHING HOURS (09)</b>	व्याकरण– निम्नलिखित सूत्रों के आधार पर –समास ज्ञान <span style="float: right;">16 अंक</span> (अ) सह सुपा, अव्ययं विभक्ति०, नदीभिश्च, द्वितीया श्रितातीत०, तृतीयातत्कृतार्थेन०, चतुर्थी तदर्थार्थ०, पञ्चमी भयेन, षष्ठी, तत्पुरुषः समानाधिकरण कर्मधारयः, संख्यापूर्वो द्विगुः, विशेषणं विशेष्येण बहुलम्, उपमानानि सामान्यवचनैः, कुगतिप्रादयः, दिक्संख्ये संज्ञायाम्, संख्यापूर्वोद्विगुः, अनेकमन्यपदार्थे, चार्थे द्वन्द्वः, पिता मात्रा । (आ) व्याकरण– कारक प्रकरण के निम्नलिखित सूत्र पठनीय हैं– 1. प्रातिपदिकार्थ–लिङ्गपरिमाणवचन – (यं प्रति कोपः मात्रे प्रथमा) कर्तुरीप्सिततमं कर्म 2. कर्मणि द्वितीया 3. अकथितं च 4. अधि–शीङ् स्थाऽऽसां कर्म 5. उपान्वध्याङ्वसः 6. अभितः परितः समया–निकषा–हा प्रतियोगेऽपि 7. अन्तराऽन्तरेण युक्ते 8. साधकतमं करणम् 9. कर्तृकरणयोस्तृतीया 10. सहयुक्तेऽप्रधाने 11. येनाङ्गविकारः 12. इत्थंभूतलक्षणे 13. कर्मणा यमभिप्रैति स सम्प्रदानम् 14. रूच्यर्थानां प्रीयमाणः (क) चार पदों का समास विग्रह तथा समास नाम प्रष्टव्य है ।08अंक (ख) चार सूत्रों की सोदाहरण व्याख्या <span style="float: right;">08 अंक</span> अथवा रेखांकित पदों में से प्रयुक्त विभक्ति का नाम एवं विधायक सूत्र लेखन																		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																		
<b>TEACHING AND LEARNING STRATEGIES</b>	1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Photography memory development 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films * The teaching strategies are subject to change as per requirement of the students and their capabilities.																		
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<b>B. A. II YEAR (ENGLISH LITERATURE)</b>			
<b>COURSE CODE:</b>	BAEN-201	<b>COURSE TYPE :</b>	OPTIONAL PAPER -I
<b>COURSE TITEL :</b>	POETRY AND DRAMA		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION</b>	ANNUAL EXAM	MONTHLY TEST	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	03 HRS	1 HR	
<b>OBJECTIVE</b>			
<ol style="list-style-type: none"> <li>1. Acquaint with the poetry of Dryden, Pope, Sheridan</li> <li>2. Understand the literature written by William Blake, Thomas Gray, William Collins, William Wordsworth</li> <li>3. Learn poetry of P.B Shelly, John Keats</li> <li>4. Appreciate the drama of William Shakespeare</li> <li>5. Learn about Literary History – Romanticism, Victorian poetry, Modern poetry,</li> <li>6. Learn about Literary Terms -Dramatic Monologue, Ballad, Ode, Free Verse, Blank verse, Irony, Soliloquy, elegy, plot, catharsis etc.</li> </ol>			
<b>COURSE OUTCOMES: -</b>			
<b>After the completion of this course, the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Recognize poetry from a variety of cultures, language &amp; historical periods.</li> <li>2. Develop their critical thinking skill and enhance their writing potential</li> <li>3. Enhance skills of note making, summarizing &amp; their writing</li> <li>4. Understand texts with specific genres, forms and literary terms.</li> <li>5. Interpret and appreciate the selected texts from the genres of poetry and drama</li> <li>6. Recognize rhythms, metrics and other musical aspects of poetry.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. Dryden: Absalom &amp; Achitophel</li> <li>2. Pope: The Rape of the Lock</li> <li>3. Sheridan: School for Scandal</li> </ol>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>4. William Blake : London</li> <li>5. Thomas Gray : An Elegy Written in a Country Churchyard</li> <li>6. William Collins : Ode to Evening</li> <li>7. William Wordsworth; Tintern Abbey, The Solitary Reaper</li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>8. P.B Shelly : Ode to the West Wind, to a Skylark,</li> <li>9. John Keats: Ode to Autumn, Ode to a Nightingale, Ode on a Grecian Urn</li> </ol>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>10. William Shakespeare : Othello</li> </ol>		

<b>UNIT-5 TEACHING HOURS (09)</b>	<b>Historical Development of Old English Language:</b> The position of English in Germanic Family, Landmarks in the history of English (Old English, Middle English, Modern English), The influence of French, Latin, Greek and Other languages and current trends, English as an international language.																																					
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
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13. Wolfreys, Julian (2012). The English Literature companion, New York, Palgrave MacMillan



<b>B. A. II YEAR (ENGLISH LITERATURE)</b>			
<b>COURSE CODE:</b>	BAEN-202	<b>COURSE TYPE :</b>	OPTIONAL PAPER-II
<b>COURSE TITEL :</b>	PROSE AND FICTION		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 hours</b>	<b>37.5 hours</b>	<b>45 hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION</b>	ANNUAL EXAM	MONTHLY TEST	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	03 HRS	1 HR	
<b>OBJECTIVE:</b>			
<ol style="list-style-type: none"> <li>1. Understand the literature written by E.V. Lucas, Thomas B. Macaulay, G.K. Chesterton, A.G Gardiner</li> <li>2. Appreciate the literature of Huxley, Hilaire Belloc, O'Henry</li> <li>3. Learn about the literature of Jonathan Swift, Katherine Mansfield, Nathaniel Hawthorne, R. K. Narayan</li> <li>4. Give exposure to the literary works of Thomas Hardy, D. H. Lawrence, Virginia Woolf</li> <li>5. Acquaint with the literary History pertaining to Victorian novel, Victorian prose.</li> <li>6. Learn literary terms such as Stream of consciousness Novel, Element of Story and Science fiction.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<b>After the completion of this course, the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Recognize prose from a variety of cultures, language &amp; historical periods.</li> <li>2. Broaden their vocabularies and literary thinking</li> <li>3. Interpret and appreciate the selected texts from the genres of prose and fiction</li> <li>4. Write Focused analytical essays in clean grammatical prose</li> <li>5. Cultivate the aesthetic sense &amp; Develop global competencies for successful life.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. E.V. Lucas : Third thoughts</li> <li>2. Thomas B. Macaulay : Minute on Indian Education</li> <li>3. G.K. Chesterton : On the pleasures of no longer being very young</li> <li>4. A.G Gardiner : On superstitions</li> </ol>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. Huxley : Selected Snobberies</li> <li>2. Hilaire Belloc : In Praise of Ignorance</li> <li>3. O'Henry : The Gift of the magi</li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. Jonathan swift : On style</li> <li>2. Katherine Mansfield : A Cup of Tea</li> <li>3. Nathaniel Hawthorne : Dr. Heidegger's. Experiment</li> <li>4. R. K. Narayan : Under the Banyan tree.</li> </ol>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. Thomas Hardy : The Mayor of Casterbridge.</li> <li>2. D. H. Lawrence : Sons and Lovers</li> <li>3. Virginia Woolf : Mrs Dalloway</li> </ol>		

<b>UNIT-5 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. Literary History : Victorian novel, Victorian prose.</li> <li>2. Literary terms : Stream of consciousness Novel, Element of Story Science fiction.</li> </ol>																																			
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<b>B.A. II YEAR (HISTORY)</b>			
<b>COURSE CODE:</b>	<b>BAHY-201</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-I</b>
<b>COURSE TITLE:</b>	<b>HISTORY OF MEDIEVAL INDIA (1206-1740 A.D.)</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
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<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVE:</b>			
<ol style="list-style-type: none"> <li>1. Students learn about the Historical &amp; Literary Sources for example Arabic Literature Sanskrit, Tamil, epigraphy etc.</li> <li>2. Students learn about the Political Structure before Turkish &amp; Mughal Rule in India.</li> <li>3. Students learn about the establishment of Turkish Rule in India.</li> <li>4. Students learn about the kingship of Sultanat period.</li> <li>5. Students learn about the Innovations under Muhammed Tughlaq.</li> <li>6. Students learn about the Religious policy and public works of Firuz Tughlaq.</li> <li>7. Students learn about the rise of Vijaynagar and Bahamani Kingdom and cause of their decline.</li> <li>8. Students learn about Growth of Economic Structure in this period: Just like Agrarian Economic, Trade, Craft, Guilds, Traders etc.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. Students will be able to recall &amp; recognise the medieval period of Indian History.</li> <li>2. Students will be able to understand the causes of the rise and fall of medieval period of history.</li> <li>3. To enable the students to understand the different emperors &amp; establishment of different medieval dynasties.</li> <li>4. To enable the students to explain the social, political, economic &amp; religious condition of medieval history.</li> <li>5. They will be able to make some chart models, pictures &amp; maps on the medieval emperor &amp; their administration.</li> <li>6. They will be able to take interest in; medieval history.</li> <li>7. To enable the students to encourage to grasp concepts &amp; to develop positive attitude towards Indian history.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>SOURCES OF MEDIEVAL INDIAN HISTORY , TURKISH RULE IN INDIA &amp; KHALJI IMPERIALISM</b>		
	Sources of Medieval Indian History, Establishment of Turkish Rule in India, Qutubuddin Aibak, Iltutmish, Razia and Balban, Khalji imperialism. Relation with Delhi Sultanate: Mewar, Ranthambore and Jalore. Administrative and Economic regulations and their impact on the State and people.		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>MUHAMMED TUGHLAQ, FIRUZ TUGHLAQ ,VIJAYNAGAR EMPIRE AND BAHAMANI</b>		
	Innovations under Muhammed Tughlaq, Religious policy and public works of Firuz Tughlaq, Timur's Invasion, Sikandar Lodi, Formation of Vijaynagar Empire and Bahamani Kingdom and Cause of their decline. Social and Economic condition during Sultanate period.		

UNIT-3 TEACHING HOURS (09)	<b>ESTABLISHMENT OF THE MUGHAL EMPIRE</b>																													
	Political Condition of India on the eve of Babur's Invasion, his role in the Establishment of the Mughal Empire, Humayun's early difficulties and causes of his failure. Shershah: Expansion of his Empire and Administration, Political Unification, Expansion and Consolidation of the Mughal Empire under Akbar.																													
UNIT-4 TEACHING HOURS (09)	<b>NURJAHAN, SHAHJHAN, AURANGZEB &amp; SHIVAJI</b>																													
	Nurjahan's role in the Mughal Court. Shahjhan: Golden Period, Aurangzeb's policy towards Rajput and Deccan, Religious policy of the Mughal's, Shivaji and his Conquests, Causes of downfall of the Mughal Empire.																													
UNIT-5 TEACHING HOURS (09)	<b>AGRARIAN SYSTEM, MANSABDARI SYSTEM &amp; TRADE AND COMMERCE</b>																													
	Nature of Mughal State, Agrarian system, Mansabdari system, Foreign Trade and Commerce, Social Condition of the people.																													
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																													
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																													
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X2 Test = 40</td> </tr> <tr> <td>2</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>80</b></td> </tr> </tbody> </table>			SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X2 Test = 40	2	Report Writing	10	3	Viva Voce	10	4	Field Trip	10	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>80</b>
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<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example:</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>			Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03																				
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<b>CONTINUOUS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> </ol>																													

<b>ASSESSMENT METHODS</b>	<b>3. Seminar/Symposia</b> <b>4. Extension Activities</b> <b>5. Project and report writing</b> <b>6. Vive voce</b> <b>7. Monthly Test</b>
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Habib, Irfan. (1995). Essays in Indian History. ( Reprint) New Delhi.</li> <li>2. Habib-Irfan. (1985). Medieval Technology: Exchanges between India and the Islamic World. New Delhi.</li> <li>3. Habib-Irfan. (1927). HSPC: Economic History of Medieval India, 1200-1500 (Vol. (VIII Part I.)) Centre for Studies in Civilisation. 2011 Habib Mohammad. Mahmud of Ghazni. Aligarh.</li> <li>4. Habib, Mohammad.(1974). Politics and Society during the Early Medieval Period: Collected Works. (ed.).K.A.Nizami. New Delhi.</li> <li>5. Nurul, Hasan. S.(2008). Religion, State and Society in Medieval India.(ed.) Satish Chandra, Delhi.</li> <li>6. Ebba, Koch.(2001). Mughal Art and Imperial Ideology: Collected Essays. Delhi.</li> <li>7. Ruby, Maloni.(2003). Surat: Port of the Mughal Empire. Mumbai.</li> <li>8. Shireen, Moosvi.(1987).The Economy of the Mughal Empire. Oxford University Press.</li> <li>9. Harbans, Mukhia. (ed.).(1999).The Feudalism Debate. New Delhi.</li> <li>10. Rizvi, S.A. A.(1997). The Wonder that was India.(Vol.(II)). (Reprint) New Delhi, Rupa &amp; Co.</li> <li>11. श्रीवास्तव,आशीर्वादी. लाल. (1953). मुगलकालीन भारत.(भाग) (2)). (प्रथम सं.).आगरा, शिवलाल अग्रवाल एण्ड कं. लिमिटेड।</li> <li>12. श्रीवास्तव-आशीर्वादी. लाल. (1952). दिल्ली सल्तनत: 711-1526 तक. (प्रथम सं.). आगरा, शिवलाल अग्रवाल एण्ड कं. लिमिटेड।</li> <li>13. कानूनगो, के.आर.(प्र.उ.न.). शेरशाह और उसका समय, दिल्ली, वैज्ञानिक तथा तकनीकी शब्दावली आयोग।</li> <li>14. राधेश्याम,(1967).सल्तनतकालीन सामाजिक व आर्थिक इतिहास. (प्र. सं.). इलाहाबाद, बौहरा पब्लिकेशन एण्ड डिस्ट्रीब्यूटर्स।</li> <li>15. वर्मा, हरीशचन्द्र. (1993). मध्यकालीन भारत: 750-1540 (भा. (1)). (प्र. सं. ). नई दिल्ली, हिन्दी माध्यम कार्यान्वय निदेशालय दिल्ली विश्वविद्यालय।</li> <li>16. चौबे, झारखंड., एवं श्रीवास्तव, कन्हैयालाल. (1979). मध्ययुगीन समाज एवं संस्कृति, लखनऊ, उत्तर प्रदेश हिन्दी संस्थान।</li> <li>17. सरकार, जदुनाथ. (1964). मुगल शासन पद्धति. हिन्दी प्र. सं. आगरा, शिवलाल अग्रवाल एण्ड कं. लिमिटेड।</li> <li>18. सरकार-जदुनाथ.(1940).शिवाजी: महाराष्ट्र-जातीय जीवन- सूर्य. मुंबई, हिन्दी ग्रन्थ रत्नागार कार्यालय।</li> </ol>

<b>B. A. II YEAR (HISTORY)</b>			
<b>COURSE CODE:</b>	<b>BAHY-202</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-II</b>
<b>COURSE TITLE:</b>	<b>SURVEY OF RAJASTHAN HISTORY FROM THE EARLIEST TIMES TO 1956 A.D.</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The main objective of the course its to introduce students to the golden history of Rajasthan. The course also aims to give students a comprehensive knowledge about the political system, administration, economic system in Rajasthan from earliest period to 1956 A.D. This paper also gives students an in-depth knowledge about the rise and fall of various empires of Rajasthan and their causes. Lastly, it will also discussions and empower students by teaching tem about the tribal movements during the said period.</li> </ol>			
<b>LEARNING OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. Students will be able to recall &amp; recognise the main sources of history of Rajasthan.</li> <li>2. Students will be able understand the causes of the rise and decline of Rajput's.</li> <li>3. To enable the students to understand the different Rajputana's emperor &amp; their administration.</li> <li>4. To enable the students to explain the social, political, economical &amp; religious condition of the Rajputana's states</li> <li>5. They will be able to make some chart models, pictures &amp; maps on the uprising movement 1857 in Rajasthan.</li> <li>6. They will be able to take interest in the Indian Rajput's States.</li> <li>7. To enable the students to differentiate the role &amp; contribution of prajamandals in the ereedom movement.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>MAIN SOURCES OF HISTORY OF RAJASTHAN</b>		
	Main Sources of History of Rajasthan, An outline of Proto-Historic of Rajasthan with special reference to Kalibanga, Ahar and Bairath, Outline of Matsya Janapad, Origin of Rajputs, Prithvi raj Chauhan-III.		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>FEATURES OF FEUDALISM &amp; FORT ARCHITECTURE</b>		
	Features of Feudalism in Rajput States, changes in the position of the Rajput Nobility under British Paramountcy, Maldeo, Rise of Marwar. Fort Architecture with special reference to Chittor, Ranthambore and Amber.		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>THE POLICY OF COLLABORATION AND RESISTANCE OF THE RAJPUT STATES</b>		
	The policy of Collaboration and Resistance of the Rajput States with special reference to Man Singh of Amer, Rai Singh of Bikaner, Jaswant Singh and Durgadas of Marwar, Maharana Sanga, Maharana Pratap and Swai Jai Singh-II		



<b>UNIT-4 TEACHING HOURS (09)</b>	<b>MARATHA PENETRATION IN RAJPUTANA &amp; UPRISING OF 1857</b>										
	Causes and Results of Maratha Penetration in Rajputana, Circumstances and Consequences of the Treaties of 1818 with special reference to Mewar, Marwar and Kota. Uprising of 1857 in Rajasthan: Causes and results, Cause of political awakening in Rajasthan.										
<b>UNIT-5 TEACHING HOURS(14)</b>	<b>PEASANT, TRIBAL &amp; PRAJAMANDAL MOVEMENTS IN RAJASTHAN</b>										
	Peasant Movement in Bilolia and Tribal Movements under Govindgiri and Motilal Tejawat, Contribution of Prajamandals in the Freedom Movement with special reference to Bharatpur, Jaipur and Marwar, Formation of Rajasthan in 1948-1956.										
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>										
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>										
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>								
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	2	Report Writing	10								
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		<b>Total</b>	<b>80</b>								
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85% to 93%	02										
Above 93%	03										
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>										
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>										



<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>
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29. Habib, Irfan. (2011). Medieval Technology: Exchanges between India and the Islamic World, New Delhi, 1985, Habib irfan, HSPC: Economic History of Medieval India, 1200-1500 (vol. (VIII Part I)). Centre for Studies in Civilisation.
30. हयारण, श्रीयुत. गोविंद. (1932).राजस्थान: प्राचीन भारतीय गौरव का अर्वाचीन इतिहास. दिल्ली, साहित्य मंडल ।
31. भार्गव, वी. एस. (1986). मध्यकालीन राजस्थान का इतिहास 8वी –18वी शताब्दी तक. जयपुर, कॉलेज बुक डिपो ।
32. गुप्ता, के. एस., एवंओझा, जे. के. (1986). राजस्थान का राजनैतिक एवं सांस्कृतिक इतिहास. जयपुर, राजस्थान हिन्दी ग्रन्थ अकादमी ।
33. जैन, एच. सी. (2011). राजस्थान का कला एवं सांस्कृतिक इतिहास. जयपुर, जैन बुक डिपो ।
34. शर्मा, एवं व्यास, (2013).राजस्थान का इतिहास: प्रारंभ से 1956 तक. जयपुर, राजस्थान हिन्दी ग्रन्थ अकादमी ।
35. नागौरी, एस. एल., एवं नागौरी,कान्ता. (1999). राजस्थान का इतिहास. जयपुर, पोइन्टर पब्लिशर्स ।
36. वर्मा, हरीशचन्द्र. (1993). मध्यकालीन भारत: 750–1540 (भा. (1)). (प्र. सं.). नई दिल्ली, हिन्दी माध्यम कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय ।

<b>B.A. II YEAR (SOCIOLOGY)</b>			
<b>COURSE CODE:</b>	<b>BASO-201</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER - I</b>
<b>COURSE TITLE:</b>	<b>SOCIAL RESEARCH AND STATISTICS</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVE</b>			
1. The main objective of this paper is to train students in doing research. This paper will help students to understand different methods of doing social research and the means to avoid bias. The paper will try to inculcate researchers' values and ethics in the students.			
<b>COURSE OUTCOMES:</b>			
1. Evaluate the scientific nature of sociology and why it is called a social science.			
2. Identify the social problems and to conduct research to find out the social problems' patterns and their solutions.			
3. Look into social affairs through sociological paradigms.			
4. Tabulate the qualitative and quantitative data and the method of data analysis.			
5. Describe the concept of social research and the methods of doing it.			
<b>UNIT-1 TEACHING HOURS (09)</b>	Social Research and Social Survey: Meaning, Nature, Stages and Types.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Data: Forms and Sources; Hypothesis; Concept: Types and Sources.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Techniques of Data Collection: Observation, Interview, Schedule and Questionnaire; Questionnaire Construction.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Sampling: Concept, Type, Importance and Limitations; Case Study Method.		
<b>UNIT-5 TEACHING HOURS (09)</b>	Tabular Presentation of Data; Graphical representation of Data; Measurement of Central Tendency: MeanMedian, Mode, and Standard Deviation.		

<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>									
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>									
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>							
	1	Monthly Test	20X2 Test = 40							
	2	Report Writing	10							
	3	Viva Voce	10							
	4	Field Trip	10							
	5	Attendance	03							
	6	Co-curricular Activity	02							
	7	Group Discussion	05							
		<b>Total</b>	<b>80</b>							
	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example: <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>			Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>									
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>									
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>Annual Revision</b>  <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b></p>									
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Elhance D.N. (2014) Fundamental of Statistics, Kitab Mahal: Delhi.</li> <li>2. William J. Goode, Paul K. Hatt, (2013) Methods in Social Research, Surjeet Publication: Delhi.</li> <li>3. Jahoda, M. and Others, (2001) Research Method in Social Relation, Wadsworth Publishing Co Inc: New York</li> <li>4. Moser, C.A. and Kalton, G. (1971) Survey Method in Social</li> </ol>									

Investigation, Heinemann: London.

5. Young, P. V. (1953) Scientific Social Survey and Research, Prentice Hall: Delhi.
6. Sharma, Virender Prakash (2009) Logic and Methods of Social Methods, PanchsheelPrakashan: Jaipur.
7. Babbie, Earl (2007) Research Methods in Sociology, Cengage Learning: New Delhi.

<b>B.A. II YEAR (SOCIOLOGY)</b>			
<b>COURSE CODE:</b>	<b>BASO-202</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER -II</b>
<b>COURSE TITLE:</b>	<b>SOCIAL PROBLEMS IN CONTEMPORARY INDIAN SOCIETY</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVE</b>			
1. This paper will introduce students with the social problems in the contemporary Indian society. The paper will give a wide idea about the reasons of social problems to the students and measures to resolve them.			
<b>COURSE OUTCOMES:</b>			
1. Know about the definitions of social problems and their types.			
2. Develop the social perspective among students in identifying the social problems in their locale as well as worldwide.			
3. Accumulate more information and data on various social problems and the concerned existing laws.			
4. Introduce the concept of subaltern, and orientalism.			
<b>UNIT-1 TEACHING HOURS (09)</b>	Social Problem: Meaning, Concept and Types; Crime and Delinquency: Meaning, Causes, Types, Theories and Remedies.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Population Problem,; Population Education and Programs; Population Control : Measures, Causes For Success And Failure.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Problem of Youth: Drug Abuse and AIDS; Problems of Women in India; Women Empowerment.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Poverty, Unemployment and Illiteracy: Causes, Forms and Remedies; Human Rights and Social Problems.		

<b>UNIT-5 TEACHING HOURS (09)</b>	Social Problems In India: The Scheduled Castes, Scheduled Tribes And Other Backward Classes; Problems of Minorities and Communalism.																																					
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																					
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**SELECTED READINGS**

1. Ahuja, Ram, (2014) Social Problems in India, Rawat: Jaipur.
2. Beteille, Andre. (1974) Social Inequality, Oxford University Press: New Delhi.
3. Beteille, Andre. (1992) Backward Classes in Contemporary India, Oxford University Press: New Delhi.
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15. Yadav, K.P. (2006) Child Marriage in India, Adhyayan Publishers And Distributors: Delhi.
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19. Pathak, Ramchandra (2008) Samajik Samasyaye, Vijay Prakashan: Jaipur.
20. Mahajan, Sanjeev (2010) Samajik Samasyayein, Arjun Publishing House: Jaipur.



<b>B.A. II YEAR (POLITICAL SCIENCE)</b>			
<b>COURSE CODE:</b>	BAPS-201	<b>COURSE TYPE :</b>	OPTIONAL PAPER - I
<b>COURSE TITEL :</b>	<b>COMPARATIVE GOVERNMENT AND POLITICS</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<b>On the completion of the course the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Acquire knowledge about the constitutional systems of different countries of the world.</li> <li>2. Understand the different patterns of relationship between the Executive, Legislature and Judiciary prevailing in different kinds of political systems.</li> <li>3. Understand the composition, functions and position of legislatures in different countries.</li> <li>4. Understand the role of Judiciary and nature of Judicial Review prevalent in different political systems.</li> <li>5. Acquaint themselves with various aspects and agencies of political process in different systems.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
On the completion of the course the students will be able to:			
<ol style="list-style-type: none"> <li>1. Acquire knowledge about the constitutional systems of UK, USA, China, Switzerland and France.</li> <li>2. Understand the composition, functions and position of legislature's executives and judiciaries in different countries.</li> <li>3. Understand the different patterns of relationship among the Executive, Legislature and Judiciary prevailing in different kinds of political systems.</li> <li>4. Acquaint themselves with various aspects and agencies of political process in different systems</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Comparative politics: Meaning, scope and nature. Evolution of Comparative Politics Comparative method, Types of comparison (Vertical-Horizontal), Types of Constitutions, Constitutionalism.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Socio-economic bases and salient features of the Constitutions of United kingdom, United states of America, China, Switzerland and France, Federal system of the U.S.A. and Switzerland. Political parties in the U.S.A., United kingdom France and Switzerland. Role of communist Party in China, Pressure Groups in USA, United Kingdom and France.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Executive: Composition and Functions, British King and the Crown. British Prime Minister and Cabinet, the President of the USA, France and China, Plural Executive of Switzerland.		

UNIT-4 TEACHING HOURS (09)	Legislature: Composition and Powers of the British Parliament, USA's Congress, Swiss Federal Assembly, French Parliament and National people's Congress of China.																																			
UNIT-5 TEACHING HOURS (09)	Judiciary: Judicial system of UK, USA's Supreme Court and Judicial Review, the Administrative Law and Administrative courts of France, Federal Tribunal of Switzerland. Inter-relationship among the three organs of Government in comparative perspective.																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lecture methods</li> <li>2. Photography memory development methods</li> <li>3. Groups discussion methods</li> <li>4. Seminar/Symposia methods</li> <li>5. Extension Activities methods</li> <li>6. Project and report writing</li> </ol> <p>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</p>																																			
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<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. <b>HOWEVER THE UNVIERSITY</b> may revise the syllabus at any time during the running year after giving a notice for a period one month.</li> </ol>																																			

**SELECTED READINGS**

1. Mehran, Kamrava (2000). *Understanding Comparative politics*. New Delhi: Prentice hall of India.
2. Huiton, H. C. (1973). *An Introduction to Chinese Politics*. London: David and Charles.
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<b>B. A. II YEAR (POLITICAL SCIENCE)</b>			
<b>COURSE CODE:</b>	BAPS-202	<b>COURSE TYPE :</b>	OPTIONAL PAPER -II
<b>COURSE TITEL :</b>	<b>INDIAN POLITICAL SYSTEM</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
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<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION</b>	<b>03 HRS</b>	<b>1 HR</b>	

**OBJECTIVE:**

On the completion of the course the students will be able to:

1. Acquire knowledge about the historical background of constitutional development in India.
2. Understand the contribution of different streams of national movement in India.
3. Acquaint themselves with salient features of the Indian Constitution.
4. Appreciate philosophical postulates of the constitution on the basis of Preamble, Fundamental Rights and Duties and DPSP.
5. Understand the composition, functioning, role and position of Parliament in India.
6. Understand the pattern of relationship between the Executive and Legislative in India and also the composition, functions and role of the Executives.
7. Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
8. Acquire knowledge regarding the federal system of the country and governance at the state level.
9. Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
10. Understand the social economic realities of the country and also the interaction between social and political factors in the country.
11. To evaluate the electoral system of the country and to identify the areas of electoral reforms.
12. To understand and evaluate the women issues in Indian politics.

**COURSE OUTCOMES:**

**On the completion of the course the students will be able to:**

1. Acquire knowledge about the historical background of constitutional development in India.
2. Understand the contribution of different streams of national movement in India.
3. Acquaint themselves with salient features of the Indian Constitution.
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7. Acquaint themselves with the judicial system of the country and also the nature of the judicial review and its recent trends such as judicial activism.
8. Acquire knowledge regarding the federal system of the country and governance at the state level.
9. Understand the constitutional bases, functioning and performance of local government (both rural and urban) and instruments of public participation with special reference to Rajasthan.
10. Understand the Socio economic realities of the country and also the interaction between social and political factors in the country.
11. To evaluate the electoral system of the country and to identify the areas of electoral reforms.
12. To understand and evaluate the Gender issues in Indian politics.

<b>UNIT-1 TEACHING HOURS (09)</b>	National Movement – its strategy and evolution- Moderate, Extremist and Revolutionary streams, Gandhi’s contribution to national movement. Major landmarks in the constitutional history of India with special reference to India Council Act 1909, Govt. of India Act 1919 with special reference to Diarchy, Govt. of India Act 1935- and provincial autonomy.			
<b>UNIT-2 TEACHING HOURS (09)</b>	The Constituent Assembly-Genesis, Organization and Function, Salient features of the Constitution of India, Preamble, Fundamental rights and Fundamental Duties. Directive Principles of state policy. Union Executive: The President, Prime Minister and Council of Ministers.			
<b>UNIT-3 TEACHING HOURS (09)</b>	Parliament; Composition, power, position, working and pattern of relationship between the two Houses (Lok Sabha & Rajya Sabha), Supreme Court: High court ,Composition, functions, Judicial Review and Judicial Activism, Judicial Reforms, Amendability of the Constitution.			
<b>UNIT-4 TEACHING HOURS (09)</b>	Federal system: evolution and trends; Union-state relations, Areas of Tension and demand of Autonomy. Governor - Powers and Role, Composition, and Functions of State Legislature,Chief Minister,Council of minister’s,Cabinet, Beurocracy, Rural and urban local self government.			
<b>UNIT-5 TEACHING HOURS (09)</b>	Election Commission, State election Commission and Issues of Electoral Reforms, Nature of Indian Political System: Political parties pressure groups, Voting Behaviourism, Regionalism, Gender issues, Poverty and Caste.			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lecture methods</li> <li>2. Photography memory development methods</li> <li>3. Groups discussion methods</li> <li>4. Seminar/Symposia methods</li> <li>5. Extension Activities methods</li> <li>6. Project and report writing</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>			
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>	
	1	Monthly Test	20X2 Test = 40	
	2	Report Writing	10	
	3	Viva Voce	10	
	4	Field Trip	10	
	5	Attendance	03	
	6	Co-curricular Activity	02	
	7	Group Discussionion	05	
		<b>Total</b>	<b>80</b>	
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example:			
<b>Attendance in Lectures, Tutorials and Practical</b>				
<b>Percentage</b>		<b>Marks Allotted</b>		
75% to 85%		01		
85% to 93%		02		

	Above 93%	03	
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. ANNUAL</li> <li>2. HOWEVER THE UNVIERSITY may revise the syllabus at any time during the running year after giving a notice for a period one month.</li> </ol>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Agarwal, R. C . (2000). <i>Indian Government and Politics</i>. New Delhi: S.Chand and Co.</li> <li>2. Austin, G. (2000). <i>Working a Democratic Constitution the Indian Experience</i>. Delhi: Oxford University Press.</li> <li>3. Basu, D.D. (1994). <i>An Introduction to the Constitution of India</i>. New Delhi: Prentice Hall.</li> <li>4. Jayal, Niraja Gopal (2000). <i>Democratic Governance in India- Challenges of Poverty Development and identity</i>. New Delhi: Sage Publications.</li> <li>5. Jayal, N.G.(2008). <i>Democracy in India</i>. Delhi: Oxford University Press .</li> <li>6. Kothari, R. (1970). <i>Politics in india</i>. Orient Blackswan.</li> <li>7. Noorani, .A.G. (2001). <i>Constitutional Questions in India: The President, Parliament and the States</i>. Delhi : Oxford University Press.</li> <li>8. Palmer, N. D. (1971). <i>The Indian political system</i> (Vol. 5). Boston: Houghton Mifflin.</li> <li>9. Sharma, U., &amp; Sharma, S. K. (2001). <i>Indian Political Thought</i>. Atlantic Publishers &amp; Dist.</li> <li>10. Singh, M. P., &amp; Raj, S. R. (1976). <i>The Indian Political System</i>. Pearson Education India.</li> <li>11. Singh, S.N.(2006). <i>Caste Tribe and Religion in Indian Politics</i>. New Delhi: Sai pub.</li> <li>12. उपाध्याय, जयराम (2007). भारत का संविधान. इलाहाबाद, सेन्ट्रल लॉ एजेन्सी ।</li> <li>13. फड़िया, बी.एल. (2007). भारतीय शासन एवं राजनीति. आगरा, साहित्य भवन पब्लिकेशन्स ।</li> <li>14. अवस्थी, ए.पी. (2006). भारतीय षासन व राजनीति. आगरा, लक्ष्मी नारायण अग्रवाल ।</li> <li>15. सईद, एस. एम. (2004). भारतीय राजनीतिक व्यवस्था. लखनऊ, सुलभ प्रकाशन ।</li> <li>16. अवस्थी, ए. पी. (2006). भारतीय शासन व राजनीति. आगरा, लक्ष्मी नारायण अग्रवाल ।</li> <li>17. सईद, एस. एम. (2004). भारतीय राजनीतिक व्यवस्था, लखनऊ सुलभ प्रकाशन ।</li> </ol>		

<b>B.A. II YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	<b>BAGY-201</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER - I</b>
<b>COURSE TITLE:</b>	<b>PHYSICAL GEOGRAPHY- CLIMATOLOGY AND OCEANOGRAPHY</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA: 05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY. TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The aim of this paper is to develop the better understanding about origin of the earth, rocks, earth's movements, and atmosphere.</li> <li>2. The students will also able to understand other aspects such as – Relief, Temperature, and Marine Deposits.</li> </ol>			
<b>COURES OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. Understand concept and need of physical geography.</li> <li>2. Apply their knowledge in daily life.</li> <li>3. To compare various types of land form.</li> <li>4. Conceptualize Cycle of Erosion, soil formation and Volcanicity.</li> <li>5. Examine Different type of reefs.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Introduction to climatology; Elements of weather and climate; Composition and structure of the atmosphere; Temperature: horizontal and vertical distribution; Atmospheric pressure and pressure belts; Winds: planetary, periodic and local.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Atmospheric moisture – Humidity; processes of evaporation and condensation; Air Masses, Fronts: Origin, Classification and Characteristics; Atmospheric Disturbances: Cyclone: tropical and temperate; theories of origin and associated weather conditions.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Types of precipitation: pattern of Rainfall at Global, Regional and seasonal scales; Climatic classification by Koppen; Global Warming, climate change: causes, consequences and measures of control.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Introduction to Oceanography; surface configuration of the ocean floor; Relief of Atlantic, Pacific, and Indian Oceans; Temperature of Oceanic water: horizontal and vertical distribution; Salinity of Oceanic water: composition, sources and horizontal and vertical distribution.		



<b>UNIT-5 TEACHING HOURS (09)</b>	Circulation of oceanic water: waves, currents, streams, drifts; Currents of Atlantic, Pacific and Indian Ocean; Tides –Causes, Types and Theories; Coral reefs: types, formation, theories; coastal environment; Marine deposits, Importance of ocean as storehouse of resources.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	
	1	Monthly Test	
	2	Report Writing /Assignments	
	3	Viva Voce	
	4	Field Trip	
	5	Attendance	
	6	Co-curricular Activity	
	7	Group Discussion	
		<b>Total</b>	<b>45</b>
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks. <b>Attendance in Lectures, Tutorials and Practical</b>		
	<b>Percentage</b>	<b>Marks Allotted</b>	
	75% to 85%	01	
	85% to 93%	02	
	Above 93%	03	
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation</li> <li>2. Group discussion</li> <li>3. Seminar/Symposia</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Anthony J. Voga, and Robert V. Rohli, Climatology. Jones &amp; Bartlett Learning, 2017.</li> <li>2. Siddhartha, K. Oceanography A Brief Introduction, National Book Trust, New Delhi. 2013</li> <li>3. Garrison Tom, Essentials of Oceanography. Brooks/ Cole, C.A., USA, 2011. (International Ed.). Singh</li> </ol>		



	<ol style="list-style-type: none"> <li>4. Savindra, Climatology, Prayaga Pustak Bhawan, Allahabad, 2006.</li> <li>5. Singh, Sukhvinder, Oceanography, Wisdom Press, New Delhi. 2014.</li> <li>6. Malik Ramesh. Oceanography. Sonali Publication. New Delhi. 2012.</li> <li>7. Lal, D.S. Climatology, chaitanya publication, Allahabad, 1986</li> <li>8. Berry, B.J.L. and Chorley, P.J. Atmosphere weather and climate, Routledge India, New Delhi, 2009.</li> <li>9. Menon, P. A. 2007. Ways of the Weather, National Book Trust, New Delhi. 2007.</li> <li>10. Das, P. K. The Monsoon. National Book Trust, India, New Delhi. 2000.</li> <li>11. Critchfield, J.S. General Climatology prentice Hall, India, 1993</li> <li>12. Trewartha, G. T. An Introduction to Climate. McGraw Hills Inc. New York, 1991.</li> <li>13. Peterson, Introduction to meteorology McGraw Hill Book London, 1969</li> <li>14. चौबे, कैलाश भौतिक भूगोल: वायुमंडल एवं जलमंडल,, म.प्र. हिन्दी ग्रंथ अकादमी, भोपाल, 2009.</li> <li>15. सिंह, सविन्द्र: जलवायु विज्ञान, प्रवालिका प्रकाशन, गोरखपुर 2016</li> <li>16. सिंह सविन्द्र : भौतिक भूगोल, प्रवालिका प्रकाशन, गोरखपुर 2017</li> </ol>
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<b>B.A. II YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	<b>BAGY-202</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER- II</b>
<b>COURSE TITLE:</b>	<b>GEOGRAPHY OF RAJASTHAN</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA: 05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES</b>			
<ol style="list-style-type: none"> <li>1. The aim of this paper is to develop the better understanding about Rajasthan Geography.</li> <li>2. Students will be able to understand more about these aspects such as – Physiography of Rajasthan, relief, climate, drainage, energy, industry, agriculture and population.</li> </ol>			
<b>COURSE OUTCOMES</b>			
<ol style="list-style-type: none"> <li>1. To understanding the state building and administrative framework.</li> <li>2. To acquire a geological Structure Physiography of Rajasthan Physical division.</li> <li>3. To enable the understanding of agricultural and Economic Features of Rajasthan.</li> <li>4. Students will be enabling to understand the food and Commercial Crops.</li> <li>5. To introduce with animal and dairy development.</li> <li>6. To acquire basic knowledge of energy and power resources.</li> <li>7. Students will be enabling to understand the demographic structure.</li> <li>8. Students will be enabling to understand the physiographic region of Rajasthan.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Introduction: State building and administrative framework, Geological Structure Physiography of Rajasthan-Physical Division, Structure, Relief, Climate, Drainage pattern, Soils, Natural Vegetation.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Agricultural and Economic features of Rajasthan, Food and Commercial Crops Sources of Irrigation, Animal and Dairy Development.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Energy and Power Resources- Hydro. Electricity-Coal, Petroleum, Natural gas, Solar energy, Bio-gas Mineral's Resources and Industries.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Demographic Structure-Growth of Population, Distribution, Density, Rural-Urban Population Commercial Structure: Bheel and Garasiya Development of Trade and Transport Influencing Factor's in Rajasthan.		

<b>UNIT-5 TEACHING HOURS (09)</b>	Physiographic Region of Rajasthan Detailed Study of Marusthali, Aravali, Hadoti Plateau and Bangar Area.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	10X2 Test = 20
	2	Report Writing /Assignments	05
	3	Viva Voce	05
	4	Field Trip	05
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussion	05
		<b>Total</b>	<b>45</b>
		<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.	
	<b>Attendance in Lectures, Tutorials and Practical</b>		
	<b>Percentage</b>	<b>Marks Allotted</b>	
	75% to 85%	01	
	85% to 93%	02	
	Above 93%	03	
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation</li> <li>2. Group discussion</li> <li>3. Seminar/Symposia</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>		
<b>PERIODICAL REVISE OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Mishra, V.C. (1967) : Geography of Rajasthan, National Book Trust, New Delhi.</li> <li>2. एल.आर. भल्ला (2009) : राजस्थान का भूगोल, कुलदीप प्रकाशन, अजमेर</li> <li>3. एच.एम. सक्सेना (2010) : राजस्थान का भूगोल, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर</li> <li>4. एच.एस.शर्मा एवं एम.एल.शर्मा (2012): राजस्थान का भूगोल, पंचशील प्रकाशन, जयपुर</li> </ol>		

<b>B.A. II YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	BAGY-PR	<b>COURSE TYPE:</b>	PRACTICAL
<b>COURSE TITLE-</b>	WEATHER INTERPRETATION & FORECASTING		
<b>TEACHING HOURS:</b>			<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>50</b>		<b>TOTAL: 50</b>
<b>PASS MARKS:</b>			18
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>		<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION:</b>	<b>02 HRS</b>		
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The aim of this paper is to develop the better understanding about Rajasthan Geography.</li> <li>2. Students will able to understand more about these aspects such as – Physiography of Rajasthan, relief, climate, drainage, energy, industry, agriculture and population.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To develop ability to present geographical region through different types of diagrams.</li> <li>2. To develop the skills of at reading maps and globe.</li> <li>3. To develop drawing and measuring skills.</li> <li>4. To develop the skill of using and manipulating geographical instruments.</li> <li>5. To develop the in forest in field visit.</li> <li>6. To develop an ability of preparing report of socio-economic survey of a village.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (6)</b>	Cartographic Symbol's Types and its use, Classification of distribution map dot map, choropleth map and Isopleth map.		
<b>UNIT-2 TEACHING HOURS (6)</b>	Circle Diagrams, Traffic Flow Diagram. Mean, Median, mode& Standard Deviation.		
<b>UNIT-3 TEACHING HOURS (6)</b>	Plane table survey- Radiation and Inter-Section method, Resectioning-Two point problems and three point problems.		
<b>UNIT-4 TEACHING HOURS (6)</b>	Classification of Indian Meteorological Observatories and methods of collection of weather data.		
<b>UNIT-5 TEACHING HOURS (6)</b>	Village Report: Socio-economic Survey of One Village.		

<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Singh L. R. Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad, 2016.</li> <li>2. Sarkar, A. Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi, 2015.</li> <li>3. Singh Gopal. Map Work and Practical Geography. Vikas Publishing, New Delhi. 2012</li> <li>4. Misra, R.P. &amp; A. Ramesh: Fundamentals of Cartography. Concept, New Delhi. 1989.</li> <li>5. Robinson, A.H., et. al.: Elements of Cartography. 6th ed. John Wiley, New York, 1995.</li> <li>6. Singh, R.L.: Elements of Practical Geography. Kalyani, New Delhi. 1991.</li> <li>7. Monkhouse, F.J.: Maps and Diagrammes. Methuen, London. 1982.</li> <li>8. Raisz, E. General Cartography. John Wiley and Sons, New York. 5th edition, 1962.</li> <li>9. सिंह, आर. एल.: प्रायोगिक भूगोल के मूलतत्त्व, कल्याणी, नई दिल्ली 1991</li> </ol>

B.A. II YEAR (MUSIC)			
<b>COURSE CODE:</b>	<b>BAMU-201</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER - I</b>
<b>COURSE TITLE-</b>	भारतीय संगीत (कंठ एवं वाद्य)		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA: 05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES</b>			
<ol style="list-style-type: none"> <li>छात्रों के मध्य विशेष प्रदर्शन माध्यमों के लिए उपयुक्त बड़े और छोटे दोनों प्रकार के कलाकारों की टुकड़ी तकनीकों और प्रतिनिधि प्रदर्शनों की सूची तैयार करना।</li> <li>छात्रों को सिद्धांत प्रदर्शनों की सूची, साहित्य, संगीत प्रौद्योगिकी या अन्य क्षेत्र में उन्नति ज्ञान से अवगत करना।</li> <li>छात्रों को स्नातक और पेशेवर स्तर पर आगे के अध्ययन के लिए तैयार करना।</li> </ol>			
<b>COURSE OUTCOMES</b>			
<ol style="list-style-type: none"> <li>विद्यार्थियों को विभिन्न संगीतकारों की जीवनियां एवं सहयोग का बोध कराया जायेगा।</li> <li>डायटोनिक स्केल, टोन, सेमी टोन, मेजर टोन आदि का बोध कराया जायेगा।</li> <li>लोक संगीत के महत्व को समझाया जायेगा।</li> <li>संगीत व रोजगार के प्रति जागरूकता लायी जायेगी।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन – (1) बिहाग (2) देश (3) बागेश्वरी (4) रागेश्वरी (5) अहीर भैरव (6) जौनपुरी (7) हमीर (8) केदार (9) मालकौंस पाठ्यक्रम की बंदिशो/गतों को स्वरलिपि सहित लिखना।		
<b>UNIT-2 TEACHING HOURS (09)</b>	निम्नलिखित तालों का ठेका, दुगुन एवं चौगुन सहित लिखना – (1) आड़ा चौताल (2) पंजाबी त्रिताल (3) झपताल (4) रूपक (5) धमार निम्नलिखित की परिभाषाएँ – (1) मार्गी एवं देशी संगीत (2) गंधर्व एवं गीतिगान (3) आवर्तन एवं विभाग (4) सःशब्द एवं निःशब्द क्रिया		
<b>UNIT-3 TEACHING HOURS (09)</b>	गायक, वादक एवं वाग्गेयकार की परिभाषा तथा गुण-दोष। ग्राम – मूर्च्छना की विस्तृत जानकारी।		
<b>UNIT-4 TEACHING HOURS (09)</b>	रवीन्द्र संगीत की सामान्य जानकारी। कर्नाटक संगीत में प्रचलित गायनशैलियों की जानकारी वर्णम, कृति, जावलि, पदम्, तिल्लाना।		
<b>UNIT-5 TEACHING HOURS (09)</b>	निम्नलिखित लोकनृत्यों की संक्षिप्त जानकारी – कालबेलिया, घूमर, भवाई, गरबा, डांडिया, भंगड़ा, गिद्दा, लावणी, बिहू, बाऊल। पाश्चात्य स्वरलिपि- पद्धति की विस्तृत जानकारी।		

<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>									
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>									
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>							
	1	Monthly Test	10X2 Test = 20							
	2	Report Writing /Assignments	05							
	3	Viva Voce	05							
	4	Field Trip	05							
	5	Attendance	03							
	6	Co-curricular Activity	02							
	7	Group Discussion	05							
		<b>Total</b>	<b>45</b>							
		<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks. <b>Attendance in Lectures, Tutorials and Practical</b>								
	<table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03	
Percentage	Marks Allotted									
75% to 85%	01									
85% to 93%	02									
Above 93%	03									
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>									
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>									
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>									
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Music- its methods and technique of teaching in Higher Education by Prof Indrani Chakravarti</li> <li>2. Sitar and its teaching by Prof Debu Chaudhury</li> <li>3. Sitar and its Nibaddha forms by Stefan Slavek</li> <li>4. Senia Gharana and its contribution to Indian Music by Dr. Saroj Ghosh</li> <li>5. Musical forms in Sangita Ratnakar by Prof. N. Ramanathan</li> <li>6. All journals / Magazines of Music</li> <li>7. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे</li> <li>8. संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर</li> <li>9. राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन</li> </ol>									

10.	रागबोध भाग 1, 2, और 3 – बी.आर. देवधर
11.	तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा
12.	सितार मालिका (संगीत कार्यालय हाथरस)
13.	सितार वादन – एस.जी. व्यास
14.	संगीत विशारद (संगीत कार्यालय हाथरस)
15.	सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी
16.	संगीत बोध – डा. शरत चन्द्र परांजपे
17.	ध्वनि और संगीत – प्रो. एल.के. सिंह
18.	संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी
19.	तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर
20.	तान मलिका – राजा भैया पूंछवाले
21.	हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग
22.	विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य
23.	विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर
24.	वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित
25.	घराना – वमन राव एच. दशपाण्डे
26.	संगीत परिभाषा – पंडित रातनजनकर
27.	रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग
28.	राग और रूप – स्वामी प्रज्ञानन्द
29.	संगीत और संस्कृति – स्वामी प्रज्ञानन्द
30.	भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह
31.	संगीत चिंतामणी – आचार्य ब्रह्मस्पति



B.A. II YEAR (MUSIC)			
COURSE CODE:	BAMU-202	COURSE TYPE:	OPTIONAL PAPER - II
COURSE TITLE-	भारतीय संगीत (कंठ एवं वाद्य)		
THEORY: LECTURES	TUTORIAL:15	LECTURES:75	TOTAL:90
TEACHING HOURS:	7.5 Hours	37.5 Hours	45 Hours
MAXIMUM MARKS:	THEORY: 60	CCA: 15	TOTAL: 100
PASS MARKS:	THEORY: 22	CCA: 05	TOTAL: 27
ATTENDANCE ELIGIBILITY	75 PERCENT IN RESPECTIVE YEARLY		
EXAMINATION	ANNUAL	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
DURATION	03 HRS	1 HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>जिन छात्रों की प्रस्तुति गायन, वादन है, उन्हें मुख्य शिक्षा शास्त्र और कथा साहित्य में आगे के ज्ञान और कौशल को हासिल कराना।</li> <li>छात्रों के लिए संगीत और संगीत में एक पृष्ठभूमि विकसित होती है जो आगे आने की शैक्षिक और व्यवसायिक गतिविधियों की एक विस्तृत श्रृंखला के लिए तैयार करती है जिसमें संगीत एक घटक के रूप में शामिल होता है उससे अवगत करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>विद्यार्थियों को फिल्मी संगीत पर शास्त्रीय संगीत का प्रभाव समझाया जायेगा।</li> <li>सितार, तानपुरा, तबला, हारमोनियम की बनावट एवं वादन करवाया जायेगा।</li> <li>हिन्दुस्तानी पद्धति के 40 सिद्धान्त समझाये जायेगे।</li> <li>लय और स्वर के सम्बन्ध को सूक्ष्मता से समझाया जायेगा।</li> <li>लय पक्ष को मजबूत करने के तरीके समझाये जायेंगे।</li> </ol>			
UNIT-1 TEACHING HOURS (09)	निम्नलिखित ग्रन्थों एवं ग्रन्थकारों का परिचय एवं योगदान – (1) भरत – नाट्यशास्त्र (2) शारंगदेव – संगीत रत्नाकर (3) मतंग – वृहदेशी (4) पं. अहोबल – संगीत पारिजात वाद्यों का वर्गीकरण – तत्, सुषिर, घन, अवनद्ध।		
UNIT-2 TEACHING HOURS (09)	राग-लक्षण, स्वस्थान- नियम, आविर्भावि-तिरोभाव, अल्पत्व-बहुत्व, रागालाप- रूपकालाप की सामान्य जानकारी। भारतीय ताल – पद्धति का वर्णन (दस प्राणों सहित)		
UNIT-3 TEACHING HOURS (09)	ललित कलाओं में संगीत का स्थान। निम्नलिखित संगीतकारों का जीवन परिचय-लालमणि मिश्र, पं. भातखण्डे, आचार्य बृहस्पति, अली-अकबर, अल्लारखा खां।		
UNIT-4 TEACHING HOURS (09)	स्वरलिपि – पद्धति का उद्गम एवं विकास (भारतीय संगीत के संदर्भ में) भारतीय संगीत में वृन्दगान एवं वाद्यवृन्द का विस्तृत अध्ययन।		

<b>UNIT-5 TEACHING HOURS (09)</b>	(1) भारतीय संगीत में मंच – प्रदर्शन। (2) शास्त्रीय संगीत पर लोक-संगीत का प्रभाव। (3) धर्म और संगीत। (4) राष्ट्रीय एकता में संगीत की भूमिका।										
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>										
<b>TEACHING AND LEARNING STRATEGIES</b>	1. Lectures 2. E-learning 3. Videos 4. Extension Lectures 5. Photography memory development 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films  <b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b>										
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>								
	1	Monthly Test	10X2 Test = 20								
	2	Report Writing /Assignments	05								
	3	Viva Voce	05								
	4	Field Trip	05								
	5	Attendance	03								
	6	Co-curricular Activity	02								
	7	Group Discussion	05								
		<b>Total</b>	<b>45</b>								
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks. <b>Attendance in Lectures, Tutorials and Practical</b> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">75% to 85%</td> <td style="text-align: center;">01</td> </tr> <tr> <td style="text-align: center;">85% to 93%</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">Above 93%</td> <td style="text-align: center;">03</td> </tr> </tbody> </table>				Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%
Percentage	Marks Allotted										
75% to 85%	01										
85% to 93%	02										
Above 93%	03										
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>										
<b>CONTINUOUS ASSESSMENT METHODS</b>	1. Group discussions 2. Seminar/Symposia 3. Extension activity method 4. Viva-voce 5. Monthly Test										
<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual 2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.										
<b>SELECTED READINGS</b>	1. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे 2. संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर 3. राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन 4. रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर										

5. तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा
6. सितार मालिका (संगीत कार्यालय हाथरस)
7. सितार वादन – एस.जी. व्यास
8. संगीत विशारद (संगीत कार्यालय हाथरस)
9. सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी
10. संगीत बोध – डा. शरत चन्द्र परांजपे
11. ध्वनि और संगीत – प्रो. एल.के. सिंह
12. संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी
13. संगीत शास्त्र भाग 1 और 2 – एम.एन. सक्सैना
14. तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर
15. तान मलिका – राजा भैया पूंछवाले
16. हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग
17. विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य
18. विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर
19. वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित
20. घराना – वमन राव एच. दशपाण्डे
21. संगीत परिभाषा – पंडित रातनजनकर
22. रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग
23. राग और रूप – स्वामी प्रज्ञानन्द
24. संगीत और संस्कृति – स्वामी प्रज्ञानन्द
25. भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह
26. संगीत चिंतामणी – आचार्य ब्रह्मस्पति
27. ध्रुपद लखेक इन्दुरामा श्रीवास्तव
28. राग परिचय भाग 1, 2, 3 और 4 – हरीश चन्द्र श्रीवास्तव
29. अभिनव संगीताजंली – प्रो. रामाक्षय झा 'रामरंग'
30. स्वर और रागों के विकास में वाद्यों का योगदान – प्रो. इन्द्राणी चक्रवर्ती
31. संगीत मंजुषा – प्रो. इन्द्राणी चक्रवर्ती

B.A. II YEAR (MUSIC)			
<b>COURSE CODE:</b>	<b>BAMU-PR</b>	<b>COURSE TYPE:</b>	<b>PRACTICAL</b>
<b>COURSE TITLE:</b>	भारतीय संगीत (कंठ एवं वाद्य) प्रायोगिक		
<b>TEACHING HOURS:</b>			<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>50</b>		<b>TOTAL: 50</b>
<b>PASS MARKS:</b>			18
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>UNIT-1 TEACHING HOURS (06)</b>	निम्नलिखित रागों का अध्ययन – (1) बिहाग (2) देश (3) बागेश्वरी (4) रागेश्वरी (5) भीमपलासी (6) अहीर भैरव (7) जौनपुरी (8) हमीर (9) केदार (10) मालकौंस (अ) उपरोक्त रागों में से तीन विलंबित ख्याल/मसीतखानी गत तान अलाप सहित (ब) कोई चार रागों में मध्यलय ख्याल/रजाखानीगत तान अलाप सहित (बिन्दु अ के अतिरिक्त)		
<b>UNIT-2 TEACHING HOURS (06)</b>	एक ध्रुपद अथवा एक धमार दुगुन, तिगुन एवं चौगुन की लयकारी के साथ/तीनताल के अतिरिक्त किन्हीं अन्य तालों में एक मध्य लयगत (वाद्य संगीत के लिए)		
<b>UNIT-3 TEACHING HOURS (06)</b>	तराना/भजन/गजल/लोकगीत/देश भक्ति गीत/कोई एक ध्रुन (वाद्ययंत्र के विद्यार्थियों के लिए) करने का अभ्यास (1) आड़ा चौताल (2) पंजाबी त्रिताल (3) रूपक (4) झपताल (5) धमार		
<b>UNIT-4 TEACHING HOURS (06)</b>	परीक्षार्थी की इच्छानुसार किसी एक राग में विलम्बित एवं मध्यलय ख्याल/गत को पूर्ण गायकी एवं वादन क्षमता के अनुसार प्रस्तुत करना।  सभी रागों में लक्षण गीत, सरगम गीत।		
<b>UNIT-5 TEACHING HOURS (06)</b>	थाटभैरव, मारवा एवं काफी के स्वरों में 5-5 अलंकार। श्याम पट्ट पर लिखी हुयी कोई स्वरलिपि गाने अथवा बजाने का अभ्यास।		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<ol style="list-style-type: none"> <li>1. Annual</li> <li>2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.</li> </ol>		
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Musical forms in Sangita Ratnakar by Prof. N. Ramanathan</li> <li>2. राग दर्शन भाग 1 और 2 – पंडित माणिक बुआ ठाकुर दास</li> <li>3. संगीत सुषमा भाग 1 से 4 पंडित माणिक बुआ ठाकुर दास</li> <li>4. ख्याल दर्शन – पंडित माणिक बुआ ठाकुर दास</li> <li>5. संगीत मणि – भाग प्रथम – डॉ. महारानी शर्मा</li> <li>6. संगीत मणि – भाग द्वितीय – डॉ. महारानी शर्मा</li> </ol>		

<b>B. A. III YEAR (HINDI LITERATURE)</b>			
<b>COURSE CODE:</b>	<b>BAHI-301</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER - I</b>
<b>COURSE TITLE:</b>	<b>आधुनिक काव्य</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 hours</b>	<b>37.5 hours</b>	<b>45 hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. इस प्रश्न प्रत्र के द्वारा विद्यार्थी हिन्दी साहित्य के आधुनिक काल का ज्ञान प्राप्त कर सकेंगे।</li> <li>2. इससे विद्यार्थियों को आधुनिककालीन वातावरण का परिचय प्राप्त होगा।</li> <li>3. इससे विद्यार्थी छायावाद, प्रगतिवाद व प्रयोगवाद के साहित्य से अवगत होंगे।</li> <li>4. इससे विद्यार्थी नई कविता की विशेषताओं के बारे में समझेंगे।</li> <li>5. इससे विद्यार्थी काव्यगुण का अर्थ एवं स्वरूप ज्ञान ले सकेंगे।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. इससे विद्यार्थियों को बिम्ब और प्रतीक के बारे में परिचय मिलेगा।</li> <li>2. इससे विद्यार्थियों को रस का अर्थ एवं स्वरूप तथा सिद्धान्तों का परिचय प्राप्त होगा।</li> <li>3. इससे विद्यार्थियों को साधारणीकरण के अर्थ एवं स्वरूप का ज्ञान प्राप्त कर सकेंगे।</li> <li>4. इससे विद्यार्थियों को आधुनिक काल की प्रमुख प्रवृत्तियों ज्ञान प्राप्त होगा।</li> <li>5. इससे विद्यार्थियों में आधुनिक काल की राष्ट्रीय चेतना का ज्ञान होगा।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	संशय की एक रात – नरेश मेहता		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. हरिऔध – एक बूँद, फूल और काँटा, ब्रज पर इन्द्र का कोप।</li> <li>2. मैथिलीशरण गुप्त– दोनों ओर प्रेम पलता है, सखी वे मुझसेकहकर जाते।</li> <li>3. जयशंकर प्रसाद– अशोक की चिन्ता, शेरसिंह का शस्त्र समर्पण।</li> <li>4. सुमित्रानन्दन पंत – नौका विहार, सुख–दुःख, भारत माता ग्रामवासिनी।</li> <li>5. निराला – बादल राग, स्नेह निर्झर।</li> <li>6. महादेवी वर्मा – रूपसी तेरा घन केश पाश, पंथ रहने दो अपरिचित, जाग तुझको दूर जाना।</li> </ol>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. हरिवंशराय बच्चन – बुद्ध और नाचघर।</li> <li>2. रामधारी सिंह दिनकर – राष्ट्रदेवता का विसर्जन।</li> <li>3. नागार्जुन–उनको प्रणाम, तुम किशोर तुम तरुण, मेरी भी आभा है इसमें।</li> <li>4. अज्ञेय – असाध्य वीणा।</li> <li>5. मुक्तिबोध – बबूल, एक भूतपूर्व विद्रोही का आत्मकथन।</li> <li>6. भवानीप्रसाद मिश्र – सतपुड़ा के घने जंगल, बुनी हुई रस्सी।</li> </ol>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. रघुवीर सहाय – बार–बार, शोक सभा।</li> <li>2. धूमिल – मोचीराम।</li> <li>3. दुष्यन्त कुमार– इस नदी की धार में, कहाँ तो तय था चिरागाँ, गाँधीजी के जन्मदिनपर।</li> <li>4. हरीश भादानी – पेट और पीठ, खुरदरी हथेलियाँ।</li> <li>5. नन्दकिशोर आचार्य– अब नहीं होगा कुछ, नदी है तो बहेगी, जब तक, फुर्सत में नहीं हूँ अभी।</li> </ol>		

<b>UIT-5 TEACHING HOURS (09)</b>	(अ) आधुनिक कविता का इतिहास (ब) काव्य रूप, बिम्ब एवं प्रतीक, रस का अर्थ, स्वरूप, अवयव, निष्पत्ति एवं साधारणीकरण (संक्षिप्त परिचय), रस के भेद।										
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>										
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>										
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>								
	1	Monthly Test	20X2 Test = 40								
	2	Report Writing	10								
	3	Viva Voce	10								
	4	Field Trip	10								
	5	Attendance	03								
	6	Co-curricular Activity	02								
	7	Group Discussion	05								
		<b>Total</b>	<b>80</b>								
	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example: <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 60%;">Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td style="text-align: center;">01</td> </tr> <tr> <td>85% to 93%</td> <td style="text-align: center;">02</td> </tr> <tr> <td>Above 93%</td> <td style="text-align: center;">03</td> </tr> </tbody> </table>				Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%
Percentage	Marks Allotted										
75% to 85%	01										
85% to 93%	02										
Above 93%	03										
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>										
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>										
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>										

**SELECTED READINGS**

1. गुप्त, मैथलीशरण (2003) साकेत (प्र. सं.) .चितगाँव, झांसी, साहित्य सदन प्रकाशन
2. प्रसाद, जयशंकर (1986) कामायनी इलाहाबाद, भारती भंडार लीडर प्रेस
3. पंत, सुमित्रानंदन (1990) पल्लव, नई दिल्ली, राजकमल प्रकाशन
4. शर्मा, रामविलास (1972) रागविराग निराला (संस्करण) इलाहाबाद, लोकभारती प्रकाशन
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6. दास, श्यामसुन्दर (सम्पा.) (1995) कबीर ग्रंथावली, जयपुर, साहित्यागार प्रकाशन
7. शुक्ल, रामचन्द्र (2003) सूरदास (संस्करण).जयपुर, अनुप्रकाशन
8. शुक्ल, रामचन्द्र (सम्पा.) (2015) भ्रमरगीतसार, महाकवि सूरदास, जयपुर, मलिक एण्ड कम्पनी
9. शर्मा, राजकुमार (2008) जयशंकर प्रसाद और कामायनी, कॉलेज बुक डिपो
10. ओझा, जे.बी. (2011) नागार्जुन का काव्य (तृ.सं.) लोक भारती प्रकाशन
11. भारद्वाज, हेतु (2012) आधुनिक काव्य (तृ.सं.) जयपुर, पंचशील प्रकाशन
12. शुक्ल, रामचन्द्र (सम्पा.) (2007अ) जायसी ग्रंथावली (प्र.सं.) अनुप्रकाशन
13. शुक्ल, रामचन्द्र (सम्पा.) (2007ब) गोस्वामी तुलसीदास (प्र.सं.) अनु प्रकाशन
14. वच्चन, (1958) आरती और अंगारे (प्र. सं.) दिल्ली, राजपाल एण्ड संस
15. अरोड़ा, ललीता (2008) कबीर निराला और मुक्तिबोध, दरियागंज नई दिल्ली, प्रकाशक भारतीय ग्रंथ निकेतन

<b>B. A. III YEAR (HINDI LITERATURE)</b>			
<b>COURSE CODE:</b>	BAHI-302	<b>COURSE TYPE:</b>	OPTIONAL PAPER -II
<b>COURSE TITLE:</b>	निबन्ध एवं भाषा		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थियों को निबंध के अर्थ एवं स्वरूप से परिचित करवाना।</li> <li>2. विद्यार्थियों की निबंध लेखन में रुचि उत्पन्न करना।</li> <li>3. विद्यार्थियों में भाषा का अर्थ एवं विशेषताओं का ज्ञान प्राप्त करवाना।</li> <li>4. विद्यार्थियों को हिन्दी भाषा के उद्भव एवं विकास की प्रक्रिया से परिचित करवाना।</li> <li>5. विद्यार्थियों को आलोचना का अर्थ एवं स्वरूप का ज्ञान करवाना।</li> <li>6. विद्यार्थियों को हिन्दी आलोचना व निबंध के मध्य तात्त्विक अंतर समझाना।</li> <li>7. विद्यार्थियों को हिन्दी देवनागरी लिपि का अर्थ व स्वरूप का ज्ञान करवाना।</li> <li>8. विद्यार्थियों को देवनागरी लिपि की वैज्ञानिकता से परिचित करवाना।</li> <li>9. विद्यार्थियों में हिन्दी व उसकी सहायक भाषाओं के प्रति अभिरुचि जागृत करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थी निबंध लेखन शैली से परिचित हो सकेंगे।</li> <li>2. विद्यार्थी को भाषा की महत्ता का ज्ञान हो सकेगा।</li> <li>3. विद्यार्थी आलोचना का अर्थ एवं स्वरूप का ज्ञान कर सकेंगे।</li> <li>4. विद्यार्थी देवनागरी लिपि की वैज्ञानिकता से परिचित करवा सकेंगे।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. मन की दृढ़ता</li> <li>2. साहित्य का मूल्य</li> <li>3. आचरण की सम्यता</li> <li>4. उत्साह</li> </ol>	<ul style="list-style-type: none"> <li>– बालकृष्ण भट्ट</li> <li>– बाबू गुलाब राय</li> <li>– अध्यापक पूर्ण सिंह</li> <li>– आचार्य रामचन्द्र शुक्ल</li> </ul>	
<b>UNIT-2 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. नाखून</li> <li>2. प्रसाद और निराला</li> <li>3. भूमि को देवत्व प्रदान (पृथ्वी पुत्र से)</li> <li>4. जीने की कला</li> </ol>	<ul style="list-style-type: none"> <li>– आचार्य हजारीप्रसाद द्विवेदी</li> <li>– आचार्य नन्द दुलारे वाजपेयी</li> <li>– वासुदेवशरण अग्रवाल</li> <li>– महादेवी वर्मा</li> </ul>	
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. प्रेमचन्द और भाषा समस्या</li> <li>2. तमाल के झरोखे से</li> <li>3. आधुनिकता : नयी और पुरानी</li> <li>4. परम्परा बोध और समकालीन साहित्य</li> </ol>	<ul style="list-style-type: none"> <li>– डॉ. रामविलास शर्मा</li> <li>– विद्यानिवास मिश्र</li> <li>– कुबेर नाथ राय</li> <li>– नन्दकिशोर आचार्य</li> </ul>	
<b>UNIT-4 TEACHING HOURS (09)</b>	भाषा का वैज्ञानिक परिचय, आधुनिक भारतीय आर्य भाषाएँ। हिन्दी भाषा सामान्य परिचय। देवनागरी लिपि का सामान्य परिचय। हिन्दी आलोचना एवं निबन्ध का तात्त्विक विवेचन और ऐतिहासिक विकास (परिचयात्मक इतिहास)।		



<b>UIT-5 TEACHING HOURS (14)</b>	साहित्यिक निबन्ध		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	20X2 Test = 40
	2	Report Writing	10
	3	Viva Voce	10
	4	Field Trip	10
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussion	05
		<b>Total</b>	<b>80</b>
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example: <b>Attendance in Lectures, Tutorials and Practical</b>		
<b>Percentage</b>	<b>Marks Allotted</b>		
75% to 85%	01		
85% to 93%	02		
Above 93%	03		
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>		
<b>PATTERN OF ANNUAL EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.		
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>		

**SELECTED READINGS**

1. द्विवेदी, महावीरप्रसाद (1921) हिन्दी भाषा की उत्पत्ति, प्रयाग, इंडियन प्रेस लि.
2. शुक्ल, शिवकमार (1963) हिन्दी भाषा ज्ञान. जयपुर, कॉलेज बुक डिपो.
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4. वर्मा, सरोज (1958) भाषा विज्ञान एवं हिन्दी भाषा का इतिहास, दिल्ली, हिन्दी साहित्य संसार
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6. वर्मा, धीरेन्द्र (1963) हिन्दी भाषा का इतिहास, प्रयाग, हिन्दुस्तानी एकेडेमी
7. तिवारी, डॉ. भोलानाथ (2018), हिन्दी भाषा, इलाहाबाद, किताब महल
8. तिवारी, उदय नारायण (1967). हिन्दी भाषा का उद्भव और विकास, इलाहाबाद, भारती भण्डार
9. वर्मा, धीरेन्द्र (1973) हिन्दी भाषा का इतिहास. प्रयाग, हिन्दुस्तानी एकेडेमी.
10. तिवारी, भोलानाथ (1977) हिन्दी भाषा और नागरी लिपि, इलाहाबाद, लोकभारती प्रकाशन
11. तिवारी, भोलानाथ, हिन्दी भाषा का संक्षिप्त इतिहास, दिल्ली, ज्ञान भारती
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15. वर्मा, धीरेन्द्र (1954) ब्रजभाषा, इलाहाबाद, हिन्दुस्तानी एकेडेमी
16. बाहरी, हरदेव (1989) हिन्दी भाषा, इलाहाबाद, लोकभारती प्रकाशन

<b>B. A. III YEAR (SANSKRIT LITERATURE)</b>			
<b>COURSE CODE:</b>	<b>BASN-301</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER -I</b>
<b>COURSE TITLE:</b>	<b>काव्य, स्मृति एवं निबंध</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 hours</b>	<b>37.5 hours</b>	<b>45 hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. काव्य में निहित प्लोकों के अध्ययन से छात्र सदाचार के मूल्यों को ग्रहण कर सकेंगे।</li> <li>2. छात्र काव्यगत सौंदर्य की अनुभूति कर सकेंगे।</li> <li>3. छात्र प्लोकों में निहित भावों को आचरित कर सकेंगे।</li> <li>4. छात्र व्याकरणगत विधाओं का बोध कर सकेंगे।</li> <li>5. पठितांश को हिन्दी में अनुवाद करने की योग्यता का विकास कर सकेंगे।</li> <li>6. छात्रों में निबन्ध लेखन की क्षमता का विकास करना।</li> <li>7. संस्कृत निबन्ध के माध्यम से सांस्कृतिक व नैतिक मूल्यों का विकास करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. छात्रों में सुभाषितों एवं नीति-प्लोकों में निहित उपदेशों को जीवन में अपनाते हुए व्यक्तित्व या चरित्र के विकास में योगदान करना।</li> <li>2. छात्रों को सुभाषित कण्ठस्थ कराना तथा उनकी उपयोगिता बतलाना।</li> <li>3. छात्रों को सरल गद्य एवं पद्य पढ़ सकने की क्षमता प्रदान करना।</li> <li>4. छात्रों को सरल सुभाषितों के अर्थ समझाकर संस्कृत के अध्ययन की ओर प्रवृत्त करना।</li> <li>5. छात्रों को निबन्ध सम्बन्धी विविध प्रतियोगिताओं में भाग लेने का अवसर प्रदान करना।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	कुमार संभवम् (कालिदास) सर्ग-1 (क) कुमार संभवम् प्रथम सर्ग-4 श्लोकों में से 2 श्लोकों की व्याख्या (ख) कुमार संभवम् से सामान्य प्रश्न		16 अंक 08 अंक 08 अंक
<b>UNIT-2 TEACHING HOURS (09)</b>	किरातार्जुनीयम् (भारवि) सर्ग-1 (क) किरातार्जुनीयम् में से दो व्याख्या (ख) किरातार्जुनीयम् से सामान्य प्रश्न		16 अंक 08 अंक 08 अंक
<b>UNIT-3 TEACHING HOURS (09)</b>	किरातार्जुनीयम् (भारवि) सर्ग-2 (क) किरातार्जुनीयम् (भारवि) सर्ग-2 में से दो व्याख्या (ख) किरातार्जुनीयम् (भारवि) सर्ग-2 से सामान्य प्रश्न		16 अंक 08 अंक 08 अंक
<b>UNIT-4 TEACHING HOURS (09)</b>	स्मृति –याज्ञवल्क्य स्मृति (व्यवहार अध्याये दाय भाग प्रकरण मात्र) (क) याज्ञवल्क्य स्मृति से दो व्याख्याएँ (ख) याज्ञवल्क्य स्मृति में से सामान्य प्रश्न		16 अंक 08 अंक 08 अंक

<b>UIT-5 TEACHING HOURS (09)</b>	निबंध— (क) एक संस्कृत निबंध 16 अंक																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">SR. NO.</th> <th style="width: 60%;">CCA: COMPONENT</th> <th style="width: 30%;">MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X2 Test = 40</td> </tr> <tr> <td>2</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>3</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>4</td> <td>Field Trip</td> <td>10</td> </tr> <tr> <td>5</td> <td>Attendance</td> <td>03</td> </tr> <tr> <td>6</td> <td>Co-curricular Activity</td> <td>02</td> </tr> <tr> <td>7</td> <td>Group Discussion</td> <td>05</td> </tr> <tr> <td></td> <td><b>Total</b></td> <td><b>80</b></td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example: <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">Percentage</th> <th style="width: 40%;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X2 Test = 40	2	Report Writing	10	3	Viva Voce	10	4	Field Trip	10	5	Attendance	03	6	Co-curricular Activity	02	7	Group Discussion	05		<b>Total</b>	<b>80</b>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussion</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>																																			
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>																																			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>																																			

**SELECTED  
READINGS**

1. श्रीवास्तव उर्मिला, (2012) *किरातार्जुनीयम्*, विजय प्रकाशन मन्दिर, वाराणसी।
2. शर्मा कमलनयन, (2001), याज्ञवल्क्य स्मृति (व्यवहाराध्याय), जगदीश संस्कृत पुस्तकालय, जयपुर
3. पाण्डेय जगन्नारायण, (1999) किरातार्जुनीयम्, जगदीश संस्कृत पुस्तकालय, जयपुर।
4. जागिड, कृष्णगोपाल, (2010), संस्कृत निबन्ध पीयूषम्-हंसा प्रकाशन, जयपुर।
5. श्रीवास्तव, उर्मिला, (2012) लघुसिद्धान्त कौमुदी, विजय प्रकाशन मन्दिर, वाराणसी।
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10. शास्त्री हरगोविंद, (2063) मनुस्मृति कुल्लूक भट्ट टीकासहित, चौखंबा संस्कृत प्रतिष्ठान, दिल्ली।

B. A. III YEAR (SANSKRIT LITERATURE)			
COURSE CODE:	BASN-302	COURSE TYPE:	OPTIONAL PAPER-II
COURSE TITLE:	भारतीय दर्शन, नीति एवं व्याकरण		
THEORY: LECTURES	TUTORIAL:15	LECTURES:75	TOTAL:90
TEACHING HOURS:	7.5 Hours	37.5 Hours	45 Hours
MAXIMUM MARKS:	THEORY: 80	CCA: 20	TOTAL: 100
PASS MARKS:	THEORY: 29	CCA: 07	TOTAL: 36
ATTENDANCE ELIGIBILITY :	75 PERCENT IN RESPECTIVE YEARLY		
EXAMINATION:	ANNUAL EXAM	MONTHLY TEST	CCA: Other activities as per the detail mentioned with the syllabus
DURATION :	3 HRS	1HR	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>छात्रों में भारतीय दर्शन के इतिहास को जानने की क्षमता को विकसित करना।</li> <li>छात्रों में शास्त्रार्थ करने की योग्यता विकसित करना।</li> <li>छात्रोंमेंसमस्या पूर्ति करने की योग्यता विकसित करना।</li> <li>छात्रों में मौलिक रचना विकसित करने की क्षमता उत्पन्न करना।</li> <li>छात्रों में श्लोकों के अर्थ को समझने व उनका सार संस्कृत में लिखने की योग्यता विकसित करना।</li> <li>छात्रों में संस्कृत विषय के व्याकरण सम्बन्धी ज्ञान को परिपृष्ट करना।</li> <li>वाक्य रचना, शुद्ध लेखन की योग्यता विकसित करना।</li> <li>शब्दों का संश्लेषण-विश्लेषण करने की क्षमता का विकास करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>छात्रों भारतीय दर्शन से परिचित कराना।</li> <li>शब्दों के विभिन्न रूपों का ज्ञान प्रदान करना।</li> <li>शुद्ध वाक्य रचना की योग्यता प्रदान करना।</li> <li>व्याकरण के ज्ञान द्वारा भाषा के गुण और दोषों को परखने की क्षमता उत्पन्न कर भाषा को व्यवस्थित करने की योग्यता प्रदान करना।</li> <li>अनुवाद आदि रचना कार्य को सुगम बनाना।</li> <li>छात्रों में वाक्पटुता उत्पन्न करना तथा तर्कशक्ति और रचनात्मक वृत्ति का विकास करना।</li> </ol>			
UNIT-1 TEACHING HOURS (09)	तर्क संग्रह (दीपिका सहित) – अन्नम्भट्ट (क) तर्क संग्रह में से दो व्याख्या (ख) तर्क संग्रह से सामान्य प्रश्न	08 08	16 अंक अंक अंक
UNIT-2 TEACHING HOURS (09)	भारतीय दर्शन के सिद्धान्त (क) भारतीय दर्शन की विशेषताएँ (ख) सांख्य दर्शन का सत्कार्यवाद (ग) योग दर्शन का अष्टाङ्गयोग (घ) अद्वैत-वेदान्त का मायावाद (ङ) न्याय दर्शन की प्रमाण मीमांसा (च) वैशेषिक दर्शन के सप्त पदार्थों का सामान्य ज्ञान (छ) चार्वाक की तत्त्वमीमांसा (झ) जैन-दर्शन का अनेकान्तवाद (ज) बौद्ध-दर्शन का क्षणिकवाद (ञ) इन निर्धारित बिन्दुओं पर सामान्य प्रश्न		16 अंक

<b>UNIT-3 TEACHING HOURS (09)</b>	<p>भर्तृहरि नीतिशतकम् (निर्णयसागर) 16 अंक</p> <p>(क) भर्तृहरि नीतिशतकम् से सामान्य प्रश्न 08 अंक</p> <p>(ख) भर्तृहरि नीतिशतकम् से अनुवाद व व्याख्या 08 अंक</p>																																			
<b>UNIT-4 TEACHING HOURS (09)</b>	<p>श्रीमद्भगवद्गीता (दूसरा व तीसरा अध्याय) 16 अंक</p> <p>(क) श्रीमद्भगवद्गीता के अध्याय 2 व 3 से व्याख्या व अनुवाद 08 अंक</p> <p>(ख) श्रीमद्भगवद्गीता से सामान्य प्रश्न 08 अंक</p>																																			
<b>UIT-5 TEACHING HOURS (09)</b>	<p>घुसिद्धान्तकौमुदी (तिङन्त प्रकरण) 16 अंक</p> <p>(क) लघुसिद्धान्तकौमुदी तिङन्त प्रकरण में से भू धातु की दस लकारों तथा एध् धातु की लट्, लोट्, लङ् एवं विधिलिङ् में रूप सिद्धियाँ 08 अंक</p> <p>(ख) तिङन्त प्रकरण में से अद्, हु, दिव्, षुञ्, तुद, रुध्, तनु, डुक्रीञ् एवं चुर- धातुओं के लट्, लोट्, लङ्, विधिलिङ् एवं लृट् लकार के रूपों की सिद्धियाँ 08 अंक</p>																																			
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussionsion</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>
<b>PATTERN OF ANNUAL EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p>Annual Revision</p> <p><b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b></p>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. शर्मा,नरेन्द्र (2006) <i>तर्कसंग्रह</i>, हंसा प्रकाशन, जयपुर।</li> <li>2. चौधरी,अर्कनाथ (2006).<i>तर्कसंग्रह</i>, जगदीश संस्कृत पुस्तकालय।</li> <li>3. श्री वास्तव, उर्मिला (2012) <i>नीतिशतकम्</i>, विजय प्रकाशन मन्दिर, वाराणसी।</li> <li>4. वेदालांकार, सुभाष (2002)<i>लघुसिद्धान्तकौमुदी</i>, अंलाकार प्रकाशन जयपुर।</li> <li>5. सिन्हा, हरेन्द्र प्रसाद(1963),<i>भारतीय दर्शन की रूपरेखा</i>, मोतीलाल बनारसीदास।</li> <li>6. शर्मा, चन्द्रधर (2004)<i>भारतीय दर्शन</i>,मोतीलाल बनारसीदास, दिल्ली।</li> <li>7. ऋषि शर्मा उमाशंकर,(1964) <i>सर्वदर्शन संग्रह</i>, माधवाचार्य, व्याख्या कार, चौखंबाविद्याभवन, वाराणसी।</li> <li>8. द्विवेदी, पारसनाथ, (1974),<i>भारतीय दर्शन</i>, आगरा।</li> <li>9. पांडे कांतचंद्र, (1964),<i>शैवदर्शन बिंदु,संपूर्णानंद संस्कृत विश्वविद्यालय</i>, वाराणसी।</li> <li>10. शर्मा, चंद्रधर (2004), <i>भारतीय दर्शन आलोचना एवं अनुशीलन</i>, मोतीलाल बनारसीदास, दिल्ली।</li> <li>11. तातेड़, सोहनराज, सिंह विद्यासागर (2011), <i>प्राच्य एवं पाश्चात्य दर्शनों की मौलिक अवधारणाएं</i>,लिट्रेरी सर्किल,जयपुर।</li> </ol>



<b>B. A. III YEAR (ENGLISH LITERATURE)</b>			
<b>COURSE CODE:</b>	<b>BAEN-301</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER -I</b>
<b>COURSE TITEL :</b>	<b>POETRY AND DRAMA</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA: 07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. Acquaint with the poetry of A. Tennyson, Robert Browning, Matthew Arnold</li> <li>2. Understand the literature written by G.M.Hopkins, W B Yeats, Robert Frost, T.S Eliot</li> <li>3. Learn poetry of Dylan Thomas, Nissim Ezekiel, Toru Dutt</li> <li>4. Appreciate the literature of Jane Austen &amp;, Shaw</li> <li>5. Learn about Literary History: Renaissance in Indian English literature etc</li> <li>6. Give exposure to the Literary Terms such as Dramatic monologue, paradox, etc.</li> </ol>			
<b>COURSEOUTCOMES: -</b>			
<b>After the completion of this course, the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Recognize poetry from a variety of cultures, language &amp; historical periods.</li> <li>2. Develop their critical thinking skill and enhance their writing potential</li> <li>3. Enhance skills of note making, summarizing &amp; their writing</li> <li>4. Understand texts with specific genres, forms and literary terms.</li> <li>5. Interpret and appreciate the selected texts from the genres of poetry and drama</li> <li>6. Recognize rhythms, metrics and other musical aspects of poetry</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• A. Tennyson : Ulysses</li> <li>• Robert Browning : My Last Duchess, The Last Ride Together</li> <li>• Matthew Arnold : Dover Beach</li> </ul>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• G.M. Hopkins : The Sea and the skylark</li> <li>• W B Yeats Sailing to Byzantium, Lapis Lazuli, Wild Swans at Coole</li> <li>• Robert Frost : Birches</li> <li>• T.S Eliot : The Love Song of J. Alfred Prufrock, Gerontion</li> </ul>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• Dylan Thomas : Fern Hill</li> <li>• Nissim Ezekiel : Night of the Scorpion</li> <li>• Toru Dutt : Our Casuarina Tree</li> </ul>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• Jane Austen : Pride &amp; Prejudice</li> <li>• Shaw : Arms and the Man</li> </ul>		

<b>UNIT-5 TEACHING HOURS (09)</b>	Literary History: Renaissance in Indian English literature, Anglo Indian & Indo Anglican literature, the current age etc Literary Terms: Dramatic monologue, paradox, Antithesis symbolism, onomatopoeia, allegory, short story, Essay, Novel, Satire, etc.																																					
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																					
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<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>Any other pattern notified by the university at the time of commencement of the respective year.</b>																																					
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly test</li> </ol>																																					
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**SELECTED READINGS**

1. Ackerman, J. (2016). Dylan Thomas: his life and work. Springer.
2. Arnold, M. (1994). Dover beach and other poems. Courier Corporation.
3. Arnold, M., & Creeley, R. (2004). Dover beach. ProQuest LLC.
4. Browning, R. (1993). My last duchess and other poems. Courier Corporation.
5. Browning, R., & Dharker, I. (2004). My last duchess. ProQuest LLC.
6. Dutt, T. (1972). Ancient ballads and legends of Hindustan. Taylor & Francis.
7. Eliot, T. S., & Eliot, T. S. (1971). Complete poems and plays. Houghton Mifflin Harcourt.
8. Ezekiel, N. (1976). Night of the Scorpion. R. Parthasarthy.
9. Frost, R. (2002). Birches. Macmillan.
10. Hopkins, G. M. (1956). Poems of Gerard Manley Hopkins. ReadHowYouWant.com.
11. Ramanujan, A. K. (1995). The collected poems of AK Ramanujan. Oxford University Press.
12. Ramanujan, N. (1994). Certain aspects of the ecology of Kallar River (Doctoral dissertation, Ph. D, Thesis, University of).
13. Rowlinson, M. C., & Rowlinson, M. (1994). Tennyson's fixations: Psychoanalysis and the Topics of the Early Poetry. University of Virginia Press.

<b>B. A. III YEAR (ENGLISH LITERATURE)</b>			
<b>COURSE CODE:</b>	<b>BAEN-302</b>	<b>COURSE TYPE :</b>	<b>OPTIONAL PAPER -II</b>
<b>COURSE TITEL :</b>	<b>PAPER -1 PROSE AND FICTION</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
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<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. Understand the literature written by Ruskin Bond, J.B priestly, Ivor Brown</li> <li>2. Appreciate the literature of Joyce Cary, Aruna Roy</li> <li>3. Learn about the literature of Manohar Malgaonkar, Raja Rao, Mulk Raj Annand, Khushuwant Singh</li> <li>4. Give exposure to the Literary works of Graham Greene, R.K Narayan</li> <li>5. Acquaint with the Literary History pertaining to Literary History: Twentieth century English Literature to the present age, modernism.</li> <li>6. Learn Literary terms such as Imagism, symbolism, Antithesis, characterization, Epilogue, Fiction, paradox etc.</li> </ol>			
<b>COURSE OUTCOMES: -</b>			
<b>After the completion of this course, the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Recognize prose from a variety of cultures, language &amp; historical periods.</li> <li>2. Broaden their vocabularies and literary thinking</li> <li>3. Interpret and appreciate the selected texts from the genres of prose and fiction</li> <li>4. Write Focused analytical essays in clean grammatical prose</li> <li>5. Cultivate the aesthetic sense &amp; Develop global competencies for successful life.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• Ruskin Bond : The Meeting Pool</li> <li>• J.B priestly : On Getting off to Sleep</li> <li>• Ivor Brown : A sentimental journey</li> </ul>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• Joyce Cary : Growing Up</li> <li>• Aruna Roy : Tune into the voice of the deprived</li> <li>• Manohermalgaonkar : upper division love</li> </ul>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• Manohar Malgaonkar : Upper Division love</li> <li>• Raja Rao : A Client</li> <li>• Mulk Raj Annand : The Barber's Trade Union</li> <li>• Khushuwant Singh : Karma</li> </ul>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• Graham Greene : The Power and the Glory</li> <li>• R.K Narayan : The Guide</li> </ul>		

<b>UNIT-5 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>Literary History: Twentieth century English Literature to the present age, modernism.</li> <li>Literary Terms : Imagism, symbolism, Antithesis, characterization, Epilogue, Fiction, paradox etc.</li> </ul>																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>Lectures</li> <li>E-learning</li> <li>Videos</li> <li>Extension Lectures</li> <li>Photography memory development</li> <li>Self-Learning</li> <li>Group Discussions</li> <li>Field Visit</li> <li>Survey</li> <li>Documentaries</li> <li>Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
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**SELECTED READINGS**

1. Abrams, M.H. (2005). A Glossary of literary terms, New Delhi: MacMillan.
2. Bond, R. (2005). The Meeting Pool. Penguin Books India.
3. Premchand, M. (1963). Godan. Diamond Pocket Books Pvt Ltd.
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5. Sen, K. (2004). Critical Essays on RK Narayan's The Guide: With an Introduction to Narayan's Novel. Orient Blackswan.
6. Singh, K. (1966). Karma. The Collected Short Stories of Khushwant Singh.
7. Singh, K. (2005). The collected short stories of Khushwant Singh. Orient Blackswan.
8. Anand, M. R. (1959). The barber's trade union and other stories: by Mulk Raj Anand. Kutub-Popular.
9. Rao, R. (1947). The cow of the barricades: and other stories. Oxford University Press.
10. Hall, D. (1983). Joyce Cary: a reappraisal. Springer.
11. Manohar Malgaonkar - Upper Division love

<b>B. A. III YEAR (HISTORY)</b>			
<b>COURSE CODE:</b>	<b>BAHY-301</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-I</b>
<b>COURSE TITLE:</b>	<b>MODERN INDIAN HISTORY (1740-1956 A.D.)</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVELY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The meaning and nature of colonialism.</li> <li>2. Colonialism development in its various stages at the world level. Explain the issues facing modern India.</li> <li>3. Colonial intervention in Economy, Society and Polity.</li> <li>4. Students will learn the Establishment of British Power in Bengal &amp; Third Battle of Panipat than British Expansion in Punjab &amp; Decline of Maratha Empire.</li> <li>5. Students will learn about the relations with frontiers States.</li> <li>6. Students will learn the Growth of British Paramountcy in various Stages.</li> <li>7. Students will learn the 1857 first attempt For Independence.</li> <li>8. Analyze the Emergence of the National Movement Appreciate the Struggle for Freedom.</li> <li>9. Identify with the Statement that freedom is our Birth Right.</li> <li>10. Describe and appreciate the role of Bal Gangadhar Tilk, Gopal Krishan Gokhale, Bipin chander Pal, Lala Lachapatrai and other Freedom fighter in the Freedom Struggle.</li> <li>11. Students will learn the rise of National Congress &amp; its Works.</li> <li>12. Interpret the Social Reform Movement, Growth of Education, Press etc. Appreciate the leadership of Mahatma Gandhi. Describe and appreciate the role of Gandhi in the Freedom Struggle. Student Will aware about Independence &amp; the New Constitution of India. Debate on the Happenings between 1919-1950.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To acquaint the students with the political trends of India.</li> <li>2. To make the students aware about the dangers of communalism etc.</li> <li>3. To make the students aware about the economic impact of British rule.</li> <li>4. To acquaint the students with the Role of the Revolutionaries.</li> <li>5. To make the students aware about India's Independence and the New Constitution of India.</li> <li>6. To make the students aware about the Socialist Movement etc.</li> <li>7. To make them knowledgeable about British rule etc.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>BRITISH EXPANSION IN BENGAL &amp; EMERGENCE OF REGIONAL POWERS</b>		
	Political and Economic condition of India at the advent of Europeans- British Expansion in Bengal- Battle of Plassey and Buxer. Administrative changes during (1772-1773). Emergence of Regional powers- Mysore, Punjab and Awadh, their struggle with British and annexation in the British Empire.		

<b>UNIT-2 TEACHING HOURS (09)</b>	<b>ESTABLISHMENT OF BRITISH RULE IN BENGAL AND IT'S CONSEQUENCES &amp; MARATHA STRUGGLE WITH THE BRITISH</b>		
	Establishment of British rule in Bengal and it's consequences. Third Battle of Panipat and its consequences. Marathas under MahadjiSindhia and Nana Phadnavis, Maratha struggle with the British. Causes of the failure of the Marathas.		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>UPRISING OF 1857 MAIN FEATURES OF LAND REVENUE SETTLEMENTSAND THEIR IMPACT ON PEASANTRY</b>		
	Uprising of 1857 - causes, nature and consequences. Growth of British paramountcy in the Princely States (1858-1947). Main features of permanent settlement, Royyatwari and Mahalwairi land revenue settlementsand their impact on peasantry.		
<b>UNIT-4 TEACHING HOURS (09)</b>	<b>DRAIN OF WEALTH AND ITS CONSEQUENCES, ECONOMIC IMPACT OF BRITISH RULE &amp; ROLE OF MODERATES AND EXTREMISTS</b>		
	Drain of wealth and its consequences. Economic Impact of British Rule.Causes of the emergence of Indian Nationalism. Role of Moderates and Extremists. Salient features of Government of India Act of 1919 and 1935 A.D.		
<b>UNIT-5 TEACHING HOURS(09)</b>	<b>STRUGGLE FOR FREEDOM MOVEMENT</b>		
	(i) Struggle for Freedom Movement from 1920 to 1947. (ii) Growth of Communal politics. (iii) Factors leading to Independence and Partition of India. (iv) Main features of the Indian Constitution of 1950. (v) Problems and Process of the integration of Princely States into Indian Dominion (1947-1949 A.D.) and their Reorganization in 1956 A.D.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussionsions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>		
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
	1	Monthly Test	20X2 Test = 40
	2	Report Writing	10
	3	Viva Voce	10
	4	Field Trip	10
	5	Attendance	03
	6	Co-curricular Activity	02
	7	Group Discussionion	05
		<b>Total</b>	<b>80</b>
<b>EXPLANATION (METHOD TO ASCERTAIN MARKS)</b>			



	<p><b>FOR CCA):</b> CCA will be reduced to 20 marks. Formula: Marks obtained/Total marks (80) X 20. For example:  <b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>	Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%	03
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly test</li> </ol>								
<b>PATTERN OF EXAMINATION</b>	Any other pattern notified by the university at the time of commencement of the respective year.								
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>Annual Revision</b>  <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b></p>								
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Bandopadhyay, Shekhar. (2004). From Plassey to Partition: A History of Modern India. Orient Longman.</li> <li>2. Athar, Ali. M. (1966). The Passing of Empire: The Mughal Case: Modern Asian Studies. Bombay, Asia Publishing House.</li> <li>3. Banga, I. (1978). Agrarian System of the Sikhs: Late Eighteen and Early Nineteenth Centuries. New Delhi, Manohar.</li> <li>4. Barnett, Richard. (1980). North India between Empires: Awadh, The Mughals and the British 1720-1801 Berkeley. Los Angeles. London, University of California Press.</li> <li>5. Bayly, C. A. (1986). The Peasant Armed: The Indian Rebellion of 1857. Oxford Clarendon Press.</li> <li>6. Bayly, C. A. (1989). Imperial Meridian: The British Empire and the world 1780-1830. London, Longman.</li> <li>7. Beaglehole, (1966). Th. Thomas Munro and the development of the Administrative Policy in Madras 1792-1818. Cambridge, Cambridge Press.</li> <li>8. Bhattacharya, Neeladri. (1992). The Making of Agrarian Policy in British India 1770-1900. Delhi, Oxford Press.</li> <li>9. Chandavarkar, Rajnarayan. (1979). Nationalism and Colonialism in Modern India. New Delhi, Orient Longman.</li> <li>10. Charlesworth, Neil. (1982). British Rule and the Indian Economy: 1800-1914. London and Basingstoke, Macmillan.</li> <li>11. Chatterjee, Partha. (1986). Nationalist Thought and the Colonial World: A Derivative Discourse?. London, Zed Books.</li> <li>12. Chaudhary, Sushil. (1995). From Prosperity to Decline: Eighteenth Century Bengal. Delhi, Manohar.</li> <li>13. Guha, Ranjit. (1963). A Rule of Property for Bengal: An Essay on the Idea of Permanent Settlement. Paris: Mouton &amp; Co.</li> <li>14. Mukherjee, N. (1962). The Ryotwari System in Madras: 1792-1827. Calcutta, Firma K. L. Mukhopadhyay.</li> <li>15. Sen, Amiya. (Ed.). (2003). Social and Religious Reform. New</li> </ol>								

Delhi, Oxford University Press.

16. Tucker, Richard. (1977). Ranade and the Roots of Indian Nationalism. Bombay, Popular Prakashan.
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19. Panikkar, K. N. (1995). Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India. New Delhi, Tulika. 1995.
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21. Bose, Nemai. Sadhan. (1974). Indian National Movement an Outline, Firma K. L. Mukhopadhyay.
22. Chatterji, Basudev. (1992). Trade, Tariffs and Empire: Lancashire and British Policy in India 1919-1939. Delhi, Oxford University Press.
23. Sarkar, Sumit. (1975). Rammohan Roy and the break with the past: Rammohan Roy and the process of modernization in India. New Delhi, Vikas.
24. ताराचन्द्र, (1960). आधुनिक भारत का इतिहास. (खण्ड(1, 2, 3, 4, ).). सूचना और प्रसारण मंत्रालय, भारत सरकार.
25. नेहरू, पं. जवाहरलाल. (1996). भारत एक खोज. नई दिल्ली, रा. शै. अ. और प्र. प.

<b>B. A. III YEAR (HISTORY)</b>			
<b>COURSE CODE:</b>	<b>BAHY-302</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-II</b>
<b>COURSE TITLE:</b>	<b>FOUNDATIONS OF INDIAN CULTURE</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
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<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. Pupils will be learning about the Birth, Growth &amp; decline of Hindu civilization.</li> <li>2. Pupils will be learning about the Hindu &amp; Vedic Religion.</li> <li>3. Pupils will be learning about the Religious Reform movement in Ancient India Special Reference to Buddhism &amp; Jainism.</li> <li>4. Pupils will be learning about the Varna Systems &amp; Upanayana sanskars.</li> <li>5. Pupils will be learn about the Cultural importance of Ramayana &amp; Mahabharata</li> <li>6. Pupils will be learning about the Developmet the Rock Arts in India.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To enable the students to recognise the various features of culture &amp; civilization.</li> <li>2. To understand the origin of sanskars &amp; educational system of ancient India.</li> <li>3. To study the causes &amp; nature of ancient Indian education</li> <li>4. To analyse the causes and impact of Bhakti movement with western culture.</li> <li>5. To enable the students to differentiate among western, brahma and arya cultures.</li> <li>6. To know the significance of pre and post vedic or varna system</li> <li>7. To study the impact of science, art and architecture on Indian culture.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>MAIN FEATURES OF INDIAN CULTURE</b>		
	Main features of Indian culture, Vedic Age: Social and Religious Life, Ajjivaka, Jainism and Buddhism: causes of rise and fall of Buddhism.		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>VARNA SYSTEM, ASHRAMA SYSTEM &amp; SANSKARS</b>		
	Varna System, Ashrama System, Sanskars, Purusarthas, Main Centres of Ancient Indian Education.		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>CULTURAL IMPORTANCE OF THE RAMAYANA, MAHABHARATA &amp; PURANAS</b>		
	Ramayana, Mahabharata, Cultural Importance of the Puranas, Development of Language and Literature in Ancient India: Sanskrit, Prakrit and Tamil, Development of Science during the Gupta Period.		
<b>UNIT-4 TEACHING HOURS (09)</b>	<b>SALIENT FEATURES OF THE ART, ARCHITECTURE AND PAINTINGS</b>		
	Salient features of the Indus and Mauryan Art, Mathura Art, Gupta Temple, Mughal Architecture and Painting.		

<b>UNIT-5 TEACHING HOURS (09)</b>	<b>BHAKTI MOVEMENT, SUFISM AND DEVELOPMENT OF ART AND MUSIC</b>																												
	Bhakti Movement, Sufism and their impact on Indian Culture, Impact of Western Culture, Development of Art and Music during medieval period.																												
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																												
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																												
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly test</li> </ol>																												
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<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>																												
<b>SELECTED READINGS</b>	1. Altekar, A. S. (1935). Education in Ancient India. Nagpur, Suvichar Prakashan.																												

2. Ambedkar, B. R. (1997). Buddha and His Dhamma. Mumbai, P.E. Society.
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11. Kramrisch, S. (2015).Hindu Temples, (Vol. (1 & 2).).(New edition) Motilal Banarsidass.
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17. Pande, G. C. (n.d.) Sramana Tradition its History & Contribution of India Culture.
18. Percy, B. (1960).Indian Paintings. Y.M.C.A. Publishing House.
19. Saraswati, S.K. (n.d.). Survey of Indian Sculpture?
20. जैन, हीरालाल. (1962). भारतीय संस्कृति में जैन धर्म का योगदान.भोपाल, मध्यप्रदेश शासन साहित्य परिषद ।
21. ड्युरंट, विल. (1965). सभ्यता की कहानी भारत और उसके पड़ोसी देश. इलाहाबाद, किताब महल प्रा. लि ।
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24. भण्डारकार, आर. जी. (1967).वैष्णव, शैव और अन्य धार्मिकमत.वाराणसी, भारतीय विद्या प्रकाशन ।
25. वाजपेय, कृष्णदत्त(1972). भारतीय वास्तुकला का इतिहास. लखनऊ, हिन्दी समिति ।
26. पाण्डे, गोविन्दचन्द्र(1994). भारतीय समाज—तात्विक और ऐतिहासिक विवेचन दिल्ली: राजकमल प्रकाशन प्राइवेट लिमिटेड.
27. मिश्र, जयशंकर(1999). प्राचीन भारत का सामाजिक इतिहास .पटना: नेशनल पब्लिकेशन.
28. अग्रवाल, पृथ्वी कुमार(2002). प्राचीन भारतीय कला एवं वास्तु . वाराणसी: विश्वविद्यालय प्रकाशन.
29. देवराज, एन. के. (1963). भारतीय दर्शन . लखनऊ: उत्तर प्रदेश हिन्दी संस्थान.
30. गुप्ता, मोहनलाल (2019). भारतीय सभ्यता एवं संस्कृति का इतिहास. जयपुर:

<b>B. A. III YEAR (POLITICAL SCIENCE)</b>			
<b>COURSE CODE:</b>	<b>BAPS-301</b>	<b>COURSE TYPE :</b>	<b>OPTIONAL PAPER-I</b>
<b>COURSE TITEL :</b>	<b>REPRESENTATIVE WESTERN POLITICAL THINKERS</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
	<b>03 HRS</b>	<b>1 HRS</b>	
<b>OBJECTIVE</b>			
<b>On the completion of the course the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Understand the fundamental contours classical western political thoughts.</li> <li>2. Understand the basic features of medieval political thought, impact of reminiscence shift from medieval to modern era.</li> <li>3. Understand the social contract theory and appreciate its implications on the perception of state in terms of its purpose and role.</li> <li>4. Understand the fundamental terms of different schools of liberal and realistic streams of western political thoughts.</li> <li>5. Understand the Marxian philosophy to operate and analyses also some trends of western political theory in the post Marxian era.</li> </ol>			
<b>COURSE OUTCOME</b>			
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<b>UNIT-1 TEACHING HOURS (09)</b>	Plato: Ideal State, Justice, Rule of Philosophy, Education, Communism. Aristotle: State, Constitution, Citizenship, Property, Slavery, Revolution.		
<b>UNIT-2 TEACHING HOURS (09)</b>	St. Augustine: Theory of Two Cities Thomas Aquinas: State, Law, Christianization of Aristotle Machiavelli: Nation State, State Craft, Religion and Morality.		

<b>UNIT-3 TEACHING HOURS (09)</b>	Thomas Hobbes: Contractual theory and Sovereignty John Locke: Contractual theory and Private Property J.J. Rousseau: Contractual theory and General Will.																																					
<b>UNIT-4 TEACHING HOURS (09)</b>	Jeremy Bentham: Utilitarianism, Law & Reform J.S.Mill: Revision of Bentham's Utilitarianism, Liberty and Representative Government. T. H. Green: Theory and functions of state, Liberty																																					
<b>UNIT-5 TEACHING HOURS (09)</b>	G. W. Hegel: Dialectical idealism, Theory of State, Karl Marx: Dialectical & Historical materialism, Surplus value, Class Struggle, Revolution John Rawls: Theory of Justice.																																					
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																					
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																					
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<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Barker, E. (1964). Greek political Theory - Plato and his predecessors. New Delhi: B. L. Publications.</li> <li>2. Ashcraft, A. (1986). Revolutionary Politics and Locko's Two Treatises of Govt. London: Allen and Unwin</li> <li>3. Brown , K.C. (1991). The Cambridge History of Political Thought 1450-1700. Cambridge: Cambridge University Press.</li> <li>4. Dunning, J.A. (1902). History and Political Theories. New York: Macmillan.</li> <li>5. Laski, H.J. (1920). Political thought from Locke to Bentham. Oxford: Oxford University Press.</li> <li>6. Mukherjee, S. and Ramaswamy S. ¼1999½. A History of Political Thought : Plato to Marx. New Delhi: Prentice Hall.</li> <li>7. Maxey, C.C. (1948)- Political Philosophies. New York: Macmillan.</li> <li>8. फडिया, बी एल. (2008). पाष्वात्य राजनीतिक विचारक, आगरा, साहित्य भवन पब्लिकेशन।</li> <li>9. सूद, जे.पी. (2008). प्रमुख राजनीतिक विचार, मेरठ, के नाथ एंड कंपनी।</li> <li>10. दाधीच, नरेश (2003). जान राल्स का न्याय सिद्धांत जयपुर, आविष्कार पब्लिशर्स।</li> </ol>



<b>B. A. III YEAR (POLITICAL SCIENCE)</b>			
<b>COURSE CODE:</b>	<b>BAPS-302</b>	<b>COURSE TYPE :</b>	<b>OPTIONAL PAPER-II</b>
<b>COURSE TITEL :</b>	<b>INTERNATIONAL RELATIONS SINCE 1945</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<b>On the completion of the course the students will be able to:</b>			
<ol style="list-style-type: none"> <li>1. Acquaint themselves with various approaches of the study of international politics.</li> <li>2. Understand important concepts which provide the framework for understanding international politics.</li> <li>3. Understand and take stock of the events and trends in International politics after the World War II. 96</li> <li>4. Understand the quest of developing countries for their identity and self determination in the era of cold War.</li> <li>5. Understand and critically appreciate the salient features of foreign policies of some major powers.</li> <li>6. Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.</li> <li>7. Understand and acquaint themselves with recent developments and emerging trends in International politics.</li> <li>8. Understand and critically evaluate the role and functioning and impact of various organizations for regional cooperation.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. Acquaint themselves with various approaches to the study of international politics.</li> <li>2. Understand important concepts which provide the framework for understanding international politics.</li> <li>3. Understand and take stock of the events and trends in International politics after the World War II.</li> <li>4. Understand the quest of developing countries for their identity and self determination in the era of cold War.</li> <li>5. Understand and critically appreciate the salient features of foreign policies of some major powers.</li> <li>6. Understand and appreciate the determinants and features of India's foreign policy and India's relations with her neighboring countries.</li> <li>7. Understand and acquaint themselves with recent developments and emerging trends in International politics.</li> <li>8. Understand and critically evaluate the role and functioning and impact of various</li> <li>9. Organizations for regional cooperation.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Meaning, Nature and Scope of International Relations: Approaches to the study of International Relations, Idealist and Realist approaches, Morgenthau's Realist Theory. Morton Kaplan's System Theory, Game Theory, Decision Making Theory.		

UNIT-2 TEACHING HOURS (09)	National Power: meaning and elements, Balance of power, Collective Security, Instruments of National Interest – Diplomacy and Propaganda.																												
UNIT-3 TEACHING HOURS (09)	Cold War: meaning, causes, events and impact, Detente, new Cold War, end of Cold War, International relations in unipolar world, Non Alignment Movement (India and NAM), G-20,G-7																												
UNIT-4 TEACHING HOURS (09)	Foreign Policy: meaning, elements and determinate, the salient features of the foreign policies of USA, China and India. India's relations with USA, Russia and her neighbors.																												
UNIT-5 TEACHING HOURS (09)	Major Contemporary, Trends and Issues in International Politics, Role and Impact of UN in changing the World, Globalization, Human Rights and Global Terrorism, Globalization; World Bank, IMF and WTO, Empowerment of deprived groups and class, Disarmament, SAARC, ASEAN, European Union, APEC, NAFTA,																												
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																												
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<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>										
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<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Goodrich, L.M. (1974)-<i>United Nation in changed world</i>. NewYork: Columbia University Press.</li> <li>2. Rajan, M.S. (1996).<i>United Nations at Fifty and Beyond</i>. New Delhi : Lancer Books.</li> <li>3. Folk, R.A. (1963)-<i>Law, Morality and War in the Contemporary World</i>. New York: Frederick A Praegar.</li> <li>4. Coplin, W.D. (1971)-<i>Introduction to International Politics</i>. Chicago: Markham.</li> <li>5. Waltz, K.N. (1979).<i>Theory of International Politics Reading</i>. Massachusetts: Massachusetts pub.</li> <li>6. यादव, आर.एस. (2004). भारत की विदेश नीति – एक विश्लेषण. इलाहाबाद, किताब महल एजेन्सीज।</li> <li>7. कौशिक, पीताम्बर दत्त, (2004). अन्तर्राष्ट्रीय संबंध, लुधियाना, कल्याणी पब्लिकेशन।</li> <li>8. पंत, पुष्पेश व जैन ,श्री पाल (2008). अन्तर्राष्ट्रीय संबंध, मेरठ, मीनाक्षी प्रकाशन।</li> <li>9. दीक्षित, जे.एन. (2008). भारतीय विदेश नीति, नई दिल्ली, प्रभाव प्रकाशन।</li> <li>10. घई, यू आर. (2005). अन्तर्राष्ट्रीय राजनीति : सिद्धांत व व्यवहार जालंधर, न्यू एकेडेमिक पब्लिशिंग कंपनी।</li> </ol>										

<b>B. A. III YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	<b>BAGY-301</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-I</b>
<b>COURSE TITLE:</b>	<b>GEOGRAPHY OF INDIA</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The aim of this paper is to develop the better understanding about all Aspects of Indian Geography.</li> <li>2. Students will able to understand more about such as – India in the contest of the south east Asia, Climate, Soil types, Forests and their conservation.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To enable the students to acquire Reginal and seasonal variations in climate.</li> <li>2. Students will be enabling to understand the types of soil.</li> <li>3. To introduce with different types of agricultural techniques.</li> <li>4. To acquire knowledge of resources.</li> <li>5. Students will be enabling to understand the changing nature of Indian economic.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	Physical setting: Locational characteristics, Geology, Physiographic divisions; Drainage system, Climate: Origin of monsoon, climatic regions in India; Soils: types, characteristic and distribution; Vegetation: types and distribution.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Population: Size, Growth, Distribution and Density; Population characteristics: literacy, sex ratio; Trends of Urbanization in India.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Resource Base: Minerals –Iron ore, Manganese, Bauxite and Copper; Power Resources - Coal, Petroleum, Hydroelectric power; non-conventional sources of energy.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Agriculture: Major crops- wheat, rice, sugarcane, cotton and tea –their distribution, production and trade; Impacts of Green revolution on Indian agriculture; Agricultural regions in India.		
<b>UNIT-5 TEACHING HOURS (09)</b>	Industries: Iron and Steel, Cement, Cotton textile and Sugar –locational factors, distribution and production; International trade; Globalization and Economic Development.		

<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>											
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>											
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>									
	1	Monthly Test	10X2 Test = 20									
	2	Report Writing /Assignments	05									
	3	Viva Voce	05									
	4	Field Trip	05									
	5	Attendance	03									
	6	Co-curricular Activity	02									
	7	Group Discussions	05									
		<b>Total</b>	<b>45</b>									
		<table border="1"> <thead> <tr> <th colspan="2"><b>Attendance in Lectures, Tutorials and Practical</b></th> </tr> <tr> <th><b>Percentage</b></th> <th><b>Marks Allotted</b></th> </tr> </thead> <tbody> <tr> <td>75% to 85%</td> <td>01</td> </tr> <tr> <td>85% to 93%</td> <td>02</td> </tr> <tr> <td>Above 93%</td> <td>03</td> </tr> </tbody> </table>		<b>Attendance in Lectures, Tutorials and Practical</b>		<b>Percentage</b>	<b>Marks Allotted</b>	75% to 85%	01	85% to 93%	02	Above 93%
<b>Attendance in Lectures, Tutorials and Practical</b>												
<b>Percentage</b>	<b>Marks Allotted</b>											
75% to 85%	01											
85% to 93%	02											
Above 93%	03											
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.											
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly test</li> </ol>											
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>											
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Khullar, D.R. India: A Comprehensive study kalyani pub., Luchiana, New Delhi, 2016.</li> <li>2. Tiwari, R.C., Geography of India. Allahabad: Pravalika Publication. Allahabad, 2016.</li> <li>3. Singh Gopal. A Geography of India. Atmaram and Sons, New Delhi. 2010.</li> <li>4. Husain, Majid, Geography of India, McGraw-Hill Com. New Delhi, 2008.</li> <li>5. Basham, A. L. The Wonder that was India. Picador, London. 2004.</li> <li>6. Das, P.K., The Monsoon. National Book Trust of India, New Delhi.</li> </ol>											

	2002.
7.	Sharma, T.C. & Coutinho O., Economic and Commercial Geography of India, Vikash Publication, New Delhi. 1998.
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10.	गौतम, अलका, भारत का बृहद् भूगोल, शारदा पुस्तक भवन, इलाहाबाद, 2015
11.	बंसल, सुरेश चंद: भारत का वृहद् भूगोल, मीनाक्षी प्रकाशन, मेरठ 2015
12.	चौहान पी. आर. भारत का बृहद् भूगोल, वसुन्धरा प्रकाशन, गोरखपुर, 2013
13.	शर्मा, श्रीकमल, सम्पादक: भारत का भूगोल, म.प्र. हिन्दी ग्रंथ अकादमी भोपाल, 2013
14.	सिंह, जगदीश: भारत-भौगोलिक आधार एवं आयाम, ज्ञानोदय प्रकाशन गोरखपुर, 2003.
15.	अग्रवाल, पी.सी. भारत का भौतिक भूगोल, एशिया प्रकाशन कम्पनी रायपुर 2003-04

<b>B. A. III YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	<b>BAG-302</b>	<b>COURSE TYPE :</b>	<b>OPTIONAL PAPER-II</b>
<b>COURSE TITLE:</b>	<b>FUNDAMENTALS OF REMOTE SENSING AND GIS</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL:15</b>	<b>LECTURES:75</b>	<b>TOTAL:90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.5 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. The course primarily aims in developing the thinking skills of students about latest techniques of GIS and Remote Sensing. The paper will employ comprehensive knowledge of techniques and methods among students.</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. The Students will be able to demonstrate knowledge of the foundations and theorems of geographic information system (GIS) and use the tools and methods of (GIS).</li> <li>2. Students will be familiar with modern techniques in geography.</li> <li>3. Students will be prepared to apply their skill in professional careers.</li> <li>4. Students will demonstrate their competence to work individually and as a team to develop and present a client-driven GIS solution.</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<b>Aerial Photography</b> Introduction to Aerial Photographs: their advantages and types. Elements of aerial Photo interpretation.		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>Remote Sensing</b> Introduction to Remote Sensing; Electromagnetic spectrum, Stages in remote sensing, type of satellites.		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>Imageries and Mapping</b> Types of Imageries and their application in various fields such as agriculture, Environment and resource mapping.		
<b>UNIT-4 TEACHING HOURS (09)</b>	<b>GIS (Geographical Information System)</b> Introduction to Geographical Information System: Definition, purpose, advantages and software and hardware requirements.		
<b>UNIT-5 TEACHING HOURS (09)</b>	<b>Application of GIS</b> Application of GIS in various fields of geography: agriculture, Settlements, Roads, Water bodies.		

<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>												
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>												
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>										
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		<b>Total</b>	<b>45</b>										
	<b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.												
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<b>Attendance in Lectures, Tutorials and Practical</b>													
<b>Percentage</b>	<b>Marks Allotted</b>												
75% to 85%	01												
85% to 93%	02												
Above 93%	03												
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>												
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Academic presentation in person</li> <li>2. Groups discussion</li> <li>3. Seminar/Symposia</li> <li>4. Extension Activities</li> <li>5. Project and report writing</li> <li>6. Vive voce</li> <li>7. Monthly Test</li> </ol>												
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9. तिवारी आर. सी. भारत का भूगोल, इलाहाबाद: प्रयाग पुस्तक भवन, 2016
10. गौतम, अलका, भारत का बृहद् भूगोल, शारदा पुस्तक भवन, इलाहाबाद, 2015
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<b>B. A. III YEAR (GEOGRAPHY)</b>			
<b>COURSE CODE:</b>	<b>BAGY-PR</b>	<b>COURSE TYPE</b>	<b>PRACTICAL</b>
<b>COURSE TITLE:</b>	<b>(PRACTICAL) QUANTITATIVE TECHNIQUES IN GEOGRAPHY</b>		
<b>TEACHING HOURS:</b>			<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>50</b>		<b>TOTAL: 50</b>
<b>PASS MARKS:</b>			18
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION (DURATION)</b>	<b>ANNUAL EXAM</b>		<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
	<b>02HRS</b>		
<b>OBJECTIVE:</b>			
The objective of this paper is to develop the better understanding about Projection, Weather Map, Basic Principle of Plan Table Survey			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. To develop ability to drawing of map projection by different methods.</li> <li>2. To develop a skill and interest in the study and interpretation of weather's map.</li> <li>3. To understand difference among different type of projections.</li> <li>4. To develop understanding about general principles and classification of map projections.</li> <li>5. To develop the interest in the project work.</li> <li>6. To help the pupils to acquire efficiency the use of project method.</li> <li>7. To enable pupils to understand environmental Problems.</li> </ol>			
<b>UNIT-1 TEACHING HOURS 5</b>	Map projections: general principles, classification. Drawing of the following map projections by graphical method-polar Zenithal projections: Gnomonic, Stereographic and Orthographic.		
<b>UNIT-2 TEACHING HOURS 5</b>	Conical Projection — One and Two standard parallels; , Bonne's projection and Polyconic projection.		
<b>UNIT-3 TEACHING HOURS 6</b>	Measures of dispersion: Range, Quartiles, Mean Deviation and Standard Deviation, relative measure of dispersion.		
<b>UNIT-4 TEACHING HOURS 3</b>	Prismatic Compass survey		
<b>UNIT-5 TEACHING HOURS 5</b>	Project Report Based on field Survey of local Area's Pertaining To Problems of Environmental Geography.		

<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b>
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Mahmood Aslam. Statistical Methods in Geographical Studies, Rajesh Publication. New Delhi. 2016.</li> <li>2. Singh L. R. Fundamentals of Practical Geography, Sharda Pustak Bhawan, Allahabad, 2016.</li> <li>3. Sarkar, A. Practical geography: A systematic approach. Orient Black Swan Private Ltd., New Delhi, 2015.</li> <li>4. Singh Gopal. Map Work and Practical Geography. Vikas Publishing, New Delhi. 2012</li> <li>5. Gupta, S.P. Advanced Practical Statistics, Sultan Chand and Company, New Delhi. 1998.</li> <li>6. Zamir, A. Statistical Geography: Methods and Applications, Rawat Publications, Jaipur. 2003.</li> <li>7. Mahmood, A. Statistical Methods in Geographical Studies, Rajesh Publications, New Delhi. 1986.</li> <li>8. शर्मा, जे.पी. प्रायोगिक भूगोल, रस्तोगी, मेरठ, 2016.</li> <li>9. Suggested Readings:</li> <li>10. Bhagwathi, V. and Pillai, R.S.N. Practical Statistics, Sultan Chand and Company, New Delhi. 2003.</li> <li>11. Robinson, A.H. et. al.: Elements of Cartography. 6th ed. John Wiley, New York, 1995.</li> <li>12. Singh, R.L. Elements of Practical Geography. Kalyani, New Delhi. 1991.</li> <li>13. Mishra, R.P. &amp; A. Ramesh. Fundamentals of Cartography. Concept, New Delhi. 1989.</li> <li>14. Monkhouse, F.J. Maps and Diagrams. Methuen, London. 1982.</li> <li>15. Ebdon, D. Statistics in Geography: A Practical Approach, Blackwell Publishers Inc., Massachusetts. 1977.</li> <li>16. Gregory, S. Statistical Methods and the Geographer, Longman, London. 1973.</li> <li>17. Raisz, E. General Cartography. John Wiley and Sons, New York. 5th edition, 1962.</li> </ol>

<b>B. A. III YEAR (SOCIOLOGY)</b>			
<b>COURSE CODE:</b>	<b>BASO-301</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-I</b>
<b>COURSE TITLE:</b>	<b>SOCIAL THINKERS</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVES:</b>			
1. This paper will introduce the ideas and concepts of social thinkers to the students. This paper will highlight the basic concepts of sociological theories and their relevancy in the post-modern era.			
<b>COURSE OUTCOMES:</b>			
1. Draw a theoretical base to study sociology.			
2. Identify the cause for development of sociology as a discipline in West as well as in India.			
3. Evaluate the theories of social thinkers and their prominent ideas.			
4. Identify the similarities and differences among the major sociological thinkers.			
<b>UNIT-1 TEACHING HOURS (09)</b>	August Comte: Law of three stages, Positivism, Hierarchy of Sciences.  Hebert Spencer: Organic Theory of Society, Social Evolution, and Types of Society.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Durkheim: Social Fact, Division of Labor, Suicide, Max Weber: Bureaucracy, Religion and Capitalism.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Karl Marx: Class-struggle, Dialectical Materialism, Historical Materialism.  Parsons: Structuralism, Social Action, Institutionalization.		
<b>UNIT-4 TEACHING HOURS (09)</b>	M. N. Srinivas: Sanskritization, Westernization, Dominant Caste.  Radha Kamal Mukherjee: Social Values, Social Ecology, Theory of Social Science.		
<b>UNIT-5 TEACHING HOURS (09)</b>	G.S. Ghurye: Caste, Class and Occupation, Social Tension.		
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>		

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																			
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Sociology, *Journal of Philosophy* 43 (26):722-723.

5. Gurvitch, Georges, and Moore, Wilbert, E. (1946) Twentieth Century Sociology, *American Journal of Sociology* 52 (1): 85-86.
6. Bendix, Reinhard (1977) *Max Weber : An Intellectual Portrait*, University of California Press: California
7. Mukherjee, D.P. (2002) *Diversities: Essays in Economics Sociology and Other Social Problems*, Manak Publication Pvt. Ltd: Delhi.
8. Mukherji, R.K. *Sociology and Indian Society I.C.S.S.R: Vol.I to IV.*
9. Ghurye, G.S. (1961) *Caste, Class and Occupation*, Popular Book Depot: Jaipur .
10. Bhagal, D.S (2008) *Classical Sociological Tradition*, Kailash Pustak: Jaipur.
11. Sharma, G.L. (2008) *Samajik Vicharak*, University Book House: Jaipur.
12. Sharma, Virendra Prakash (2011) *Social Thinkers*, PanchsheelPrakashan: Jaipur.
13. Bharatiya, Om Prakash (2010) *Social Thinkers*, Vijay Prakashan: Jaipur.
14. Sharma, G.L. (2008) *Social Thinkers*, University Book House: Jaipur.
15. Abraham, Francis (2010) *Sociological Thought*, Macmillian Publishers India Ltd. : New Delhi.
16. Bhagal, D.S. (2008) *Theoretical Perspectives in Sociology*, Kailash Publishers: Jaipur.
17. Collins, randall (2004) *Theoretical Sociology*, Rawat Publications: Jaipur.

<b>B. A. III YEAR (SOCIOLOGY)</b>			
<b>COURSE CODE:</b>	<b>BASO-302</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER -II</b>
<b>COURSE TITLE:</b>	<b>SOCIAL ANTHROPOLOGY</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 80</b>	<b>CCA: 20</b>	<b>TOTAL: 100</b>
<b>PASS MARKS:</b>	<b>THEORY: 29</b>	<b>CCA:07</b>	<b>TOTAL: 36</b>
<b>ATTENDANCE ELIGIBILITY :</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION:</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other Activities As Per The Detail Mentioned With The Syllabus</b>
<b>DURATION :</b>	<b>3 HRS</b>	<b>1HR</b>	
<b>OBJECTIVE:</b>			
1. This paper will introduce students with the concept of social anthropology, its development in India and its salient features. The paper will primarily focuses on the primitive structure of society, the problems of Tribal and their status in the contemporary world.			
<b>COURSE OUTCOMES:</b>			
1. Evaluate the idea of social anthropology and the need for studying the social anthropology and tribal areas distinctly.			
2. Understand the structure of primitive society which is completely different from the society they are living in.			
3. Know about the importance of primitive political system, religion, and legal system.			
4. Explore the tribal social problems with special reference toRajasthan tribes and their comparative views with other regions.			
<b>UNIT-1 TEACHING HOURS (09)</b>	Social Anthropology: Meaning, Definition, Nature and Scope.		
<b>UNIT-2 TEACHING HOURS (09)</b>	Social Structure: Marriage, Family & Kinship.		
<b>UNIT-3 TEACHING HOURS (09)</b>	Culture: Concept, theories of Cultural Growth, Magic and Religion.		
<b>UNIT-4 TEACHING HOURS (09)</b>	Primitive Political System and Economic System.		

<b>UNIT-5 TEACHING HOURS (09)</b>	Problems of Tribes in India; Tribes in Rajasthan: Bhils, Meenas and Garasiyas.																																			
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>																																			
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**SELECTED READINGS**

1. Beatie, John, (1968) Other Cultures, Free Press: London.
2. Fox, Robin, (1983) Kinship and Marriage: An Anthropological Perspective, Cambridge Press: India.
3. Majumdar, D.N. and Madan, T.N. (2010) Introduction of Social Anthropology, Asia Publication House: Delhi.
4. Bohanan, Paul, (1963) Social Anthropology, International Thomson Publishing: UK.
5. Mair, Lucy (2006) An Introduction to Social Anthropology, Oxford University Press: New York.
6. Majumder, D.N. (2010) An Introduction To Social Anthropology, Mayur Papers: Noida.
7. Tripathi, Dhanajay Kumar (2008) Anthropology, Vijay Prakashan: Jaipur.
8. Ember, Carol R. (2007) Anthropology, Pearson Education: New Delhi.
9. Scupin, Raymond (2009) Anthropology: A Global Perspective, PHI Learning Pvt. Ltd.: New Delhi.
10. Harris, Marvin (1995) Cultural Anthropology, Longman Group: UK.
11. Haviland, William A. (2008) Cultural Anthropology, Cengage Learning: New Delhi.

B. A. III YEAR (MUSIC)			
<b>COURSE CODE:</b>	BAMU-301	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-I</b>
<b>COURSE TITLE-</b>	भारतीय संगीत (कंठ एवं वाद्य)		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	7.5 Hours	37.05 Hours	45 Hours
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	75 PERCENT IN RESPECTIVE YEARLY		
<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. संगीत को बढ़ावा देने और छात्र अनुसंधान और सहयोग का समर्थन, अक्सर प्रकाशन और प्रदर्शन के माध्यम से संकाय के साथ संयुक्त रूप से आयोजन करना।</li> <li>2. संकाय और छात्रों के बीच हुई ता को बढ़ावा देना।</li> <li>3. इंटरशिप, उद्यमशीलता अनुभव और शिक्षकों के रूप में प्रशिक्षण के माध्यम से संगीत में एक पेशेवर जीवन के लिए हमारे छात्रों को तैयार करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थियों को पाठ्यक्रम के किसी एक राग में विलम्बित एवं मध्यलय ख्याल/गत, तान/तोड़ो सहित करवाया जायेगा।</li> <li>2. जीवन में संगीत के महत्व को समझाया जायेगा।</li> <li>3. संगीत की उपज प्राकृतिक और अप्राकृतिक कैसे हो सकती है ? समझाया जाएगा।</li> <li>4. ध्वनि पहचान के प्रयास को समझाया जायेगा।</li> <li>5. किसी वस्तु की आहत में कौनसा स्वर है पहचान करवाई जायेगी।</li> </ol>			
<b>UNIT-1 TEACHING G HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. निम्नलिखित रागों का शास्त्रीय एवं तुलनात्मक अध्ययन (1) जयजयवन्ती (2) पूरीया (3) बहार (4) दरबारी कान्हड़ा (5) मियां की मल्हार (6) मियां की तोड़ी (7) मारवा (8) बसंत (9) शुद्ध कल्याण</li> <li>2. पाठ्यक्रम की बंदिशों/गतों को स्वर लिपिबद्ध करना।</li> </ol>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• निम्नलिखित तालों का ठेका, दुगुन, तिगुन एवं चौगुन सहित लिखना (1) तिलवाड़ा (2) सूलताल (3) तीव्रा (3) झुमरा (4) दीपचंदी</li> <li>• गमक एवं तान की परिभाषा और प्रकार।</li> </ul>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<ol style="list-style-type: none"> <li>1. श्रुति, स्वर का अध्ययन <ul style="list-style-type: none"> <li>• भरत के अनुसार श्रुति स्वर व्यवस्था एवं सरणा चतुष्टयी का परिचय</li> <li>• भारतखण्डे अनुसार श्रुति स्वर व्यवस्था</li> <li>• पं. अहोबल एवं श्रीनिवास के अनुसार वीणा के तार पर शुद्ध एवं विकृत स्वरों की स्थापना।</li> </ul> </li> </ol>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• प्रबन्ध की परिभाषा , प्रकार, धातु एवं अंग</li> <li>• राग एवं रस।</li> </ul>		

<b>UNIT-5 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• संगीत और मनोविज्ञान (1) स्मृति – कल्पना। (2) अनुभूति – अभिव्यक्ति (3) वंशानुक्रम – वातावरण</li> <li>• काकु की परिभाषा एवं उपयोगिता</li> </ul>																																				
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4. Prof Indrani Chakravarti
5. Sitar and its teaching by Prof Debu Chaudhury
6. Senia Gharana and its contribution to Indian Music by Dr. Saroj Ghosh
7. IJournals / Magazines of Music
8. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे
9. संगीतांजली भाग 1, 2, 3 4, 5, और 6 – पंडित ओमकार नाथ ठाकुर
10. राग विज्ञान भाग 1, 2, 3, 4, 5 और 6 – पंडित वी.एन. पटवर्धन
11. रागबोध भाग 1, 2, और 3 – डा. बी.आर. देवधर
12. तंत्रिनाद भाग 1, 2 और भारतीय संगीत वाद्य – डा. लालमणी मिश्रा
13. सितार मालिका (संगीत कार्यालय हाथरस)
14. सितार वादन – एस.जी. व्यास
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16. सितार मार्ग भाग 1 और 2 – एस.पी. बेनर्जी
17. संगीत बोध – डा. शरत चन्द्र परांजपे
18. ध्वनि और संगीत – प्रो. एल.के. सिंह
19. संगीत दर्शिका भाग 1 और 2 – श्री नानीगोपाल बैनर्जी
20. संगीत शास्त्र भाग 1 और 2 – एम.एन. सक्सैना
21. तान संग्रह भाग 1, 2 और 3 – पंडित एस.एन. रातनजनकर
22. तान मलिका – राजा भैया पूछवाले
23. हमारे संगीत रत्न – लक्ष्मी नारायण गर्ग
24. विष्णु दिगम्बर पलुस्कर – पंडित विनय चन्द्र मौद्गल्य
25. विष्णु नारायण भातखण्डे – एस.एन. रातनजनकर
26. वागेयकार ओमकार नाथ ठाकुर – डा. प्रदीप कुमार दिक्षित
27. घराना – वमन राव एच. दशपाण्डे
28. संगीत परिभाषा – पंडित रातनजनकर
29. रस मंजरी शतक पं. लक्ष्मण भट्ट तैलंग
30. राग और रूप – स्वामी प्रज्ञानन्द
31. संगीत और संस्कृति – स्वामी प्रज्ञानन्द
32. भारतीय संगीत का इतिहास – ठाकुर जयदेव सिंह
33. संगीत चिंतामणी – आचार्य ब्रह्मस्पति
34. ध्रुपद लखेक इन्दुरामा श्रीवास्तव
35. राग परिचय भाग 1, 2, 3 और 4 – हरीश चन्द्र श्रीवास्तव
36. अभिनव संगीतांजली – प्रो. रामाक्षय झा 'रामरंग'
37. स्वर और रागों के विकास में वाद्यों का योगदान – प्रो. इन्द्राणी चक्रवर्ती
38. संगीत मंजुषा – प्रो. इन्द्राणी चक्रवर्ती
39. संगीत रत्नाकर भाग 1 और 2 प्रो. पी. एल. शर्मा और डा. आर.के. सिंघी
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41. राग दर्शन भाग 1 और 2 – पंडित माणिक बुआ ठाकुर दास
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43. ख्याल दर्शन – पंडित माणिक बुआ ठाकुर दास
44. संगीत मणि – भाग प्रथम – डॉ. महारानी शर्मा
45. संगीत मणि – भाग द्वितीय – डॉ. महारानी शर्मा

<b>B. A. III YEAR (MUSIC)</b>			
<b>COURSE CODE:</b>	<b>BAMU-302</b>	<b>COURSE TYPE:</b>	<b>OPTIONAL PAPER-II</b>
<b>COURSE TITLE-</b>	<b>भारतीय संगीत (कंठ एवं वाद्य)</b>		
<b>THEORY: LECTURES</b>	<b>TUTORIAL: 15</b>	<b>LECTURES: 75</b>	<b>TOTAL: 90</b>
<b>TEACHING HOURS:</b>	<b>7.5 Hours</b>	<b>37.05 Hours</b>	<b>45 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>THEORY: 60</b>	<b>CCA: 15</b>	<b>TOTAL: 75</b>
<b>PASS MARKS:</b>	<b>THEORY: 22</b>	<b>CCA:05</b>	<b>TOTAL: 27</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION DURATION</b>	<b>ANNUAL EXAM</b>	<b>MONTHLY TEST</b>	<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
	<b>03 HRS</b>	<b>1 HR</b>	
<b>OBJECTIVES:</b>			
<ol style="list-style-type: none"> <li>1. संगीत की व्यावहारिकता प्रस्तुति और प्रदर्शन के माध्यम से मानव का और कलात्मक अखंडता के उच्चतम स्तर को बढ़ावा देना।</li> <li>2. गायन, वादन और प्रस्तुतीकरण में अखंडता का रूप प्रदान करना।</li> <li>3. संगीत शिक्षा एक संस्कार के रूप में अपने जीवन में निर्वाहन करने के लिए छात्रों को प्रेरित करना।</li> </ol>			
<b>COURSE OUTCOMES:</b>			
<ol style="list-style-type: none"> <li>1. विद्यार्थियों को मंच प्रदर्शन के आयाम को समझाया जायेगा।</li> <li>2. विद्यार्थियों को दर्शकों की भावनाओं का सम्मान करते हुए मंच प्रदर्शन सिखाया जायेगा।</li> <li>3. स्वर को साधने तथा ताल को पहचानने के लिए तरीके बताए जायेंगे।</li> <li>4. ध्रुपद धमार, टप्पा ठुमरी आदि तैयार करवाई जायेगी।</li> <li>5. थाट, चलन, पकड एवं वादी संवादी को पहचानने के लिए तरीका बताया जायेगा।</li> </ol>			
<b>UNIT-1 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>• आधुनिक काल में संगीत का विकास (स्वतंत्रता प्राप्ति पश्चात्)</li> <li>• धरानों का उद्भव, विकास एवं वर्तमान संदर्भ में उसकी उपयोगिता।</li> </ul>		
<b>UNIT-2 TEACHING HOURS (09)</b>	<b>राग- वर्गीकरण</b> (1) ग्रामराग-देसीराग-वर्गीकरण (2) राग-रागिनी-वर्गीकरण (3) मेल अथवा थाट वर्गीकरण (4) रागांग राग वर्गीकरण <ul style="list-style-type: none"> <li>• व्यंकटमुखी के 72 मेल एवं भातखंडे के 32 थाट का सिद्धान्त।</li> </ul>		
<b>UNIT-3 TEACHING HOURS (09)</b>	<b>ग्रंथ एवं ग्रंथकारों का परिचय।</b> (1) कुंभा – संगीतराज (2) रामामात्य – स्वरमेलकलानिधि (3) व्यंकटमुखी – चतुर्दण्डी प्रकाशिका (4) जयदेव-गीतगोविन्द <ul style="list-style-type: none"> <li>• हिन्दुस्तानी एवं कर्नाटक संगीत पद्धतियों के शुद्ध एवं विकृत स्वरों का अध्ययन।</li> </ul>		
<b>UNIT-4 TEACHING HOURS (09)</b>	<b>निम्नलिखित संगीतकारों की जीवनियों एवं संगीत क्षेत्र में योगदान-</b> (1) किशन महाराज (2) वी.डी पलुस्कर (3) किशोरी –अमोनकर (4) बड़े-गुलाम अली खां (5) अमजद अली खां (6) एस. एन. रातजंकर <ul style="list-style-type: none"> <li>• हवेली-संगीत परंपरा।</li> </ul>		

<b>UNIT-5 TEACHING HOURS (09)</b>	<ul style="list-style-type: none"> <li>● संगीत में महिला कलाकारों का योगदान।</li> <li>● समाज में संगीत का महत्व।</li> <li>● चिकित्सा और संगीत।</li> <li>● दूरस्थ शिक्षा एवं संगीत शिक्षण</li> </ul>										
<b>TUTORIALS</b>	<b>One tutorial class for each course (7.5 Hours)</b>										
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Photography memory development</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>										
<b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>								
	1	Monthly Test	10X2 Test = 20								
	2	Report Writing /Assignments	05								
	3	Viva Voce	05								
	4	Field Trip	05								
	5	Attendance	03								
	6	Co-curricular Activity	02								
	7	Group Discussions	05								
		<b>Total</b>	<b>45</b>								
	<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced in to 15 marks.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Percentage</th> <th style="text-align: center;">Marks Allotted</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">75% to 85%</td> <td style="text-align: center;">01</td> </tr> <tr> <td style="text-align: center;">85% to 93%</td> <td style="text-align: center;">02</td> </tr> <tr> <td style="text-align: center;">Above 93%</td> <td style="text-align: center;">03</td> </tr> </tbody> </table>				Percentage	Marks Allotted	75% to 85%	01	85% to 93%	02	Above 93%
Percentage	Marks Allotted										
75% to 85%	01										
85% to 93%	02										
Above 93%	03										
<b>PATTERN OF ANNUAL EXAMINATION</b>	<b>ANY OTHER PATTERN NOTIFIED BY THE UNIVERSITY AT THE TIME OF COMMENCEMENT OF THE RESPECTIVE YEAR.</b>										
<b>CONTINUOUS ASSESSMENT METHODS</b>	<ol style="list-style-type: none"> <li>1. Group discussions</li> <li>2. Seminar/Symposia</li> <li>3. Extension activity method</li> <li>4. Viva-voce</li> <li>5. Monthly Test</li> </ol>										
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>Annual Revision</b> <b>PROVISO: PROVIDED THAT THE UNIVERSITY MAY REVISE THE PART OF SYLLABUS AT ANY TIME DURING THE RUNNING YEAR AFTER GIVING A NOTICE FOR A PERIOD OF ONE MONTH.</b></p>										
<b>SELECTED READINGS</b>	<ol style="list-style-type: none"> <li>1. Hindustan Music- An outline of its physics and aesthetics by G.H. Rande.</li> <li>2. Sitar and its Nibaddha forms by Stefan Slavek</li> <li>3. Music- its methods and technique of teaching in Higher Education</li> </ol>										

4. Prof Indrani Chakravarti
5. Sitar and its teaching by Prof Debu Chaudhury
6. Senia Gharana and its contribution to Indian Music by Dr. Saroj Ghosh
7. II journals / Magazines of Music
8. Musical forms in Sangita Ratnakar by Prof. N. Ramanathan
9. क्रमिक पुस्तक मालिका भाग 1, 2, 3 और 4 – पंडित विष्णु नारायण भातखण्डे
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46. संगीत मणि – भाग द्वितीय – डॉ. महारानी शर्मा

<b>B. A. III YEAR (MUSIC)</b>			
<b>COURSE CODE:</b>	BAMU-PR	<b>COURSE TYPE:</b>	PRACTICAL
<b>COURSE TITLE:</b>	भारतीय संगीत (कंठ एवं वाद्य) प्रायोगिक		
<b>TEACHING HOURS:</b>			<b>30 Hours</b>
<b>MAXIMUM MARKS:</b>	<b>50</b>		<b>TOTAL: 50</b>
<b>PASS MARKS:</b>			<b>18</b>
<b>ATTENDANCE ELIGIBILITY</b>	<b>75 PERCENT IN RESPECTIVE YEARLY</b>		
<b>EXAMINATION</b>	<b>ANNUAL EXAM</b>		<b>CCA: Other activities as per the detail mentioned with the syllabus</b>
<b>DURATION</b>	<b>02 HRS</b>		
<b>UNIT-1 TEACHING HOURS (6)</b>	1. निम्नलिखित रागों का अध्ययन (1) जयजयवन्ती (2) पूरीया (3) बहार (4) दरबारी कान्हड़ा (5) मियां की मल्हार (6) मियाँ की तोड़ी (7) मारवा (8) बसंत (9) शुद्ध कल्याण		
<b>UNIT-2 TEACHING HOURS (6)</b>	(अ) किन्हीं चार रागों में विलंबित ख्याल/मसीत खानी गत आलाप एवं तान तोड़ों सहित (ब) किन्हीं चार रागों में मध्यलय ख्याल/रजा खानी गत आलाप एवं तान तोड़ों सहित (बिन्दु अ के अतिरिक्त)		
<b>UNIT-3 TEACHING HOURS (6)</b>	दोगुन, तिगुन, चौगुन एवं कुछ उपज की लयकारियों सहित एक ध्रुपद या एकधमार/तीन ताल के अतिरिक्त अन्य तालों में एक मध्य लयगत (वाद्य संगीत के लिए) एक चतुरंग, एक तराना, एक भजन, एक गजल, एक लोक गीत, एक प्रार्थना, राष्ट्रीय गान एवं राष्ट्रीय गीत गाने का अभ्यास/वाद्य संगीत के विद्यार्थियों के लिए धुन		
<b>UNIT-4 TEACHING HOURS (6)</b>	निम्नलिखित तालों को हाथ पर ताली एवं खाली सहित प्रदर्शित करने का अभ्यास (1) तिलवाड़ा (2)सूलताल (3) तीव्रा (4) झूमरा (5) दीपचन्दी थाट आसावरी, तोड़ी, पूरीया और भैरवी में 5-5 अलंकार।		
<b>UNIT-5 TEACHING HOURS (6)</b>	(अ) पाठ्यक्रम की किसी एक राग में विलंबित एवं मध्यलय/गत के साथ संपूर्ण गायकी/वादन क्षमता के साथ प्रस्तुत करने का अभ्यास। (ब) सभी रागों में लक्षणगीत, सरगम गीत। (स) श्यामपट्ट पर लिखी हुयी कोई स्वरलिपि गाने अथवा बजाने की क्षमता		
<b>PERIODICAL REVISION OF SYLLABUS</b>	1. Annual 2. However, the university may revise the syllabus at any time during the running year after giving a notice for a period of one month.		
<b>SELECTED READINGS</b>	1. Music- its methods and technique of teaching in Higher Education 2. Prof Indrani Chakravarti 3. Sitar and its teaching by Prof Debu Chaudhury 4. Senia Gharana and its contribution to Indian Music by Dr. Saroj Ghosh 5. Musical forms in Sangita Ratnakar by Prof. N. Ramanathan 6. IIJournals / Magazines of Music 7. संगीत मंजुषा – प्रो. इन्द्राणी चक्रवर्ती		



8. संगीत रत्नाकर भाग 1 और 2 प्रो. पी.एल, शर्मा और डा. आर.के सिंघी
9. वृहद्देशी भाग 1 और 2 प्रो. पी.एल. शर्मा
10. राग दर्शन भाग 1 और 2 – पंडित माणिक बुआ ठाकुर दास
11. संगीत सुषमा भाग 1 से 4 पंडित माणिक बुआ ठाकुर दास
12. ख्याल दर्शन – पंडित माणिक बुआ ठाकुर दास
13. संगीत मणि – भाग प्रथम – डॉ. महारानी शर्मा 44. संगीत मणि – भाग द्वितीय – डॉ. महारानी शर्मा