

# **Kalinga University Atal Nagar (C.G.)**



## **SCHEME OF EXAMINATION & SYLLABUS**

**of**

### **B.A. (Bachelor of Arts) Semester Exam**

**UNDER**

**Faculty of Arts and Humanities**

**w.e.f. Session 2021-22**

**KALINGA UNIVERSITY, ATAL NAGAR (RAIPUR)**

**COURSE MATRIX FOR BACHELOR OF ARTS**

**SEMESTER – I**

CODE	SUBJECT	Credit	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
	<b>(Choose Any One) 101A/101B</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
<b>BAGEN 101A</b>	English				
<b>BAGEN 101B</b>	NCC				
<b>BAGEN 102</b>	Fundamentals Of IT	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>OPTIONAL:- Choose Any Three</b>					
<b>BAGEN 103</b>	English Literature – <b>Poetry</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 104</b>	Political Science-Theory	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 105</b>	Economics-Consumer Behavior	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 106</b>	Physical Geography	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 107</b>	Sociology- <b>Basic Concept in Sociology-I</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 108</b>	Psychology	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 109</b>	Public Administration <b>(Elements Of Public Administration)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 110</b>	Hindi Literature <b>(Ancient Hindi Literature)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 111</b>	History- <b>History of India From Earliest Times to 550 C.E</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 112P</b>	<b>Fundamentals Of IT-Lab</b>	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
<b>BAGEN 113P</b>	Cartographic Techniques - <b>Lab</b>	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
<b>Total Marks</b>		<b>18</b>	<b>175</b>	<b>375</b>	<b>550</b>

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**SEMESTER – II**

CODE	SUBJECT	Credit	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
	<b>(Choose Any One) 201A/201B</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 201A</b>	Hindi-I				
<b>BAGEN 201B</b>	Advance English-I				
	<b>(Choose Any One) 202A/202B</b>	<b>2</b>	<b>15</b>	<b>35</b>	<b>50</b>
<b>BAGEN 202A</b>	Environmental Science				
<b>BAGEN 202B</b>	NCC				
<b>OPTIONAL:- Choose Any Three</b>					
<b>BAGEN 203</b>	English Literature – <b>Writing of Shakespeare</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 204</b>	Political Science – <b>Western Political Thought</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 205</b>	Economics-Inter Mediate Micro Economics	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 206</b>	Climatology And Oceanography	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 207</b>	Sociology- <b>Basic Concept in Sociology-II</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 208</b>	Psychology- <b>Foundation of Psychology</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 209</b>	Public Administration <b>(Basics Of Public Administration)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 210</b>	Hindi Literature ( <b>Hindi Story Literature</b> )	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 211</b>	History – <b>History Of India From 550 C.E to 1200 C.E.</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 212-P</b>	General Cartography <b>-Lab</b>	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
<b>Total Marks</b>		<b>18</b>	<b>155</b>	<b>345</b>	<b>500</b>

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**SEMESTER – III**

CODE	SUBJECT	Credit	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
<b>BAGEN 301</b>	Communicative English	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 302</b>	Soft Skills and Personality Enhancement	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>OPTIONAL:-</b>	<b>Choose Any Three</b>				
<b>BAGEN 303</b>	English Literature- <b>Drama</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 304</b>	Political Science- <b>Modern Indian Political Thought</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 305</b>	Economics- Indian Economy Nature & Problem	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 306</b>	GEOGRAPHY OF INDIA	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 307</b>	Sociology- <b>Basic Concepts in Sociology-III</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 308</b>	Psychology ( <b>Psychological Disorders</b> )	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 309</b>	Public Administration ( <b>Central Administration</b> )	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 310</b>	Hindi Literature- <b>Modern Hindi Poetry</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 311</b>	<b>History-</b> History Of India (From 1206 C.E to 1707 C.E.)	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 312P</b>	Geography -Lab	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
	<b>Total Marks</b>	<b>20</b>	<b>170</b>	<b>380</b>	<b>550</b>

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**SEMESTER – IV**

<b>CODE</b>	<b>SUBJECT</b>	<b>Credit</b>	<b>INTERNAL MARKS</b>	<b>EXTERNAL MARKS</b>	<b>TOTAL MARKS</b>
	<b>(Choose Any One) 401A/401B</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 401A</b>	<b>Hindi</b>				
<b>BAGEN 401B</b>	<b>Advance English-II</b>				
<b>BAGEN 402</b>	Communication of Techniques	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>OPTIONAL:-</b>	<b>Choose Any Three</b>				
<b>BAGEN 403</b>	English Literature- <b>Essay and Short Stories</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 404</b>	Political Science ( <b>Government and Politics in India</b> )	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 405</b>	<b>Economics-Industrial Development</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 406</b>	Geography- <b>Evolution of Geographical Thought</b>	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 407</b>	Sociology- <b>Traditional Sociological Thought</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 408</b>	Psychology- <b>Psychological Disorder</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 409</b>	Public Administration ( <b>State and District Administration</b> )	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 410</b>	Hindi Literature- <b>Hindi Essay and Other Prose Legislations</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 411</b>	History- <b>History Of India History of India (1707-1857)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 412P</b>	TOPOGRAPHICAL MAPS & SURVEYING - GEOGRAPHY -Lab	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
<b>Total Marks</b>		<b>20</b>	<b>170</b>	<b>380</b>	<b>550</b>

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**SEMESTER – V**

<b>CODE</b>	<b>SUBJECT</b>	<b>Credit</b>	<b>INTERNAL MARKS</b>	<b>EXTERNAL MARKS</b>	<b>TOTAL MARKS</b>
<b>BAGEN 501</b>	<b>Applied English in Writing and Composition</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 502</b>	<b>Universal Human Values</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>OPTIONAL:-</b>	<b>Choose Any Three</b>				
<b>BAGEN 503</b>	<b>English Literature- From Chaucer To Restoration Age</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 504</b>	<b>Political Science- Comparative Political System</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 505</b>	<b>Economics-Money &amp; Financial Market</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 506</b>	<b>Geography-Social geography</b>	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 507</b>	<b>Sociology- Indian Society</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 508</b>	<b>Psychology- Psychology in Education</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 509</b>	<b>Public Administration (Rural-Urban Administration)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 510</b>	<b>Hindi Literature- District Language- Literature (Chhattisgarhi)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 511</b>	<b>History- Indian National Movement(1857-1947)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 512P</b>	<b>Statistical Methods in Geography -Lab</b>	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
	<b>Total Marks</b>	<b>20</b>	<b>170</b>	<b>380</b>	<b>550</b>

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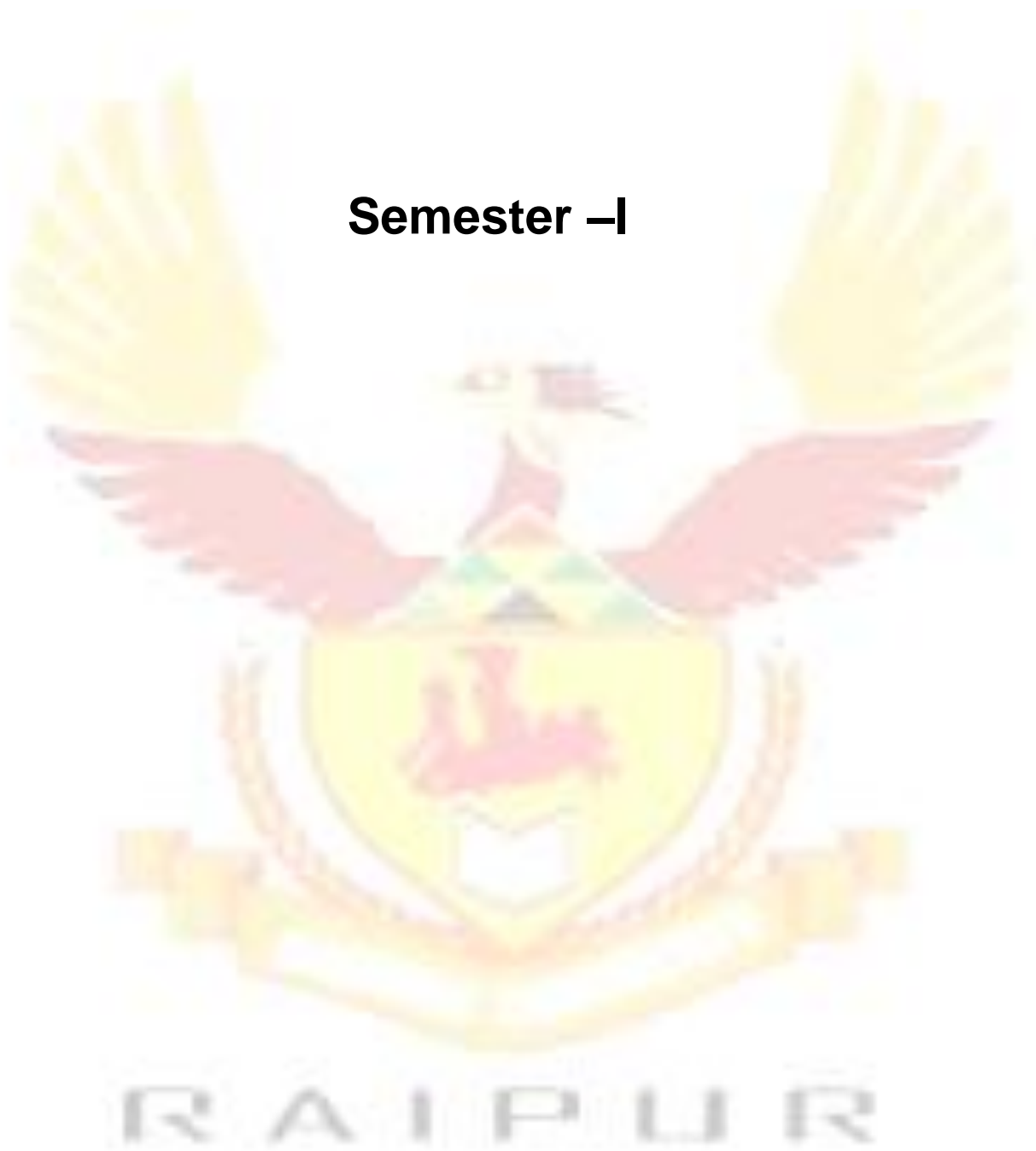


**SEMESTER – VI**

CODE	SUBJECT	Credit	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
	<b>(Choose Any One) 601A/601B</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 601A</b>	<b>Hindi-III</b>				
<b>BAGEN 601B</b>	<b>Advance English-III</b>				
<b>BAGEN 602</b>	<b>Organizational Communication</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>OPTIONAL:-</b>	<b>Choose Any Three</b>				
<b>BAGEN 603</b>	<b>English Literature- Introduction To Phonetics</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 604</b>	<b>Political Science- International Relations</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 605</b>	<b>Economics-International Business Environment</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 606</b>	<b>Population Geography</b>	<b>3</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 607</b>	<b>Sociology- Gender &amp; Society</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 608</b>	<b>Psychology- Psychology In Education</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 609</b>	<b>Public Administration (Issues in Public Administration)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 610</b>	<b>Hindi Literature- (Hindi Language – History of Literature and Poetry Deliberation)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 611</b>	<b>History- History Of Modern India (1947-2000)</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
<b>BAGEN 612P</b>	<b>Field Techniques and Survey based Project Report -Lab</b>	<b>1</b>	<b>20</b>	<b>30</b>	<b>50</b>
<b>BAGEN 613P</b>	<b>Project Work</b>	<b>4</b>	<b>30</b>	<b>70</b>	<b>100</b>
	<b>Total Marks</b>	<b>24</b>	<b>200</b>	<b>450</b>	<b>650</b>

RAIPUR

## Semester –I





**English  
(BAGEN101A)**

**Course Objective**

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

**CONTENTS**

**Unit I: Introduction:**

**06**

Theory of Communication, Types and modes of Communication, *Mediums and channels of communication, barriers to communication, English as a Global language, the Lingua Franca, Social influences on English*

**Unit II: Language of Communication:**

**06**

Verbal and Non-verbal (Spoken and Written) Personal, Social and Business Barriers and Strategies Intra-personal, Inter-personal and Group communication, *Varieties of English, Language, Accent, Dialect, Colloquialism, Historical influences on English*

**Unit III: Speaking Skills:**

**06**

Monologue Dialogue Group Discussion Effective Communication/ Mis- Communication Interview Public Speech, *Regional influences on English, Convergence and divergence, Linguistic Imperialism,*

**Unit IV: Reading and Understanding-**

**06**

Close Reading, *Reading analysis of a text - Audience and purpose, Content and theme, Tone and Mood, stylistic devices, structure* Comprehension- Analysis and Interpretation Translation(from Indian language to English and vice-versa) Literary/Knowledge Texts

**Unit V: Writing Skills**

**06**

Documenting Report Writing Making notes Letter writing, *Writing tabloids, diary entry, open letters, essays, newsletter and magazine articles, skits, short stories, impersonating characters*

Course outcome:

It will enhance Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, notetaking etc. While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.

Recommended Readings:

1. Fluency in English - Part II, Oxford University Press, 2006.
2. Business English, Pearson, 2008.
3. Language, Literature and Creativity, Orient Blackswan, 2013.
4. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, DrRanjanaKaul, DrBrati Biswas

<b>BAGEN</b>		Total Marks: 100
<b>Semester-I</b>		Internal Marks: 30
<b>Paper Code. BAGEN102</b>		External Marks: 70
<b>Fundamentals of IT</b>		No. of Hours: 40
<b>Objectives:</b> This is a basic course for commerce students to familiarize with computer and it's applications in the relevant fields and exposes them to other related courses of IT.		Total Credits: 03
Unit No.	Details	Nos. of Hours
1	<p><b>1.1 Introduction to Computers:</b></p> <p>1.1.1 The evolution of computers – Computer Generation</p> <p>1.1.2 Classifications of Computers –</p> <p>1.1.3 Micro</p> <p>1.1.4 Mini,</p> <p>1.1.5 Mainframe</p> <p>1.1.6 Super Computers</p> <p>1.1.7 Distributed Computer System</p> <p>1.1.8 Parallel Computers</p> <p>1.1.9 Computer Hardware – Major Components of a Digital Computer</p> <p>1.1.10 Block Diagram of Computer</p> <p>1.1.11 Input devices</p> <p>1.1.12 Output devices</p> <p>1.1.13 Description of Computer IPO Cycle</p> <p>1.1.14 CPU</p> <p><b>1.2 Computer Memory:</b></p> <p>1.2.1 Memory Types,</p> <p>1.2.2 Units of memory</p> <p>1.2.3 Read Only Memory,</p> <p>1.2.4 Random Access Memory,</p> <p>1.2.5 Serial Access Memory,</p> <p>1.2.6 Physical Devices Used to construct Memories,</p> <p>1.2.7 Hard disk,</p> <p>1.2.8 Floppy Disk Drives,</p> <p>1.2.9 CD, DVD, Flash Drives,</p> <p>1.2.10 Magnetic Tape Drives.</p>	08
2	<p><b>2.1 Number System:</b></p> <p>2.1.1 Decimal,</p> <p>2.1.2 Binary,</p> <p>2.1.3 Octal,</p> <p>2.1.4 Hexa-decimal.</p> <p>2.1.5 Conversion - Decimal to all other number systems,</p> <p>2.1.6 Binary to octal and Hexa Decimal,</p> <p><b>2.2 Computer Software:</b></p> <p>2.2.1 System software,</p> <p>2.2.2 Operating System concepts,</p> <p>2.2.3 Different types of operating systems,</p> <p>2.2.4 Assemblers,</p> <p>2.2.5 Compilers,</p> <p>2.2.6 Interpreters,</p> <p>2.2.7 linkers,</p> <p>2.2.8 Application Software,</p> <p>2.2.9 Firmware Software,</p>	08
3	<p><b>3.1 Introduction of Internet and Objectives</b></p> <p><b>3.2 Basic of Computer Networks</b></p> <p>3.2.1 Local Area Network (LAN)</p> <p>3.2.2 Wide Area Network (WAN)</p> <p><b>3.3 Internet</b></p> <p>3.3.1 Concept of Internet</p> <p>3.3.2 Applications of Internet</p> <p>3.3.3 Connecting to the Internet</p> <p>3.3.4 Troubleshooting</p> <p><b>3.4 World Wide Web (WWW)</b></p>	08

	<b>3.5 Web Browsing Software</b> 3.5.1 Popular Web Browsing Software <b>3.6 Search Engines</b> 3.6.1 Popular Search Engines / Search for content 3.6.2 Accessing Web Browser 3.6.3 Using Favorites Folder 3.6.4 Downloading Web Pages 3.6.5 Printing Web Pages <b>3.7 Understanding URL</b> <b>3.8 Surfing the web</b> 3.8.1 Using e-governance website	
4	<b>4.1 Word Processor:</b> 4.1.1 Word Processor and its features, 4.1.2 Editing of Text, 4.1.3 Find and Replace, 4.1.4 Bullets and Numbering, 4.1.5 Spell Checker, 4.1.6 Grammar Checker, 4.1.7 Auto Correct, 4.1.8 Auto Complete, 4.1.9 Auto Text, 4.1.10 Header and footer, 4.1.11 tables, 4.1.12 mail merge, 4.1.13 border and shading, 4.1.14 page setup, 4.1.15 Printing. <b>4.2 Spread sheet:</b> 4.2.1 Spread sheet and its features, 4.2.2 Entering Information in Worksheet, 4.2.3 Editing Cell Entry, 4.2.4 Moving and Copying Data, 4.2.5 deleting or Inserting Cells, 4.2.6 Rows and Columns, 4.2.7 Custom 4.2.8 Numeric Formats, 4.2.9 Using Formulas and functions, 4.2.10 Creating charts.	08
5	<b>5.1 Presentation Software</b> 5.1.1. Presentation Software and its uses, 5.1.2. steps for creating Power Point Presentation, 5.1.3. PowerPoint Views, 5.1.4. Assigning Slide Transitions, 5.1.5. Using Preset Animations, 5.1.6. Hiding Slides, 5.1.7. Slide Show, 5.1.8. Controlling the Slide Show with a Keyboard, 5.1.9. Setting Slide Show Timings.	08

**Text Books:**

1. Alex Leon & Mathews Leon, "Fundamentals of Information Technology", LeonTechworld, 1999.
2. Vikas Gupta, "Comdex Computer Kit", Wiley Dreamtech, Delhi, 2004
3. P. K. Sinha & Priti Sinha, "Computer Fundamentals", BPB Publications, 1992.

**Reference Books:**

1. V. Raja Raman, "Introduction to Computers", PHI, 1998.
2. Alex Leon & Mathews Leon, "Introduction to Computers", Vikas Publishing House, 1999.
3. Norton Peter, "Introduction to computers", 4<sup>th</sup> Ed., TMH, 2001.

<b>BAGEN</b>		Total Marks: 50
<b>Semester – I</b>		Internal Marks: 20
<b>Paper Code. BAGEN112-P</b>		External Marks: 30
<b>Fundamentals of IT LAB</b>		No. of Hours: 30
<b>Objectives:</b> This is a basic course for Commerce students to familiarize with computer and it's applications in the relevant fields and exposes them to other related courses of IT.		Total Credits: 01
Unit No.	Details	Nos. of Hours
	<p><b>MS-WORD</b></p> <ol style="list-style-type: none"> <li>1. Text Manipulations</li> <li>2. Usage of Numbering, Bullets, Tools and Headers</li> <li>3. Usage of Spell Check and Find and Replace</li> <li>4. Text Formatting</li> <li>5. Picture Insertion and Alignment</li> <li>6. Creation of Documents Using Templates`</li> <li>7. Creation of Templates</li> <li>8. Mail Merge Concept</li> <li>9. Copying Text and Picture From Excel</li> <li>10. Creation of Tables, Formatting Tables</li> <li>11. Splitting the Screen</li> <li>12. Opening Multiple Document, Inserting Symbols in Documents</li> </ol> <p><b>MS-EXCEL</b></p> <ol style="list-style-type: none"> <li>1. Creation of Worksheet and Entering Information</li> <li>2. Aligning, Editing Data in Cell</li> <li>3. Excel Function (Date, Time, Statistical, Mathematical, Financial Functions)</li> <li>4. Changing of Column Width and Row Height (Column and Range of Column)</li> <li>5. Moving, copying, Inserting and Deleting Rows and Columns</li> <li>6. Formatting Numbers and Other Numeric Formats</li> <li>7. Drawing Borders Around Cells</li> <li>8. Creation of Charts Raising Moving</li> <li>9. Changing Chart Type</li> <li>10. Controlling the Appearance of a Chart</li> </ol> <p><b>MS -POWER POINT</b></p> <p>Working With Slides</p> <ol style="list-style-type: none"> <li>1. Creating, saving, closing presentation</li> <li>2. Adding Headers and footers</li> <li>3. Changing slide layout</li> <li>4. Working fonts and bullets</li> <li>5. Inserting Clip art: working with clipart,</li> <li>6. Applying Transition and animation effects</li> <li>7. Run and Slide Show</li> </ol>	<b>30</b>

RAIPUR

**Unit- I**

William Blake: The Smile  
John Dryden: Macflecknoe

**Unit- II**

William Wordsworth: She was a Phantom of Delight,  
Tennyson: Ulysses,

**Unit- III**

Percy Bysshe Shelley : When the Lamp is Shattered,  
Robert Frost – The Road Not Taken, Mending Walls

**Unit -IV**

John Milton: Of Man's First Disobedience , (Paradise Lost, Book I , 1-26)  
Robert Browning : Porphyria's Lover

**Unit-V**

W.B.Yeats: song of the old mother  
G.M.Hopkins : Pied Beauty, The Wind Hover

**Reference Books:**

**Romantic Poetry (Dover Thrift Edition)**  
**Romantic Poetry (Dover Thrift Edition)**  
**John Dryden, Mac Flecknoe, Penguin Publishers**  
**G.M. Hopkins, Poetry Collection, Himalaya Publishers**



RAIPUR



<b>Political Theory</b>		Total Marks: 100
Semester – I		Internal Marks: 30
Paper Code. <b>(BAGEN 104)</b>		External Marks: 70
Political Science		No. of Hours: 48
Course Objective:		Total Credits: 4
<b>Unit No.</b>	<b>Description</b>	<b>No. of Hours</b>
1.	<b>Introduction to Political Science</b> Political Science: Meaning, Scope and Significance Approaches to the study of Political Science Traditional Approaches Modern Approaches: Behavioural, Post-Behavioural, Systems Approach	10
2.	<b>Meaning, Definition and Evolution of State</b> Meaning, Definition and Elements of State Theories of Origin of State: Divine Origin Theory, Force Theory, Social Contract Theory Marxist Theory of State	10
3.	<b>Sphere of State Action: Liberal and Marxist Theories</b> Classical Liberalism (Laissez faire or Negative Individualism): Positive Liberalism Marxian Theory of the Functions of the State Welfare State	10
4.	<b>Sovereignty</b> Meaning and Types of Sovereignty: Titular and Real Sovereignty De facto and de jure Sovereign Legal and Political Sovereignty Popular Sovereignty	10
5.	<b>Concepts in Political Science</b> Democracy: Meaning, Types and Theories of Democracy Liberty, Equality, Justice and Rights	8

### Reference Books

Baral, J K et al. (2015). *Political Theory: Concept, Issues and Ideologies*. Vidyapuri: Cuttack.

Bhargava, Rajeev & Ashok Acharya (2014). *Political Theory: An Introduction*. Pearson: New Delhi.

Heywood, Andrew (2015). *Political Theory: An Introduction*. Palgrave Macmillan: London.

Gauba, O P (2018). *An Introduction to Political Theory*. Macmillan: Delhi.

<b>Bachelor of Arts</b>		Total Marks: 100
<b>SEM--I</b>		Internal Marks: 30
<b>PaperCode. BAGEN105</b>		External Marks: 70
<b>Economics- Consumer Behavior</b>		No. of Hours: 40
<b>Course objective:</b> The objectives of the course are to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of India. The course, in particular, has been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.		Total Credits: 04
<b>Unit No.</b>	<b>Details</b>	<b>Nos. of Hours</b>
<b>1</b>	1.1 Introduction of economics 1.2 Wealth and welfare definition 1.3 Subject matter of economics 1.4 Scope of economic 1.5 Positive and normative science 1.6 Value and price 1.7 Stock and flows 1.8 Economic problems 1.9 Scarcity and choice 1.10 Central problem of economy	<b>10</b>
<b>2</b>	2.1 Utility and satisfaction 2.2 Utility-meaning, assumptions 2.3 Total utility 2.4 Marginal utility 2.5 Average utility 2.6 Relationship between TU and MU 2.7 Cardinal and ordinal approach 2.8 Law of diminishing marginal utility 2.9 Law of equi-marginal utility 2.10 Consumer equilibrium 2.11 Condition of equilibrium of MU analysis 2.12 Limitation of utility analysis	<b>12</b>
<b>3</b>	3.1 Meaning and definition of indifference curve 3.2 Indifference curve analysis 3.3 Indifference curve-properties 3.4 Indifference schedule and curve 3.5 Consumer budget set 3.6 Consumer budget line 3.7 Slope of budget line 3.8 Shift of budget line	<b>8</b>



<b>4</b>	4.1 Demand-meaning 4.2 Demand schedule and curve 4.3 Market and individual demand 4.4 Determination of demand 4.5 Movement and shift in demand curve 4.6 Factor influencing demand 4.7 Law of demand 4.8 Price elasticity of demand 4.9 Factor affecting price elasticity of demand 4.10 Revealed preference approach	<b>10</b>
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Reference:

1. Stonier and Hague: A text book of economic theory
2. R.G. Lipsey: An Introduction to positive Economics.
3. Samuel Paul A.: Economics
4. Gould and Ferguson: Micro Economic Theory

**COURSE OUTCOME:**

1. Understanding characteristics, features, structural changes in Indian Economy
2. Comprehension of the nature and impact of New Economic Reforms on the Indian Economy.
3. Knowing the problems of unemployment, poverty, rising economic and social inequality and problems of regional imbalances in India.
4. Evaluating the changing role of agriculture, industrial and service sector and foreign sector in Indian Economy.
5. Measuring the problems and prospects of cottage and small scale industries, and industrial sicknesses.

RAIPUR

**SEMESTER 1**  
**PHYSICAL GEOGRAPHY**  
**(BAGEN106)**

**Course Objectives:** To indicate the different shapes and objects of different landforms on the earth surface. To identify different features of climatic variations and seasonal distribution. To represent different components of oceanic features and basins.

**CONTENTS**

<b>UNIT-1</b>	<b>10</b>
The nature and scope of Physical Geography; Interrelation of Physical Geography with other branches of earth science. Geological Time scale.	
<b>UNIT-2</b>	<b>10</b>
Earth's interior structure, Wegner's theory of Continental Drift, Rocks - Origin and composition of rocks, formation of soils and rocks	
<b>UNIT-3</b>	<b>10</b>
Earth Movements: Plate Tectonics, Types of Folds and Faults, Earthquakes and Volcanoes.	
<b>UNIT-4</b>	<b>08</b>
Geomorphic Processes: Weathering, Mass Wasting, Cycle of Erosion (Davis and Penck).	
<b>UNIT-5</b>	<b>10</b>
Evolution of Landforms (Erosional and Depositional): Fluvial, Karst, Aeolian, Glacial, and Coastal.	

**Recommended Readings:**

1. Chorley, R. J. Spatial Analysis in Geomorphology, Methuen, London.
2. Dury, G. H., The Face of the Earth, Penguin,
3. Fair Bridge, R. W., Encyclopedia of Geomorphology, Reinhildts, New York
4. Gamen,H.F. The Origin of Landscapes-A Synthesis in Geomorphology, Oxfun,1974
5. Pity A.F., Introduction to Geomorphology, Methuen, London,1971
6. Skiman, B.J.and Porter,S.C. The Dynamic Earth, John Willey, NewYor k, 1995
7. Spark, B.W. Geomorphology –Longman, London,1950
8. Sharma, H.S., Perspective in Geomorphology- Concept,New Delhii,1980.
9. Singh, Savinder Geomorphology,Prayag Publication, Allahabad, !998.

**Course Outcome:** The student will able to understand the different features and process of landform on the earth's surface

- I. Understand the theories and fundamental concepts of Geotectonic and Geomorphology. Understand earth's tectonic and structural evolution.

- II. Gain knowledge about earth's interior. Develop an idea about concept of plate tectonics, and resultant landforms.
- III. Acquire knowledge about types of folds and faults and earthquakes, volcanoes and associated landforms.
- IV. Understanding crustal mobility and tectonics; with special emphasis on their role in landform development.
- V. Overview and critical appraisal of landform development models.
- VI. Develop the skills of identification of features and correlation between them.
- VII. Do field surveys using appropriate techniques.
- VIII. Identification of rocks and minerals.



## (BAGEN113P) CARTOGRAPHIC TECHNIQUES (PRACTICAL)

### CONTENTS

<b>UNIT – 1</b>	<b>06</b>
Cartography – Nature and Scope.	
<b>UNIT – 2</b>	<b>06</b>
Scales – Concept and application; Graphical Construction of Plain, Comparative and Diagonal Scales.	
<b>UNIT – 3</b>	<b>06</b>
Line graph & Bar graph (Simple & Compound)	
<b>UNIT – 4</b>	<b>06</b>
Methods of showing relief - hachures, contours; Representation of different land forms by contours	
<b>UNIT – 5</b>	<b>06</b>
Profile –Serial, Superimposed, Projected and Composite	

### RECORD AND VIVA VOCE

#### Recommended Readings:

1. Anson R. and Ormelling F. J., 1994: *International Cartographic Association: Basic Cartographic Vol.* Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: *Cartography: Past, Present and Future*, Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: *Elements of Cartography*, John Wiley and Sons, New York.
7. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
9. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh (1991) *Prayogtmak Bhugolke Mool Tatva*, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) *Prayogtmak Bhugolki Rooprekha*, Rastogi Publications, Meerut
12. Singh, R L & Dutta, P K (2012) *Prayogatmak Bhugol*, Central Book Depot, Allahabad

#### Course Outcomes:

- I. Develop an idea about the concept and application of scale and draw different types of scale like Plain, Comparative and Diagonal Scales.

II. Acquire knowledge different types of profiles, maps and contours.

<b>Sociology</b>		Total Marks -100
<b>Semester-I</b>		Internal Marks-30
<b>Basic Concept in Sociology-I</b>		External Marks-70
<b>Paper Code- (BAGEN107)</b>		
<b>Course Objective:-</b> To know basic concepts of Sociology. □ To give an outline of Sociological Background		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-48</b>
<b>1</b>	<b>Origin of Sociology</b> Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology	<b>10</b>
<b>2</b>	<b>Relationship of sociology with others</b> Sociology and its relationship with Anthropology, Political Science, Economics, History, Psychology and Law	<b>10</b>
<b>3</b>	<b>Basic Units of society</b> Society, Community, Institutions, Association, Culture	<b>10</b>
<b>4</b>	<b>Unit-4-Social Structure</b> Status and Role, Norms and Values, Folkways and Mores	<b>10</b>
<b>5</b>	<b>Unit-5-Culture :</b> Meaning and characteristics, Importance of culture	<b>8</b>

SI No	Book Name	Author Name
1	Modern Sociological Theory: An Introduction	Abraham M.F.
2	India's Path of Development	A.R. Desai
3	The Sociology of Modernisation & Development	Harrison D.



<b>Psychology</b>		Total Marks -100
<b>Semester-I</b>		Internal Marks-30
<b>FOUNDATIONS OF PSYCHOLOGY</b>		External Marks-70
<b>Paper Code- (BAGEN 108)</b>		
<b>Course Objective:-</b> To learn the basics of psychology		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-48</b>
<b>1</b>	<b>INTRODUCTION:</b> Nature and Scope of Psychology; Psychology: a science and perspectives, origin and development of psychology	<b>10</b>
<b>2</b>	<b>LEARNING</b> Learning- Meaning and definition of learning, Classical conditioning- Pavlov's basic principles. , Thorndike's Law of Effect, Skinner's Instrumental/Operant Conditioning	<b>10</b>
<b>3</b>	<b>COGNITIVE PROCESS: PERCEPTION:</b> Nature of perception, figures & shapes, factor influencing perception, Memory- Processes of Remembering, Nature of Forgetting- Ebbinghaus's Curve	<b>10</b>
<b>4</b>	<b>PERSONALITY &amp; INTELLIGENCE:</b> Personality: Nature, theories (Freud's, Allport's and Cattell's) Intelligence: Nature, theories (Spearman, Guilford and Thurstone)	<b>10</b>
<b>5</b>	<b>MOTIVATION:</b> Definition, Types of motives, Theories of motivation: Maslow's need hierarchy theory, Herzberg's two factor theory, Mc Clelland's need theory. Measurement of motives	<b>8</b>

SI No	Book Name	Author Name
1	Introduction of Psychology	Morgan & King
2	Introduction of Psychology	Hilgard & Atkinson
3	Baron : Psychology: An introduction	Baron
4	History of Psychology	Schultz, D.P. & Schultz, S.E.
5	Systems and Theories of Psychology	Chaplin, J. P. & Krawiec, T. S.
6	History and Systems of Psychology	Brennan, J. F.

R A I P U R



**Paper Code- (BAGEN 109)**

Public Administration  
**(Elements of Public Administration)**

**Unit-I**

Public Administration: Evolution, Meaning, Nature, Scope, Significance and its relations with Political Science, Economics and Law ; Public and Private Administration; New Public Administration; and New Public Management.

**Unit-II**

Organization: Meaning and Basis. Principles of Organization: Hierarchy, Span of Control, Co-ordination, Supervision and Control, Communication, Decentralization and Delegation.

**Unit-III**

Forms of Organizations: Formal and Informal, Department, Board, Corporation and Commission and Independent Regulatory Commission.

**Unit-IV**

Chief Executive: Meaning, Types and Role. Line, Staff and Auxiliary Agencies. Public Relations: Meaning, Means and Significance.

**Books Recommended**

Avasthi, A & Maheshwari, S. R. 2006. Public Administration. ( Hindi & English) Lakshmi Narain Aggarwal: Agra.

Bhattacharya, Mohit. 1987. Public Administration- Structure, Process and Behaviour. The World Press Private Ltd.: Calcutta.

Bhattacharya, Mohit. 2007. Public Administration. The World Press Private Ltd.: Calcutta. Marini, Frank. (Ed) 1971. Toward a New Public Administration. Chandler.

Nicholas, Henry. 2006. Public Administration and Public affairs. Prentice Hall: New Jersey.

Nigro, Felix A. and Nigro, Lloyd G. 1980. Modern Public Administration. Harper and Row: New York.

Prasad, D. Ravindra, V.S. Prasad and P. Satyanarayan. 2004. Administrative Thinkers (Eds.). Sterling Publishers: New Delhi.

Pugh, D.S. (Ed). 1985. Organisation Theory Selected Readings. Penguin Books: Middlesex, England.

Puri, K.K. 2006. Elements of Public Administration. Bharat Prakashan: Jalandhar. Taylor

F.W. 1947. Scientific Management. Harper and Row: New York.

Weber, Max. 1969. The Methodology of the Social Sciences. Translated and Edited by Edward A. Shils and Henry A Finch. The Free Press: New York.



हिन्दी साहित्य  
प्रथम सेमेस्टर  
(प्राचीन हिन्दी साहित्य)  
(पेपर कोड- 110)

Total Marks: 100
Internal Marks: 30
External Marks: 70
No. of Hours: 48
Total Credits: 04

उद्देश्य एवं प्रस्तावना-

प्राचान से तात्पर्य है- आधुनिक काल से पूर्व काल। सही अर्थ में हिन्दी भाषा और साहित्य का विकास आदिकाल से शुरु होता है। इसमें धार्मिक तथा ऐतिहासिक दो प्रकार का साहित्य मिलता है, जो प्रबंध, मत्कक, रासों, फागु, चरित, सुभाषित आदि विविध। काव्यरूपों में अभिव्यंजित है। मध्यकालिन साहित्य की पृष्ठभूमि के रूप में इसे प्रतिष्ठापित किया जाता है। मध्यकालिन काव्य में भक्तिकाव्य, जहाँ लोक जागरण को स्वर देने वाला है, वही रीतीकाल अपने लौकिक- श्रृंगारिका, परिदृश्य में तत्कालीन सामाजिक, संस्कृतिक, राजनीतिक स्थितियों को बैलौस अभिव्यंजित करता है। अतः भाषा संस्कृति, विचार, मानवता काव्यत्व, काव्यरूपता, लौकिकता-

पाठ्य विषय-

1. कबीर (कबीर - कांतिकुमार जैन) प्रारंभिक 50 साखियाँ
2. जायसी- संक्षिप्त पद्मावत 7 श्यामसुंदर दास नगमती वियोग वर्णन
3. सूर (भ्रमर गीत सार-सं आचार्य रामचंद्र शुक्ल) प्रारंभिक 25 पद
4. तुलसी - " रामचरित मानस " के अयोध्याकाण्ड से प्रारंभिक 25 दोहे चौपाई, छंद सहित।
5. घनानन्द (घनानंद - सं विश्वनाथ प्रसाद मिश्र) प्रारंभिक 25 छंद द्रुत पाठ हेतु निम्नांकित तीन कवियों का अध्ययन किया जावेगा- जिसमें से किन्ही दो पर लघुत्तरीय प्रश्न पूछे जायेंगे।

1. विद्यापति
2. रहीम
3. रसखान

R A I P U R

**History of India (From Earliest Times to 550 C.E)**  
**Paper Code. (BAGEN111)**

**Learning Outcome:** As a history student will learn about the historiographical trends, interpretation of the historical sources of ancient India as well. They can acquire knowledge about the Vedic Period and the rise of Jainism and Buddhism culture in ancient times of India

**UNIT I Sources, Historiography and Prehistoric India**

- I. Sources and Historiographical trends of ancient Indian History up to 550 C.E.
- II. A survey of Prehistoric India: Paleolithic, Mesolithic, Neolithic and Chalolithic Cultures.
- III. The Indus – Saraswati Civilization, Debate on the relationship of Indus, Saraswati civilization and Vedic civilization.
- IV. Significant features of Indus- Saraswati Civilization, its continuity, fall and survival.

**UNIT II- Aryan Civilization**

- I. Original home of Aryans, Myths of Aryan Invasion: Various theories,
- II. Vedic Cultures: early Vedic and post Vedic Literature and Vedic Polity, society and Economy
- III. Vedic Religion and Philosophy.
- IV. Epic literature and Culture: Problem of Dating and Historicity of Epics.

**UNIT III India from Sixth Century BCE to Mauryan Age**

- I. Sources
- II. India in sixth century BCE Mahajanpada, Republic and Growth of Urban centres, Rise of Magadhan Imperialism.
- III. Religious systems in 6th century BCE, Buddhism and Jainism.
- IV. The Maurya Empire, Chandragupta Maurya, Mauryan administration, Ashok and Ashoka's Dhamma. Mauryan Society, Fall of Mauryan Empire. Greek Invasion and its Impact; Indica. 25

**UNIT IV Post Mauryan Age**

- I. Sources
- II. Reorganization of Republic in Post Mauryan Age.
- III. Indo Greek, Saka, Kushan, Shunga, Kharvela, Satvahanas: Society and Culture, Art, Architecture and Coinage.
- IV. Sangam Age: Sangam Literature, Society, Culture and Foreign trade in Post Mauryan Age.

**UNIT V Imperial Guptas**

- I. Sources
- II. Imperial Guptas and their Contemporaries.
- III. Gupta Administration
- IV. Gupta Art, Architecture, Religion. Literature and development of Science and Technology.

**Suggested Readings:**

- Agarwal, D.P: The Archaeology of India, 1985
- Jayaswal, Vidula: Bhartiya ItihasKe Adi Charna kiRooprekha, Delhi, 1987
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. I, Vedic Age.
- Majumdar, R.C. and Pusalkar, A.D (edited): The History and Culture of Indian People Vol. II: The Age of Imperial Unity
- Pandey, Rajbali: Prachin Bharat, VishwavidyalyaPrakashan, revised edition, Varanasi, 2010.
- Raychaudhary, H.C: Political History of Ancient India, rev Edition, 1996 by B.N Mukherjee

- Raychaudhary, H.C.: The History and Culture of Ancient India, Vol III: The Classical age
- Sankalia, HD: Prehistory and Prohistory of India and Pakistan, Poona 1974
- Sastri, K.A Nilakanta: A History of South India, from Prehistoric Times to the fall of Vijyanagar, Oxford University Press, 1955; Also, in Hindi Translation by Bihar Hindi Granth Academy.
- Singh, Kripa Shankar: Rigveda, HarrappaSabhyata and Sanskrit: Nirantarta, kitab Ghar publication, New Delhi, 2007
- Singh, Upinder: A history of Ancient and Early Medieval India, from Stone Age to early Medieval India. 2008, Pearson, New Delhi.
- Thapar, Romilla: Early India from the Beginnings to 1300, London, 2002



**SEMESTER II**

**(BAGEN 201) – HINDI**

कलिंगा विश्वविद्यालय

अटल नगर, रायपुर (छ.ग.)

स्नातक	कुल अंक – 100
द्वितीय सेमेस्टर	आंतरिक मूल्यांकन –30
हिन्दी भाषा-1 (BAGEN 201A)	बाह्य मूल्यांकन-70

इकाई –1 10

हिन्दी ध्वनियों का स्वरूप-

- (क) स्वर और व्यंजन
- (ख) संज्ञा, सर्वनाम, क्रिया, विशेषण
- (ग) वाक्य संरचना

इकाई –2 10

हिन्दी शब्द संरचना-

पर्यायवाची, समानार्थक, विलोमार्थक, अनेकार्थक, अनेक शब्दों के स्थान पर एक शब्द, समश्रुत पद

इकाई –3 10

लिंग विधान और कारक प्रयोग-

- (क) वर्तनी
- (ख) विरामादि चिन्हों के प्रयोग
- (ग) मुहावरे और लोकोक्तियों तथा उनके रचनात्मक प्रयोग

इकाई –4 उपसर्ग, प्रत्यय 10

पत्र लेखन (अनौपचारिक एवं औपचारिक पत्र)

इकाई –5 08

- कविता – भारत माता (सुमित्रानंदन पंत)
- कहानी – कफन (प्रेमचंद)
- निबंध – नमामि छत्तीसगढ़ (प्रो. हीरालाल शुक्ल)

सहायक ग्रंथ:-

1. राजभाषा हिन्दी – गोविन्ददास – हिन्दी साहित्य सम्मेलन, प्रयाग।
2. राष्ट्रभाषा आन्दोलन – गोपाल परशुराम –महाराष्ट्र सभा।
3. विराम चिन्ह- महेन्द्र राजा जैन- किताबघर, दिल्ली।
4. भारतीयता के अमर स्वर – प्रो. धनजय वर्मा म.प्र. हिन्दी ग्रंथ अकादमी (भोपाल)



RAIPUR

## **Advance English-I**

### **(BAGEN201B)**

**COURSE OBJECTIVE** - Educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.

Provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.

Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

**COURSE OUTCOME** - **Students** should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.

Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.

Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.

Students should be proficient in oral communication and writing.

**Unit 1 POETRY- Fear no more the Heat o th' Sun** - William Shakespeare

**The Procession of the Seasons-** Edmond Spenser

**The Listeners-** Walter De La Mare

**The City Planners-** Margret Atwood

**Unit 2 PROSE - The Yellow Wallpaper** - Charlotte Perkins Gilman

**On Going on a Journey** - William Hazlitt

**Unit 3 FICTION - Purple Hibiscus** - Chimamanda Ngozi Adichie (Non Detailed)

**Murder on the Orient Express-** Agatha Christie (detailed)

**Unit 4 DRAMA- The Birthday Party-** Harold Pinter (Detailed)

**Pygmalion-** George Bernard Shaw (Non detailed)

**Unit 5 - Text in Translation- Rajtarangini- Kalhan**

Indian Writing in English-

**Chitrangada- The Warrior Princess of Manipur by Rabindranath Tagore**



RAIPUR



**Unit 1 : Introduction to Environmental Studies**

**(6 Lecture)**

- Multidisciplinary nature of environmental studies;
- Scope and importance; Concept of sustainability and sustainable development.

**Ecosystems**

- What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chains, food webs and ecological succession. Case studies of the following ecosystems :
  - a) Forest ecosystem
  - b) Grassland ecosystem
  - c) Desert ecosystem
  - d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Unit 2 : Natural Resources : Renewable and Non-renewable Resources**

**(6 Lecture)**

- Land resources and land use change; Land degradation, soil erosion and desertification.
- Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.
- Water : Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international & inter-state).
- Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

**Unit 3 : Biodiversity and Conservation**

**(5 Lecture)**

- Levels of biological diversity : genetic, species and ecosystem diversity; Biogeographic zones of India; Biodiversity patterns and global biodiversity hot spots
- India as a mega-biodiversity nation; Endangered and endemic species of India
- Threats to biodiversity : Habitat loss, poaching of wildlife, man-wildlife conflicts, biological invasions; Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity.
- Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

**Unit 4 : Environmental Pollution**

**(9 Lecture)**

- Environmental pollution : types, causes, effects and controls; Air, water, soil and noise pollution
- Nuclear hazards and human health risks
- Solid waste management : Control measures of urban and industrial waste.
- Pollution case studies.

## Environmental Policies & Practices

- Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture
- Environment Laws: Environment Protection Act; Air (Prevention & Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).
- Nature reserves, tribal populations and rights, and human wildlife conflicts in Indian context.

## Unit 5 : Human Communities and the Environment

(4 Lecture)

- Human population growth: Impacts on environment, human health and welfare.
- Resettlement and rehabilitation of project affected persons; case studies.
- Disaster management : floods, earthquake, cyclones and landslides.
- Environmental movements : Chipko, Silent valley, Bishnois of Rajasthan.
- Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.
- Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).

## Suggested Readings:

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. *Global Ethics and Environment*, London, Routledge.
4. Gleick, P. H. 1993. *Water in Crisis*. Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute, Oxford Univ. Press.
5. Groom, Martha J., Gary K. Meffe, and Carl Ronald Carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36--37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams*(pp. 29--64). Zed Books.
8. McNeill, John R. 2000. *Something New Under the Sun: An Environmental History of the Twentieth Century*.
9. Odum, E.P., Odum, H.T. & Andrews, J. 1971. *Fundamentals of Ecology*. Philadelphia: Saunders.
10. Pepper, I.L., Gerba, C.P. & Brusseau, M.L. 2011. *Environmental and Pollution Science*. Academic Press.
11. Rao, M.N. & Datta, A.K. 1987. *Waste Water Treatment*. Oxford and IBH Publishing Co. Pvt. Ltd.
12. Raven, P.H., Hassenzahl, D.M. & Berg, L.R. 2012. *Environment*. 8th edition. John Wiley & Sons.
13. Rosencranz, A., Divan, S., & Noble, M. L. 2001. *Environmental law and policy in India*. Tripathi 1992.
14. Sengupta, R. 2003. *Ecology and economics: An approach to sustainable development*. OUP.

15. Singh, J.S., Singh, S.P. and Gupta, S.R. 2014. *Ecology, Environmental Science and Conservation*. S. Chand Publishing, New Delhi.
16. Sodhi, N.S., Gibson, L. & Raven, P.H. (eds). 2013. *Conservation Biology: Voices from the Tropics*. John Wiley & Sons.
17. Thapar, V. 1998. *Land of the Tiger: A Natural History of the Indian Subcontinent*.
18. Warren, C. E. 1971. *Biology and Water Pollution Control*. WB Saunders.
19. Wilson, E. O. 2006. *The Creation: An appeal to save life on earth*. New York: Norton.
20. World Commission on Environment and Development. 1987. *Our Common Future*. Oxford University Press.



SEMESTER II

**(BAGEN 203) – OPTIONAL 1(ENGLISH LITERATURE)**

WRITINGS OF SHAKESPEARE

**Module - I**

William Shakespeare : Introduction to Elizabethan Age/ Shakespeare's work – detailed study of his writings – Poetry, Drama – history, tragedy , comedy, dramatic romance

**Module - II**

True Love',Sonnet - 116 Time and Love' Sonnet - 73

**Module - III**

Introduction to Shakespearean Tragedy; Othello, Hamlet

**Module - IV**

History play and its writings Richard – II

**Module - V**

Comedy play and dramatic romance  
The Merchant of Venice, the Tempest

**Reference Book**

1. Complete Works of Shakespeare (Barnes & Noble)
2. William Shakespeare, Hamlet, Tata Mc Graw Hill Publisher
3. William Shakespeare, The Tempest, Jaico Publications



RAIPUR

<b>Western Political Thought</b>		Total Marks: 100
Semester – II		Internal Marks: 30
Paper Code. (BAGEN 204)		External Marks: 70
Political Science		No. of Hours: 48
<b>Course Objective:</b> This paper deals with the classical thinkers and themes of western political philosophy. Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and its existence. This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke.		Total Credits: 4
<b>Unit No.</b>	<b>Description</b>	<b>No. of Hours</b>
1.	<b>Introduction to Western Political Thought</b> 1.1 Features of Ancient Greek Political Thought 1.2 Greek City States: Sophists and Socrates	10
2.	<b>The Classical Political Tradition</b> 2.1 Plato: Ideal State, Philosopher King, Theory of Education, Communism of Wives and Property, Theory of Justice 2.2 Aristotle: Theory of State, Ideal State or the Best State, Theory of Justice, Revolution, Slavery and Citizenship	10
3.	<b>The Renaissance Tradition</b> 3.1 Niccolo Machiavelli: Human Nature, Morality and Religion, State and its Preservation, Machiavelli as the Modern Thinker	10
4.	<b>The Social Contract Tradition</b> 4.1 Thomas Hobbes: Human Nature, State of Nature, Social Contract, Sovereignty, Law, Individualism Vs Absolutism 4.2 John Locke: Human Nature, State of Nature, Social Contract, Views on State & Revolution, Individualism 4.3 Jean Jacques Rousseau: Human Nature, State of Nature, Social Contract, Concept of General Will and Popular Sovereignty	10
5.	<b>The Utilitarian Tradition</b> 5.1 Jeremy Bentham: Utilitarianism, Reforms in Law and Justice Administration System, Punishment and Prison Reforms 5.2 John Stuart Mill: Utilitarianism of Mill, Ideas on Liberty, State and Representative Government, Women's Rights, Democracy	08

### Reference Books

Arora, Prem and Grover Brij (1998). *Selected Western and Indian Political Thinkers*. Cosmos Bookhive (P) Ltd: New Delhi.

Jha, Shefali (2009). *Western Political Thought: From Plato to Mar*. Pearson Publications: New Delhi.

Mukherjee, Subrata (2009). *A History of Political Thought: Plato To Marx*. Prentice-Hall: New Delhi.

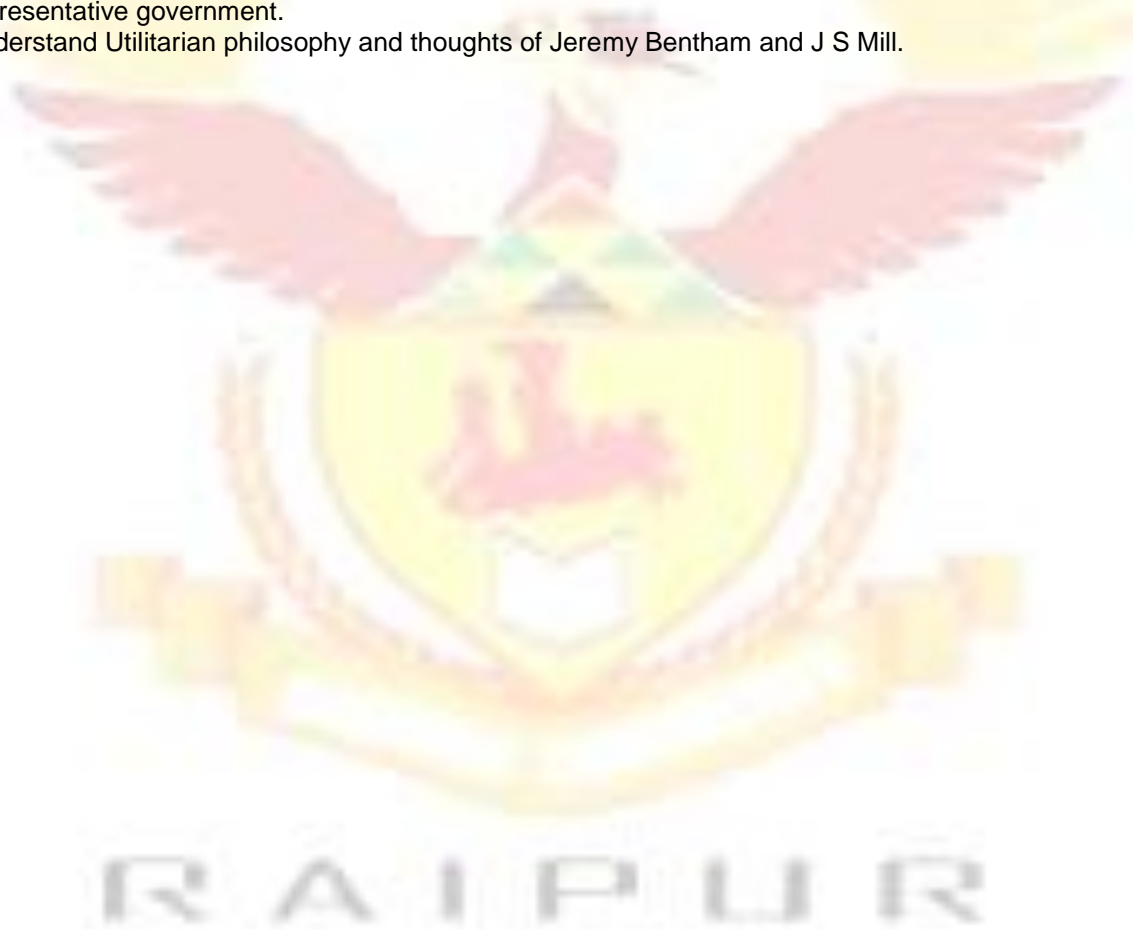


Nelson, Brian (2004). *Western Political Thought: From Socrates to the Age of Ideology*. Pearson: Delhi.

### **COURSE OUTCOME (CO)**

Students with B.A. in Political Science will be able to:

1. Understand thinkers and texts both from philosophical and historical perspective.
2. Demonstrate knowledge of key thinkers and concepts. To understand the nature, methods and significance of political thought.
3. Understand the nature, methods and significance of political thought. To analyse the theory of ancient political thought of Greek.
4. Appreciate the ideas of them in context of classification of government, law and revolutions and slavery.
5. Understand the relationship between religion and politics in early modern western political thought. • To acquire knowledge about modern political thinkers and their view on state craft.
6. Compare with the social contractalists thoughts of Hobbes, lock, and Rousseau and their view regarding state, government and general will. • To appreciate the concept of liberty and representative government.
7. Understand Utilitarian philosophy and thoughts of Jeremy Bentham and J S Mill.



<b>Bachelor of Arts</b>		Total Marks: 100
<b>SEM--II</b>		Internal Marks: 30
<b>PaperCode. BAGEN205</b>		External Marks: 70
<b>Economics- Intermediate Micro Economics</b>		No. of Hours: 40
<b>Course objective:</b> The objectives of the course are to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of India. The course, in particular, has been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.		Total Credits: 04
Unit No.	Details	Nos. of Hours
<b>1</b>	1.1 Production function 1.2 An elementary treatment, 1.3 Total product, 1.4 Average product 1.5 Marginal product 1.6 Relation between TP, AP, MP 1.7 Short period production function 1.8 Long period production function 1.9 Laws of return , Returns to scale 1.10 Isoquant, Producer equilibrium.	<b>10</b>
<b>2</b>	2.1 Definition of cost 2.2 Short run cost types 2.3 Meaning and their relationship, 2.4 Cost analysis, 2.5 Cost curves in long period 2.6 Short period 2.7 Revenue –AR, TR, MR 2.8 Meaning and their relation, 2.9 Revenue analysis, 2.10 Relation between AR and MR.	<b>10</b>
<b>3</b>	3.1 Meaning of market 3.2 Characteristics of market 3.3 Importance of market 3.4 Forms of market structure 3.5 Pricing of product 3.6 Under different market conditions 3.7 Perfect competition 3.8 Perfect competition 3.9 Monopoly 3.10 Monopolistic condition	<b>10</b>
<b>4</b>	4.1 Marginal productivity theory of distribution 4.2 Ricardian theory of rent 4.3 Quasi rent 4.4 Wages- 4.5 Real wages 4.6 Money wages 4.7 Modern theory of wage 4.8 Classical theory of interest 4.9 Loanable fund theory 4.10 Liquidity preference theory of interest.	<b>10</b>



Reference:

1. Stonier and Hague: A text book of economic theory
2. R.G. Lipsey: An Introduction to positive Economics.
3. Samuel Paul A.: Economics
4. Gould and Ferguson: Micro Economic Theory

**COURSE OUTCOME:**

1. To understand the key issues facing the Indian economy.
2. To awareness about the development policies adopted in India.
3. To give an exposure about how development and environment interrelated.



## SEMESTER II

(BAGEN 206)

### Climatology and Oceanography

**Course Objectives:** This course explains (both analytically and qualitatively) how the climatologically averaged ocean and atmospheric circulation patterns redistribute heat and energy across the Earth. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones.

### CONTENTS

<b>UNIT-I</b>	<b>10</b>
Weathers and climate; Definition and Significance of Climatology. Composition and Structure of the Atmosphere. Atmospheric Temperature: Insolation, Temperature Inversion., Global energy budget.	
<b>UNIT-II</b>	<b>10</b>
Atmospheric pressure and winds: Planetary Winds, General Circulation, JetStreams, Vertical and horizontal distribution of pressure; periodic and local winds. regional and seasonal distribution. Atmospheric disturbances	
<b>UNIT-III</b>	<b>10</b>
Atmospheric moisture: Humidity, Evaporation; and Condensation, Fog and Clouds; Hydrological cycle; Types of precipitation, Stability and Instability; World patterns of rainfall: Tropical and Temperate cyclones; Thunderstorms and Tornadoes. Climatic classification, basis of Koppen's classification and types-distribution	
<b>UNIT-IV</b>	<b>10</b>
Definition, Nature and Scope of Oceanography, Surface configuration of the ocean floor, continental shelf, continental slope, Coral Reefs and Marine Deposits and Ocean Resources: Types and Theories of Origin; Biotic Minerals.	
<b>UNIT-V</b>	<b>08</b>
Distribution of temperature and salinity of oceans and seas. Circulation of oceanic waters, Waves, tides and currents, currents of the Atlantic, Pacific and Indian ocean as storehouse of resources for the future.	

#### Recommended Readings:

1. Barry and Chorley- Atmosphere weather and climate, Routledge, London, 1988
2. Critchfield, J.H.- General climatology, Prentice Hall, India, New Delhi, 1993
3. Das P.K., Monsoon, N.B.T., New Delhi, 1987
4. Lal, D.S.,- Climatology, Chaitanya Publication, Allahabad, 1986
5. Menon, P.A., Our Weather, N.B.T., New Delhi, 1989
6. Trewartha, An introduction to world climate
7. King C.A.M., Oceanography for geographers

8. Sharma, RC and M VataL The Ocean Rajesh, NewDelhi,1985

9. Jones Global Hydrology:Processes.

**Course Outcome:**

**CO1.** Learn the interaction between the atmosphere and the earth's surface.

**CO2.** Understand the importance of the atmospheric pressure and winds.

**CO3.** Understand how atmospheric moisture works.

**CO4.** Develop an idea about temperature and salinity of oceans and seas, circulation of oceanic waters, waves, tides and currents.



(BAGEN 212P)

**GENERAL CARTOGRAPHY (PRACTICAL)**

<b>UNIT-1</b>	<b>06</b>
Maps – Classification and Types; Principles of Map Design.	
<b>UNIT-2</b>	<b>06</b>
Distribution Maps: Dot, Choropleth & Isopleth	
<b>UNIT-3</b>	<b>06</b>
Circle Diagram, Pie diagram, Wind rose, Population pyramid	
<b>UNIT-4</b>	<b>06</b>
Thematic Maps – Preparation and Interpretation.	
<b>UNIT-5</b>	<b>06</b>
Map Projection Part (one): Conical Projection: one standard parallel, two standard parallels, Polar Zenithal Projections; Gnomonic, Stereographic and Orthographic.	

**PRACTICAL RECORD AND VIVA VOCE**

**Recommended Readings:**

1. Cuff J. D. and Mattson M. T., 1982: *Thematic Maps: Their Design and Production*, Methuen Young Books
2. Dent B. D., Torguson J. S., and Holder T. W., 2008: *Cartography: Thematic Map Design* (6th Edition), Mcgraw-Hill Higher Education
3. Gupta K. K. and Tyagi V. C., 1992: *Working with Maps*, Survey of India, DST, New Delhi.
4. Kraak M.-J. and Ormeling F., 2003: *Cartography: Visualization of Geo-Spatial Data*, Prentice-Hall.
5. Mishra R. P. and Ramesh A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
6. Sharma J. P., 2010: *PrayogicBhugol*, Rastogi Publishers, Meerut.
7. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
8. Slocum T. A., McMaster R. B. and Kessler F. C., 2008: *Thematic Cartography and Geovisualization*(3rd Edition), Prentice Hall.
9. Tyner J. A., 2010: *Principles of Map Design*, The Guilford Press.
10. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., NewDelhi+
11. Singh, L R & Singh R (1977): *Manchitra or Pnyaogatamek Bhugol* , Central Book, Depot, Allahabad
12. Bhopal Singh R L and Duttta P K (2012) *PrayogatamaBhugol*, Central Book Depot, Allahabad

**Course Outcomes:**

- I. Understand and prepare different kinds of maps.

- II. Recognize basic themes of map making.
- III. Development of observation skills.
- IV. Acquire knowledge different types of map projection



<b>Sociology</b>		Total Marks -100
<b>Semester-II</b>		Internal Marks-30
<b>BASIC CONCEPTS IN SOCIOLOGY-II</b>		External Marks-70
<b>Paper Code- (BAGEN 207)</b>		
<b>Course Objective:-</b> To know basic concepts of Sociology. □ □ To give an outline of Sociological Background		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-48</b>
<b>1</b>	<b>Unit- I-Basic Processes</b> Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict	<b>10</b>
<b>2</b>	<b>Unit-II- Social Change:</b> Meaning and nature. Social Progress, Evolution and Development	<b>10</b>
<b>3</b>	<b>Unit- III-Theories of Social Change:</b> Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.	<b>10</b>
<b>4</b>	<b>Unit- IV-Factors of Social Change:</b> Basic source of social change, Exogenous and endogenous origin of social change, Cultural, Economic, Technological, Demographic, Relevance of analysing social change	<b>10</b>
<b>5</b>	<b>Unit- V-Processes of Social Change-</b> Westernization, Modernization, Sanskritization and Globalization	<b>8</b>

<b>SI No</b>	<b>Book Name</b>	<b>Author Name</b>
1	Modern Sociological Theory: An Introduction	Abraham M.F.
2	India's Path of Development	A.R. Desai
3	The Sociology of Modernisation & Development	Harrison D.

R A I P U R



<b>Psychology</b>		Total Marks -100
<b>Semester-II</b>		Internal Marks-30
<b>PRACTICAL OF FOUNDATIONS OF PSYCHOLOGY</b>		External Marks-70
<b>Paper Code- (BAGEN 208)</b>		
<b>Course Objective:-</b> 1. To train students to demonstrate the operation of some of the basic principles of human behavior. To help students to relate the theoretical concepts to real life situations.		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-48</b>
<b>1</b>	Problem Solving ability	<b>10</b>
<b>2</b>	Judgment of emotions	<b>10</b>
<b>3</b>	Personality test	<b>10</b>
<b>4</b>	Division of attention	<b>10</b>
<b>5</b>	Test of intelligence	<b>8</b>

The following are some of the suggested practical which can also be replaced by other practical if needed:

1. Doing two things at a time
2. Learning Curve
3. Retroactive Inhibition
4. Curve of Forgetting

<b>SI No</b>	<b>Book Name</b>	<b>Author Name</b>
<b>1</b>	Introduction of Psychology. (Tata MacGraw Hill)	Morgan & King :
<b>2</b>	Introduction of Psychology (Oxford & IBH)	Hilgard & Atkinson :
<b>3</b>	Baron : Psychology: An introduction (prentice Hal, New Delhi)	Baron
<b>4</b>	History of Psychology	Schultz, D.P. & Schultz, S.E.
<b>5</b>	Systems and Theories of Psychology	Chaplin, J. P. & Krawiec, T. S.
<b>6</b>	History and Systems of Psychology	Brennan, J. F.

Public Administration  
(Basics of Public Administration)

Total Marks: 100
Internal Marks: 30
External Marks: 70
No. of Hours: 48
Total Credits: 04

**Unit-I**

Theories of Organization: Scientific Management Theory (F.W.Taylor), Classical (Henry Fayol, Luther Gulick, M.P. Follet, Mooney and Reiley.) and Bureaucratic (Max Weber).

**Unit-II**

Personnel Administration: Meaning; Nature and Significance. Elements of Personnel Administration: Recruitment, Training/ Capacity Building, Promotion, Motivation and Morale.

**Unit-III**

Budget: Principles, Preparation and Enactment of Budget. Public Funds: Accounting and Auditing. Financial Control: Parliamentary (Parliament and its committees) and Executive Control.

**Unit-IV**

Meaning and Significance of followings: I.

- I. Administrative Law.
- II. Delegated Legislation.
- III. Administrative Tribunal.
- IV. Public Policy.

**Books**

**Recommended**

Avasthi, A. & Maheshwari, S.R. 2006. Public Administration, Lakshmi Narain Aggarwal: Agra.

Babu, M Sathya(2005) Motivating Bureaucracy, McMillan : Delhi

Babu, M Sathya(2008) Prashashan avm Afasarshahi (Hindi), McMillan : Delhi

Dey, Bata K. 1978. Bureaucracy Development and Public Management in India. Uppal Publishing House: New Delhi.

Dimock, Marshal Edward and Dimock, Gladys Ogden. 1975. Public Administration. Oxford and IBH : New Delhi.

Goel, S.L. 1984. Public Personnel Administration: Theory and Practice. Deep & Deep: New Delhi.

Koeing, Louis W. 1986. An Introduction to Public Policy. Prentice Hall: New Jersey. Puri, K.K.

2006. Elements of Public Administration. Bharat Prakashan: Jalandhar.

Ramayyar A.S. 1967, Indian Audit and Account Department. Indian Institute of Public Administration: New Delhi.

Sahni, Pradeep. 1987. Public Policy: Conceptual Dimensions. Kitab Mahal: Allahabad. Sharma, M.P. 1960, Public Administration Theory and Practice. Kitab Mahal: Allahabad. Thawraj M.J.K. 1978. Financial Administration of India. Sultan Chand and Sons: New Delhi. Wattal, P.K. 1963. Parliamentary Financial Control of India. Minerva Book Shop: Bombay. Weber, Max, 1969. The Theory of Social and Economic Organization. Talcott Parsons (Ed). Free Press: New York.

हिन्दी साहित्य  
द्वितीय-प्रश्न पत्र  
(हिन्दी कथा साहित्य)  
(पेपर कोड- 210)

उद्देश्य एवं प्रस्तावना-

गद्य की प्रमुख विधाओं को इतना द्रुत विकास इनकी लोकप्रियता का प्रमाण प्रस्तुत करता है। इसमें आधुनिक जीवन, अपनी विविध कवियों के साथ यथार्थ रूप में अभिव्यजित हुआ है। जीवन की अनुभूतियों, संवेदननाओं तथा विविध परिस्थितियों के साक्षात्कार के लिए इनका अध्ययन सर्वथा अपेक्षित है।

पाठ्य विषय:-

व्याख्या एवं आलोचनात्मक प्रश्नों के लिए उपन्यास एवं आठ कहानीकारों की एक-एक प्रतिनिधी कहानी का अध्ययन आवश्यक है।

उपन्यास:	1.	गबन	-	प्रेमचंद
	2.	प्रेमचंद	-	कफन
	3.	जयशंकर प्रसाद	-	आकाश दीप
	4.	फणीश्वरनाथ रेणू	-	टेस
	5.	मोहन राकेश	-	मलवे का मालिक
	6.	भीष्म साहनी	-	चीफ का दावत
	7.	राजेन्द्र यादव	-	बिरादरी बाहर
	8.	रागेय राघव	-	गदल

छुत पाठ के लिए निम्नांकित तीन कथाकारों का अध्ययन अपेक्षित है, जिनमें से किन्ही दो पर लघुत्तरीय प्रश्न पूछे जावेंगे।

1. उपेन्द्रनाथ अष्क
2. बाल शौरि रेड्डी
3. शिवानी

अंक विभाजन-

1.	3/व्याख्याएँ	30 प्रतिषत
2.	2/आलोचनात्मक प्रश्न	30 प्रतिषत
3.	5/लघुउत्तरीय प्रश्न	20 प्रतिषत
4.	20/वस्तुनिष्ठ प्रश्न	20 प्रतिषत

R A I P U R

**History of India (From 550 C.E to 1200 C.E.)**  
**Paper Code. (BAGEN 211)**

**Learning outcome:** Students will learn and analyze about the transition from historic centuries to the early medieval. They'll be able to delineate changes in the realm of polity and culture; puranic religion; the growth of vernacular languages and newer forms of art and architecture.

**UNIT I Emergence of New Powers and Age of Decentralization**

- I. Decline of Gupta Power
- II. Huna Invasion and its impact
- III. Pushyabhuti Dynasty and Kanyakubja; State, Society and Culture in period of Harsh.
- IV. Origin of Rajput: Various theories.

**UNIT II Decentralization and Emergence of Regional Power**

- I. North Western India: Dynasties of Kashmir; Sindh; Arab Invasion; Shahi and Nepal and their political and cultural achievements.
- II. Central India: Maukharies, Pratiharas, Gahadwals, Chahamanas, Chandela, Kalchuri, Parmara and their Political and cultural achievements.
- III. South Western India: Chalukya and Solanki and their political and cultural achievements.
- IV. North Eastern India: Pal, Sen of Bengal; Dynasties of Kaling and Other Region; Dynasty of Kamrup and their political and cultural achievements.

**UNIT III Regional Powers of South and Deccan**

- I. Chalukyas of Vatapi: Origin History, Art and Architecture.
- II. Rashtrakutas of Manyakheta: History, Foreign Policy, Religion, Art and Architecture.
- III. Cholas of Kanchi : History, Administration, Art and Architecture.
- IV. Other Regional Powers: Pallava, Pandya, Chera, Kalyaniya, Gangavanshi, Kadamba and Sinhala (Sri Lanka)

**UNIT IV Decline of Rajputs**

- I. Tripartite Struggle
- II. Fall of Rajput Power
- III. Establishment of Muslim Rule
- IV. Muslim Rule in Delhi and Impact of Muslim Rule on India.

**UNIT V Culture of Pre Medieval India**

- I. Disintegration of Political Power
- II. Society and Religion in Pre Medieval India
- III. Fine Arts in Pre Medieval India: Architecture, Sculpture, Paintings.
- IV. Emergence and Spread of Bhakti movement in India.

**Suggested Readings:**

- Majumdar R.C and Pusalkar A.D (edited): The History of Indian People, vol. V, The Struggle for Empire
- Majumdar R.C. and Pusalkar A.D (edited): The History of Indian People, Vol. IV, The Age Imperial Kanauj

- Majumdar, A.K.: Bhakti Renaissance, Bhartiya Vidyabhawan, Calcutta.
- Majumdar, R.C. and Altekar, A.S Vakataka: Gupta Age, Motilal Banarasi Das, 2007.
- Pande, Rekha: Religion movement in Medieval India, Gyanbook, New Delhi.
- Pathak Vishudhanand: उत्तरभारतकाराजनैतकइतहास (600-1200 A.D) तहंदीसंस्थान ,उत्तरप्रदेश, 1973
- Raychaudhary, H.C.: Political History of Ancient India.
- Sastri, K.A. Nilkanta: a History of South India, from Prehistoric times to the fall of Vijaynagar, Oxford University Press, 1955, also, in Hindi translation by Bihar Hindi Granth Academy.
- Sasti, K.A. Nilkanta: Studies in Chola History and Administration, University of Madras, 1932.
- Shastri, K.A Nilkanta: History of South India: from Prehistoric times to the Fall of Vijaynagar, IV Edition, 1975
- Singh, Upinder: A History of Ancient and Early Medieval India, from Stone Age to Early Medieval India, a Pearson pub., New Delhi, 2008.
- Srivastva, B: दत्तिणभारतकाइतहास , चौंिंबाप्रकाशन, Varanasi, 2010.
- Tripathi, R.S: History of Kannauj to the Moselm conquest, 1986.
- Vaidya, C.V.: Early Historyof Rajputs (750 to 1000 A.D), Reprint, Gyanbooks, New Delhi, 2019.
- Vaidya, C.V: History of Medieval Hindu India, Reprint, Gyanbooks, New Delhi, 2018.

RAIPUR



**Communicative English  
(BAGEN301)**

**Course Objective: To teach students the practical use of English Language both verbal and written. It aims to inculcate a deeper understanding of the various nuances of English by instructing how it can be used in day to day life.**

**Unit – I**

**08**

**(I) Phonetics:**

- a. Identification of English Sounds – Speech Organs and Vocal Folds
- b. The Consonant Sounds – Definition, Place and Manner of Articulation
- c. The Vowel Sounds – Definition, Place and Manner of Articulation
- d. Diphthongs – Definition, Types of Diphthongs
- e. Practice Exercises

**Unit –II**

**08**

**(I) Active Listening** – Asking and answering questions, Interpreting meaning from context, Conveying ideas, Lexical Phrases and Cohesive Devices.

**(II) Effective Reading:** Reading Comprehension Skills based on fictional and non-fictional texts, Vocabulary Skills – Root Words, Prefixes, Suffixes and Analogies.

**Unit – III**

**08**

**(I) Business Writing** – Job Applications, Resume/CV Writing, Report Writing, Agendas and Minutes of Meeting, Research Paper Writing.

**Unit –IV**

**08**

**(I) Corporate Communication** – Emotional Intelligence, Interpersonal Behaviour, Definition and elements of Body Language, Effective Communication, Group Discussions, Presentation Skills, Interview Skills

**(II)**

**Unit-V**

**08**

**(I) Conversational English** – Intonations, Accentuation, Pauses, Words and Phrases used for communication, Casual Conversation, Official Conversation, Public Speaking, Etiquettes of Conversation.

**Reference Books:**

1. Communicative English for Engineers and Professionals by NitinBhatnagar (Author), Mamta Bhatnagar (Author), Pearson



**2. Communication English: A universal exercise book (Basic 1) by Ranjan Barman (Author)**

**Course Outcomes:**

- (i) Expertise in communicating in English Language.
- (ii) Enhancement of practical skills of English Language.
- (iii) To broaden their vocabulary and to develop an appreciation of language and its connotations and denotations.



**(BAGEN 302)**

## **SOFT SKILLS AND PERSONALITY ENHANCEMENT**

### **Unit – I**

- (I) Team Building – The magic of synergy, characteristics of an effective team, essentials of an effective team, Team Dynamics, Team Leading, Managing a Team.
- (II) Art of Negotiation –To understand what is negotiation, Ways of negotiating and being successful in it, To understand the power of language and non-verbal communication.
- (III) Grooming –To learn selection of proper attire as per the place, Practiced perception, How to carry one's self,  
How to project one's self in the positive frame and spirit.

### **Unit – II**

- (I) Organising Meetings – How to announce, call and organize a meeting in a smooth manner, How to design Agenda and prepare Minutes of Meeting
- (II) Telephonic Etiquettes –Learn the tone and pitch of voice while speaking over phone, How to send a voice mail.
- (III) Business Etiquettes –What does business etiquettes mean, Professional and Cultural expectations, Effective writing, Corporate Communication, Interaction with foreign clients.

### **Unit –III**

- (I) Stress Management –Types of stress, Symptoms and causes of Stress, Power of perception, Reaction to stress, Stress Management techniques.
- (II) Time Management – Importance of Time Management, Prioritising Tasks, Goal setting, Barriers to Time Management , Planning Routine and Time Tables.
- (III) Self Management –Self evaluation, Self discipline, Self criticism, SWOT analysis, Self Awareness, Development of the Self.

### **Unit – IV**

- (I) Presentation Skills –How to prepare a presentation, Knowing the audience and their requirements, Effective ways to deliver presentation, How to prepare Multimedia presentation.
- (II) Organisational Skills – How to understand the nature and structure of organisation, To understand hierarchy and communication channel of the organisation, Clarity about the roles and responsibilities in an organisation, How to be a team member, How to draft reports
- (III) Leadership Skills

### **Unit – V**

- (I) Group Discussion – Understanding the nature of discussion, Difference between debate and discussion, Ways to form and present arguments, Ways to defend your point.
- (II) Personal Interview –To learn the skills of appearing in an interview and being successful in it.
- (III) Public Speaking – Art of public speaking, To know the rhetoric of making a public speech, exploring rhetorical elements through various ideas..
- (IV) Conference and Meeting, Participation and Technical clarity in conference and meeting, Learning to listen and respond, Final Report drafting.

#### **Reference Books:-**

1. Soft Skill for everyone –Jeff Butterfield
2. Soft Skill for-S.I. Hariharan -MJP Publications
3. Personality Development & Soft skill – Goyal Brothers Prakasan

SEMESTER III

**(BAGEN 303) –** OPTIONAL 1(ENGLISH LITERATURE)

DRAMA

**Module-I**

John Webster - The Duchess of Malfi,

**Module-II**

R.B.Sheridan - The School for Scandal

**Module-III**

Tennessee William – A Street car named desire

**Module-IV**

John Osborne – Look Back in Anger,

**Module-V**

G.B Shaw – Arms and the Man

**Reference Books:**

1. **Duchess of Malfi – John Webster (Unique Publisher)**
2. **The School Of Scandal – R.B. Sheridan (Unique Publisher)**
3. **Arms and the Man – G.B. Shaw (Unique Publisher)**
4. **Look Back In Anger – John Osbourne (Unique Publisher)**

Total Marks: 100
Internal Marks: 30
External Marks: 70
No. of Hours: 48
Total Credits: 04

RAIPUR

<b>Modern Indian Political Thought</b>		Total Marks: 100
Semester – III		Internal Marks: 30
Paper Code. BAGEN304		External Marks: 70
Political Science		No. of Hours: 40
<p><b>Objectives:</b> Tracing the evolution of Indian political thought from ancient India to modern India. This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also to be discussed in the class. The list of additional readings is meant for teachers as well as the more interested students.</p>		Total Credits: 4
Unit No.	Description	No. of Hours:
1.	<p><b>Introduction to Modern Indian Political Thought</b></p> <p>1.1 Pre-Modern Socio-Religious Political Thought in India: Diverse Strands</p> <p>1.1.1 State and Sovereignty in Ancient India</p> <p>1.1.2 State and Sovereignty in Medieval India</p> <p>1.1.3 Religion and Politics</p>	8
2.	<p><b>Religious-Social Reforms, Renaissance and Nationalism in India</b></p> <p>2.1 Raja Ram Mohan Roy (1772-1833): Religious and Social Reforms, Individual Freedom, Freedom of Press, Modern Education</p> <p>2.2 Jyotiba Phule (1827-1890): Attack on Varna and Caste, Equality between Man and Woman</p>	8
3.	<p><b>Moderates and Extremists</b></p> <p>3.1 Mahadev Govind Ranade (1842-1901): Religious and Social Reforms, Liberalism, Nationalism, Nature and Functions of State</p> <p>3.2 Gopal Krishna Gokhale (1866-1915): Means over Ends, Racial Equality, Freedom of Press, National Unity</p> <p>3.3 Bal Gangadhar Tilak (1856-1920): Nationalism, Swaraj, Swadeshi, Extremist Thought &amp; Action</p>	8
4.	<p><b>Gender and Caste</b></p> <p>Pandita Ramabai: (1858-1922) Early life and education, Voyage to England and Conversion to Christianity, Ramabai's role in the emancipation of women, Her views on Religion, Her encounter with Church and colonialism</p>	8
5.	<p><b>Recent Indian Political Thought</b></p> <p>5.1 M K Gandhi (1869-1948): Religion, Politics, End and Means, Truth and Non-Violence, Satyagraha, Swaraj</p> <p>5.2 Jawaharlal Nehru (1889-1964): Democracy, Socialism, Secularism, Nationalism, Internationalism and Mixed Economy</p> <p>5.3 B. R. Ambedkar (1891-1956): Religion, Caste and Untouchability, Social Justice</p>	8

## Reference Books

- Datta, P. K. and Sanjay Palshikar eds. (2013). *Indian Political Thought*. ICSSR & Oxford University Press: New Delhi.
- Guha, Ramchandra (2010). *Makers of Modern India*. Penguin: Delhi.
- Mcdermott, Rachel Fell et. al. (2014). *Sources of Indian Traditions*. Penguin: Gurgaon.
- Mehta, V. R. (2013). *Foundations of Indian Political Thought*. Manohar: Delhi.
- Pantham, Thomas and K. L. Deutsch eds. (1986). *Political Thought in Modern India*. Sage:Delhi.
- Singh, Aakash and Silika Mohapatra eds. (2012). *Indian Political Thought: A Reader*. Routledge: London & New York.
- Singh, M. P. and Himanshu Roy eds. (2011). *Indian Political Thought: Themes and Thinkers*. Pearson: Delhi.
- Vajpeyi, Ananya (2012). *Righteous Republic: The Political Foundations of Modern India*. Harvard University Press: Cambridge.
- Varma, V. P. (2010). *Modern Indian Political Thought*, Lakshmi Narayan Agarwal: Agra.



RAIPUR

**Semester III**

<b>Bachelor of Arts</b>		Total Marks: 100
<b>SEM--III</b>		Internal Marks: 30
<b>PaperCode. BAGEN305</b>		External Marks: 70
<b>Economics- Indian Economy Nature &amp; Problem</b>		No. of Hours: 40
<b>Course objective:</b> The objectives of the course are to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of India. The course, in particular, has been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.		Total Credits: 04
<b>Unit No.</b>	<b>Details</b>	<b>Nos. of Hours</b>
<b>1</b>	1.1. Introduction of Indian Economy (colonial period and exploitation) 1.2. Characteristics of Indian Economy 1.3. Major issues of development of Indian economy 1.4. Natural recourses 1.5. Demographic profile 1.6. Migration-types, reasons, impacts 1.7. Occupational distribution 1.8. Demographic dividend 1.9. Features of Indian population 1.10. Causes of increasing population 1.11. Population policy	<b>11</b>
<b>2</b>	2.1. Evolution of Indian economy 2.2. Planning in India, objective 2.3. Strategies of planning 2.4. Poverty, types 2.5. Poverty Causes, Facts 2.6. Poverty eradication measures 2.7. Unemployment, Causes 2.8. Unemployment Type, impacts 2.9. Employment policy in India	<b>09</b>
<b>3</b>	3.1. Trend in production and productivity 3.2. New agriculture strategy 3.3. Impact of green revolution 3.4. Disparities of agriculture growth 3.5. Regional disparity 3.6. Issue related to landless agriculture labour 3.7. Irrigation, types	<b>10</b>



	3.8. Irrigation methods and importance 3.9. Agriculture rural development program 3.10. Land reform in agriculture	
<b>4</b>	4.1. Rural credit 4.2. Agriculture marketing 4.3. Agriculture price policy 4.4. Causes of food problem 4.5. Measure to Solve of food problem 4.6. Food policy in India -objectives 4.7. Food security—MSP, ICDS, MDMS 4.8. Food policy Government of India 4.9. Public distribution system 4.10. <i>Targeted Public Distribution System</i>	<b>10</b>

Reference:

1. Alak Ghosh: Indian Economy
2. Dutta and Sundram: Indian Economy
3. Govt. of India: Annual Economic Survey

**COURSE OUTCOME:**

1. Understanding the meaning, function and role of commercial banking.
2. Comprehending the procedure of an account opening, operating and closing.
3. Knowing the structure, function and role of RBI in economic development.
4. Judging the progress of financial inclusion.
5. Evaluating the importance, characteristics and components of the financial Market.

R A I P U R

## SEMESTER – III

(BAGEN 306)

### GEOGRAPHY OF INDIA

#### Course Objectives:

Students will get an introduction to the main regions of the India in terms of both their uniqueness and similarities. Students will be exposed to historical, economic, cultural, social and physical characteristics of India.

#### CONTENTS

<b>UNIT I-</b>	<b>10</b>
Physical features: Structure, Relief and Physiographic regions, Drainage, Climate-origin and mechanism of monsoon, and regional and seasonal variation	
<b>UNIT-II</b>	<b>10</b>
Natural resources: Soils - types, their distribution and characteristics. Water resources (major irrigation and hydel power projects), Forests-types, distribution, economic significance and conservation.	
<b>UNIT-III</b>	<b>10</b>
Mineral and Power resources-Iron-ore, Manganese, Copper, Coal, Petroleum and Natural gas, Non conventional sources of energy.	
<b>UNIT-IV</b>	<b>08</b>
Cultural Features: Agriculture - Major crops, impact of green revolution Industries - Iron and steel, Cotton Textile, Cement, Sugar, Transport, Foreign Trade.	
<b>UNIT-V</b>	<b>10</b>
Population - growth, distribution and density, literacy and sex-ratio, major tribes, social groups, language, caste, religion, Regionalisation of India: Physiographic (R. L. Singh), Socio – cultural (Sopher), Economic (Sengupta)	

#### Recommended Readings:

1. Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
2. Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
3. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective. Vol. 3 – Indian Perspective*.
4. Sdyasuk Galina and P Sengupta (1967): *Economic Regionalisation of India*, Census of India
5. Sharma, T. C. 2003: *India - Economic and Commercial Geography*. Vikas Publ., New Delhi.
6. Singh R. L., 1971: *India: A Regional Geography*, National Geographical Society of India.
7. Singh, Jagdish 2003: *India - A Comprehensive & Systematic Geography*, GyanodayaPrakashan, Gorakhpur.
8. Spate O. H. K. and Learmonth A. T. A., 1967: *India and Pakistan: A General and Regional*

*Geography*, Methuen.

9. Tirtha, Ranjit 2002: *Geography of India*, Rawat Pubs., Jaipur & New Delhi.

10. Pathak, C. R. 2003: *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata.

11. Tiwari, R.C. (2007) *Geography of India*. PrayagPustak Bhawan, Allahabad

12. Sharma, T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur

**Course Outcome:**

- I. They can know about their own countries land formation, climate and natural vegetation.
- II. They understand the economic resources of India.
- III. They understand the social distribution of population of their country.

Develop an idea about regionalisation of India.



**(BAGEN 312P)**

**PRACTICAL GEOGRAPHY**

**CONTENTS**

<b>UNIT-1</b>	<b>06</b>
Band graph, Hythergraph and Climograph.	
<b>UNIT-2</b>	<b>06</b>
Square root, cube-root and vernier scales.	
<b>UNIT-3</b>	<b>06</b>
Map Projections (Part Two):Definition and classification, Cylindrical Projections-Simple, Equal area, Gall's, Mercator's.	
<b>UNIT-4</b>	<b>06</b>
Surveying- Plane Table Survey: open and closed traverse, correction of bearing, calculation of interior angles.	
<b>UNIT-5</b>	<b>06</b>
Cartographic Overlays – Point, Line and Areal Data.	

**PRACTICAL RECORD AND VIVA VOCE**

**Recommended Readings:**

1. Anson R. and Ormelling F. J., 1994: *International Cartographic Association: Basic Cartographic Vol.* Pregmen Press.
2. Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.
3. Mishra R.P. and Ramesh, A., 1989: *Fundamentals of Cartography*, Concept, New Delhi.
4. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
5. Rhind D. W. and Taylor D. R. F., (eds.), 1989: *Cartography: Past, Present and Future*, Elsevier, International Cartographic Association.
6. Robinson A. H., 2009: *Elements of Cartography*, John Wiley and Sons, New York.
7. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
8. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
9. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi
10. Singh R L & Rana P B Singh(1991) *Prayogtmak Bhugolke Mool Tatva*, Kalyani Publishers, New Delhi
11. Sharma, J P (2010) *Prayogtmak Bhugolki Rooprekha*, Rastogi Publications, Meerut

12. Singh, R L & Dutta, P K (2012) PrayogatmakBhugol, Central Book Depot, Allahabad

**Course Outcomes:**

- Acquire knowledge different types of map projection.
- Brings direct interaction of different types of surveying instruments like Plane table, Open and Closed traverse, correction of bearings
- Gain knowledge about surveying and apply this knowledge in ground surface.



<b>Sociology</b>		Total Marks -100
<b>Semester-III</b>		Internal Marks-30
<b>BASIC CONCEPTS IN SOCIOLOGY-III</b>		External Marks-70
<b>Paper Code-(BAGEN 307)</b>		
<b>Course Objective:-</b> To know basic concepts of Sociology. □ □ To give an outline of Sociological Background		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-48</b>
<b>1</b>	<b>Unit-I: Individual and Society</b>  Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self	<b>10</b>
<b>2</b>	<b>Unit-II: The Concept of Group</b>  Classification of Groups – Cooley's Primary and Secondary groups, Sumner's In-Group and Out-group, Reference Group	<b>10</b>
<b>3</b>	<b>Unit-III: Social Mobility :</b> Introduction, Meaning of Social Mobility, Characteristics of Social Mobility, Types of Social Mobility Effective Factors of Social Mobility	<b>10</b>
<b>4</b>	<b>UNIT-IV- Social Stratification</b>  Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist & Weberian.	<b>10</b>
<b>5</b>	<b>UNIT-V- Social Control</b>  Meaning and types, Goals of social control, Method of social control, Mechanisms, Means and consequences of social control, , Agencies of Social control	<b>8</b>

SI No	Book Name	Author Name
<b>1</b>	Sociology	Schaefer, Richard T. and Robert P. Lamm.
<b>2</b>	What is Skociology?	Inkeles, Alex, 1987.
<b>3</b>	What is Sociology	.Jaiaram, No. 1988 .

R A I P U R



<b>Psychology</b>		Total Marks -100
<b>Semester-III</b>		Internal Marks-30
<b>PSYCHOLOGICAL DISORDERS</b>		External Marks-70
<b>Paper Code- (BAGEN 308)</b>		
<b>Course Objective:-</b> To learn the basics of abnormal Psychology		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-48</b>
<b>1</b>	<b>INTRODUCTION TO ABNORMAL PSYCHOLOGY</b> What is psychological Disorder; Definition and criteria of abnormality. History of Diagnosis and Classification system DSM-IV and DSM-V. Theoretical Perspectives- Biological, Psychodynamic, Behavioural	<b>10</b>
<b>2</b>	<b>ANXIETY DISORDERS</b> Generalized Anxiety Disorder, Panic Disorder, Obsessive Compulsive Disorder, Criteria and Etiology of Phobias, Post-traumatic Stress Disorder.	<b>10</b>
<b>3</b>	<b>MOOD DISORDERS</b> Unipolar Disorder, Bipolar Disorder, Depression: Dysthymic Disorder and Major Depression	<b>10</b>
<b>4</b>	<b>SOMATIFORM PSYCHOLOGICAL DISORDER:</b> Nature, etiology and symptoms of dissociative disorder. Nature and types of Psycho-physiological disorder. Etiology of gastro-intestinal respiratory, cardiovascular and skin disorder	<b>10</b>
<b>5</b>	<b>PERSONALITY DISORDERS AND SCHIZOPHRENIA</b> Criteria of Paranoid, Histrionic, Narcissistic, Borderline and Antisocial Personality Disorder. Schizophrenia-Criteria, types and Etiology,	<b>8</b>

<b>SI No</b>	<b>Book Name</b>	<b>Author Name</b>
<b>1</b>	Abnormal Psychology; An Integrative Approaches.	Harlow, H.D. & Durand, V.M.
<b>2</b>	Psychopathology	W.W. Norton & Co. Zide, M.R. & Gray, S.W.
<b>3</b>	Abnormal Psychology	Carson, R.C., Butcher, J.N., Mineka, S. & Hooley, J.M
<b>4</b>	Exploring Abnormal Psychology	Pearson. Neale, J.M., Davison, G.C. & Haaga, D.A.F
<b>5</b>	Abnormal Psychology: The Problem of Maladaptive Behavior	John Wiley & Sons, Inc. Sarason, I. G. & Sarason, B.R.
<b>6</b>	Abnormal Psychology	Seligman, M.E.P., Walker, E.F., & Rosenhan, D.L.

Public Administration  
(Central Administration)

Total Marks: 100
Internal Marks: 30
External Marks: 70
No. of Hours: 48
Total Credits: 04

**Unit-I**

British Legacies over Indian Administration. Features of Indian Administration. Role of Indian Administration in Socio-Economic Development. Fundamental Rights and Duties.

**Unit-II**

President: Election, Impeachment, Powers and Position. Prime Minister & Council of Ministers: Appointment, Powers and Role. Central Secretariat and Cabinet Secretariat: Organisation, Role and Functions.

**Unit-III**

Planning Processes: introduction, Meaning of Planning, Need for Planning, Types of Planning, Genesis of Planning in India, Planning Machinery at the Central Level, Role of National Development Council, Problems of Centralized Planning.

**Unit-III**

Ministry of Home Affairs: Organisation and Role, Ministry of Finance: Organisation and Functions, Finance Commission and Comptroller & Auditor General.

**Unit-IV**

Civil Service in India: Role and Significance. Union Public Service Commission: Composition and Functions. Recruitment and Training of All India and Central Services.

**Books Recommended**

Avasthi A. 1980. Central Administration: Tata Mc graw Hill: New Delhi.

Chanda Ashok: 1967. Indian Administration: Allen and Unwin: London.

Jain, R. B., 1976. Contemporary Issues in Indian Administration, Vishal Publications: New Delhi.

Johari, J.C., 1977. Indian Government and Politics : Vishal Publications: Delhi.

Khera, S.S. 1975. The Central Executive. Orient Longman: New Delhi.

Maheshwari, S.R., 2007. Indian Administration (English & Hindi). Orient Longman: New Delhi.

Misra B.B., 1970. The Administrative History of India; Oxford University Press: London.

Muttalib, M.A. 1967. Union Public Service Commission, I.I.P.A.: New Delhi.

Puri, K.K., 1985, Indian Administration, Bharat Prakashan, Jalandhar.

Prasad, Bishwanath 1968. The Indian Administrative Service; S. Chand & Company: Delhi.

Singh Hoshiar and Singh Mohinder, 1989. Public Administration in India: Theory and Practice; Sterling Publishers Private Ltd., New Delhi. Subramaniam, Malathi, 1987, Management of Public Administration, Deputy Publications: Delhi.

Subramaniam, V. 1971. Social Background of India's Administrators, Publication Division, Government of India: New Delhi.

हिन्दी साहित्य  
तृतीय- सेमेस्टर

(अर्वाचीन हिन्दी काव्य)  
(पेपर कोड- 310)

उद्देश्य एवं प्रस्तावना-

आधुनिक काव्य आधुनिकता की समस्त विशेषताओं को समेटे हुए है। स्वतंत्रता प्राप्ति के पूर्व की भाव-भाषा, षिल्प, अन्तर्वस्तु संबंधी समस्त विकास धारा यहाँ सजीव रूप में देखी जा सकती है। इसे अनदेखा करना मनुष्य की विकास यात्रा को नजर अंदाज करना है। इस यात्रा के साक्षात्कार के अलए आधुनिक काव्य का अध्ययन अपेक्षित ही नहीं अपितु अनिवार्य है।

पाठ्य विषय -

1. मैथिलीषरण गुप्त - भारत-भारती की कविताएँ
2. सूर्यकांत त्रिपाठी निराला -
  1. सखि बसंत आया।
  2. वर दे, वीणा वंदनी वर दे।
  3. हिन्दी के सुमनों के प्रति पत्र।
  4. तोड़ती-पथर।
  5. राजे ने अपनी रखवाली की।
3. सुमित्रानंदन पंत -
  1. बादल ।
  2. परिवर्तन 2पद।
  1. खोलता इधर जन्मलोचन 2. आज का दुख कल काआल्हाद
  3. ताज।
  4. झंझा में नीम
  5. भारत माता
4. माखन लाल चतुर्वेदी -
  1. बलि पंथी से।
  2. सॉझ और ढोलक की थापें।
  3. मैं बेच रही हू दही।
  4. उलाहना।
  5. निःषस्त्र सेनानी
5. स. ही. वात्स्यायन अज्ञेय-
  1. सबेरे उठा तो दुध खिली थी।
  2. साम्राज्ञी का नैवेद्य दान।
  3. घर।
  4. चांदनी जी लो।
  5. दूर्वाचल।

द्रुतपाठ हेतु कवियों का अध्ययन किया जायेगा, जिन पर लघुत्तरी प्रश्न पूछे जायेंगे-

1. अयोध्या सिंह उपाध्याय " हरिऔध" ।
2. सुभद्रा कुमारी चौहान। 3. श्रीकांत वर्मा।

## History- HISTORY OF INDIA From 1206 C.E to 1707 C.E.

(BAGEN 311)

**Learning outcome:** Students will be able to identify the major political developments in the History of India during the period between the twelfth and the seventeenth century. Outline the changes and continuities in the field of culture, especially with regard to art, architecture, bhakti movement and sufi movement. Delineate the development of trade and urban complexes during this period.

### UNIT I Medieval India

- I. Important sources of Medieval Indian History
- II. Early Turks, Khaljis, and Tughlaqs, Invasion of Timur
- III. Ruling Dynasties of Assam, Rajput States (Mewar and Marwar), Orissa, Kashmir
- IV. Vijaynagar Empire

### UNIT II- Afghans and Mughals

- I. Afghan Rule: Lodis and Surs
- II. India on the Eve of Babur's Invasion
- III. Establishment and Re-establishment of Mughal Rule, Hemu Vikramaditya, Rana Pratap, Rani Durgavati, Chand Bibi
- IV. Expansion of the Mughal Empire, Administration

### UNIT III-Aurangzeb, Shivaji and Other Powers

- I. Resistance of Mewar and Marwar
- II. Rise of Marathas under Shivaji
- III. Maratha Administration, Concept of Hindu Pad Padshahi
- IV. Resistance of Sikhs, Jats and Bundelas

### UNIT IV- Society and Economy

- I. Hindu Society: Caste and Occupational groups, Lifestyle, Education, Customs and Traditions
- II. Muslim Society: Divisions and Occupational groups; Lifestyle, Education, Customs and Tradition.
- III. Condition of Agriculture and Industry.
- IV. Development of Trade and Commerce.

### UNIT V- Religion and Culture

- I. Bhakti movement
- II. Sufism, Sikhism and Other Sects in South India, Bengal and Kashmir
- III. Development of Literature
- IV. Development of Architecture and Painting

### Suggested Readings

- A.L. Srivastava: Delhi Sultanate (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- A.L. Srivastava : The Mughal Empire (English or Hindi Version), Shiv Lal Agarwal & Co., Agra, Reprint, 2017
- B.N.S. Yadav : Society and Culture in North India in the 12th century. Raka Prakashan, Prayagraj, 2012
- B.P. Majumdar: Socio-Economic History of Northern India, Firma K. L. Mukhopadhyay (1960)
- Babasaheb Purandare: Raja Shivchattrapati, Vol. I & II, Purandare Prakashan, 2020
- G.H. Ojha: Rajputane Ka Itihas, (Hindi) Vaidik Yantralaya, Ajmer, 1927
- G.N. Sharma: Mewar and the Mughal Emperors, Shiv Lal Agarwal, Agra, 1962
- Herman Kulke (ed.) The State in India (1000-1700), OUP, 1995
- Ishwari Prasad : Medieval India (English or Hindi version) 4th ed., Digitized 2006
- J.N. Sarkar: Life and Times of Shivaji, Orient Blackswan Pvt. Ltd., New Delhi, 2010
- K.A. Nilkantha Shastri: A History of South India, Oxford, 1997
- K.N. Chitnis: Socio Economic History of Medieval India, Atlantic Publishers, 2018

- Majumdar, Raychaudhary&Dutta : An Advanced History of India, Laxmi Publications, 2016
- Mohammad Habib and K.A. Nizami, ed. : Comprehensive History of India, Vol. V, The Delhi Sultanate, PPH, 1992
- N.N Acharya: The History of Medieval Assam from 13th to 17th centuries, Omsons Publications, 2003
- R.C.Majumdar& others (ed.): The History and Culture of the Indian People Vol. 6, the Delhi Sultanate, Bhartiya Vidya Bhawan, 2006
- R.C.Majumdar& others (ed.): The history and Culture of the Indian People Vol. 7, the Mughal Empire, Bhartiya Vidya Bhawan, 2006
- R.K Bhardwaj, Hemu: Life and times of Hemchandra Vikramaditya, Hope India Publications, Gurgaon, 2004
- R.P Tripathi : Rise and fall of the Mughal Empire (English or Hindi), Surjeet Publications, 2012
- S.R. Sharma : The Crescent in India: A Study in Medieval History, Bhartiya Kala Prakashan, 2005
- Ishwari Prasad : A Short History of Muslim Rule in India, Surjeet Publications, 2018
- Simon Digby, War Horses and Elephants in the Delhi Sultanate. OUP, 1971
- V.S Bhargava: Marwar and the Mughal Emperors, MunshiramManoharlal, 1966
- Rekha Pande: Religious Movements in Medieval India, Gyan Publishing House, 2005
- Satish Chandra: Uttar Mughal Kalin Bharat Ka Itihas, Minakshi Prakaskan, 1974
- Dr. Satish Chandra Mittal: मुखिमशासकतथाभरतीयजनसमाज, Suruchi Prakashan, 2014

Dr. Satish Chandra Mittal: भारतकासंतिप्तइइइइइइ, Suruchi Prakashan, 2014

- Aashirwaadi Lal Shrivastav: 1000 1707, Shiv Lal Agarwal & Co., 2014
- Awadh Bihari Pandey: , Central Book Depot, Alahabad, 1985
- Awadh Bihari Pandey: , Central Book Depot, Allahabad, 1983
- Aashirwadi Lal Shrivastav:

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SEMESTER IV  
(BAGEN 401A) – HINDI/ADVANCE ENGLISH

कलिंगा विष्वविद्यालय  
अटल नगर, रायपुर (छ.ग.)

स्नातक प्रथम वर्ष	Total Marks: 100
चतुर्थ सेमेस्टर	Internal Marks: 30
हिन्दी भाषा-2	External Marks: 70
	No. of Hours: 48
<b>Paper Code-(BAGEN401A)</b>	Total Credits: 04

इकाई –1

हिन्दी की उपभाषाओं का सामान्य परिचय- 1. पश्चिमी हिन्दी 2. पूर्वी हिन्दी 3. राजस्थानी 4. बिहारी 5. पहाड़ी  
10

इकाई –2

राष्ट्रभाषा के रूप में हिन्दी का विकास-  
खड़ी बोली का सम्पर्क भाषा के रूप में विकास  
राजभाषा: तात्पर्य एवं महत्व  
राष्ट्रभाषा हिन्दी की समस्याएँ

10

इकाई –3

देवनागरी लिपि-

- (1) विकास
- (2) नामकरण
- (3) विशेषताएँ

10

इकाई –4

कार्यालयीन पत्र -  
परिपत्र, आदेश, अधिसूचना, ज्ञापन, अनुस्मारक

10

इकाई –5

पाठ संकलन-

1. कविता - पुष्प की अभिलाषा (माखनलाल चतुर्वेदी )
2. कहानी - उसने कहा था (चक्रधर शर्मा गुलेरी)
3. निबंध - लोभ और प्रीति (आचार्य रामचंद्र शुक्ल)

08

सहायक ग्रंथ:-

1. हिन्दी भाषा का उद्भव और विकास- उदय नारायण तिवारी
2. नागरी लिपि और उसकी समस्याएँ- नरेश मिश्र
3. नागरी लिपि और हिन्दी वर्तनी- बिहार हिन्दी ग्रंथ, अकादमी, पटना
4. राष्ट्रभाषा और राष्ट्रीय एकता- दिनकर, उदयांचल, पटना
5. राजभाषा के आन्दोलन में - राजनारायण दुबे, प्रकाशन संस्थान, दिल्ली
6. राष्ट्रभाषा और हिन्दी - राजेन्द्र मोहन भटनागर , के.डी. संस्थान, आगरा



## ADVANCE ENGLISH-II

(BAGEN401B)

### Course Objectives

To inculcate a thorough knowledge of English Literature and its various forms. Also to provide a deeper understanding of literary culture and composition

### Course Contents

#### Unit 1 (POETRY) 08

Robert Frost: After Apple Picking

Matthew Arnold: Dover Beach

Wilfred Owen: Strange Meeting

Sylvia Plath: Daddy

#### Unit 2 (PROSE) 08

Charles Lamb: Dream Children: A Reverie

George Bernard Shaw: Spoken English and Broken English

#### Unit 3 (FICTION) 08

Ernest Hemingway: The Old Man and the Sea

Salman Rushdie: Midnight's Children (Detailed)

#### Unit 4 (DRAMA) 08

Shakespeare – Merchant of Venice (Detailed)

Arthur Miller: A View from the Bridge

#### Unit 5 (INDIAN WRITING IN ENGLISH/ TRANSLATION TEXT) 08

Rabindranath Tagore- The Home and the World

Mahesh Dattani- Tara

### Course Outcome:

1. Students will improve their knowledge of English Literature
2. Students will be exposed to literature from around the world

### Suggested Reading:

1. Hector St John Crèvecoeur, 'What is an American', (Letter III) in Letters from an American Farmer (Harmondsworth: Penguin, 1982) pp. 66–105.
2. Ralph Waldo Emerson, 'Self Reliance', in The Selected Writings of Ralph Waldo Emerson, ed. with a biographical introduction by Brooks Atkinson (New York: The Modern Library, 1964).
3. Toni Morrison, 'Romancing the Shadow', in Playing in the Dark: Whiteness and Literary Imagination (London: Picador, 1993) pp. 29–39.
4. William Wordsworth, 'Preface to Lyrical Ballads', in D.J. Enright and Ernst D. Chick era eds. English Critical Texts, Delhi: OUP
5. John Keats, 'From the Letters', in D.J. Enright and Ernst D. Chick era eds. English Critical Texts, Delhi: OUP

6. 6. B.R. Ambedkar, 'Annihilation of Caste' in Dr. Babasaheb Ambedkar: Writings and Speeches, vol. 1 (Maharashtra: Education Department, Government of Maharashtra, 1979) chaps. 4, 6, and 14.
7. 7. Sujit Mukherjee, 'A Link Literature for India', in Translation as Discovery (Hyderabad: Orient Longman, 1994) pp. 34–45.
8. 8. G.N. Devy, 'Introduction', from After Amnesia in The G.N. Devy Reader (New Delhi: Orient BlackSwan,2009) pp. 1–5.



(BAGEN 402)

### TECHNIQUES OF COMMUNICATION

Program- BAGEN	Subject- TECHNICAL ENGLISH/ COMMUNICATION OF TECHNIQUES	Internal Marks-30		Teaching Hours-40
Course- English	Subject Code-BAGEN 402	External Marks-70		Total Credit-04

**Course Objective:** This course aims to instruct students about the details of English in the professional capacity by teaching them skills which they will use in their career.

#### Module 1- Basics of Technical English

[8]

Technical English: Definition; Extent & Coverage; Dimension; Reading; Skimming; Scanning; Churning & Assimilation; Writing Methods: Inductive; Deductive; Exposition; Linear; Interrupted; Spatial & Chronological etc; Technical Communication; Approaches: Brevity; Objectivity; Simplicity; Utility & Clarity. Listening: Active; Passive; Thinking strategies: Positive & Logical Thinking; Speaking: Essentials Nuances & Modes of Speech Delivery.

#### Module 2- Basic Tools of Writing

[8]

Vocabulary Building: Select words; Concept of word formation; Word formation; Root words from foreign languages & their use in English; Prefixes & Suffixes: Derivatives; Synonyms; Antonyms; Abbreviations. Homophones. One word substitutes; Requisites of Sentences.

#### Module 3- Basic Techniques of Writing

[8]

Forms: Business writing: Principle; Purchase & Sales Letters; Drafts; Official Writing: Official Letter; D.O. Letter; Notices; Agenda; Minutes of Meeting; Sentence Structure; Phrases & Clauses in sentences; Coherence; Unity; Emphasis in Writing; Devices; Use of Writing methods in Documents; Techniques of writing.

#### Module 4- Common Grammatical Errors

[8]

Subject-Verb agreement; Correct usage: Noun; Pronoun; Agreement; Modifiers; Articles; Prepositions; Cliches; Redundancies; Technical Style Features; Choice of words; Sentences: Descriptive; Narrative; Expository; Defining & Classifying; Length of Paragraph; Writing of the Introduction & Conclusion.

#### Module 5- Presentation Strategies & Oral Communication

[8]

Analysis of Locale; Audience; Modulating Style & Content; Speaking with confidence; Kinesics; Paralinguistics feature of Voice-Dynamics: Pitch; Intonation; Stress & Rhythm; Conversation & Dialogues; Communication at work-place; etc.

#### COURSE OUTCOMES

1. Students will be able to understand the basic objective of the course by being acquainted with specific dimensions of communication skills i.e. Reading, Writing, Listening, Thinking and Speaking.
2. Students will be better equipped for Official Communication.

SEMESTER IV

**(BAGEN 403) – OPTIONAL 1(ENGLISH LITERATURE)**

ESSAY AND SHORT STORIES

Total Marks: 100
Internal Marks: 30
External Marks: 70
No. of Hours: 48
Total Credits: 04

**Module-I Essay**

Charles Lamb: New Year's Eve, Dream Children  
Francis Bacon : Of Truth, Of Ambition

**Module-II Essay**

William Hazlitt: On Reading Old Books , On Personal Character  
Jonathan Swift : Battle of the Books

**Module-III Short Stories**

Anton Chekhov: The Lottery Ticket  
H.E.Bates: The Ox

**Module - IV**

RokeyaShakawatHusein: Sultana'a Dream  
Ernest Hemingway: The Short Happy Life of Francis Macomber

**Module -V**

Joseph Conrad : Amy Foster

**Reference Books :**

1. Anton Chekhov : Major Plays (Signet Classics)
2. The Essential Hemingway (Vintage Classics)
3. Complete Works of Charles Lamb (Nabu Press)
4. The Works of Francis Bacon (Wentworth Press)

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## B. A. Political Science Syllabus

<b>Government and Politics in India</b>		Total Marks: 100
Semester – IV		Internal Marks: 30
Paper Code. BAGEN404		External Marks: 70
Political Science		No. of Hours: 40
<p><b>Objective:</b> This course acquaints students with the government and politics in India within the constitutional framework of institutional structures and their functioning over time. Presenting government and politics in India in a historical and cultural perspective, the course reflects on the nation-building process by focusing on the making of the constitution and the constitutional values, ideals and objectives. The course aims at familiarizing the students with the working of the Indian federation and the issues and challenges confronting it. It provides a broad overview of the central administration and the role of political executives in running the same.</p>		Total Credits: 4
Unit No.	Description	No. of Hours
1.	<p><b>Introduction</b>                      Making of the Indian Constitution:                      Ideology and Philosophical basis of Indian Constitution                      Preamble to the Constitution of India                      Salient features of the Indian Constitution                      Fundamental Rights, Fundamental Duties and Directive Principles of State Policy</p>	8
2.	<p><b>Organs of Government</b>                      The Legislature: Parliament                      The Executive: President and Prime Minister                      The Judiciary: Supreme Court</p>	8
3.	<p><b>Indian Federalism</b>                      Nature of Indian Federalism                      Centre-State Relations: Legislative, Administrative and Financial</p>	8
4.	<p><b>Pressure Groups and Political Parties</b>                      Interest Groups/Pressure groups in Indian politics                      Party System in India: National and Regional Parties                      Coalition Politics and Governmental Instability</p>	8
5.	<p><b>Local Self-Government in India</b>                      Importance of Local Self Government (Panchayati Raj) in India; Structure, Power &amp; Functions                      Salient Features of 73<sup>rd</sup> Constitutional Amendments.                      Causes of failure of PRIs and suggestions to improve the condition and make it a success</p>	8

### Reference Books

- Austin, Granville (1999). *Indian Constitution: Cornerstone of a Nation*. Oxford: New Delhi.
- Austin, Granville (2003). *Working in a Democratic Constitution: A History of the Indian Experience*. Oxford Publication: New Delhi.
- Basu, Durga Das (2018). *An Introduction to the Constitution of India*. LexisNexis: New Delhi.
- Johari, J C (2013). *Constitution of India: A Politico Legal Study*. Sterling Publishers Pvt. Ltd.: Delhi.

Lakshmikanth, M (2017). *Indian Polity*. McGraw Hill Education: Chennai.  
Roy, Himanshu and M. P. Singh (2018). *Indian Political System*. Pearson: New Delhi.

### **COURSE OUTCOME (CO)**

Students with B.A. in Political Science will be able to:

1. Understand the philosophy of Indian constitutions.
2. Understand the various Government of Indian acts their provision and reforms. To know the salient features in making of Indian constitution.
3. Appreciate the socio-economic political factors which lead to the freedom struggle. • To understand the constitutional orderings and institutional arrangement.
4. Appreciate the fundamental rights and duties and the directive principle of state policy.
5. Evaluate the evolution, functioning and consequences of political parties in India, National and Regional Parties. Understand Coalition Politics and Governmental Instability
6. Understand Importance of Local Self Government (Panchayati Raj) in India; Structure, Power & Functions.



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**Semester IV**

<b>Bachelor of Arts</b>		Total Marks: 100
<b>SEM--IV</b>		Internal Marks: 30
<b>PaperCode. BAGEN405</b>		External Marks: 70
<b>Economics- Industrial Development</b>		No. of Hours: 40
<p><b>Course objective:</b> The objectives of the course are to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of India. The course, in particular, has been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.</p>		Total Credits: 04
<b>Unit No.</b>	<b>Details</b>	<b>Nos. of Hours</b>
<b>1</b>	1.1 Growth and structure of industrial economy 1.2 Industrial licensing policy – 1.3 M.R.T.P. 1.4 F.E.RA., 1.5 F.E.M.A. 1.6 Growth and problems of small-scale industries 1.7 Role of public sector enterprises in India's industrialization, 1.8 Sources of industrial finance, 1.9 Problems of Indian industries, 1.10 Service sector – meaning, role, structure 1.11 Recent growth MNC'S 1.12 Public private partnership.	<b>12</b>
<b>2</b>	2.1 Industrial policy --1948 2.2 Industrial policy 1956 2.3 Industrial policy 1977 2.4 Industrial policy 1980 2.5 The industrial policy statement 1990, 2.6 The new industrial policy 1991, 2.7 Importance of industrial policy 2.8 Iron and steel industry, 2.9 Cotton – Textile industry.	<b>09</b>
<b>3</b>	3.1 Transport system in India, 3.2 Communication system in India, 3.3 New telecom policy 1999, 3.4 Health sanitation and housing, 3.5 Forestry and environment.	<b>05</b>
<b>4</b>	4.1 Main problems of development in C.G. 4.2 Causes of under – development 4.3 Strategies adopted 4.4 Dislocation of industries from C.G 4.5 Issues related to poverty 4.6 Poverty eradication program 4.7 Employment 4.8 Need of food security 4.9 Importance of food security 4.10 Implementation of central government schemes-	<b>14</b>

	4.11 MNREGA 4.12 SARVA-SIKSHA Abhiyan 4.13 Panchayat raj in U. P. 4.14 Demographic scenario of U. P.	
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**Reference**

1. Alak Ghosh: Indian Economy
2. Dutta and Sundram: Indian Economy
3. Govt. of India: Annual Economic Survey

**COURSE OUTCOME:**

1. To understand the key issues facing the Indian economy.
2. To awareness about the development policies adopted in India.
3. To give an exposure about how development and environment interrelated.



## SEMESTER-IV

(BAGEN 406)

### Evolution of Geographical Thought

**Course Objectives:** The discipline of geography encompasses the development of geographic knowledge in particular places, times, and contexts. Accordingly, it has traditionally been and continues to be primarily approached from a historical perspective.

#### CONTENTS

<b>UNIT I</b>	<b>08</b>
Evolution of Geographical Thought-Definition and Importance, Paradigms in Geography	
<b>UNIT II</b>	<b>08</b>
General character of geographic knowledge during the ancient & medieval period: Greek, Roman	
<b>UNIT III</b>	<b>08</b>
General character of geographic knowledge during modern Geography Contribution of (Part one) German, American, French, British & Indian schools of geography.	
<b>UNIT IV</b>	<b>08</b>
Debates – Environmental Determinism and Possibilism, Dualisms in geography	
<b>UNIT V</b>	<b>08</b>
Trends – Quantitative Revolution and its Impact, Behaviouralism, Radicalism, Changing Concept of Space in Geography, Future of Geography.	

#### Recommended Readings:

1. Dixit, R.D. (1997): Geographical Thought: A Contextual History of Ideas, Prentice Hall of India: New Delhi.
2. Dickinson, Robert E.(1978):The Makers of Modern Geography, Routledge & Kegan Paul, London & Henley.
3. Johnston, R J : The Future of Geography,
4. Adhikari, S Fundamental of Geographical Thought
- 5.Hartshorne, R. Perspective on the Nature of Geography.
6. Hussain, M: Evolution of Geographical Thought, Rawat Publications, Jaipur. 10

#### Course Outcomes:

- I. Gain knowledge about the development of geographical thought.
- II. Develop an idea about evolution of geographical thinking and disciplinary trends in Germany, France, Britain, and United States of America.
- III. Build an idea about between environmental determinism and possibilism, systematic and regional. Know about the trends of geographical thoughts.

CONTENTS

UNIT-106

Study and Interpretation of Indian topographical sheets: classification and numbering system

UNIT-2 06

Interpretation of topographical sheets with respect to cultural and physical features.

UNIT-3 06

Prismatic Compass Survey: Types Open and Closed traverse

UNIT-4 06

Chain and tape Survey- Types Open and Closed traverse

UNIT- 5 06

Map Projection (Part - III) - Ployconic, Universal Transverse Mercator Projection(UTM)

**PRACTICAL RECORD AND VIVA VOCE**

**Recommended Readings:**

1. Gupta K.K. and Tyagi, V. C., 1992: *Working with Map*, Survey of India, DST, New Delhi.
2. Monkhouse F. J. and Wilkinson H. R., 1973: *Maps and Diagrams*, Methuen, London.
3. Robinson A. H., 2009: *Elements of Cartography*, John Wiley and Sons, New York.
4. Sharma J. P., 2010: *Prayogic Bhugol*, Rastogi Publishers, Meerut.
5. Singh R. L. and Singh R. P. B., 1999: *Elements of Practical Geography*, Kalyani Publishers.
6. Sarkar, A. (2015) *Practical geography: A systematic approach*. Orient Black Swan Private Ltd., New Delhi
7. Singh R L & Rana P B Singh(1991) *Prayogtmak Bhugol ke Mool Tatva*, Kalyani Publishers, New Delhi
8. 10. Singh R L & Rana P B Singh(1991) *Prayogtmak Bhugol ke Mool Tatva*, Kalyani Publishers, New Delhi
9. Delhi
10. 11. Sharma, J P (2010) *Prayogtmak Bhugol ki Rooprekha*, Rastogi Publications, Meerut
11. 12. Singh, R L & Dutta, P K (2012) *Prayogtmak Bhugol*, Central Book Depot, Allahabad

**Course Outcomes:**

- I. Students should be able to understand the importance and uses of topographical maps and the relationship and juxtaposition of features therein.
- II. Brings direct interaction of different types of surveying instruments like Chain and tape Survey, Prismatic Compass Survey with environment.

<b>Sociology</b>		Total Marks -100
<b>Semester-IV</b>		Internal Marks-30
<b>TRADITIONAL SOCIOLOGICAL THOUGHT</b>		External Marks-70
<b>Paper Code- (BAGEN 407)</b>		
<b>Course Objective:-</b> To learn about traditional sociological theory		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-40</b>
<b>1</b>	<b>Founding Father- August Comte, Biographical Sketch, The law of three stages, Hierarchy of science, Static and dynamic of sociology, Significance of august comte's idea to contemporary sociology</b>	<b>8</b>
<b>2</b>	<b>Emile Durkheim</b> Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.	<b>8</b>
<b>3</b>	<b>Karl Marx</b> Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism	<b>8</b>
<b>4</b>	<b>Max Weber:</b> Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority	<b>8</b>
<b>5</b>	<b>Vilfredo Pareto:</b> Logical and Non-Logical Action, Residues and Derivatives, Circulation of Elites	<b>8</b>

<b>SI No</b>	<b>Book Name</b>	<b>Author Name</b>
<b>1</b>	Main currents in sociological thoughts	Aron, Ramond.
<b>2</b>	Introduction to the history to the sociology	Barnes, H.E.
<b>3</b>	Masters of Sociological Thought.	Coser, Lewis A.
<b>4</b>	The Making of Sociology	Fletcher, Ronald
<b>5</b>	Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage	Ken

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<b>Psychology</b>		Total Marks -100
<b>Semester-IV</b>		Internal Marks-30
<b>PRACTICAL PAPER- PSYCHOLOGICAL DISORDER</b>		External Marks-70
<b>Paper Code- (BAGEN 408)</b>		
<b>Course Objective:-</b> To train students to demonstrate the operation of some of the basic principles of human behaviour. To help students to relate the theoretical concepts to real life situations.		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-40</b>
1	Anxiety Disorder	10
2	Phobias	10
3	Depression	10
4	<b>Mood disorder</b>	10

The following are some of the suggested practical which can also be replaced by other practical if needed:

- 1.A measure of stress
2. Test of mental health
3. Verbal reasoning test/ Moral value scale/ Job satisfaction Test
4. Work-motivation Scale
5. Test of Depression/ Word-Association Test (WAT)





**Paper Code- (BAGEN 409)**

**Public Administration  
(State and District Administration)**

**Unit-I**

Constitution Frame work of States in India, Governor: Appointment Powers & Functions. Chief Minister: Powers, Role and Position. Council of Ministers and State Legislature. Organisation and Structure of State Administration.

**Unit-II**

State Secretariat and Directorate: Organisation and Functions. Chief Secretary: Role and Position in State Administration. State Planning Department and Board. Divisional Commissioner: Powers, Functions and Position

**Unit-III**

District Administration: Evolution, Features and Functions. District Collector: Evolution, Appointment. Functions and Position

**Unit-IV**

Police Administration at District Level: Organisation and Functions. Role and Functions of Superintendent of Police. Other Functionaries and Sub-District Level: Sub-Divisional Magistrate, Block Development and Panchayat Officer, Tehsildar.

**Books Recommended**

Avasthi A. 1980. Central Administration: Tata McGraw Hill: New Delhi.

Basu, D. D. 1988. Introduction to the Constitution of India; Prentice Hall: New Delhi.

Dayal, Ishwar, Mathur Kuldeep and Battacharya M, 1976. District Administration: McMillan: Delhi.

Jain, R.B. 1980. District Administration: Indian Institute of Public Administration. Khera, S.S., 1974. District Administration in India: Asia Publishing House: New York. Misra, S.C., 1972. Police Administration in India: National Police Academy: Mount Abu.

Maheshwari, Shriram. 1979. State Government in India; The Macmillan Company of India limited: Delhi.

Pandey, Lallu Behari, 1984. The State Executives; Amar Prakashan: Delhi

Puri, K.K. 1985, Local Government in India, Bharat Prakashan, Jalandhar.

Pylee, M.V. 1967. India's Constitution; Asia Publishing House: Bombay.

Reddy, Ram. G. and Seshadri K. 1972. Police in a developing society: Osmania University: Hyderabad.

Sharma, P.D. 1971. Indian Police – A Developmental Approach: Research: Delhi.

R A I P U R

हिन्दी साहित्य  
चतुर्थ सेमेस्टर  
(हिन्दी निबंध तथा अन्य गद्य विधायें)  
(पेपर कोड- 410)

अंक-70

पाठ्य विशय-

व्याख्या एवं आलोचनात्मक प्रश्नों के लिए एक नाटक , पांच प्रतिनिधि निबंध और पांच एकांकी का निर्धारण किया गया है।

नाटक-

अंधरी नगरी - भारतेन्दु हरिश्चन्द्र

निबंध-

- |                                |   |                            |
|--------------------------------|---|----------------------------|
| 1. क्रोध                       | - | आचार्य रामचंद्र शुक्ल।     |
| 2. बसंत                        | - | डॉ. हजारी प्रसाद द्विवेदी। |
| 3. उस अमराई ने राम-राम कही है। | - | विद्यानिवास मिश्र।         |
| 4. काव्येषु नाट्यम रम्यम्      | - | बाबू गुलाब राय।            |
| 5. बेईमानी की परत              | - | हरिषंकर परसाई।             |

एकांकी

- |                       |   |                       |
|-----------------------|---|-----------------------|
| 1. औरगजेब की आखरी रात | - | डॉ. रामकुमार वर्मा।   |
| 2. स्ट्राईक           | - | भुवनेश्वर             |
| 3. एक दिन             | - | लक्ष्मीनारायण मिश्र   |
| 4. दस हजार            | - | उदयपंकर भट्ट          |
| 5. मम्मी ठकुराईन      | - | डॉ. लक्ष्मीनारायण लाल |

द्रुतपाठ के लिए तीन गद्यकारों का अध्ययन किया जायेगा, जिन पर लघुत्तरी प्रश्न पूछे जायेंगे-

1. श्राहुल सांकृत्यायन
2. महादेवी वर्मा
3. हबीब तनवीर

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## (BAGEN-411) History- History of India (1707-1857)

**Learning outcome:** The students will be able to trace the British colonial expansion in the political contexts of eighteenth century India. They will learn about the changes in society, politics, religion and economy during this period. They'll also acquire knowledge about the freedom struggle.

### **UNIT I Downfall of Mughals and Maratha Power**

- I. Disintegration of Mughal Power: Main Political Trends
- II. Expansion of Maratha Kingdom under Peshwas and Maratha confederacy
- III. Administration and Socio- Economic condition under Marathas
- IV. Causes of the Downfall of Maratha power

### **UNIT II Indian States**

- I. Rise of Punjab under Ranjit Singh: Conquests and Administration
- II. Rise of Bengal and Awadh in the 18th Century
- III. Rise of Hyderabad and Mysore in the 18th Century
- IV. Political conditions in South India: Cochin & Travancore

### **UNIT III Expansion of East India Company's Rule**

- I. Arrival of European companies: Rivalry for Control
- II. Ascendancy of English East India Company: Battle of Buxar and Plassey;  
Their effects
- III. Territorial Expansion of east India Company 1700- 1813 (From ring fence to Subordinate isolation)
- IV. Territorial Expansion of East India Company 1813-1856

### **UNIT IV Administration of East India Company**

- I. Economic Policies- Agriculture, Trade, Banking, Land revenue
- II. Administrative Apparatus under East India Company

### **Suggested Readings:**

- A.C Banerjee : *The New History of modern India (1707-1947)*
- B.D. Basu : *Rise and Fall of Christian Power in India, Vol. II*
- B.R Grover : *A new look on Modern Indian History*
- C.A. Bayly : *An illustrated History of Modern India 1600-1947*
- Chabra, G.S. : *Advance History of Modern India*
- D. Kumar : *The Cambridge Economic History of India*
- Desai A.R: *India's Path of Development*
- Desai, A.R. : *Social Background of Indian Nationalism*
- Dodwell : *A Sketch of the History of India*
- Dutta, K.K : *Social History of Modern India*
- Freedenberg, R.E : *Land Control and Social Structure in India*
- I. Prasad & Subedar: *History of Modern India (English or Hindi)*
- J.N Farquhar : *Modern Religious Movements in India*
- J.N. Sarkar : *Mughal Economy*
- J.P. Mishra :
- Kesvan Veluthat : *Political Structure of Early Medieval South India*
- Lal, Sunder :

- M. Athar Ali : Mughal Nobility under Aurangzeb
- M.S Jain :
- Mishra, B.B : Administrative History of modern India
- Mittal, S.C. :
- *NoboraKarashima : South Indian History and Society*
- P.J. Marshall : The Eighteenth century in Indian History
- R.C Majumdar : British Paramountacy and Indian Renaissance (Part I)
- R.P Dutt : India Today
- R.P. Tripathi : The Rise and Fall of Mughal Empire
- *Ramsay Muir: The making of British India*
- Sarkar Sumit : Modern India

Sarkar Sumit :

- Satish Chandra:
- Sen Sunil K. : Agrarian Relations in India, 1793-1947
- Shukla R.L
- Singh, G.N : Constitutional Development of India
- *Stein Burton : The Making of Agrarian Policy in british India, 1770-1900*
- Stewart Gordon : The Marathas 1600-1818
- Sumit Sarkar: Modern India 1885-1947
- Thomas Metealf : Ideologies of the Raj
- Thompson &Garret : Rise and Fulfillment of British Rule in India



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## SEMESTER V

### Applied English in Writing and Composition

(BAGEN 501)

#### Course Objectives

This course is designed to help undergraduate students develop and research composition, argument, and writing skills that will enable them to improve their written abilities for higher studies and academic endeavors.

#### Course Contents

##### Unit 1 08

Language: language and communication, language varieties, standard and non-standard language, language change. Introduction to the Writing Process, Introduction to the Conventions of Academic Writing, Media Writing: a) Scriptwriting b) Writing News Reports and Editorials

##### Unit 2 08

Understanding the process of Expository Writing: 1. Pre- Writing 2. Drafting 3. Revising 4. Editing 5. Publishing. Patterns of Expository Writing: 1. Descriptive 2. Sequential 3. Compare/contrast 4. Cause and effect 5. Problem /solution

##### Unit 3 08

Academic Writing: a. Meaning, purpose and forms, b. Distinctions between academic and other forms of writing, c. Academic substitution: Sentence formation in academic writing. Quoting, Summarizing and Paraphrasing in academic writing

##### Unit 4 08

Critical Thinking: Syntheses Analyses and Evaluation: Introduction to Critical Thinking, Types of Reasoning Skills, Clear Thinking, Critical Thinking, and Clear Writing, Persuasion, Types of Inductive Arguments, Types of Reasoning (moral, legal, aesthetic, etc.), Techniques for Sparking Ideas, Solving Problems.

##### Unit 5 08

Structuring an Argument: Role of premises in an argument, Introduction Interjection and Conclusion, Citing Resources, Editing Books and Media Reviews and book reviews

#### Course Outcome

- Students will master the art of persuasive speech and writing.
- Students will master the art of listening, reading, and analyzing. Students will spend the bulk of their time in class in practical exercises of reading and writing.
- Students will develop critical thinking skills.
- They will be introduced to established principles of academic reading and writing.

#### Reference Books:

9. Dev, Anjana Neira. Academic Writing and Composition. New Delhi: Pinnacle, 2015.
10. Hamp-Lyons, Liz and Ben Heasley. Study Writing: A Course in Writing Skills for Academic Purposes.
11. RajendMesthrie and Rakesh M. Bhatt, World Englishes: The study of new linguistic varieties (Cambridge: Cambridge University Press, 2008).
12. Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-

13. William Germano. *Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books*. ISBN 978-0-226-28853-6.
14. Wellington, J. J. *Getting published: a guide for lecturers and researcher* London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.
15. John A. Goldsmith et al. "Teaching and Research" in *The Chicago Guide to Your Academic Career*. ISBN 0-226-30151-6.
16. Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in *Academic Keywords: A Devil's Dictionary for Higher Education*. ISBN 0-415- 92203-8..





<b>BAGEN</b>	<b>Total Marks: 100</b>
<b>SEMESTER – III</b>	<b>Internal Marks: 30</b>
<b>(BAGEN 502)</b>	<b>Case Studies/Project : 70</b>
<b>Universal Human Values</b>	

**Objectives:**

1. To help students distinguish between values and skills, and understand the need, basic guidelines, content and process of value education.
2. To help students initiate a process of dialog within themselves to know what they 'really want to be' in their life and profession
3. To help students understand the meaning of happiness and prosperity for a human being.
4. To facilitate the students to understand harmony at all the levels of human living, and live accordingly.
5. To facilitate the students in applying the understanding of harmony in existence in their profession and lead an ethical life

**Course Outcome:**

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

1. Understand the significance of value inputs in a classroom, distinguish between values and skills, understand the need, basic guidelines, content and process of value education, explore the meaning of happiness and prosperity and do a correct appraisal of the current scenario in the society
2. Distinguish between the Self and the Body, understand the meaning of Harmony in the Self the Co-existence of Self and Body.
3. Understand the value of harmonious relationship based on trust, respect and other naturally acceptable feelings in human-human relationships and explore their role in ensuring a harmonious society
4. Understand the harmony in nature and existence, and work out their mutually fulfilling participation in the nature.
5. Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.

**Catalogue Description**

Every human being has two sets of questions to answer for his life: a) what to do? and, b) how to do?. The first set pertains to the value domain, and the other to the skill domain. Both are complimentary, but value domain has a higher priority. Today, education has become more and more skill biased, and hence, the basic aspiration of a human being, that is to live with happiness and prosperity, gets defeated, in spite of abundant technological progress. This course is aimed at giving inputs that will help to ensure the right understanding and right feelings in the students in their life and profession, enabling them to lead an ethical life. In this course, the students learn the process of self- exploration, the difference between the Self and the Body, the naturally acceptable feelings in relationships in a family, the comprehensive human goal in the society, the mutual fulfillment in the nature and the co- existence in existence. As a natural outcome of such inputs, they are able to evaluate an ethical life and profession ahead.

**UNIT-1**

Course Introduction - Need, Basic Guidelines, Content and Process for Value Education Understanding the need, basic guidelines, content and process for Value Education, Self-Exploration–what is it? - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self exploration, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facilities- the basic requirements for

fulfillment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfill the above human aspirations: understanding and living in harmony at various levels.

**UNIT-2** Understanding Harmony in the Human Being - Harmony in Myself

Understanding human being as a co-existence of the sentient 'I' and the material 'Body', Understanding the needs of Self ('I') and 'Body' - Sukh and Suvridha, Understanding the Body as an instrument of 'I' (I being the doer, seer and enjoyer), Understanding the characteristics and activities of 'I' and harmony in 'I', Understanding the harmony of I with the Body: Sanyam and Swasthya; correct appraisal of Physical needs, meaning of Prosperity in detail, Programs to ensure Sanyam and Swasthya.

**UNIT-3** Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship

Understanding harmony in the Family- the basic unit of human interaction , Understanding values in human-human relationship; meaning of Nyaya and program for its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship, Understanding the meaning of Vishwas; Difference between intention and competence, Understanding the meaning of Samman, Difference between respect and differentiation; the other salient values in relationship, Understanding the harmony in the society (society being an extension of family): Samadhan, Samridhi, Abhay, Sah-astitva as comprehensive Human Goals, Visualizing a universal harmonious order in society- Undivided Society (AkhandSamaj), Universal Order (SarvabhaumVyawastha )- from family to world family!.

**UNIT-4** Understanding Harmony in the Nature and Existence - Whole existence as Co-existence

Understanding the harmony in the Nature, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence (Sah-astitva) of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.

**UNIT-5** Implications of the above Holistic Understanding of Harmony on Professional Ethics

Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Competence in Professional Ethics: a) Ability to utilize the professional competence for augmenting universal human order, b) Ability to identify the scope and characteristics of people-friendly and eco-friendly production systems, technologies and management models, Case studies of typical holistic technologies, management models and production systems, Strategy for transition from the present state to Universal Human Order: a) At the level of individual: as socially and ecologically responsible engineers, technologists and managers, b) At the level of society: as mutually enriching institutions and organizations.

**Text Books:**

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

**References:**

1. Ivan Illich, 1974, Energy & Equity, The Trinity Press, Worcester, and Harper Collins, USA

2. E.F. Schumacher, 1973, Small is Beautiful: a study of economics as if people mattered, Blond & Briggs, Britain.
3. Sussan George, 1976, How the Other Half Dies, Penguin Press. Reprinted 1986, 1991
4. Donella H. Meadows, Dennis L. Meadows, Jorgen Randers, William W. Behrens III, 1972, Limits to Growth – Club of Rome's report, Universe Books.
5. A Nagraj, 1998, Jeevan Vidya Ek Parichay, Divya Path Sansthan, Amarkantak.
6. P L Dhar, RR Gaur, 1990, Science and Humanism, Commonwealth Publishers.
7. A N Tripathy, 2003, Human Values, New Age International Publishers.
8. SubhasPalekar, 2000, How to practice Natural Farming, Pracheen (Vaidik) KrishiTantraShodh, Amravati.
9. E G Seebauer & Robert L. Berry, 2000, Fundamentals of Ethics for Scientists & Engineers , Oxford University Press
10. M Govindrajran, S Natrajan & V.S. Senthil Kumar, Engineering Ethics (including Human Values), Eastern Economy Edition, Prentice Hall of India Ltd.
11. B P Banerjee, 2005, Foundations of Ethics and Management, Excel Books.
12. B L Bajpai, 2004, Indian Ethos and Modern Management, New Royal Book Co., Lucknow. Reprinted 2008.

Mode of Evaluation:

Assignment/ Seminar/Continuous Assessment Test/Semester End Exam

1. R R Gaur, R Sangal, G P Bagaria, 2009, A Foundation Course in Human Values and Professional Ethics.

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SEMESTER V

**(BAGEN 503) – OPTIONAL 1(ENGLISH LITERATURE)**

FROM CHAUCER TO RESTORATION AGE

**Unit – I**

- 1) Birth of English Literature Leading to Chaucer (The age of Chaucer)
- 2) The Literature of the Renaissance and the Elizabethan Times (The age of Shakespeare)

**Unit – II**

Francis Bacon – Of Studies  
Edmund Spenser – Invocation to the Faerie Queene – Book I

**Unit – III**

John Milton – On His Blindness  
John Donne – Death be not proud

**Unit – IV**

Geoffrey Chaucer – The Canterbury Tales

**Unit – V**

Joseph Addison – Sir Roger at church  
Jonathan Swift – Gulliver's Travel

**Reference Books:**

1. Canterbury Tales – Geoffrey Chaucer (Unique Publisher)
2. A Complete Collection Of John Milton (Palala Press)
3. An Outline History of English Literature (Heritage Publisher)



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## B. A. Syllabus for Political Science

<b>Comparative Political Systems</b>		Total Marks: 100
Semester – V		Internal Marks: 30
Paper Code. -( <b>BAGEN 504</b> )		External Marks: 70
Political Science		No. of Hours: 40
Course Objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics while analyzing various themes of comparative analysis in developed and developing countries.		Total Credits: 4
Unit No.	Description	No. of Hours
1.	<b>Comparative Political Systems</b> Growth of the British Constitutional System Sources of the British Constitution Salient Features of the British Constitution Executive: The Crown and the Cabinet British Parliament: Composition, Power and Functions	8
2.	<b>Constitution of United States of America</b> Salient Features of the American Constitution American Presidency: Powers and Functions Congress: The Senate and House of Representatives	8
3.	<b>Constitution of Switzerland</b> Salient Features of the Swiss Constitution Federal Legislature: Composition, Power and Functions Federal Executive: Power and Functions Direct Democracy in Practice	8
4.	<b>Constitution of Japan</b> Salient Features of the Current Japanese Constitution Executive: The Emperor and the Cabinet Legislature -The Diet: Composition, Power and Functions	8
5.	<b>Comparative Political Systems</b> Comparison of the political Systems of Great Britain, United States of America and Japan	8

### Reference Books

Bhagwan, Vishnoo & Vidya Bhushan (2009). *World Constitutions: A Comparative Study*. Sterling: New Delhi.

Goyal, Rajni Goyal (2005). *Major Constitutions: UK, USA, Switzerland, Japan and China*. Galgotia Publications, New Delhi.

Khanna, V N (2016). *Major Constitutions of the World (Hindi)*. SBPD Publications: Bangalore.

S. L. Kaushik and Rama Patnayak (1995). *Modern Governments and Political Systems*. Mittal Publications: New Delhi.

**Semester-V**

<b>Bachelor of Arts</b>		Total Marks: 100
<b>SEM--V</b>		Internal Marks: 30
<b>PaperCode. BAGEN505</b>		External Marks: 70
<b>Economics- Money &amp; Financial Market</b>		No. of Hours: 40
<p><b>Course objective:</b> The objectives of the course are to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of India. The course, in particular, has been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.</p>		Total Credits: 04
<b>Unit No.</b>	<b>Details</b>	<b>Nos. of Hours</b>
<b>1</b>	1.1 Fisher and Cambridge approach, 1.2 Income expenditure approach. 1.3 Prices: inflation, deflation, 1.4 Monetary approach, 1.5 Keynesian approach, 1.6 Non-monetary theories of inflation, 1.7 Effects of deflation, 1.8 Inflation- a brief discussion of relationship between inflation 1.9 Unemployment (Philips curve) 1.10 Okun"s law , concept of stagflation.	<b>10</b>
<b>2</b>	2.1 Commercial Bank-Meaning 2.2 Roll of commercial bank 2.3 Theory of credit creation, 2.4 Credit multiplier, 2.5 Theory of central banking, 2.6 Techniques of credit control, 2.7 Monetary policy, 2.8 Objective of monetary policy in a developing economy, 2.9 The reserve bank of India, 2.10 Its role and policies relating to the development of the Indian economy.	<b>10</b>
<b>3</b>	3.1 Public expenditure-meaning, objectives, Scope and classification 3.2 Distinction between private and public finance 3.3 Public goods vs private goods 3.4 Principle of maximum social advantage 3.5 Types, effects and causes of increasing public expenditure 3.6 Canon and importance of public expenditure 3.7 Trends in central government expenditure 3.8 Economic effects of public expenditure on Public production and distribution 3.9 Main causes of Growth of public expenditure 3.10 Role of public expenditure in a Developing Economy	<b>10</b>



<b>4</b>	4.1 Trade Cycles--Definition 4.2 Nature and characteristics of Trade Cycles 4.3 Hawtray" smonetary theory 4.4 Hayek"s over – investment theory 4.5 Keynes" views on trade cycles 4.6 The concept of accelerator 4.7 Super multiplier 4.8 Multiplier 4.9 Accelerator theories of trade cycles 4.10 Control of trade cycles.	<b>10</b>
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### Reference

1. Shapiro : Micro Economics
2. Manikew : Micro Economics
3. R. S. Rana : Micro Economics

### COURSE OUTCOME:

1. Understanding the meaning, function and role of commercial banking.
2. Comprehending the procedure of an account opening, operating and closing.
3. Knowing the structure, function and role of RBI in economic development.
4. Judging the progress of financial inclusion.
5. Evaluating the importance, characteristics and components of the financial Market.

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**Course Objectives:**

Students will be introduced to demographic, social and cultural attributes such as migration, social relations and cultural identity. The main objective is to underline that human activities are subject to adaptation and change

**UNIT- I****08**

Definition, meaning and scope of social geography and its nature and relationship with other social sciences development of social geography approaches to the study of social geography.

**UNIT-II****08**

Social geography of india – social stratification, caste and class, race, social organization and groups, religion and linguistic group of India, evolution of Socio-cultural regions of india.

**UNIT- III****08**

Social well-being meaning and indicators of social well-being. Quality of life, pattern and bases of rural and urban society

**UNIT – IV****08**

Social development planning – meaning and importance public policy and social planning in India: Review of five year plans strategies to improve social well being.

**UNIT-V**

Nature and Scope, Indian society - a study in unity and diversity: Centripetal and centrifugal forces, regional identities, modernization and role of media, Social Geographies of Inclusion and Exclusion, Slums, Crime.

**Recommended Readings:**

1. Ahmed A (1999) Social Geography, Rawat publications, Jaipur.
2. Ahmad A (1993) (ed) Social Structure and regional Development: A Social Geography Perspective, Rawat Publications, Jaipur.
3. Crane Robert I (1973), Regions and Regionalism in South Asian Studies: An Exploratory Study, Duke University Durham.
4. Dutt NK.,(1986), *Origin and Growth of Caste in India*, Firma Kin, Calcutta

**Course Outcomes:**

- I. Evaluate the social issues such as- racism, cast conflict, social distance.
- II. Understand the causes of social inequality and their impact on society.
- III. Students can understand indicators of social well-being and quality of life.
- IV. Discuss about the social space, social groups and intra-urban mobility.

- V. They can define the cultural region of the world. Students can learn about rural settlement morphology, urban-industrial landscape.
- VI. Analysis the social set-up in Indian villages.

## STATISTICAL METHODS IN GEOGRAPHY -PRACTICAL

(BAGEN 512P)

### CONTENTS

<b>UNIT-1</b>	<b>06</b>
Significance of Statistical Methods in Geography; Scales of Measurement (Nominal, Ordinal, Interval, Ratio).	
<b>UNIT- 2</b>	<b>06</b>
Tabulation and Descriptive Statistics: Frequencies (Quartiles), Central Tendency (Mean, Median and Mode),	
<b>UNIT-3</b>	<b>06</b>
Sampling: Purposive, Random, Systematic and Stratified.	
<b>UNIT-4</b>	<b>06</b>
Dispersion - (Standard Deviation, Mean deviation, Quartile deviation)	
<b>UNIT-5</b>	<b>06</b>
Association and Correlation: Rank Correlation, Product Moment Correlation.	

#### **Recommended Readings:**

1. Berry B. J. L. and Marble D. F. (eds.): *Spatial Analysis – A Reader in Geography*.
2. Ebdon D., 1977: *Statistics in Geography: A Practical Approach*.
3. Hammond P. and McCullagh P. S., 1978: *Quantitative Techniques in Geography: An Introduction*, Oxford University Press.
4. King L. S., 1969: *Statistical Analysis in Geography*, Prentice-Hall.
5. Mahmood A., 1977: *Statistical Methods in Geographical Studies*, Concept.
6. Pal S. K., 1998: *Statistics for Geoscientists*, Tata McGraw Hill, New Delhi.
7. Sarkar, A. (2013) *Quantitative geography: techniques and presentations*. Orient Black Swan Private Ltd., New Delhi
8. Silk J., 1979: *Statistical Concepts in Geography*, Allen and Unwin, London.
9. Spiegel M. R.: *Statistics, Schaum's Outline Series*.
10. Yeates M., 1974: *An Introduction to Quantitative Analysis in Human Geography*, McGraw Hill, New York.
11. Shinha, Indira (2007) *Sankhyikibhugol*. Discovery Publishing House, New Delhi

#### **Course Outcomes:**

After the completion of the course, Students will be able to

1. Keeping in view the nature of data and purpose of study, students would be able to make a rational choice amongst listed various statistical methods.
2. Demonstrate understanding of basic concepts of probability and statistics embedded in their courses.
3. Show proficiency in basic statistical skills embedded in their courses.
4. Students shall know how to organize, manage, and present data.
5. Lessons on different statistical methods used in practical geography e.g. Mean deviation, SD, QD, Mean, Median and Mode etc.
6. Demonstrate ability to write reports of the results of statistical analyses giving summaries and conclusions using nontechnical language.



<b>Sociology</b>		Total Marks -100
<b>Semester-V</b>		Internal Marks-30
Sociology- <b>Indian Society</b>		External Marks-70
<b>Paper Code- (BAGEN 507)</b>		
<b>Course Objective:-</b> To learn about the basic elements of Indian society		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-40</b>
<b>1</b>	<b>Composition of Indian Society</b> Unity in Diversity, Forms of diversity in India, Bonds of Unity in India,	<b>8</b>
<b>2</b>	<b>Hindu Social Organisation:</b> Basics of Hindu Social Organization: Systems of-Varna, Ashrama and Purushartha & Doctrine of Karma.	<b>8</b>
<b>3</b>	<b>Marriage and Family in India:</b> Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family:Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.	<b>8</b>
<b>4</b>	<b>The Caste system in India</b> Origin, Features and Functions. Caste and Class, The Dominant Caste,Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.	<b>8</b>
<b>5</b>	<b>Family in India</b>  Features, types of family, merits & demerits Recent changes in the function of joint family in India	<b>8</b>

<b>SI No</b>	<b>Book Name</b>	<b>Author Name</b>
	Social Change in Modern India (	Srinivas, M.N. 1963:
	Modernization of Indian Tradition	Singh, Yogendra, 1973:
	India"s changing Villages:	Dube, S.C. 1958:
	Hindu Society : An Interpretation	Karve, Irawati, 1961
	Structure of Hindu Society.	Bose, N.K. 1975,

<b>Psychology</b>		Total Marks -100
<b>Semester-V</b>		Internal Marks-30
<b>PSYCHOLOGY IN EDUCATION</b>		External Marks-70
<b>Paper Code- (BAGEN 508)</b>		
<b>Course Objective:-</b> To learn the basics of Educational Psychology		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-40</b>
<b>1</b>	<b>INTRODUCTION</b> Concept of Educational Psychology: nature, scope and relevance of Educational Psychology, Relationship between Education and Psychology. Human Diversity and Education (Socio-cultural Differences: Gender, Socio-Economic Status, Linguistic Diversity)	<b>8</b>
<b>2</b>	<b>THEORIES SUPPORTING LEARNING:</b> Key concepts & principles from behavioural, cognitive, social developmental, and motivational theories.	<b>8</b>
<b>3</b>	<b>UNIT-III-SPECIAL CHILDREN, CATEGORIES AND EDUCATIONAL PROVISION</b> Concepts and Types of special children, Gifted and Creative Children-Meaning and difference between gifted and creative children. Delinquent Children - Concept, Causes and Treatment	<b>8</b>
<b>4</b>	<b>UNIT-IV- LEARNING PROCESS:</b> Cultural/linguistic background, cognitive and social development, and gender affect the teaching/learning process.	<b>8</b>
<b>5</b>	<b>UNIT-V- TEACHING METHODS:</b> Characteristics of Effective Teacher, Teaching methods and classroom management. Responsibilities of teachers toward learners with special needs	<b>8</b>

<b>SI No</b>	<b>Book Name</b>	<b>Author Name</b>
<b>1</b>	Educational psychology	Woolfolk Anita & Woolfolk hoy Anita
<b>2</b>	Educational psychology	Santrock Jhon W.

R A I P U R



**Paper Code- (BAGEN 509)**

Public Administration  
**(Rural- Urban Administration)**

**Unit-I**

Local Government: Evolution, Meaning, Features and Significance. 73<sup>rd</sup> and 74<sup>th</sup> Constitution Amendment Acts.

**Unit-II**

Urban Local Bodies: Municipal Corporation, Municipal Council and Municipal Committees- their Meaning Features, Role and Significance.

**Unit-III**

Panchayati Raj Institutions: Composition, Functions, Sources of Income of Gram Panchayats, Panchayat Samities and Zila Parishads. District Planning Committee: Composition, Functions and Significance.

**Unit-IV**

State Finance Commission. State Election Commission. Urban-Rural Relationship and Problems. Local Leadership.

**Books Recommended**

Avasthi A. (Ed.)1972. Municipal Administration in India; Lakshmi Narayan Aggarwal: Agra.  
Battacharya, B., 1979. Urban Development in India; Shree Publishing House: Delhi.  
Gandhi, M.K. 1959. Panchayati Raj, Navjeevan Publishing House, Ahmadabad.  
Jackson, R.M. The Machinery of Local Government, 1967, Macmillan, London.  
Jain, S.P. (ed.), 1995, Panchayati Raj Institutions in India: An Appraisal. Hyderabad. NIRD,  
1995.Maheshwari, S.R. 1970, Local Government in India, Laxmi Narain Aggarwal, Agra. Puri, K.K.  
1985, Local Government in India, Bharat Prakashan, Jalandhar.  
Puri, V.K. 2005. Local Government and Administration, Modern Publishers, Jalandhar.

Sachdeva, Pradeep. 1993. Urban Local Government and Administration in India, Kitab Mahal, New Delhi.

Singh Sahib and Singh Swinder 1992, Public Administration Development and Local Administration, New Academic Publishing Company, Jalandhar.

R A I P U R

हिन्दी साहित्य  
द्वितीय प्रश्न पत्र  
(जनपदीय भाषा – साहित्य (छत्तीसगढ़ी)  
(पेपर कोड- 510)

अंक-70

प्रस्तावना-

हिन्दी केवल खड़ी बोली नहीं है, बल्कि एक बहुत बड़ा भाषिक समुह है। हिन्दी जगत में अनेक विभाषाएँ बोलियाँ और उपबोलिया हैं जिनमें पुश्कल साहित्य सम्पदा है। इनके अध्ययन और अनवेषण की आवश्यकता है। जनपदीय भाषा छत्तीसगढ़ी निरंतर विकास की अग्रसर हो रही है। अस्तु, इस भाषा का और इसमें रचित साहित्य का इतिहास-विकास स्पष्ट करते हुए इनसे संबंधित प्रमुख रचनाकारों का आलोचनात्मक अनुशीलन करना हिन्दी के वृहत्तर हित में होगा। छत्तीसगढ़ी भाषा का पाठ्यक्रम निम्न बिन्दुओं पर आधारित है।-

- (क) छत्तीसगढ़ी भाषा का इतिहास – विकास
- (ख) छत्तीसगढ़ी भाषा में रचित साहित्य का इतिहास
- (ग) छत्तीसगढ़ी भाषा के प्रमुख प्राचीन एवं अर्वाचीन रचनाकारों की कृतियों का अध्ययन।

पाठ्य विशय-  
रचनाएँ-

(1) प्राचीन कवि संत धर्मदास के 3 पद

1. गुरु पइया लागों नाम लखा दीजो हौ।
2. नैन आगे ख्याल घनेरा
3. भजन करौ भाई रे, अइसन तन पाय के।

(2) लखनलाल गुप्त का गद्य

1. सेनपान

(गद्य-पुस्तक ' सेनपान ' के उद्धृत)

(3) अर्वाचीन रचनाकार

डॉ. सत्यभामा आडिल के गोठ

1. सीख-सीख के गोठ

(गद्य-पुस्तक ' गोठ ' के उद्धृत)

(4) डॉ. विनय पाठक की कविताएँ-

1. तँय उठथस सूरुज उठे

2. एक किसिम के नियाव  
(एकादसी और अनचिन्हार 'पुस्तक' से उद्धृत)

- (4) मुकुन्द कौषल छत्तीसगढ़ी गजल  
"छै बित्ता के मनखे दखों .....से- मछरी मन लेथे " तक  
(पुस्तक 'छत्तीसगढ़ी गजल' के पृष्ठ 17 से उद्धृत)  
द्रुतपाठ के रचनाकार –(व्यक्तित्व एवं कृतित्व)

1. सुन्दर लाल शर्मा
2. कविलनाथ कष्यप
3. रामचंद्र देशमुख (रंगकर्मी)



## SEM -V

### HISTORY - Indian National Movement (1857-1947)- (BAGEN 511)

**Learning outcome:** The contents of the syllabus are designed to cover core issues pertaining to vast canvass of nationalist history so that the student at the under graduate level is equipped to focus upon the core ideas of national movement in its contextuality. India's quest for independence and nation building are interwoven script of history, debated most widely at global level with various angles. Indeed, India's national movement has vast and divergent ideological base with inner contradictions.

#### UNIT I First War of Independence and Rise of Mass Nationalism

- I. Circumstances leading to First War of Independence, Geographical area of great upsurge, Debates on 1857 and Impact on British Policies.
- II. Theories pertaining to Nationalism & Nation state
- III. Factors leading to growth of Nationalism in India & Social Background of Indian Nationalism.
- V. Two ideas of Early Nationalist : Issue of Classes vs. Masses

#### UNIT II From Swadeshi to Home Rule

- I. Idea of Swadeshi, Swadeshi Movement & Congress Split at Surat & British response to the Swadeshi Movement.
- II. Idea & formation of Muslim league: Demands and Early Programs
- III. First World War: Lucknow Pact, Home Rule Movement
- IV. Entry of Gandhi: Regional Movements, Rowlatt Satyagrah, Khilafat Issue.

#### UNIT III Mass Movements of Congress & Alternative Ideologies

- I. Non Cooperation, Regional variations and Swarajists
- II. Revolutionary Movement, Trial of Bhagat Singh, Rise of leftist Ideology
- III. Simon Commission, Nehru Report and Civil Disobedience Movement
- IV. Tripuri crisis: Issues and Ideas of Subhash Chand Bose, Quit India movement. 43

#### UNIT IV Rise of Peasant, Workers, Tribals's& Linguistic Organizations

- I. Peasant Issues since 1919, formation of Regional Peasant Associations and all India Kisan Sabha, Role of Madan mohan Malviya & Sahjanand Saraswati.
- II. Rise of Industrial Worker Class, its issues and Formation of Trade Unions.
- III. Colonial Policies & Tribal Issues (1857- 1947)
- IV. Rise and Challenges of Linguistic Identities.

#### UNIT V- Road to Partition & Independence

- I. Challenges of Communalism (1942- 1947)
- II. Role of INA, INA Trials & RIN Mutiny
- III. Constitutional Formulas : Wavell Plan, Cripps and Cabinet Mission
- IV. -- Mountbatten plan, Circumstances leading to Partition & Independence

#### **Suggested Reading**

- Sumit Sarkar: Modern India 1885 n 1947. Macmillian, 1983
- R. Jeffery, J Masseloss: From Rebellion to the Republic
- Paul Brass: The Politics of India since Independence
- K.G Subramanian: The Living Tradition:perspectives on Modern Indian Art.
- Dutta. K.K: Social History of Modern India

- Desai A.R.: Social background of Indian Nationalism
- Desai A.R.: India's Path of Development
- Prasad, Bisheswar: Bondage and Freedom, Vol. 2
- Ayodhya Singh:
- Vallabh Bhai Patel: Correspondence, Writings and Speeches
- *Satya Rai*:
- D. Agrow: Moderates and Extremist in the Indian National Movement
- *M.N. Gupta: History of the revolutionary Movement in India*
- Penderal Moon: Divide and Quit
- Sumit Sarkar:
- TaraChand: History of Freedom Movement in India, Vol. 3
- S.R Mehrotra: The Emergence of Indian National congress
- Bipan Chandra and Others: Freedom Struggle
- *Gerard Delanty & Krishna Kumar, Nations & Nationalism*



(BAGEN 601A) – HINDI

कलिंगा विष्वविद्यालय

अटल नगर, रायपुर (छ.ग.)

स्नातक प्रथम वर्ष	कुल अंक – 100
शष्टम् सेमेस्टर	आंतरिक मूल्यांकन –30
हिन्दी भाशा-3	बाह्य मूल्यांकन-70

इकाई –1 08

मानक हिन्दी भाशा – मानक, अमानक, उपमानक भाशा  
मीडिया के प्रमुख अंग एवं उनकी भाशा

1. समाचार पत्र 2. दूरदर्शन 3. आकाशवाणी 4. विज्ञापन

इकाई –2 08

(क) कथन की शैली – विवरणात्मक, मूल्यांकनपरक, व्याख्यापरक, विचारात्मक  
(ख) विभिन्न संरचनाएँ – विनम्रतासूचक, विधिसूचक, निशेधपरक, कालबोधक,

इकाई –3 08

अनुवाद – स्वरूप , महत्व, अनुवाद प्रक्रिया, अनुवादक की विशेषताएँ

हिन्दी में पदनाम, हिन्दी अपठित

इकाई –4 08

संधि, समास एवं संक्षिप्तियाँ

इकाई –5 08

पाठ संकलन –

1. कविता – भूलगलती (गजानन माधव मुक्तिबोध )
2. कहानी – ईदगाह (प्रेमचंद)
3. निबंध – डॉ. खूबचंद बघेल (हरि ठाकुर)

R A I P U R



## Advance English-III

(BAGEN 601B)

**Course Objective:** To teach students the practical use of English Literature. It aims to inculcate a deeper understanding of the various nuances of English Literature by instructing how it can be used in day to day life.

**Unit – I** **08**

**Poetry:**

The Highwayman – Alfred Noyes

Because I could not stop for Death – Emily Dickinson

Night of the Scorpion – Nissim Ezekiel

On Virtue – Phyllis Wheatley

**Unit –II** **08**

**Prose:**

A Room of One's Own – Virginia Woolf

A Tryst with Destiny – Jawaharlal Nehru

**Unit – III** **08**

**Fiction:**

Games at Twilight - Anita Desai

The Necklace – Guy de Maupassant

**Unit –IV** **08**

**Drama:**

Mother's Day – J.B. Priestly

A Doll's House – Henrik Ibsen

**Unit – V** **08**

Kabuliwala – Rabindranath Tagore

War and Peace – Leo Tolstoy

**Reference Books:**

War and Peace – Leo Tolstoy (Maple Publications)

Mother's Day – J.B. Priestly (Samuel French Ltd)

The Necklace – Guy de Maupassant (Independently Published)

**Course Outcomes:**

- (i) Expertise in communicating in English Literature.
- (ii) Enhancement of knowledge about various types of writing.

(iii) To broaden their vocabulary and to develop an appreciation of language and its connotations and denotations.



## ORGANIZATIONAL COMMUNICATION

(BAGEN 602)

### Course Objectives:

1. To develop awareness of the complexity of the communication process
2. To develop effective listening skills in students so as to enable them to comprehend instructions and become a critical listener
3. To develop effective oral skills so as to enable students to speak confidently interpersonally as well as in large groups
4. To develop effective writing skills so as enable students to write in a clear, concise, persuasive and audience centered manner
5. To develop ability to communicate effectively with the help of electronic media

### Module – I

08

What is Communication (An introduction?) The Communication Process (communication cycle)  
Objectives of communication (types), Principles of Communication Media of communication (oral, written, audio, audiovisual, face to face  
Types of communication (Downward, upward, horizontal, grapevine, consensus) , Barriers to communication

### Module – II

08

Methods and Mode of verbal communication  
Characteristics of Verbal Communication  
Characteristics of Non-verbal Communication  
Landline, Wireless and Cellular Phones 3  
Facsimile Communication [Fax]  
Computers and E- communication  
Video and Satellite Conferencing

### Module – III

08

Personnel Correspondence  
Statement of Purpose  
Job Application Letter and Resume  
Letter of Acceptance of Job Offer, Letter of Resignation  
[Letter of Appointment, Promotion and Termination, Letter of Recommendation.

### Module – IV

08

Conferences and Public Relations  
Meaning and Importance of Conference  
Organizing a Conference  
Modern Methods: Video and Tele – Conferencing  
PR- Meaning  
Functions of PR Department  
External and Internal Measures of PR

### Module – V

08

Problems in Communication /Barriers to Communication  
Physical/ Semantic/Language / Socio-Cultural / Psychological / Barriers  
Ways to Overcome these Barriers

**Reference Books:**

1. Adair, John. Effective Communication. London: Pan Macmillan Ltd., 2003.
2. Ajmani, J. C. Good English: Getting it Right. New Delhi: Rupa Publications, 2012.
3. Amos, Julie-Ann. Handling Tough Job Interviews. Mumbai: Jaico Publishing, 2004.

Course Outcome: i. Students enhance the skills required for effective communication

- ii. Students learn the nuances of different types of communication
- iii. It teaches basic forms of English composition.



SEMESTER VI

**(BAGEN 603) – OPTIONAL 1(ENGLISH LITERATURE)**

INTRODUCTION TO PHONETICS

**Unit – I**

- 1) Linguistics – Phonetics
- 2) Speech Mechanism & Organs of Speech

**Unit – II**

- 1) Classification and Description of Vowel Sounds

**Unit –III**

- 1) Classification and Description of Consonant Sounds

**Unit – IV**

Word – Accent: Certain guidelines

**Unit – V**

Transcription of words

**Reference Books:**

**1. A Textbook of Linguistics and Phonetics (Books Way)**

**2.T. Balasubramanian, A Textbook on Phonetics for Indian Students, Macmillan publication**

RAIPUR

## B. A. Political Science Syllabus

<b>International Relations</b>		Total Marks: 100
Semester – VI		Internal Marks: 30
Paper Code. <b>(BAGEN 604)</b>		External Marks: 70
Political Science		No. of Hours: 40
		Total Credits: 4
Unit No.	Description	No. of Hours
1.	<p><b>Introduction to International Relations</b></p> <p>Meaning, Evolution, Scope and Significance of International Relations  Approaches to Studying International Relations:  Liberalism and Neo-Liberalism  Realism and Neo-Realism  World Systems Theory</p>	8
2.	<p><b>Overview of Twentieth Century International Relations</b></p> <p>World War - I: Causes, Consequences and the Paris Peace Process  World War - II: Causes, Consequences and its impact on International Relations</p> <p>Cold War: Origin and Evolution of Cold War, Détente and End of Détente, New Cold War and the End of Cold War, Factors contributing to the end of Cold War</p> <p><b>Changing International Political Order:</b>  Rise of Super Powers, Arms Race, Arms Control and Disarmament  Decolonization and the Emergence of the Third World  Non-Aligned Movement: Objectives, Achievements and its current Relevance  Critique of International Economic Order, Demand for NIEO</p>	8
3.	<p><b>United Nations and International Relations</b></p> <p>United Nations: Origin and Objectives  Principal Organs of the United Nations: Structure, Power and Functions  General Assembly, Security Council, Economic and Social Council (ECOSOC)  Trusteeship Council, Secretariat, International Court of Justice (ICJ)  Need for Reforms</p>	8
4.	<p><b>Emergence of Regional Organizations</b></p> <p>Brief overview of the emergence of Regional Organizations</p> <p>European Union (EU)  Association of South East Asian Nations (ASEAN)  South Asian Association for Regional Cooperation (SAARC)</p>	8
5.	<p><b>Foreign Policy</b></p> <p>Meaning, Definition and Determinants of Foreign Policy  India's Foreign Policy: Basic Principles, Objectives, Continuity &amp; Change  India's Relations with Neighbours</p>	8



## Reference Books

Brown, Chris and Kirsten A (2009). *Understanding International Relations*. Palgrave Macmillan: New York.

Ghosh, Peu (2013). *International Relations*. PHI Learning Pvt. Ltd.: Delhi.

Khanna, V. N. (2015). *International Relations*. Vikas Publishing House Pvt. Ltd: Delhi.

Palmer, Norman D. and Howard C. Perkins (2001). *International Relations: The World Community in Transition*. CBS Publishers and Distributors Pvt. Ltd.: New Delhi.

Sharma, Reetika, Ramvir Gorla and Vivek Mishra (2011). *India and the Dynamics of World Politics*. Pearson: Chandigarh.



RAIPUR

<b>Bachelor of Arts</b>		Total Marks: 100
<b>SEM--VI</b>		Internal Marks: 30
<b>PaperCode. BAGEN605</b>		External Marks: 70
<b>Economics- International Business Environment</b>		No. of Hours: 40
<b>Course objective:</b> The objectives of the course are to equip the students with the theoretical, empirical and policy issues relating to the society, policy and economy of India. The course, in particular, has been prepared in the background of the globalization process and its diverse ramifications on the knowledge economy.		Total Credits: 04
Unit No.	Details	Nos. of Hours
<b>1</b>	1.1 Definition of International Economics 1.2 Nature of International Economics 1.3 Internal and International trade 1.4 Pattern of Trade 1.5 Basis for International Trade 1.6 The concept of Comparative Advantage 1.7 Transport cost and non- traded goods 1.8 Reciprocal demand 1.9 Opportunity cost theory of international trade 1.10 Hecksher-Ohlin model an elementary treatment.	<b>10</b>
<b>2</b>	2.1 International trade policy 2.2 The case for free trade 2.3 Protection 2.4 basic tariff analysis 2.5 import 2.6 quotas theory 2.7 other trade policy instruments 2.8 international negotiations 2.9 Meaning of balance of payment 2.10 Difference between balance of payments 2.11 Correction and adjustment of balance of payments.	<b>11</b>
<b>3</b>	3.1 Exchange rate and foreign exchange markets 3.2 Domestic and foreign prices 3.3 Fixed and flexible exchange rates 3.4 Gold point 3.5 Purchasing power parity theory 3.6 Balance of payments 3.7 Theory of foreign exchange rate 3.8 International financial institutions: IMF 3.9 IBRD and ADB.	<b>09</b>

<b>4</b>	4.1 India's foreign trade 4.2 Importance of foreign trade for a developing economy 4.3 Foreign trade since independence 4.4 Composition of India's foreign trade 4.5 Direction of India's foreign trade 4.6 Trade policies 4.7 WTO 4.8 Impact of W.T.O. upon India's foreign trade 4.9 The need for foreign capital 4.10 Government's policy of foreign direct investment	<b>10</b>
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#### Reference

1. Harberler: Theory of international trade
2. Salvator: International economics
3. Dr. Sudamasinghvaishya: International economics
4. Dr. S. N. Singh & Sunil kumarsingh: International economics
5. Barla and Agarwal : International economics

#### **COURSE OUTCOME:**

1. Understanding the meaning of International Economics, Internal and International trade
2. Knowing about Exchange rate and foreign exchange markets
3. Understanding the impact of W.T.O. upon India's foreign trade, the need for foreign capital and government's policy

R A I P U R

## SEMESTER - VI

### (BAGEN 606)POPULATION GEOGRAPHY

#### Course Objectives:

This course introduces the spatial distribution of population with causative factor. It also deals with various theories and concepts related with population Study of population is an essential component in planning of various human related issues. It also helpful in knowing various kinds of demographic problems. Population Geography also deals in population policies in developed & developing countries,

#### CONTENTS

<b>UNIT- I</b>	<b>08</b>
Natural and scope of Population Geography, Sources of Data with special reference to India (Census, Vital Statistics and NSS).	
<b>UNIT- II</b>	<b>08</b>
Population distribution and density growth of population theoretical issues world pattern and determinates. India population distribution density and growth profile, Demographic Transition Theory.	
<b>UNIT- III</b>	<b>08</b>
Population composition gender issues age and sex literacy and education ruler and urban unbanization occupational structure population composition of India.	
<b>UNIT- IV</b>	<b>08</b>
Population dynamic measurement of fertility and mortality migration National and international India's population dynamic world pattern of fertility mentality and internal migration population designs of the world and India.	
<b>UNIT- V</b>	<b>08</b>
Population and resources development contempt of optimum population under population and over population theories of population	

#### Recommended Readings:

1. Chandna, R.C. Geography of Population; concept, Determinants and Patterns. Kalyani Publishers, New York 2000.
2. Clarke, John I., Population Geography, Pergamon Press, Oxford 1973.
3. Gosal, G.S. Population Geography, 1984.
4. Guilmo, C.Z and AlianVagnet. (2000) Essays on Population and Space in India,

6. Institut de Pondichery, Pondicherry. 7

7. Hassan, Mohammd Izhar (2005): Population Geography, Rawat Publications, Jaipur,

**Course Outcomes:**

After the completion of the course, Students will be able to

- I. Understand the distribution of population.
- II. Population distribution and its problems.
- III. Population dynamics
- IV. Understand population policies & its importance.
- V. Students aware about the population policies.



**(BAGEN 612P)**

**FIELD TECHNIQUES AND SURVEY BASED PROJECT REPORT – PRACTICAL**

**CONTENTS**

<b>UNIT-1</b>	<b>06</b>
Field Work in Geographical Studies –Importance of field work in Geography.	
<b>UNIT-2</b>	<b>06</b>
Defining the Field and Identifying the Case Study – Rural / Urban / Physical / Human / Environmental	
<b>UNIT-3</b>	<b>06</b>
Field Techniques – Merits, Demerits and Selection of the Appropriate Technique; Observation (Participant / Non-Participant), Questionnaires, Interview with Special Focus on Focused Group Discussions	
<b>UNIT-4</b>	<b>06</b>
Use of Field Tools – Collection of Material for Physical and Socio-Economic Surveys.	
<b>UNIT-5</b>	<b>06</b>
Designing the Field Report – Aims and Objectives, Methodology, Analysis, Interpretation and Writing the Report.	

**Recommended Readings:**

1. Creswell J., 1994: *Research Design: Qualitative and Quantitative Approaches* Sage Publications.
2. Dikshit, R. D. 2003. *The Art and Science of Geography: Integrated Readings*. Prentice-Hall of India, New Delhi.
3. Evans M., 1988: "Participant Observation: The Researcher as Research Tool" in *Qualitative Methods in Human Geography*, eds. J. Eyles and D. Smith, Polity.
4. Mukherjee, Neela 1993. *Participatory Rural Appraisal: Methodology and Application*. Concept Publs.Co., New Delhi.
5. Mukherjee, Neela 2002. *Participatory Learning and Action: with 100 Field Methods*. Concept Publs.Co., New Delhi
6. Robinson A., 1998: "*Thinking Straight and Writing That Way*", in *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioural Sciences*, eds. by F. Pryczak and R. Bruce Pryczak, Publishing: Los Angeles.
7. Special Issue on "Doing Fieldwork" *The Geographical Review* 91:1-2 (2001).
8. Stoddard R. H., 1982: *Field Techniques and Research Methods in Geography*, Kendall/Hunt.



9. Wolcott, H. 1995. The Art of Fieldwork. Alta Mira Press, Walnut Creek, CA.

**Course Outcomes:**

- I. Their knowledge about primary and secondary data collection helps them to prepare their survey report.
- II. They can able to select the appropriate technique for graphical presentation of a data to their field work.



<b>Sociology</b>		Total Marks -100
<b>Semester-VI</b>		Internal Marks-30
<b>Sociology- Gender &amp; Society</b>		External Marks-70
<b>Paper Code- -(BAGEN 607)</b>		
<b>Course Objective:-</b> To learn about gender discrimination in India and the social legislation to mitigate it		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-40</b>
<b>1</b>	<b>Social Construction of Gender:</b> Gender stereotyping and socialization, Gender Role and Identity. Gender discrimination and Patriarchy.	<b>8</b>
<b>2</b>	<b>Feminism:</b> Meaning, origin and growth of Feminist Theories. Theories of Feminism: Liberal, Radical, Socialist, and Eco-Feminism.	<b>8</b>
<b>3</b>	<b>Gender and Development:</b> History and Approaches, WID,WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conference of Women, Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).	<b>8</b>
<b>4</b>	<b>Status of Women in India:</b> Ancient and Medieval period, women in pre- independence India, Social Reform movements, The Nationalist movement, Women in Independent India.	<b>8</b>
<b>5</b>	<b>Major Challenges and Issues Affecting Women in India:</b> Women and Education, Women and Health, Women and Work. Policy provisions for women.	<b>8</b>

SI No	Book Name	Author Name
<b>1</b>	Understanding Gender, Kali for Women	Bhasin, Kamla
<b>2</b>	Feminism in India: Issues in Contemporary Indian Feminism Kali for Women	Chaudhuri, Maitrayee
<b>3</b>	Gender Justice: Women and Law in India	Cahwala, Monioca
<b>4</b>	Women Education in India Issues and Dimensions,	Srivastava Gouri
<b>5</b>	Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development	Kabeer, Naila
<b>6</b>	Structures and Strategies –Women, Work and Family	Dube, Leela

R A I P U R

<b>Semester-VI</b>		Internal Marks-30
<b>- PSYCHOLOGY IN EDUCATION</b>		External Marks-70
<b>Paper Code- -(BAGEN 608)</b>		
<b>Course Objective:-</b> To train students to demonstrate the operation of some of the basic principles of human behaviour. To help students to relate the theoretical concepts to real life situations		Total credit-04
<b>Unit No.</b>	<b>Details</b>	<b>No. Of Hours-40</b>
<b>1</b>	Teaching methods	<b>5</b>
<b>2</b>	Special children	<b>15</b>
<b>3</b>	Methods of studying human behaviour	<b>15</b>
<b>4</b>	Learning Strategies	<b>15</b>
<b>5</b>	Any other proposed by the teacher	<b>10</b>

The following are some of the suggested practical which can also be replaced by other practical if needed:

1. Effect of set on problem solving behaviour
2. DAT
3. Assessment of creativity in children
4. Academic Anxiety



**Paper Code--(BAGEN 609)**

Public Administration

**(Issues in Public Administration)**

**Unit-I**

Accountability in Public Administration: Parliamentary, Executive and Judicial Control over Administration. Lok Pal and Lok Ayukta.

**Unit-II**

Integrity in Administration: Means and Agencies for checking Corruption at Union and State Level.

**Unit-III**

Emerging Issues: Good Governance, Right to Information. Consumer Protection Act, 2005.

**Unit-IV**

Political and Permanent Executive. Generalists and Specialist Relationship. Administrative Reforms.

**Books Recommended**

Administrative Reforms Commission (1968) Report on the Machinery Government of India and its Procedures of Work.

Bhambri C.P. 1985. Public Administration, Educational Publishers: Meerut.

Battacharya Mohit, 1987, Public Administration: Structure, Process and Behaviour, The World Press Pvt. Ltd., Calcutta.

Basu, Durga Das, 1987, Introduction to the Constitution of India, Twelfth Edition; Prentice Hall of India: New Delhi.

Chanda, Ashok. 1968. Indian Administration; G. Allen and Unwin: London.

Chaturvedi, T.N. 1980. Secrecy in Government, IIPA, New Delhi.

Jabbara, Joseph G. and Dwivedi, O.P. (ed) 1998, Public Service Accountability, Kumarian Press Inc., Bloomfield CT, U.S.A.

Jain R.B. 1976, Contemporary Issues in Public Administration; Vishal Publications: New Delhi.

Kothari, Shanti and Ramashray Roy, 1969, Relations between Politicians and Administrators at the District level; IIPA and the Centre for Applied Politics: New Delhi.

Maheshwari, Shriram. 1990. Indian Administration: Orient Longman: New Delhi.

Paul, S, 1994, Strengthening Public Accountability: New Approaches and Mechanisms. Public Affairs Centre, Bangalore.

Peters, Gay B. and Donald J. Savoie (Eds.), 1995, Governance in a Changing Environment, McGill -Queen's University, Press, Montreal/Kingston.

Rosen, Barnard, 1998, Holding Government Bureaucracies Accountable, Praeger, New York. Shedler, Andreas, Larry Diamond and Marc F. Plattner, 1999, The Self Restraining State: Power and Accountability in New Democracies, Lynne Reinner Publishers, Boulder, Colorado

Singh Hoshiar and Singh Mohinder, 1989. Public Administration in India. Theory and Practice, Sterling Publishers: New Delhi.

Sahni, Pradeep and Medury Uma (eds.) 2003, Governance for Development Issues and Strategies, Prentice Hall of India, New Delhi.

Tandon Rajesh and Mohanty Ranjita (Eds.) 2003, Civil Society and Governance Issues and Problems, Sage, New Delhi.

Turner M. and D. Hulme, 1997, Governance, Administration and Development: Making the State Work. Kumarian Press Ltd., West Hartford.



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हिन्दी साहित्य  
(हिन्दी भाषा – साहित्य का इतिहास तथा काव्यांक विवेचन )  
(पेपर कोड– 610)

अंक–70

प्रस्तावना–

हिन्दी भाषा का इतिहास जितना प्राचीन है, उतना ही गुढ़ –गहन भी । इसमें रचित साहित्य ने लगभग डेढ़ हजार वर्षों का इतिहास पूरा कर लिया है । इसलिए हिन्दी भाषा और साहित्य के ऐतिहासिक विवेचन की बड़ी आवश्यकता है। इसी के साथ-साथ हिन्दी ने अपना जो स्वतंत्र साहित्य शास्त्र निर्मित किया है, उसे भी रूपायित करने की आवश्यकता है। इससे संज्ञान द्वारा विद्यार्थी की मर्मग्राहिणी प्रतिभा का विकास होगा और ऐतिहासिक परिप्रेक्ष्य में शुद्ध साहित्यिक विवेक का सन्निवेश होगा।

पाठ्य विशय–

(क) हिन्दी भाषा का स्वरूप विकास– हिन्दी की उत्तपत्ति, हिन्दी की मुल आकार भाषाएँ तथा विभिन्न विभाषाओं का विकास। हिन्दी भाषा के विभिन्न रूप–

1. बोलचाल की भाषा
2. रचनात्मक भाषा
3. राष्ट्रभाषा
4. सम्पर्क भाषा
5. संचार भाषा

हिन्दी का षब्द भण्डार– तत्सम् तद्भव देशज, आगत षब्दावली

(ख) हिन्दी साहित्य का इतिहास : आदिकाल पूर्व मध्यकाल, उत्तर मध्यकाल और आधुनिक काल की सामाजिक, सांस्कृतिक पृष्ठभूमि, प्रमुख युग प्रवृत्तियाँ, विषिष्ट रचनाकार और उनकी प्रतिनिधि कृतियाँ, साहित्यिक विषेशताएँ।

(ग) काव्यांग – काव्य का स्वरूप एवं प्रायोजन।

श्रस के विभिन्न भेद, विभिन्न अंगह, विभावादी एवं उदाहरण।

प्रमुख 5 छंद – दोहा, सोरठा, चौपाई, कुण्डलिया, सवैयाँ।

षब्दालंकार – अनुप्रास, यमक, श्लेश, वक्रोक्ति, पुनरुक्ति प्रकाष।

अर्थालंकार – उपमा, रूपक, उत्प्रेक्षा, अतिषयोक्ति, भ्रांतिमान।

संदर्भ ग्रंथ–

(1) हिन्दी साहित्य का इतिहास

संपादक– डॉ. सुषील त्रिवेदी व बाबूलाल षक्ल। (प्रकाषक – प.प्र.उ.षि. अनुदान आयोद)



- (2) राजीशा हिन्दी- मलिक मोहम्मद (प्रभात प्रकाशन दिल्ली)
- (3) हिन्दी भाशा- डॉ. भोलानागि तिवारी



## SEM-VI

### HISTORY - HISTORY OF MODERN INDIA (1947-2000)- -(BAGEN 611)

**Learning outcome:** Students will learn about the post war Developments of social, political and economic scenarios of India.

#### **UNIT I The Impact of Colonialism and National Movement:**

- I. Impact of Colonialism on Political, Social, Economic System and Cultural Values.
- II. National Movements after Independence : Its significance, Value and Legacy
- III. Partition and Independence of India : Role of Congress & Communists
- IV. Integration of Princely States; special discussion on Hyderabad, Junagarh and Jammu & Kashmir

#### **UNIT II Indian Constitution and Consolidation as a Nation:**

- I. Definition of Bharat (India) as 'Shaswat Rashtra' and Framing of Indian

Constitution - Constituent Assembly - Draft Committee Report - declaration of Indian Constitution, Role of Dr. B.R. Ambedkar, Indian constitution - Basic Features and Institutions.

- II. The Linguistic Reorganization of the States, Regionalism and Regional inequality
- III. India's Relations with Neighboring countries; Pakistan, China, Nepal, Sri Lanka, Afghanistan and Myanmar.
- IV. Evolution and development of Parliamentary Democracy

#### **UNIT III Political developments in India since independence:**

- I. Politics in the States: Tamil Nadu, Andhra Pradesh, Assam, West Bengal and Jammu & Kashmir, the Punjab crisis.

- II. Development of Science, Technology and Modern Education System &

Policies.

- III. Industrial Policy; Emergence of Public Sector Enterprises

- IV. Social Justice; Law & Politics for the upliftment of the weaker sections and tribal issues. 45

#### **UNIT IV Socio-Economic development since independence:**

- I. Indian Economic development - industrialization, liberalization and globalization.

- II. Land Reforms : Zamindari Abolition and Tenancy Reforms, Ceiling and the

Bhoodan Movement, Cooperatives and an Overview, Agriculture Growth and the Green Revolution and Agrarian Struggles Since Independence

- III. Significance of political & social movements, Women Empowerment and the question of Peasant rights

- IV. Issue of Identity Politics: Communalism; Regional and Caste Consciousness; Dalit Politics, Untouchability, Anti-caste Politics and Strategies

#### **UNIT V India and the World:**

- I. India's Foreign Policy in the Nehru (1947-1964) & post Nehru (1964-2000) period, challenges and responses.

- II. Issue of Non-Alignment movement after the end of the Cold War.

- III. Emergence of Terrorism, Issues and Challenges

#### IV. India's Role in the Contemporary World.

##### **Suggested Readings:**

- o Balbushevik, A. & Dyakov, A.M.: A Contemporary History of India
- Basu, D.D.: Shorter Constitution of India
- Bettelheim: Charles, India Independent
- Bipin Chandra Pal :
- Bipin Chandra Pal: Essay on Contemporary India,
- Bipin Chandra Pal: India's Struggle for Independence
- Chahal, S.K.: Dalits Patronized
- D.R. Gadgil: Policy Making in India
- Davies, H.A.: Outline History of the World
- Desai, A.R.:
- Fisher, H.A.L.: *A History of Europe*
- Gaur, Madan, India: 40 Years after Independence
- Guha, Ranjit (ed.), Subaltern Studies, Vol. IXI
- Hasan, Mushirul, India's Partition: Process, Strategy and Mobilization
- Henderson, O.P., The Industrial Revolution on the Continent
- Hill, Christopher, From Reformation to Industrial Revolution
- Hinsely, F.H. (ed.), Modern History: Material Progress and World Wide Problems
- Jaisingh, Hari, *India and Non-Aligned World: Search for A New Order*
- Joll, James, *Europe Since 1870: An International History*

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