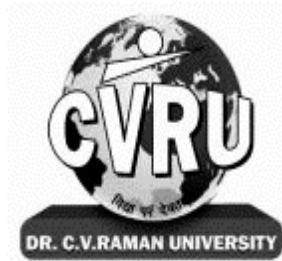


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# BACHELOR OF ARTS (B.A.)

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- **Scheme of Examination (CBCS/ELECTIVE BASED)**
- **Detailed Syllabus**



**2020-21**

## **DR. C.V.RAMAN UNIVERSITY**

KARGI ROAD, KOTA, BILASPUR, CHHATTISGARH

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

**The Objective of the Bachelor of Arts is to provide students with an outstanding education in the Humanities, Social Sciences and Languages as well as a broad understanding of the selected fields of study outside these areas. The degree is designed so that a Bachelor of Arts graduate is:-**

- Morally aware and capable of self improvements;
- Strongly committed to the welfare of society ;
- Culturally informed and effective in communication skills;
- Respectful of the rule of law;
- Socially responsible ; and
- Observant of business ethics and business common-sense
- Students will develop a comprehensive understanding of the theories and practice of language use.
- Students will demonstrate advanced critical thinking skills, inclusive of information literacy.
- To provide morally aware and capable of self improvements.
- To provide observant of business ethics and business common-sense.
- Students will be strongly committed to the welfare of society.
- 

### **Programme Outcome :**

On successful completion of the Bachelor of Arts, graduates will be able to-

- Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts;
- Integrate knowledge of the diversity of cultures and people;
- Apply critical thinking , independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in the discipline of the Arts, Languages and Social Sciences;
- Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary team work in diverse contexts of community
- Realization of human values.
- Sense of social service.
- Responsible and dutiful citizen.
- Critical temper.
- Creative ability.

## **B.A. (Sanskrit)**

### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Sanskrit as specific subject of study, is expected to target on following outcomes.

- 1- Creating an interest in literature
- 2- Developing language
- 3- Developing reading, writing, speaking and listening skills.
- 4- Imbuing the literary research, attitude.
- 5- To introduce and increasing the vedic culture in the society.

## **B.A. (Hindi)**

### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Hindi as specific subject of study, is expected to target on following outcomes.

- 1- Developing reading, writing, speaking and listening skills.
- 2- Availing the job opportunities in translation.
- 3- Increasing the critical attitude about literary writing.
- 4- Imbuing the literary research attitude.

## **B.A. (English)**

### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With English as specific subject of study, is expected to target on following outcomes.

- 1- Basic knowledge of English Language.
- 2- Major knowledge of English as Literature.
- 3- Basic knowledge of English Grammar.
- 4- Critical study of English Literary studies.
- 5- Realtion between pleasure of literature and real life.

## **B.A. (Economics)**

### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Economics as specific subject of study, is expected to target on following outcomes.

- 1- Understanding how different degrees of competition in a market affect pricing and output.
- 2- Understanding the efficiency and equity implications of market interference, including government policy.
- 3- Developing research knowledge in economics.
- 4- Developing the skill of data collection & use of sampling techniques in research.
- 5- Developing the knowledge about theories of economic growth & development and issues of economic planning.
- 6- Creating awareness about changing macro-economic policies and theories.

## **B.A. (Sociology)**

### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Sociology as specific subject of study, is expected to target on following outcomes.

- 1- Acquaintance with social transaction, social relations, social formations, social control, social values and culture.
- 2- Knoewing the significance of social institution, caste system, religion, nationalism, integrity, equality and justice.
- 3- Getting the knowledge of the works of social reformers all over the nation.
- 4- Ability to follow new stream of thoughts and theories of social thinkers.
- 5- Getting the deep knowledge about various social groups like tribal community women bulk etc.
- 6- Ability to deal with research in sociology.

## **B.A. (Political Science )**

### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Political Science as specific subject of study, is expected to target on following outcomes.

- 1- Knowledge about political system of the nation.
- 2- Study of national and international political affairs.
- 3- Study from competitive examination point of view.
- 4- Understanding the government mechanism, its functions, duties and responsibilities.
- 5- Creating appropriate and efficient political leaders.
- 6- Getting knowledge of political law.
- 7- Getting knowledge of Constitution of India.

#### **B.A. (History )**

##### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With History as specific subject of study, is expected to target on following outcomes.

1. Assess the existing knowledge concepts, techniques methodology of the program.
2. Apply the scientific method to question anything in history.
3. Understand and evaluate different historical ideas, and argument.
4. Learn a basic narrative of historical event in a specific region of the world.
5. Have an access to the primary sources of history.
6. Have an access to the secondary sources of history.
7. Understand basic skill in writing the event in historical manner.
8. Write the history of events in a scientific and secular temper.
9. Articulate factual and contextual knowledge of specific spaces and time.
10. Understand the basic skill to analyse the fact.

#### **B.A. (Geography )**

##### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Geography as specific subject of study, is expected to target on following outcomes.

1. Students will develop a deep understanding of the concepts of 'space', 'place' and 'region' and their importance explaining world affairs.
2. Students will understand general demographic principles and their patterns at regional and global scales.
3. Students will be able to understand analyze and interpret the key concepts in physical and human Geography.
4. Students will be capable to develop their observation power through field experience and in future they will be able to identify the Socio- environmental problems of a locality.

#### **B.A. (Education )**

##### **Programmes Specific Outcomes (PSO's)**

A Student who has taken admission into this program of B.A. With Education as specific subject of study, is expected to target on following outcomes.

1. Utilize the theoretical and practical knowledge to solve the problems in teaching – learning process.
2. Apply the resources to enhance teaching learning process.
3. Understand and give remedies for the problems of an individual student.
4. Communicate effectively in work place.
5. Develop moral values in the field of education.

#### **PROGRAMME OUTCOME**

On successfully completing the program the student will be able to:

Student seeking admission for B.A. programme are expected to imbue with following quality-

1. Realization of human values.
2. Sense of social service.
3. Responsible and dutiful citizen.
4. Creative ability and independent judgement.
5. Capacity for reflection, Planning, ethical, decision, making and inter-disciplinary team work in diverse content of community engagement.

**BACHELOR OF ARTS**  
**Duration: 36 Months (3 Years) Eligibility: 12th Pass**

Minimum Passing Marks are equivalent to Grade D

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Note: - Scheme for the without practical courses - Sociology/Economics/ Political Science/ History/ Hindi/ English/ Sanskrit

**COURSE STRUCTURE OF B.A. SEMESTER Ist**

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
3BCA201	Ability Enhancement	Basic Information Computer Technology - I	50	25	08	10	04	15	06	1	-	-	2
3HBHL101	Ability Enhancement	हिन्दी भाषा और संरचना	50	25	08	10	04	15	06	2	-	-	2
	Core Course	Paper -I	150	75	25	30	12	45	18	4	2	-	6
	Core Course	Paper -II	150	75	25	30	12	45	18	4	2	-	6
	Core Course	Paper -III	150	75	25	30	12	45	18	4	2	-	6
	Grand Total		550							15	6	-	22

**\* FOR PRACTICAL COURSES**

**ALL SEMESTER COURSE STRUCTURE FOR PRACTICAL COURSES**

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
	Core Course	Paper -(THEORY)*	100	50	17	20	08	30	12	4	-	-	4
	Practical	Paper (PRACTICAL)*	50	25	08	25	08	-	-	-	-	2	2

\*Note: - Scheme for the practical courses – Geography/ Education

**COURSE OUTCOMES: STRUCTURE OF B.A. I SEMESTER OPTIONAL PAPER :****CHOOSE ANY THREE FROM THE FOLLOWING****COURSE OUTCOMES:DETAILS**

<b>Course Outcomes:Code</b>	<b>Course Outcomes:Type</b>	<b>Course Outcomes:Title</b>
3HBPS101	Core Course	Political Science I- Introduction to Political Science
3HBSO101	Core Course	Sociology I -Introduction to Sociology
3HBHY101	Core Course	History I - History of India from Earliest Time to 1200 A.D.
3HBEC101	Core Course	Economics I-Micro Economics
3HBHS 101	Core Course	हिन्दी साहित्य I- प्राचीन एवं मध्यकालीन काव्य
3HBEN101	Core Course	English Literature I- <b>Poetry</b>
3HBGE101	Core Course	Geography-I * (THEORY + PRACTICAL)- Elements of Geomorphology
3HBED101	Core Course	Education-I * (THEORY + PRACTICAL) -Philosophical and Principle of Education
3HBSA101	Core Course	Sanskrit Literature I – वेद व्याकरण अनुवाद एवं निबंध

**BACHELOR OF ARTS**  
**Duration: 36 Months (3 Years) Eligibility: 12<sup>th</sup> Pass**

**COURSE STRUCTURE OF B.A. SEMESTER IInd**

Course Details				External Assesment		Internal Assesment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
3HBEL201	<b>Ability Enhancement</b>	English Language and Indian Culture	50	25	08	10	04	15	06	2	-	-	2
3MBFE101	<b>Ability Enhancement</b>	Fundamental of Entrepreneurship	50	25	08	10	04	15	06	2	-	-	2
	<b>Core Course</b>	Paper -I *	150	75	25	30	12	45	18	4	2	-	6
	<b>Core Course</b>	Paper -II	150	75	25	30	12	45	18	4	2	-	6
	<b>Core Course</b>	Paper -III	150	75	25	30	12	45	18	4	2	-	6
<b>Skill Courses</b>								<b>Sessional</b>					
	<b>Skill Enhancement</b>	Skill Enhancement Elective Course-I	50	-	-	-	-	50	20	1	-	1	2
	<b>Grand Total</b>		<b>600</b>	-	-	-	-	-	-	<b>17</b>	<b>6</b>	<b>1</b>	<b>24</b>

Minimum Passing Marks are equivalent to Grade D

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Skill Elective-I Any other course being offered in this semester as per the list given at the end of course structure

**\* FOR PRACTICAL COURSE**

<b>COURSE STRUCTURE OF B.A. SEMESTER IInd</b>													
<b>Course Details</b>				<b>External Assesment</b>		<b>Internal Assesment</b>				<b>Credit Distribution</b>			<b>Allotted Credits</b>
<b>Course Code</b>	<b>Course Type</b>	<b>Course Title</b>	<b>Total Marks</b>	<b>Major</b>		<b>Minor</b>		<b>Sessional***</b>		<b>L</b>	<b>T</b>	<b>P</b>	<b>Subject wise Distribution</b>
				<b>Max Marks</b>	<b>Min Marks</b>	<b>Max Marks</b>	<b>Min Marks</b>	<b>Max Marks</b>	<b>Min Marks</b>				
<b>Theory Group</b>													
	<b>Core Course</b>	Paper -(THEORY)	100	50	17	20	08	30	12	4	-	-	4
	<b>Practical</b>	Paper (PRACTICAL)	50	25	08	25	08	-	-	-	-	2	2

\*Note: - Scheme for the practical courses – Geography/ Education

**COURSE OUTCOMES:STRUCTURE OF B.A. II SEMESTER OPTIONAL PAPER : CHOOSE ANY THREE FROM THE FOLLOWING**

**COURSE OUTCOMES:DETAILS**

<b>Course Outcomes:Code</b>	<b>Course Outcomes:Type</b>	<b>Course Outcomes:Title</b>
3HBPS202	Core Course	Political Science II-Indian Govt. and Politics
3HBSO202	Core Course	Sociology II- Indian Society
3HBHY202	Core Course	History-II Western World Form Mid 15 <sup>th</sup> Century To 1870 AD
3HBEC202	Core Course	Economics II INDIAN ECONOMY
3HBHS 202	Core Course	हिन्दी साहित्य-II कथा स्नाहित्य
3HBEN202	Core Course	English Literature II- <b>Prose</b>
3HBGE202	Core Course	Geography-II * (THEORY + PRACTICAL)- Introduction of Geography and Human Geography
3HBED202	Core Course	Education-II * (THEORY + PRACTICAL)- Education Psychology
3HBSA202	Core Course	Sanskrit Literature II – आर्ष काव्य एवं लौकिक काव्य



## BACHELOR OF ARTS

**Duration: 36 Months (3 Years) Eligibility: 12<sup>th</sup> Pass**

### COURSE STRUCTURE OF B.A. SEMESTER IIIrd

Course Details				External Assesment		Internal Assesment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
3HBHL302	<b>Ability Enhancement</b>	हिन्दी भाषा सवेदना एवं संचार साधन	50	25	08	10	04	15	06	2	-	-	2
3BCA502	<b>Ability Enhancement</b>	Basic Information Computer Technology - II	50	25	08	10	04	15	06	1	-	-	1
	<b>Core Course</b>	Paper -I *	150	75	25	30	12	45	18	4	2	-	6
	<b>Core Course</b>	Paper -II	150	75	25	30	12	45	18	4	2	-	6
	<b>Core Course</b>	Paper -III	150	75	25	30	12	45	18	4	2	-	6
<b>Skill Courses</b>								<b>Sessional</b>					
	<b>Skill Enhancement</b>	Skill Enhancement Elective Course-II	50	-	-	-	-	50	20	1	-	1	2
<b>Grand Total</b>			<b>600</b>	-	-	-	-	-	-	<b>16</b>	<b>6</b>	<b>1</b>	<b>24</b>

Minimum Passing Marks are equivalent to Grade D

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Skill Elective-II Any other course being offered in this semester as per the list given at the end of course structure

**\* FOR PRACTICAL COURSE**

COURSE STRUCTURE OF B.A. SEMESTER IIIrd													
Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional ***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
	<b>Core Course</b>	Paper -(THEORY)	100	50	17	20	08	30	12	4	-	-	4
	<b>Practical</b>	Paper (PRACTICAL)	50	25	08	25	08	-	-	-	-	2	2

\*Note: - Scheme for the practical courses – Geography/ Education

**COURSE OUTCOMES:STRUCTURE OF B.A III SEMESTER OPTIONAL PAPER : CHOOSE ANY THREE FROM THE FOLLOWING**

**COURSE OUTCOMES:DETAILS**

Course Outcomes:Code	Course Outcomes:Type	Course Outcomes:Title
3HBPS303	Core Course	Political Science III- Representative Political Thinkers
3HBSO303	Core Course	Sociology III- Rural and Urban Society
3HBHY303	Core Course	History III- History of India From 1200 AD to 1739 AD
3HBEC303	Core Course	Economics III- Macro Economics and Money & Banking
3HBHS 303	Core Course	हिंदी साहित्य III- अद्यत्न हिंदी कव्य
3HBEN303	Core Course	English Literature III- Drama
3HBGE303	Core Course	Geography-III * (THEORY + PRACTICAL)- Climatology and Oceanography
3HBED303	Core Course	Education-III * (THEORY + PRACTICAL)- Education and Technology
3HBSA303	Core Course	Sanskrit Literature III – गद्य कथा व्याकरण

**BACHELOR OF ARTS**  
**Duration: 36 Months (3 Years) Eligibility: 12<sup>th</sup> Pass**

COURSE STRUCTURE OF B.A. SEMESTER IVth													
Course Details				External Assesment		Internal Assesment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
3HBEL402	<b>Ability Enhancement</b>	English Language and Scientific Temper	50	25	08	10	04	15	06	2	-	-	2
3HBHP401	<b>Ability Enhancement</b>	Human Values & Ethics	50	25	08	10	04	15	06	2	-	-	2
	<b>Core Course</b>	Paper –I*	150	75	25	30	12	45	18	4	2	-	6
	<b>Core Course</b>	Paper –II	150	75	25	30	12	45	18	4	2	-	6
	<b>Core Course</b>	Paper -III	150	75	25	30	12	45	18	4	2	-	6
	<b>Grand Total</b>		<b>550</b>	-	-	-	-	-	-	<b>16</b>	<b>6</b>	-	<b>22</b>

Minimum Passing Marks are equivalent to Grade D

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

**\* FOR PRACTICAL COURSE**

COURSE STRUCTURE OF B.A. SEMESTER IV <sup>th</sup>													
Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
	<b>Core Course</b>	Paper -(THEORY)	100	50	17	20	08	30	12	4	-	-	4
	<b>Practical</b>	Paper (PRACTICAL)	50	25	08	25	08	-	-	-	-	2	2

\*Note: - Scheme for the practical courses – Geography/ Education

COURSE OUTCOMES:STRUCTURE OF B.A IV SEMESTER OPTIONAL PAPER : CHOOSE ANY THREE FROM THE FOLLOWING		
COURSE OUTCOMES:DETAILS		
Course Outcomes:Code	Course Outcomes:Type	Course Outcomes:Title
3HBPS404	Core Course	Political Science IV- Comparative Government and Politics
3HBSO404	Core Course	Sociology IV- Sociology of Tribal Society
3HBHY404	Core Course	History IV- Main Current's of World History From 1871 To 1945 AD IV
3HBEC404	Core Course	Economics IV-International Economics & Public Finance
3HBHS 404	Core Course	हिन्दी साहित्य IV - हिन्दी भाषा साहित्य का इतिहास और काव्य विवेचना
3HBEN404	Core Course	English Literature IV- Fiction
3HBGE404	Core Course	Geography-IV * (THEORY + PRACTICAL)- Geography of India
3HBED404	Core Course	Education-IV * (THEORY + PRACTICAL)- History of Education
3HBSA404	Core Course	Sanskrit Literature IV नाट्य एवं महाकाव्य

## BACHELOR OF ARTS

Duration: 36 Months (3 Years) Eligibility: 12th Pass

### COURSE STRUCTURE OF B.A. SEMESTER Vth

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
3SBES501	Ability Enhancement	Environmental Studies	50	25	8	10	4	15	6	2	-	-	2
3HBEL501	Ability Enhancement	Introduction to soft skill & Team Building	50	25	8	10	4	15	6	2	-	-	2
	Discipline Specific Elective	Paper -I *	150	75	25	30	12	45	18	4	2	-	6
	Discipline Specific Elective	Paper -II	150	75	25	30	12	45	18	4	2	-	6
	Discipline Specific Elective	Paper -III	150	75	25	30	12	45	18	4	2	-	6
<b>Skill Courses</b>										<b>Sessional</b>			
	Skill Enhancement	Skill Enhancement Elective Course-III	50	-	-	-	-	50	20	1	-	1	2
	<b>Grand Total</b>		<b>550</b>							<b>17</b>	<b>6</b>	<b>1</b>	<b>24</b>

Minimum Passing Marks are equivalent to Grade D

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Skill Elective III– Any other course being offered in this semester as per the list given at the end of course structure.

**\* FOR PRACTICAL COURSE**

### COURSE STRUCTURE OF B.A. SEMESTER Vth

Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
	<b>Core Course</b>	Paper -(THEORY)	100	50	17	20	08	30	12	4	-	-	4
	<b>Practical</b>	Paper (PRACTICAL)	50	25	08	25	08	-	-	-	-	2	2

\*Note: - Scheme for the practical courses – Geography/ Education

**SPECILIZATION WITH ELECTIVE**

**\*Note** - Students need to select any one group and choose any two subjects from selected group for fifth semester.

**Electives for Fifth Semester**

<b>Course Outcomes:Code</b>	<b>Course Outcomes:Type</b>	<b>List of Electives</b>
<b>GROUP ELECTIVE NAME: POLITICAL SCIENCE</b>		
3HBPS505	Discipline Specific Elective-1	1.Indian Foreign Policy
3HBPS506	Discipline Specific Elective-2	2. International Politics
<b>GROUP ELECTIVE NAME: SOCIOLOGY</b>		
3HBSO505	Discipline Specific Elective-1	1.Basic of Sociological Thought
3HBSO506	Discipline Specific Elective-2	2-.Criminology
<b>GROUP ELECTIVE NAME: HISTORY</b>		
3HBHY505	Discipline Specific Elective-1	1.History of India From 1740 AD to 1857 AD
3HBHY506	Discipline Specific Elective-2	2.Tribal History in Chhattisgarh
<b>GROUP ELECTIVE NAME: ECONOMICS</b>		
3HBEC505	Discipline Specific Elective-1	1.Development and Environment Economics
3HBEC-506	Discipline Specific Elective-2	2. Economic History of India (1857-1947)
<b>GROUP ELECTIVE NAME: GEOGRAPHY</b>		
3HBGE505	Discipline Specific Elective-1	1.Resource and Environment
3HBGE506	Discipline Specific Elective-2	2.World Geography
<b>GROUP ELECTIVE NAME: EDUCATION</b>		
3HBED505	Discipline Specific Elective-1	1.Yoga Education
3HBED506	Discipline Specific Elective-2	2.Gender, School and Society
<b>GROUP ELECTIVE NAME: HINDI LITERATURE</b>		
3HBHS 505	Discipline Specific Elective-1	1.प्रयोजन मूलक हिन्दी
3HBHS-506	Discipline Specific Elective-2	2.लोकसाहित्य
<b>GROUP ELECTIVE NAME: ENGLISH LITERATURE</b>		
3HBEN505	Discipline Specific Elective-1	1.English Literature - Genres of Literature
3HBEN-506	Discipline Specific Elective-2	2.American Literature
<b>GROUP ELECTIVE NAME: SANSKRIT LITERATURE</b>		
3HBSA505	Discipline Specific Elective-1	1.Gita, Darshan, Natak, Chhand, Tatha Vyakaran
3HBSA506	Discipline Specific Elective-2	2.Sanskrit Sahitya

## BACHELOR OF ARTS

Duration: 36 Months (3 Years) Eligibility: 12th Pass

COURSE STRUCTURE OF B.A. SEMESTER VIth													
Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
	Discipline Specific Elective/ Project	Paper -I *	150	75	25	30	12	45	18	4	2	-	6
	Discipline Specific Elective/ Project	Paper -II	150	75	25	30	12	45	18	4	2	-	6
	Discipline Specific Elective/ Project	Paper -III	150	75	25	30	12	45	18	4	2	-	6
<b>Practical Group</b>				<b>Term End Practical Exam</b>				<b>Sessional</b>					
	Project/Dissertation	Project & Viva Voce	100	50	17	-	-	50	20	-	-	4	4
<b>Grand Total</b>			<b>550</b>							<b>12</b>	<b>6</b>	<b>4</b>	<b>22</b>

Minimum Passing Marks are equivalent to Grade D

Minor- Pre University Test

Sessional weightage – Attendance 50%, Three Class Tests/Assignments 50%

Compulsory Project/Dissertation with choice in any Disciplinary specific elective. Compulsory one paper presentation certificate in related discipline.

### \* FOR PRACTICAL COURSE

COURSE STRUCTURE OF B.A. SEMESTER VIth													
Course Details				External Assessment		Internal Assessment				Credit Distribution			Allotted Credits
Course Code	Course Type	Course Title	Total Marks	Major		Minor		Sessional***		L	T	P	Subject wise Distribution
				Max Marks	Min Marks	Max Marks	Min Marks	Max Marks	Min Marks				
<b>Theory Group</b>													
	<b>Core Course</b>	Paper -(THEORY)	100	50	17	20	08	30	12	4	-	-	4
	<b>Practical</b>	Paper (PRACTICAL)	50	25	08	25	08	-	-	-	-	2	2

\*Note: - Scheme for the practical courses – Geography/ Education

**SPECILIZATION WITH ELECTIVE**

\*Note - Students need to select any one group and choose any two subjects from selected group for Sixth semester.

**Electives for Sixth Semester**

<b>Course Outcomes: Code</b>	<b>Course Outcomes: Type</b>	<b>List of Electives</b>
<b>GROUP ELECTIVE NAME: POLITCAL SCINCE</b>		
3HBPS606	Discipline Specific Elective-4	Public Administration
3HBPS607	Discipline Specific Elective-5	Good Governance
3HBPS608		Project/Dessertation
<b>GROUP ELECTIVE NAME: SOCIOLOGY</b>		
3HBSO606	Discipline Specific Elective-4	Methods of Social Research
3HBSO607	Discipline Specific Elective-5	Social Change and Development in India
3HBSO608		Project/Dessertation
<b>GROUP ELECTIVE NAME: HISTORY</b>		
3HBHY606	Discipline Specific Elective-4	History of India From 1858 AD to 1950 AD With Emphasis On The National Movement
3HBHY-607	Discipline Specific Elective-6	Archaeology Principal and Methods
3HBHY-608		Project/Dessertation
<b>GROUP ELECTIVE NAME: ECONOMICS</b>		
3HBEC606	Discipline Specific Elective-4	Quantitative Techniques
3HBEC-607	Discipline Specific Elective-5	Environmental Economics
3HBEC-608		Project/Dessertation
<b>GROUP ELECTIVE NAME: GEOGRAPHY</b>		
3HBGE606	Discipline Specific Elective-4	Geography of Chhattisgarh
3HBGE607	Discipline Specific Elective-5	Geographical information system
3HBGE608		Project/Dessertation
<b>GROUP ELECTIVE NAME: EDUCATION</b>		
3HBED606	Discipline Specific Elective-4	Educational and mental measurement
3HBED607	Discipline Specific Elective-5	Guidance and Counseling
3HBED608		Project/Dessertation



<b>GROUP ELECTIVE NAME: HINDI LITERATURE</b>		
3HBHS 606	Discipline Specific Elective-4	हिन्दी नाटक,निबंध तथा स्फुट गद्य विधाएँ तथा मालवी भाषा साहित्य
3HBHS-607	Discipline Specific Elective-5	अनुवाद विज्ञान
3HBHS-608		Project/Dessertation
<b>GROUP ELECTIVE NAME: ENGLISH LITERATURE</b>		
3HBEN606	Discipline Specific Elective-4	English Literature- Indian Writing in English
3HBEN607	Discipline Specific Elective-5	Literary Criticism
3HBEN608		Project/Dessertation
<b>GROUP ELECTIVE NAME: SANKARIT LITERATURE</b>		
3HBSA606	Discipline Specific Elective-4	Kavya Avam Alankar
3HBSA607	Discipline Specific Elective-5	Sanskrit Bhasha Naipunya
3HBSA608		Project/Dessertation

## SKILL ENHANCEMENT ELECTIVE COURSES

<b>Non-Technical</b>			
Elective No.	Department/ Faculty Name		
	<b>Faculty of Information Technology</b>		
I	SCIT 201	Data Entry Operation	2(1+0+1)
II	SCIT 301	Multimedia	2(1+0+1)
III	SCIT 501	Web Designing with HTML	2(1+0+1)
IV	SCMIT 201	Web Development	2(1+0+1)
V	SCMIT 301	LINUX	2(1+0+1)
	<b>Faculty of Management</b>		
I	SMGT 201	Briefing and Presentation Skills	2(1+0+1)
II	SMGT 301	Resolving Conflicts and Negotiation Skills	2(1+0+1)
III	SMGT 802	Entrepreneurship Development	2(1+0+1)
	<b>Faculty of Commerce</b>		
I	SCOM 201	Tally ERP 9	2(1+0+1)
II	SCOM 302	Multimedia	2(1+0+1)
III	SCOM 803	Data Analyst	2(1+0+1)
	<b>Faculty of Humanities</b>		
I	SHBA 301	Pursuing Happiness	2(1+0+1)
II	SHBA302	Communication Skill and Personality Development	2(1+0+1)
III	SHMA301	Tourism in M.P	2(1+0+1)
	<b>Faculty of Science</b>		
I	SSBI 301	Mushroom Cultivation	2(1+0+1)
II	SSPH 301	House Hold Wiring	2(1+0+1)
III	SSPH 301	Basic Instrumentation	2(1+0+1)
IV	SSPH 301	DTP Operator	2(1+0+1)
V	SSCH 301	Graphic Designing	2(1+0+1)
	<b>Faculty of Education</b>		
I	SCBE 403	Understanding of ICTC (Information Communication Technology)	2(1+0+1)
II	SCPE 201	Yoga Education	2(1+0+1)



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**SEMESTER- 1<sup>ST</sup>**

**COURSE: B.A.COMPUTER**

**SUBJECT: BASIC COMPUTER & INFORMATION TECHNOLOGY-I**

**Course Objective:**

**SUBJECT CODE: 3CBCA201**

**THEORY MAX. MARKS:25**

**THEORY MIN. MARKS: 08**

- To educate students to analyze, design, integrate & manage information systems using information technology.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	<b>INTRODUCTION TO COMPUTER ORGANIZATION –I</b> History of development of Computer system concepts. Characteristics, Capability and limitations. Generation of computer. Types of PC's Desktop. Laptop, Notebook. Workstation & their Characteristics.	ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations
<b>UNIT-II</b>	<b>INTRODUCTION TO COMPUTER ORGANIZATION –II</b> basic components of a computer system Control Unit, ALU. Input/Output function and Characteristics, memory RAM, ROM, EPROM, PROM.	ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists
<b>UNIT-III</b>	<b>INPUT &amp; OUTPUT DEVICES</b> <b>Input Devices</b> : Keyboard, Mouse, Trackball. Joystick, Digitizing tablet, Scanners, Digital Camera, MICR, OCR, OMR, Bar-code Reader, Voice Recognition, Light pen, Touch Screen. <b>Output Devices:</b> Monitors Characteristics and types of monitor, Video Standard VGA, SVGA, XGA, LCD Screen etc. Printer, Daisy wheel, Dot Matrix, Inkjet, Laser, Line Printer. Plotter, Sound Card and Speakers.	ICT based class room teaching, Case Analysis, Group Presentation
<b>UNIT-IV</b>	<b>STORAGE DEVICES</b> : Storage fundamental primary Vs Secondary. Various Storage Devices magnetic Tape. Cartridge Tape, Data Drives, Hard Drives, Floppy Disks, CD, VCD, CD-R, CD-RW, Zip Drive, DVD, DVD-RW.	ICT based class room teaching, Case Analysis, Individual Presentation
<b>UNIT-V</b>	<b>INTRODUCTION TO OPERATING SYSTEM</b> : Introduction to operating systems, its functioning and types. basic commands of dos & Windows operating System. <b>Disk Operating System (DOS)</b> - Introduction, History and Versions of DOS. <b>DOS Basics</b> - Physical Structure of disk, Drive name, FAT, file & directory structure and naming rules, booting process, DOS system files. <b>DOS Commands - Internal</b> - DIR, MD, CD, RD, Copy, DEL, REN, VOL, DATE, TIME, CLS, PATH, TYPE etc. <b>External</b> CHKDSK, SCOPE, PRINT DISKCOPY, DOSKEY, TREE, MOVE, LABEL, APPEND, FORMAT, SORT, FDISK, BACKUP, MODE, ATTRIB HELP, SYS etc.	ICT based class room teaching, Case Analysis, Group Presentation

**Course outcome:-**

- Student will be able to use computer system easily and they will get knowledge about how to use different type of operating system.

**PRACTICALS:-**

**DOS:**

- DOS commands: Internal & External Commands.
- Special batch file: Autoexec, Bar Hard disk setup. Windows 98:
- Destop setting: New folder, rename bin operation, briefcase, and function. Control panel utility.
- Display properties: Screen saver, background settings.

**MS Word:**

- Creating file; save, save as HTML, Save as Text, Template, RTF Format.
- Page setup utility: Margin settings, paper size setting, paper source, layout.
- Editing: Cut, past special, undo, redo, find, replace, go to etc.
- View file: page layout, Normal Outline, master document, ruler header, footer, footline, full screen.
- Insert: break, page number, symbol, date & time, auto text, caption file, object, hyperlink, picture etc.
- Format: font, paragraph, bullets & numbering, border & shading, change case, columns.
- Table: Draw label, insert table, cell handling, table auto format, sort formula.

<b>Job opportunity</b>	<b>Employability skill developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Computer Operator, Office Assistant, Training and Support in Institutions/universities, Research and Academics, System Analyst in State and Central Research organization, Consultant in Software firms, Quality Assurance and Testing in Public and Private sectors, Application Customization and Development, Start own venture	Learn basic's of Computer, Computations, Network, Internet and Programming Languages, Time, Management, Speaking, Cooperating, Presenting	No Poverty, Quality Education, Industry Innovation and Infrastructure.	Can start own Computer Assistance services.



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**SEMESTER- 1<sup>ST</sup>**

**COURSE: BA HINDI FOUNDATION**

**SUBJECT: हिन्दी भाषा और संरचना**

**SUBJECT CODE: 3HBHL101**

**THEORY MAX. MARKS: 25**

**THEORY MIN. MARKS: 08**

**Course objective:**

1. विद्यार्थियों में राष्ट्र प्रेम की भावना का विकास करना।
2. हिन्दी के समृद्ध साहित्य को नयी पीढ़ी तक पहुँचाना।
3. पत्र-लेखन, सार लेखन, भाव पल्लवन एवं साक्षात्कार के कौशल का विकास करना।
4. डायरी,संस्मरण, लेखन, पारिभाषिक, शब्दावली, तत्सम, तद्भव, देशज, विदेशी शब्दों इत्यादि के ज्ञान का परिमार्जन करना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	भारत वंदना (काव्य) - त्रिपाठी निराला जाग तुझको दूर जाना - सुश्री महादवी वर्मा स्वतंत्रता पुकारती (काव्य)- जयशंकर प्रसाद हम अनिकेतन (काव्य) - बालकृष्ण शर्मा नवीन भाषा की महत्ता और उसके विविध रूप भाषा-कौशल	व्याख्यान एवं काव्य मंच
UNIT-II	करुणा (निबंध) - आचार्य रामचन्द्र शुक्ल समन्द्वय की प्रक्रिया (निबंध) - रामधारी सिंह दिनकर बिच्छी बुआ (कहानी) - डॉ.लक्ष्मण बिष्ट 'बटरोही' अनुवाद - परिभाषा प्रकार, महत्व, विशेषताएँ हिन्दी की शब्द-संपदा पारिभाषिक शब्दावली	ग्रीन बोर्ड
UNIT-III	विलायत पहुंच ही गया (आत्मकथांश) - महात्मा गांधी अफसर (व्यंग्य) . शरद जोशी तीर्थयात्रा (कहानी) . डॉ. मिथलेश कुमार मिश्र मकड़ी का जाला (व्यंग्य) . डॉ. रामप्रकाश सक्सेना वाक्य- संरचना : तत्सम,तद्भव देशज विदेशी	व्याख्यान, यू-ट्यूब लिंक से
UNIT-IV	अप्प दीपो भव (वक्तृव्य कला) - स्वामी श्रद्धानंद भारत का सामाजिक व्यक्तित्व (प्रस्तावना) - जवाहरलाल नेहरू पत्र मैसूर के महाराजा को (पत्र-लेखन) . स्वामी वववेकानंद बनी रहेंगी किताबें (आलेख) - डॉ. सुनीता रानी घोष पत्र-लेखन महत्व और उसके विविध रूप सड़क पर दौड़ते ईहा मृग (निबंध) - डॉ. श्यामसुन्दर दुबे	सत्रीय कार्य
UNIT-V	योग की शक्ति (डायरी) डॉ. हरिवंश राय बच्चन कोश के अखाड़े में कोई पहलवान नहीं उतरता(साक्षात्कार) -भाषाविद डॉ. हरिदेव बाहरी से प्रो. त्रिभुवननाथ शुक्ल नीग्रो सैनिक से भेंट (यात्रा -संस्मरण) - डॉ. देवेन्द्र सत्याथी यदि बा न होती तो शायद गांधी को यह ऊँचाई न मिलती (साक्षात्कार) कथाकार - गिरिराज किशोर से सत्येन्द्र शर्मा सार	प्रश्न मंच

लेखन भाव-पल्लवन साक्षात्कार और कौशल	
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**Course outcome:-**

- विद्यार्थी भारत भूमि से प्रेम व स्नेह के भावों को बढ़ा सकेंगे।
- विद्यार्थियों की हिन्दी की शब्द संपदा में वृद्धि होगी।
- पत्र-लेखन, सार लेखन, भाव पल्लवन साक्षात्कार के कौशल का विकास होगा।
- डायरी एवं संस्मरण लेखन विद्या का परिमार्जन होगा।
- हिन्दी के समृद्ध साहित्य कोश से लाभान्वित होंगे।

**पाठ्य पुस्तक** – हिन्दी भाषा और संरचना त्रिभुवन नाथ शुक्ल हिन्दी ग्रन्थ अकादमी भोपाल म.प्र।

**संदर्भ ग्रंथ** – हिन्दी भाषा और संरचना त्रिभुवन नाथ शुक्ल हिन्दी ग्रन्थ अकादमी भोपाल म.प्र।

<b>Job opportunity</b>	<b>Employability skill developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
शिक्षक, उद्घोषक	प्रातियोगी परीक्षा में लाभकारी	उच्च गुणवत्ता	साहित्य के क्षेत्र में रुचि



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**SEMESTER- 1<sup>ST</sup>**

**COURSE: B.A.**

**SUBJECT: INTRODUCTION TO POLITICAL SCIENCE**

**SUBJECT CODE: 3HBPS101**

**THEORYMAX.MARKS: 75**

**THEORY MIN. MARKS: 25**

**Course Objective -**

- To prepare our students with better understanding of Political Science and its significance
- To provide a better understanding to our students of `Rights and Powers.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	Political science – Definition nature and scope. Nature and significance of Political Theory. Methods: Traditional and Modern: Relations with other social sciences: Sociology, history, economics, psychology and geography.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	Power and Authority, State – Origin, Development and Elements. State: Dominant perspectives – Sovereignty; Pluralist criticism; Citizenship	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	Rights: Theories of Rights, Specific Rights, Rights and Duties; Liberty, Equality and justice. Democracy: Meaning, Types and Theories, Theories of Representation, Development and Welfare state.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	Legislature, Executive and Judiciary. Theory of Separation of Powers. Constitution: Meaning and types.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	Types of Government: Dictatorship, Parliamentary and Presidential. Unitary and Federal, Party System, Pressure groups: Feminism.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes -**

1. Students will be able for a better understanding about the nature of political science, powers, authority, rights and duties.
2. Students will be responsible citizens of Indian political system and accountable for their deeds .

**Text Books:**

1. State Politics in India, B.L. Fadia, 2 vols. New Delhi, Radiant Publishers, 1984.
2. India: Government and Politics in a Developing Nation R.L. Hardgrave New York, Harcourt, Brace and World, 1965.
3. Democracy in India N.G. Jayal Delhi, Oxford University Press,
4. Political Science Johri J.C & Sahitya Bhawan Agra Rashmi Sharma

**References books:**

1. An Introduction to the Constitution of India M. V. Pylee New Delhi, 1998.
2. Tension Areas in India's Federal System A. Ray Calcutta, The World Press, 1970.
3. Coalition Politics in India N.C. Sahnii Jullunder, New Academic Publishing Company, 1971.
4. Dynamics of Indian Government & Politics J.R. Siwach, , New Delhi, Sterling Publishers,

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politician and other Govt. and private sector.	Lobbying, union leader , leader administrations.	Goal 04 (Quality Education)	Politician and service, Civil services.



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**SEMESTER- 1<sup>ST</sup>**

**COURSE: B.A. SOCIOLOGY**

**SUBJECT:- INTRODUCTION TO SOCIOLOGY**

**SUBJECT CODE: 3HBSO101**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- To developed the conceptual freme works about basic concept of Sociology.
- To Provid knowledge of social relation, society about and social change.
- To know about the knowledge of applied sociology

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	Nature of Sociology, Meaning of Sociology, Sociological Perspective, Sociology and Social Sciences, The scientific humanistic orientations to sociological study	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	Society, Community, Institutions, Associations, Group, Social structure, Status-Role, Family and Kinship, Religion, Education, Politics	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	Society, Culture, Socialization- Relation between individual and society social Control, Values and Norms Social Stratification and mobility- Meaning, forms and theories	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	Social Change-Meaning and type, Evaluation and revolutions, progress and Development factors of social change and theories.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	Introduction to Applied Sociology, Sociology and social problems-Sociology and social policy and action, Sociology and Development, Sociology and Professions.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:**

- Students should learn the besic social concepts of society and understand the Applied Sociology.
- Student should be able to understand the concept of sociology .
- Student should be able to understand the social relation, society and social change.

**Text Books:**

- 1 SociologyDr. Singh B.R.Central Law Agency Allahabad1 Indian Society
- 2 Dr. Sharma D.D. Gupta Sahitya Bhawan Publication Agra
- 3 समाजशास्त्र का परिचय,सिंह: आर जी म.प्र. हिन्दी ग्रंथ अकादमी,भोपाल।
- 4 समाजशास्त्र का परिचय महाजन धर्म वीर विवेक प्रकाशन नई दिल्ली।
- 5 यूनिफाइड समाजशास्त्र- बघेल डी.एस. कैलाष पुस्तक सदन भोपाल।
- 6 समाजशास्त्र अग्रवाल जी.के. साहित्य भवन आगरा।

**Reference Books-**

1. Sociology Giddens A and Sutton P.W.Polity Press Cambridge UK
2. Introduction to Sociology Giddens A W. W. Norton & Company Introduction to Sociology George Ritzer
3. SAGE Publication New Delhi
- 4<sup>प</sup> समाज शास्त्र एक परिचय ठाकुर नवेंदु सेंट्रल लॉ पब्लिकेशन।
5. समाजशास्त्र बॉटोमोर टी.बी. भारतीय संस्करण मुम्बई।

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Social worker Sales executive Data analyst HR executive Teacher PR & advertising executive	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	NIL





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**SEMESTER- 1<sup>ST</sup>**

**COURSE: B.A. HISTORY-I**

**SUBJECT: STORY OF INDIA FROM EARLIEST TIME TO 1200 A.D.**

**SUBJECT CODE: 3HBHY101**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- Students Know about the development of rock art and Harapan civilization.
- Students know about religious movements.
- Make sharp about historical development.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	History its concept, nature, scope and significance Survey of sources, land Environment and people Indian Pre History age, Paleolithic culture-traditions and geographical distribution. Mesolithic culture, Distribution, Cultural development with special reference to Rock Art	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Saraswati/Sindhu Civilization (harapan Civilization)-origin,extent, & decline, Saraswati/ Sindhu Civilization- Social, Economic & Cultural life, Science & Technology. Vedic Culture- Society, Polity, Economy, Culture and Religion, Iron age – Culture in India. Vedic Cultural-Social Condition- Varna, Jati, Occupational categories marriage, Sixteen Sansakars and four Purusharthas	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Sixteenth Mahajanpad, Rise of new religious movements in North India. Buddhism and ainism - its principles and rise and fall, The Mauryan Empire-Administration and economy, Ashoka's "Dhamma" Mauryan art and architecture. Post Mauryan Period: Sungas, Kshatrapas. Sathavahanas and Kushanas - Political social, economic and cultural condition.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Gupta Empire - Political, Social, Economic and Cultural life. Post Gupta Time (Upto 1200A.D.): Society and culture. Important dynasties of the north: Social, Economy and Cultural conditions during Gurjar Pritihar, Kalchuries, Chandelas, and Permaras age..	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Important dynasties of south: Cheras, cholas and Pallavas, chalukya, dynasty - social, and economical and Cultural life. Sangam Age India's relations with neighbour relation with East Asian countries and Srilanka , Invasion and their impacts of Arab- Mohammad bin Qasim Gazani - Mohammad Gazanani Ghori - Mohammad Ghori.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Objectives:-**

- Students should be able to take Knowledge about historical development.
- They should know about civilization.
- Student Will Be Able For Various Social Activities.

**Text Books:**

1. K.A. Nilanta shastry of south India.
2. iztkir iliw flag] ]Izkkphu Hkkjr ] tSufjd ifCyds"ku
3. pkScs] lkSjHk] Izkkphu Hkkjr dk bfrgk] ;wfuolZy cqd fMiks

**Reference Books**

1. H.C. Roy chavadhary-Political History of ancient india.
2. R.C. Majumdar-the Age of imparial unity.
3. Romila thapar-history of India.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Museum curator Historian Teacher Archivist	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	Archeological service Civil services



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**SEMESTER- I<sup>ST</sup>**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: MICRO ECONOMICS - I**

**COURSE CODE: 3HBEC101**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

- To provide the knowledge about to understand Micro economics problem.
- Enabling students analyzing Production issues and finding solutions to complex economic problems and it even enables them to take correct economic decisions.
- They will learn the various aspects of demand theory, theory of production, price and output determination and the choice under uncertainty and asymmetric information.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Introduction to Micro Economics</b> -Definition, Evolution, Scope & Nature of economics, Methods of Economic Analysis - Inductive & Deductive – Logic, Merits & Demerits. Basic Concept – Law of Demand and Supply.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>Utility analysis</b> – Cardinal and Ordinal Approaches, Elasticity of Demand – Price, Income & Cross Elasticity, Indifference Curve Analysis – Meaning, Characteristics, Consumer Equilibrium, Consumer Surplus.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>Production</b> – Laws of Production, Law of Variable Proportion, Return to Scale, Economies of Scale, Iso- Quants – Meaning and Characteristics, Concepts of Cost and Revenue – Total, Marginal & Average.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>Market</b> – Concept and Classification. Perfect Competition – Characteristics, Price and Output Determination for Firm and Industries. Monopoly – Characteristics, Price and Output Determination. Monopolistic Competition - Characteristics, Price and Output Determination.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-V	<b>Factor Pricing</b> - Theory of Marginal Productivity of Distribution, Classical and Modern Theories of Wages, Rent, Interest and Profit. Keynesian Theory of Interest.	Usage of ICT like PPT, Video Lectures, Black board.

**Course Outcomes:**

- Students will be able to Understood Micro economics problem.
- Students will be able to understood Production issues and finding solutions to complex economic problems and it even enables them to take correct economic decisions.
- They know about various aspects of demand theory, theory of production, price and output determination and the choice under uncertainty and asymmetric information.

**Text Books:**

- 1 माइक्रो : अर्थशास्त्र सेठ एम.एल. लक्ष्मी नारायण पब्लिकेशन आगरा उ.प्र.
- 2 अर्थशास्त्र माहेश्वरी पी.डी. तथा गुप्ता शीलचन्द्र: साहित्य भवन पब्लिकेशन आगरा उ.प्र.
- 3 अर्थशास्त्र सिन्हा वी.सी. तथा सिन्हा पुष्पा साहित्य भवन पब्लिकेशन, आगरा उ.प्र.
- 4 ADVANCE ECONOMIC THEORY AHUJA H. L. S. CHAND PUBLICATION DELHI
- 5 MICRO ECONOMICS SETH M. L LAXMI NARAYAN PUBLICATION AGRA UP

**Reference Books :**

1. MICRO ECONOMICS JHINGAN M. L. VRINDA PUBLICATION DELHI
2. PRINCIPAL OF ECONOMICS D. M. MITHANI HIMALAYA PUBLISHING HOUSE MUMBAI
3. अर्थशास्त्र पंत जे.सी. एवं अग्रवाल, साहित्य भवन पब्लिकेशन आगरा उ.प्र.
4. उच्च अर्थिक विश्लेषण, आहूजा एम.एल. एस.चांद पब्लिकेशन दिल्ली उ.प्र.
5. व्यक्ति अर्थशास्त्र, झिंगन एम.एल. वुंदा पब्लिकेशन, दिल्ली उ.प्र

<b>Job opportunity</b>	<b>Employability skill developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Production Officer and Production Counselor.	Able to understand how to Solve Consumer behavior and their problems.	Quality Education Responsible Consumption and production	The Advance Economic analysis concept that drive the decision-making processes of an established firm also apply to start-up production.



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**SEMESTER- I**  
**COURSE: B.A. HINDI LITERATURE**  
**SUBJECT: प्राचीन एवं मध्यकालीन काव्य –I**

**SUBJECT CODE:3HBHS101**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**पाठ्यक्रम के उद्देश्य:**

- विद्यार्थियों को हिन्दी के महान रचनाकारों की रचनाओं से अवगत करना।
- भक्तिकाल की जानकारी देना।
- साहित्य समीक्षा किस प्रकार की जाए छात्रों को जानकारी देना।
- कबीर,सूरदास,तुलसीदास,बिहारी,घनानन्द,भूषण इत्यादि कवियों की रचनाओं की समीक्षा।
- भक्तिकालीन कवियों की कालजयी रचनाओं को युवा पीढ़ी तक पहुँचाना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	कबीर, सूरदास, तुलसीदास, बिहारी, घनानन्द,भूषण( निर्धारित अंशों से व्याख्या)	व्याख्यान
UNIT-II	भक्तिकाल एवं रीतिकाल की पृष्ठभूमि, प्रमुख प्रवृत्तियाँ, धाराएँ एवं विशेषताएँ।	आई. सी. टी आधारित एवं ग्रीन बोर्ड आधारित कक्षा शिक्षण,
UNIT-III	कबीर, सूरदास और तुलसी के निर्धारित साहित्य की समीक्षा।	ऑनलाइन क्लासेस
UNIT-IV	बिहारी, घनानन्द और भूषण के निर्धारित साहित्य की समीक्षा।	पी.पी.टी.
UNIT-V	द्रुत पाठ के कवि—अमीर खुसरों, विद्यापति, जायसी, मीरा, रसखान,केशव,पद्माकर का द्रुतपाठ। नोट—द्रुत पाठ के कवियों पर लघु उत्तरीय प्रश्न पूछे जायेंगे।	सामुहिक चर्चा, प्रश्न मंच

**पाठ्यांश**

1. **कबीरदास** – (सं० कान्तिकुमार)  
गुरुदेव को अंग, बिरह को अंग, ग्यान बिरह को अंग, सुमिरन को अंग प्रत्येक से प्रारंभिक 5-5 दोहे एवं प्रारंभिक 5 पद
2. **सूरदास** –(सं.डॉ. धीरेन्द्र वर्मा)  
विभिन्न प्रसंगों से कुल 15 पद—उद्धव संदेश से पद कम 9, 10, 15, 21, 22, 26, 27, 29, 52, 53, 62, 82, 95, 101, 120
3. **तुलसीदास** –विनय पत्रिका एवं कवितावली से प्रारंभिक 5-5 पद, अयोध्या कांड (रामचरितमानस) दोहा क्रमांक 117 से 121 तक
4. **बिहारी** –(बिहारी रत्नाकर—जगन्नाथ दास रत्नाकर)चयनित 20 दोहे (भक्ति, नीति, प्रकृति, श्रृंगार,विरह के 5-5दोहे) दोहा संख्या—1, 5, 6, 7, 8, 11, 14, 16, 18, 19, 21, 25, 28, 31, 32, 35, 37, 38, 41, 51, कुल 20 दोहे
5. **घनानन्द** –सं. डॉ. रामचन्द्र तिवारी विश्वविद्यालय प्रकाशन, वाराणसी, (15 सवैये) 2,3,4, 6, 8, 9, 10, 11, 12, 14, 15, 17, 19, 20, 22 कुल 15 पद
6. **भूषण** –चयनित15कवित्त वन्दना—1,2  
शिवाजी प्रशस्ति— 9, 10, 11, 12, 15, 17, 20  
छत्रसाल प्रशस्ति – 22, 23, 26, 32, 34

## अपेक्षित परिणाम

1. विद्यार्थी भक्तिकाल की पृष्ठभूमि इतिहास विकास से परिचित हो सकेंगे।
2. विद्यार्थियों में समीक्षा व विश्लेषण के कौशल का विकास होगा।
3. विद्यार्थी अमीर खुसरो, मीरा, रसखान केशव इत्यादि भक्तिकालीन कवियों की पृष्ठ भूमि, रचनाओं इत्यादि से अवगत हो सकेंगे।
4. विद्यार्थी कबीर, तुलसीदास बिहारी घनानंद, भूषण इत्यादि के भक्ति साहित्य को जान व समझ सकेंगे।

## पाठ्य पुस्तक –

- 1 हिन्दी साहित्य का इतिहास – आचार्य रामचन्द्र शुक्ल
- 2 रीति काव्य की भूमिका – डॉ. नगेन्द्र
- 3 कबीर – हजारी प्रसाद द्विवेदी
- 4 महाकवि सूरदास – नंददुलारे बाजपेयी

## संदर्भ ग्रंथ –

- 1 प्राचीन काव्य भाषा की प्रवृत्तियों – डॉ. शैलेन्द्र उपाध्याय, भारतीय साहित्य प्रकाशन, दिल्ली।
- 2 लोकवादी तुलसीदास – विश्वनाथ त्रिपाठी, भारतीय साहित्य प्रकाशन, दिल्ली।
- 3 भक्तिकाव्य और भक्ति आंदोलन – शिवकुमार मिश्र भारतीय साहित्य प्रकाशन, दिल्ली।
- 4 बिहारी – विश्वनाथ प्रसाद मिश्र भारतीय साहित्य प्रकाशन, दिल्ली।
- 5 घनानंद ग्रन्थावली – विश्वनाथ प्रसाद मिश्र भारतीय साहित्य प्रकाशन, दिल्ली।

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
शिक्षा के क्षेत्र में कार्य	प्रातियोगी परीक्षाओं में लाभ कारी	उच्च गुणवत्ता	शिक्षकीय कार्य एवं कविता लेखन



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**SEMESTER- I**  
**COURSE: B.A. ENGLISH LITERATURE**  
**SUBJECT: POETRY**

**SUBJECT CODE: 3HBEN101**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

- Students can learn vast ancient history of English Literature.
- Students also learn about different writers and poets.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT – I	Annotations- From UNIT II to V <b>Forms of poetry:</b> The Sonnet, Elegy, Ode, Epic, Ballad, Lyric, The Dramatic Monologue, Allegory	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT – II	William Shakespeare- From Fairest Creatures The Little Love-God, True Love, Shall I Compare Thee to a summer's Day John Milton – On His Blindness Of Man's First Disobedience (Paradise Lost, Book-I, Lines 1 to 26).	Reading aloud with expression
UNIT – III	John Donne- Sweetest Love I Do Not Go This is May Play's Last Scene John Dryden – The Portrait of Shadwell Alexander Pope – Ode to Solitude	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT – IV	Thomas Gray- Elegy Written in a Country Churchyard William Colins – Ode to Evening Oliver goldsmith – Portrait of the Village School-master (Extract from the Deserted Village)	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT – V	William Blake – Tyger, Tyger, Burning Bright B.B. Shelley – To a Skylark John Keats – Ode to a Nightingale Edwin Arnold – Light of Asia (An extract from Book-III).	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:**

1. Students will get to learn about literary writing of various poets.
2. Students will learn to analyse poetry of different ages.

**Text Books:**

1. The complete works of Shakespeares Penguin publication.
2. John Miltion- Lost paradise- Book 1- Dr. S.Sen. Unique publication.
3. A Glossary of Literary Terms M.H.Abrams Unique publication

**Books Recommended:**

1. Five Centuries of Poetry C.N. Ramchandran & Radhe Achar, Macmillan India Ltd.
2. Strings of Gold. Jasbir Jain. Macmillan India Ltd.
3. An Anthology of Commonwealth Poetry. C.D. Narasimiah Laxmi Publications India Pvt. Ltd.)
4. An Introduction to the Study B. Prasad Laxmi Publications of English Literature – Chairperson

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Poet/poetess Lyric writer	Command on language Develop LSRW skills	Quality education Goal achieved	Composer publish self made poetry



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**SEMESTER- 1<sup>ST</sup>**  
**COURSE: B.A. GEOGRAPHY**  
**SUBJECT: ELEMENTS OF GEOMORPHOLOGY**

**SUBJECT CODE: 3HBGE101**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective:**

- The main objectives of this paper is to study the physical/ Natural process and development of the earth surface.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	The Nature and scope of Physical Geography , Inter-relation of physical geography with other branches of earth sciences. The place of geomorphology in physical geography, Geological time scale.	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-II	Earth's interior, wegner's theory of continental drift, Plate tectonics, Earth movement, Isostasy. Earth quakes and volcanoes.	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-III	Rocks - origin and compositions of rocks, weathering, formation of soils. Rocks an relief. Geomorphic agents and processes Erosion, transportation and deposition, mass wasting.	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-IV	Evolution of landscape, Concept of cycle of erosion. Interruption of cycle of erosion. fluvial, Arid, glacial and karst and Coastal landscapes.	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-V	Application of Geomorphology to Hydrology, mining, Engenreering works, Hazard management and urbanisalition.	ICI based & Green board based class room teaching Individual presentations & assignments, Group avtivity

**Course Outcome :**

- By studying this paper the student will be able to understand the physical environment of the earth.

**Text Book:-**

- Singh S.:- "Geomorphology", Prayag Publication, Allahabad.

**Reference:-** ICI based & Green board based class room teaching Individual presentations & assignments

- Sparks B.W.:- "Geomorphology", Longman, London 1960 .
- Sharma . H.S. [ ed ] :- " Perspectives in Geomorphology ", New Delhi .1980
- Dr. Momoriya :-" Unified Geography " , Shatiya bhawan publication , Agra.

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
SCHOOL TEACHER	Analysis and problem solving, able to plan for geomorphic situation	climate action, life On land, Good health and well being and quality education goals achieved	

## PRACTICAL GEOGRAPHY

MM - 25

MM - 08

1. Scale: - plain, time, Diagonal and Comparative.
2. Methods of showing relief-hachures, Contours. Representation of different landform
3. Population pyramid.
4. Line and Bar graph (simple and compound)
5. Mean, median and Mode.

### Text Book for Practical ( I to VI Sem.)

1. Yeales Maurice :- “An Introduction to Quantitative Analysis in human geography” , MC Graw Hill New York.
2. Nag Prithvish :- “Thematic Geography” New Delhi.
3. Rampal K.K. :- ‘Book of Arial Photography and Interpretation’ concept Publication New Delhi.
4. Hammond R. and PS Mc Cullagh : “Quantitive Techniques in Geography An Introduction” Clarendon Press London.
5. शुक्ल एवं सहाय – ‘परिमाणात्मक पद्धतियां’, साहित्य भवन प्रकाशन आगरा।
6. सिंह, आर. एल. – ‘प्रायोगिक भूगोल के सिद्धांत’, शारदा पुस्तक भवन इलाहाबाद
7. यादव, हिरालाल – ‘प्रयोगात्मक भूगोल के आधार’, राधा प्रकाशन न्यु दिल्ली





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**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- I**  
**COURSE:- B.A. EDUCATION**  
**SUBJECT:- : PHILOSOPHY AND PRINCIPLE OF EDUCATION**

**SUBJECT CODE:- 3HBED101**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective:**

- Enable the Student to understand: -
- About the relationship between philosophy and education and implication of philosophy on education.
- The importance and role of education in the progress of Indian Society.
- The Contribution of great educationist to the field of education.
- To know about value education and agency of Education.
- To know about Equality and Human Right about education.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Philosophy and Education</b> <ul style="list-style-type: none"><li>➤ Education: - Meaning and Nature, Principle, Types, Aims and Ideal Function of Education of Human and National Life.</li><li>➤ Philosophy: Meaning, Nature and Scope.</li><li>➤ Educational Philosophy: Meaning, Nature and Scope, Relationship between Education and Philosophy, Contribution of philosophy in the field of education.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-II	<b>Philosophical Foundation of Education</b> <ul style="list-style-type: none"><li>➤ Indian and Western philosophies, Major schools - Naturalism, Idealism, Pragmatism &amp; Realism in education.</li><li>➤ Philosophers &amp; their Contribution - M.K.Gandhi, Swami Vivekananda, John Dewey &amp; Frobel.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-III	<b>Agency of Education</b> <ul style="list-style-type: none"><li>➤ School- Meaning &amp; Defination, Importance, Functions, Measure to make the School an Effective Agency of Education.</li><li>➤ Mass Media- As an Agency of Education,.</li><li>➤ Communication- Meaning, Nature and Types.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments  Group Activity
UNIT-IV	<b>Value Education</b> <ul style="list-style-type: none"><li>➤ Meaning &amp; Nature, Types - social, moral &amp; spiritual value, strategies for inculcating values.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-V	<b>Educational Freedom</b> <ul style="list-style-type: none"><li>➤ Discipline and Freedom, Equality, Education and Culture , Education for National Intigration.</li><li>➤ Human Right of Education- Meaning, Objectives, Steps for the Protection in India, Function and Power of Human Right Commission.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments

## Course Outcome

- Pupils able to learn the differences between formal informal and non formal education.
- Pupils able to develop and modify their behavior.
- Pupil able to understand how the philosophy influences, Human Rights the education system.

## Reference:

- ❖ Bhatnagar : Adhunik Bhartiya Shiksha aur Unki Samasyayen, Lall Book Depot, Meerut
- ❖ Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriy Purnsat Bcomi, Vinod Pustak Mandir,Agra
- ❖ Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra
- ❖ Saxena, N.R. Swaroop, Shiksha Re Samanya Siddhant, Lall Book Depot, Meerut.
- ❖ Agrawal, J.C. : Nai Shiksha Niti, Prabhat Prakashan, Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teachers. Private Tutor. Online Tutor. Education Consultant. Principal. Vice Principal. Counsellor. Content Writer	Critical thinking and problem-solving. Collaboration across networks and leading by influence. Agility and adaptability. Initiative and entrepreneurialism. Effective oral and written communication. Accessing and analyzing information. Curiosity and imagination.	Moral Development, Quality Education, Innovative Teaching Learning Method, Constructivism	

## PRACTICAL EDUCATION

**Practical Max Marks- 25**

**Practical Min Marks- 08**

### REFERENCES FOR PRACTICAL

- 1 Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriy Purnsat Bcomi, Vinod Pustak Mandir,Agra
- 2 Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra
- 3 Saxena, N.R. Swaroop, Shiksha Re Samanya Siddhant, Lall Book Depot, Meerut.



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**SEMESTER- 1<sup>ST</sup>**

**COURSE: B.A. SANSKRIT LITERATURE**

**SUBJECT: वेद, व्याकरण, अनुवाद एवं निबंध**

**SUBJECT CODE: 3HBSA101**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

**Course Objective :-**

1. वैदिक साहित्य एवं वेद के सूक्तों का परिचय कराना।
2. संस्कृत व्याकरण का ज्ञान कराना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	वैदिक संहिताओं एवं वेदाङ्गों का सामान्य परिचय।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-II	(क) वेद— ऋग्वेद – अग्निसूक्त 1.1 (ख) यजुर्वेद – शिवसङ्कल्प सूक्त 34-1-6 मंत्रों की व्याख्या, आलोचनात्मक प्रश्न।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	सुबन्त (शब्द-रूप) – राम, कवि, भानु, पितृ, लता, मति नदी, वधु, मातु, फल, वारि, आत्मन्, वाक्, सर्व, तत्, एतत्, यत्, अश्मत्, तथा, युश्मत् एक, द्वि, त्रि, चतुर्दश।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	तिङ्न्त (धातु-रूप)–पठ, भू, कृ, अस, रुध, चुर, की सेव् केवल पांच लकार लट, लोट, लङ, लृट, विधिलिङ।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-V	लघु-सिद्धान्त कौमुदी – प्रत्याहार, संज्ञा तथा संधि और विभक्त्यर्थ। हिन्दी से संस्कृत में अनुवाद, संस्कृत से हिन्दी में अनुवाद, संस्कृत में निबंध।	Lectures, Group Discussion

**Course Outcome :-**

1. छात्र-छात्राओं को वैदिक साहित्य का ज्ञान होगा।
2. वेद के सूक्तों की जानकारी प्राप्त होगी।
3. संस्कृत व्याकरण के विषय में जानकारी होगी।
4. छात्र-छात्राएं संस्कृत एवं हिन्दी में अनुवाद कर सकेंगे।

**Text Book & Reference Book -**

1. दवे डॉ. समीक्षा, वैदिक साहित्य का इतिहास – महालक्ष्मी प्रकाशन, आगरा।
2. पाण्डेय डॉ. देवेन्द्रनाथ, वैदिक सूक्त संग्रह – जगदीश संस्कृत पुस्तकालय, जयपुर।
3. त्रिपाठी डॉ. बाबूराम, लघु सिद्धान्त कौमुदी (कारक, समास, वाच्य तथा अनुवाद – महालक्ष्मी प्रकाशन, आगरा।
4. शास्त्री सुधेन्दु डॉ. अमियचन्द्र, लघु सिद्धान्त कौमुदी (संज्ञा एवं संधि) – युवराज पब्लिकेशन, आगरा।
5. चतुर्वेदी डॉ. वासुदेवकृष्ण & द्विवेदी डॉ. चन्द्रशेखर, संस्कृत निबंध निकुञ्ज – महालक्ष्मी प्रकाशन, आगरा।
6. डॉ राजशेखर, अनुवाद चंद्रिका – चौखम्भा सुरभारती प्रकाशन, वाराणसी।
7. त्रिपाठी डॉ. बाबूराम, लघु सिद्धान्त कौमुदीस्थ (तिङ्न्त प्रकरणम्) – महालक्ष्मी प्रकाशन, आगरा।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याख्याता, अनुवादक धर्म शिक्षक	अध्यापन कौशल, कर्मकाण्ड प्रवक्ता, अध्यात्मिक-सामाजिक प्रवचन	गुणवत्तापूर्ण शिक्षा जीवन एवं पृथ्वी	कर्मकाण्ड करवाना, अनुवादक, प्रवचन करना आध्यात्मिक गुरु



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**SEMESTER- II**  
**COURSE: B.A. FOUNDATION COURSE**  
**SUBJECT: ENGLISH LANGUAGE AND INDIAN CULTURE**

**SUBJECT CODE: 3HBEL201**  
**THEORY MAX. MARKS: 25**  
**THEORY MIN. MARKS: 08**

**Course Objective:**

- To Study the basic concept and Language Skills of English Language.
- Comprehensive study of different kinds of vocabulary in English Language.
- To Study the different era in every story and moods in poems.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>Unit – I</b>	1. Amalkanti: Nirendranath Chakrabarti 2. Sita: Toru Dutt 3. Tryst with Destiny: Jawaharlala Nehru 4. Delhi in 1857: Mirza Ghalib 5. Preface to the Mahabharata: C. Rajagopalachari 6. Where the Mind is Without Fear: Rabindranath Tagore 7. A Song of Kabir: Translated by Tagore 8. Satyagraha: M.K. Gandhi 9. Toasted English: R.K. Narayan 10. The Portrait of a Lady: Khushwant Singh 11. Discovering Babasaheb: Ashok Mahadevan	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
<b>Unit – II</b>	Comprehension	Reading aloud with expression
<b>Unit – III</b>	Composition and Paragraph Writing (Based on expansion of an idea).	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
<b>Unit – IV</b>	Basic Language Skills: Vocabulary – Synonyms, Antonyms, Word Formation, Prefixes and Suffixes, Words likely to be confused and Misused, Words similar in Meaning or Form, Distinction between Similar Expressions, Speech Skill.	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
<b>Unit – V</b>	Basic Language Skills: Grammar and usage – The Tense Forms, Propositions, Determiners and Countable/Uncountable Nouns, Verb, Articles, Adverbs.	

**Course Outcome:**

1. Students will be able to understand the basic concept and Language Skills of English Language.
2. Students will be able to understand the different use of vocabulary in their sentences.
3. Students will be able to understand the varieties of stories on different issues and on different format.

**Text Books:**

1. English Language and Indian culture Dr. Neeraj Agnihatri, Dr. Sameera Nayeer Publisher Madhay Pradesh Hindi Granth Academy, Bhopal.
2. English Grammar and Composition Wren & Martin S.CHAND & COMPANY LTD. New Delhi

**Reference Books:**

1. Junior English Grammar Lucent Sharma R.K. Publication Patna.
2. A Senior English Grammar and composition Aggarwala N.K. Goyal Prakashan New Delhi.
3. A comprehensive Approach to English Grammar Shrivastava Avinash Pratap Indra Publishing House BPL.
4. Essentials of English Grammar Raymond Murphy Cambridge University press.
5. Learner's English Grammar and Composition N.D.V.Prasada Rao S.Chand & Company Ltd. New Delhi.

<b>Job Opportunities</b>	<b>Employability Skill developed</b>	<b>UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Writer Asst. Professor Lecturer	Command on language Develop LSRW skills Research skill	Quality education Goal achieved	Research Guide Critic Publisher Novelist, Socialist



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**SEMESTER- II<sup>ND</sup>**  
**COURSE: B.A.**  
**SUBJECT: FOUNDATION COURSE**  
**FUNDAMENTAL OF ENTREPRENEURSHIP**

**SUBJECT CODE: 3MBFE101**  
**THEORY MAX. MARKS: 25**  
**THEORY MIN. MARKS: 08**

**Course Objective:**

- Understanding basic concepts of entrepreneurship and key steps in the elaboration of business ideas, Developing personal creativity and entrepreneurial initiative.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Entrepreneurship-Definition, Characteristics and importance, Types and functions of an entrepreneur, merits of a good entrepreneur motivational factors of entrepreneurship.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Motivation to achieve targets and establishment of ideas. Setting targets and facing challenges. Resolving problems and creativity. Sequenced planning and guidi capacity, Development of self confidence. Communication skills, Capacity to influence, leadership	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Project Report- Evaluation of selected process. Detailed project report - Preparation of main part of project report pointing out necessary and viability.Selecting the form of Organization: Meaning and characteristics of sole Proprietorship, Partnership andcooperative committees, elements affecting selection of a form of an organizationEconomic management -Role of banks and financial institutions banking, financial plans, working capital-evaluation and management, Cost and Price determination, Calculation of Profits, keeping of accounts	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Production management - Methods of purchase. Management of movable assets/goods. Quality management. Employee management. Packing. Marketing management Sales and the art of selling. Understanding the market and market policy. Consumer management. Time management.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNI-V	Role of regulatory institutions - district industry centre, pollution control board, food and drug administration, special study of electricity development and municipal corporation.Role of development organizations, khadi & village Commission/ Board, State Finance Corporation, scheduled banks, MP Women's Economics Development Corporation. Self-employment-oriented schemes, Prime Minister's Employment schemes, Golden Jubilee Urban environment scheme, Rani Durgavati Self-Employment scheme, Pt. Deendayal Self- employment scheme. Various grant schemes - Cost-of- Capital grant, interest grant, exemption from entry tax, project report, reimbursement grant, etc.Special incentives for women entrepreneurs, prospects 8s possibilities. Schemes of Tribal Finance Development Corporation, schemes of Antyavasai Corporation, schemes of Backward Class and Minorities Finance Development Corporation	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome-**

Understanding basic concepts in the area of entrepreneurship, understanding the stages of the entrepreneurial process, adopting of the key steps in the elaboration of business ideas, Developing personal creativity and entrepreneurial initiative

## Reference Books-

1. "ENTREPRENEURSHIP DEVELOPMENT" G.P. PRASAIN(2003) JAIN BOOK AGENCY. DELHI
2. ENTREPRENEURSHIP DEVELOPMENT" S. ANIL KUMAR (2003) JAIN BOOK AGENCY. DELHI
3. "DEVELOPMENT OF ENTREPRENEURSHIP" DR.G.S. BATRA (2002)JAIN BOOK AGENCY. DELHI
4. ENTREPRENEURSHIP DEVELOPMENT AND MANAGEMENT DR. A.K. SINGH (2006) JAIN BOOK AGENCY. DELHI

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Museum curator Political Teacher Archivist	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Archeological service  Civil services



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**SEMESTER- II**  
**COURSE: B.A. POLITICAL SCIENCE-II**  
**SUBJECT: INDIAN GOVERNMENT AND POLITICS**

**COURSE CODE: 3HBPS202**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives –**

- To prepare our students with Indian constitution and its problems.
- To provide a better understanding our students with Lok Sabha, Rajya Sabha and Election Commission.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT -I	Brief History of Indian National Movement. The Making of India's constitution and its sources. Problem of Indian Constitution, Basic Features of Indian Constitution.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Fundamental rights and duties. Directive principles of State policy. Union Executive : President, Cabinet and Prime Minister.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Union Parliament : Lok Sabha, Rajya Sabha, Supreme Court; Centre –State Relations; Election Commission.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	The State Government Executive Governor, Council of Ministers and the Chief Minister, State Legislature : Legislative Assembly and Legislative Council.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT – V	Political Parties : National and Regional Parties. Major issues In Indian Politics –Caste, Religion, Languages, Region, Poverty – Alleviation and Electoral Reforms.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

1. Students Will Be Able For A Better Understanding About Of Lok Sabha, Rajya Sabha. Students Should Become A Good Citizen Of Country
2. Students Will Have A Better Understanding Of Elections , Multi Party System And Electoral Reforms.

**Text Books**

1. State Politics in India B.L. Fadia, , Radiant Publishers, New Delhi
2. Politics in India R. Kothari, Orient Longman, New Delhi
3. Rajniti Vigyan ke Sidhant Aprt –II B.L Fadia Hindi Sahitya Bhawan Publication Agra
4. Political Science Rashmi Sharma Johri J.C & Sahitya Bhawan Agra

**References books**

1. The Indian Constitution: Corner Stone of a Nation G. Austin, Oxford, University The Indian Experience
2. An Introduction to the Constitution of India Basu New Delhi, Prentice Hall,
3. Crisis and Change in Contemporary India D.D. Basu and B. Parekh New Delhi, Sage

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politician and other Govt. and private sector.	Lobbying, union leader , leader administrations.	Goal 04 (Quality Education)	Politician and service, Civil services.





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**SEMESTER- II**  
**COURSE: B.A.**  
**SUBJECT: SOCIOLOGY-II**  
**INDIAN SOCIETY**

**SUBJECT CODE: 3HBSO202**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN MARKS: 25**

**Course Objectives:-**

- Make Students aware about our rural and urban issues.
- Give them the Knowledge about family, marriage and their changing status.
- Give them the Knowledge of Institutions in Indian society.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT - I</b>	The Textual and the field view of Indian Society, The significance of the field view, the interface between present and Past	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT – II</b>	The structure of Indian society; villages, Towns, Rural – Urban linkages, Tribes, Dalits, Population profile and related issues.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT –</b>	Cultural diversity – Caste, Religious beliefs and practices and cultural patterns.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT –</b>	Basic institutions of Indian Society: Caste, Kinship, Family, Marriage and Changing Status.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT – V</b>	Change and transformation in Indian society, Nation building – Present status, Problems and role of sociology, Tradition and Modernity	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should be able to know the life of rural and urban issues and their problems.
- Student can get Knowledge of family, marriage and change status.
- Student should be able to know about institutions of Indian society.

**Text Books:**

• Sociology	Dr. Singh B.R.	Central Law Agency Allahabad
• Indian Society	Dr. Sharma D.D. Gupta	Sahitya Bhawan Publication Agra
• समाजशास्त्र का परिचय,	आर जी सिंह:	म.प्र. हिन्दी ग्रंथ अकादमी,भोपाल।
• यूनिफाइड समाजशास्त्र	जी.के. अग्रवाल	साहित्य भवन आगरा।
• यूनिफाइड समाजशास्त्र	डी.एस. बघेल	कैलाश पुस्तक सदन , भोपाल।
• यूनिफाइड समाजशास्त्र–	डॉ. ध्रुव दिक्षित	शिवलाल अग्रवाल एण्ड कम्पनी।

**Reference Books**

• Indian Society	Ahuja Ram	Rawat Publications Jaipur
• Sociology of Indian Society	Rao C.N. Shankar	S. Chand New Delhi
• Indian Society	Rajendra K. Shankar	Atlantic Publishers &
• Institutions and Change.		Distributors Pvt Ltd New Delh
• भारतीय समाज	कुमार दिग्विजय सिंह	लन्सिस, नेक्सिस पब्लिकेशन)।
• समाजशास्त्र का परिचय	धर्म वीर महाजन	विवेक प्रकाशन नई दिल्ली।
• भारतीय समाज	सिंह राम गोपाल	म.प्र. हिन्दी ग्रंथ अकादमी , भोपाल।

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Teacher HR executive Teacher PR & advertising executive	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Nil



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**SEMESTER- II**

**COURSE: B.A. HISTORY-II**

**SUBJECT: WESTERN WORLD FROM MID 15<sup>TH</sup> CENTURY TO 1870 AD**

**Course Objectives:-**

**COURSE CODE:3HBHY202**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

- Students make sure about modern Era –Renaissance.
- Make sure them about Glories and Economic revolution.
- Give them Knowledge about Napoleon rise and fall and American war.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	The rise of modern Era-Renaissance. Decline of Feudalism. Revolution movement- Rise of the absolute state-Spain, France and Britain.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Economic revolution of the modern western world- Mercantilism and commercial Repolution, Beginnings of colonialism. Industrial revolution and emergence of new social classes.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Glorious Revolution of England 1688 A.D., American Revolution (1776 A.D.)- its causes, nature and impact. French Revolution (1789), Causes Nature results and world wide impact.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Age of Napoleon his rise and fall, Vienna Congress(1815), Age of Metternich, Concert of Europe, Holy Alliance Revolution of 1830 and 1848 A.D. and their impact over Europe, Eastern Question upto Crimean war 1856 A.D. Napoleon III- Internal and external policy.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Age of Conservatism, European exploitation of Asia and America, Liberalism in England-Act of 1842 and Chartist movement, Act 1876 A.D. American war of independence.Unification of Italy. Unification of Germany.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should be able to know the about economic revolution
- They know about many other movement of America and Germany.
- They get knowdge of American war.

**Text Books:**

पाश्चात्य विश्व 15 वीं शताब्दी क मध्य से 1870 ई. तक वर्मा भगवान सिंह साहित्य पकाशन दिल्ली  
 पाश्चात्य विश्व 15 वीं शताब्दी क मध्य से 1870 ई. तक जन संजीव कलाश पस्तक सदन नेपाल।  
 पाश्चात्य विश्व 15 वीं शताब्दी क मध्य से 1870 ई. तक दवे सत्य नारायण यज्ञीकाइड नेपाल

**References:-**

1. Dr. Mathuralal Sharma-history of Europe.
2. Parks H.B.-the United states of American A history.
3. David Thompson-Europe since 1825.
4. Dr. Bhagwan singh Verma-Europe ka Itihas (1789-1815)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Museum curator Historian Teacher	Able to understand and manage competition	Goal 04 (Quality Education)	Archeological service Civil services



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**SEMESTER- II**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: ECONOMICS-II (INDIAN ECONOMY)**

**COURSE CODE: 3HBEC202**  
**THEORY MAX. MARKS:75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- To develop the conceptual frame work about basic concepts of Indian Economy.
- To provide the knowledge about to understand Indian population policies and aware student problem of growing population in India.
- The objective is to impart a breadth of knowledge and analytical skills to the students in the field of agricultural economics.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Structure of Indian Economy</b> – Primary, Secondary & Tertiary Sectors. Basic Features – Natural Resources, Land, Water, Forest and Mineral Resources.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>Human Infrastructure of Indian Economy</b> – Health, Nutrition, Education, Knowledge & Skills, Housing and Sanitation. Demographic Features (As per New Census) – Population, Size, Sex, Rural –Urban Classification, Population Distribution, Recent National Population Policy.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>Agriculture</b> – Nature and Importance, Land Reform, Green Revolution, Rural Credit, Agriculture Marketing and Mechanization. Basic Features of C.G. Economy, Main Causes of backwardness Agriculture in C.G.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>Small Scale and Cottage Industries</b> – Meaning, Important and Problems. <b>Major industries in India</b> – Iron & Steel, Textile, Sugar, Cement, Auto-Mobiles.	Usage of ICT like PPT, Video Lectures, Black board
UNIT-V	<b>Planning in India</b> – Objective, Strategy, Achievement & Failures of Planning in India . Analysis of Current Five Year Plan.	Usage of ICT like PPT, Video Lectures, Black board.

**Course Outcomes:-**

- Students will be able for a better understood about basic concepts of Indian Economy.
- Student should be able to understood about Indian population policies and aware the problem of growing population in India.
- They know about the Growth and current problems of industrial and agriculture Development in India

**Books Recommended:**

1. Rudradutt and Sundaram: Indian Economy, S. Chand & Company Ltd., New Delhi.
2. Mishra S.K. and V.K. Puri – Indian Economy – its Development Experience, Himalaya Publication House, Mumbai.
3. Pant J.C. and Agrawal, Economics – Sahitya Bhawan Publication, Agra.
4. Sinha V.C. and Sinha Pushpa; Economics- Sahitya Bhawan publication, Agra.
5. Dhingra I.C., The Indian Economy, Emmet and policy, Sultan chand & Sons, New Delhi.

Job Opportunities	Employability Developed	Skill	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Research Economist Teaching Agribusiness	Able to understand how to Solve Market Problems and economical condition.		Quality Education Achieve food security and improved nutrition and promote sustainable agriculture.	The Agribusiness entrepreneurship program supports the growth of competitive agro-processing enterprise by advancing innovation in product, program and business model.



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**SEMESTER- II**  
**COURSE: B.A. HINDI LITERATURE**  
**SUBJECT: कथा साहित्य**

**SUBJECT CODE:3HBHS202**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**पाठ्यक्रम के उद्देश्य:**

- विद्यार्थियों को उपन्यास व कहानियों के विकास से परिचित करवाना।
- कहानियाँ के जीवन पर प्रभाव का बोध कराना।
- प्रेमचंद व वृंदावन लाल वर्मा की उपन्यास कला से परिचित करवाना।
- जयशंकर प्रसाद, प्रेमचंद, कमलेश्वर, भीष्म साहनी, मोहन राकेश इत्यादि की लोकप्रिय व प्रसिद्ध रचनाओं को समझने की सामर्थ्य का विकास करना।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	निर्धारित कहानी एवं उपन्यास की व्याख्या। उपन्यास 1. गबन – प्रेमचंद। 2. झांसी की रानी – वृंदावनलाल वर्मा। कहानी – 1. ठाकुर का कुआँ – प्रेमचंद। 2. जार्ज पंचम की नाक – कमलेश्वर। – 3. चीफ की दावत – भीष्म साहनी 4. आकाशदीप – जयशंकर प्रसाद। 5. जिंदगी और जोक – अमरकांत। 6. वापसी – उषा प्रियंवदा। 7. परिन्दे – निर्मल वर्मा। 8. परमात्मा का कुत्ता – मोहन राकेश	वीडियो लेक्चर
<b>UNIT-II</b>	हिन्दी उपन्यास एवं कहानी का उद्भव, विकास एवं प्रवृत्तियाँ।	आई. सी. टी आधारित एवं ग्रीन बोर्ड आधारित कक्षा शिक्षण,
<b>UNIT-III</b>	निर्धारित उपन्यासों की विस्तृत समीक्षा।	ऑनलाइन क्लासेस
<b>UNIT-IV</b>	निर्धारित कहानियों की विस्तृत समीक्षा।	पी.पी.टी.
<b>UNIT-V</b>	पांच द्रुतपाठ—जैनेन्द्रकुमार, अमृतलाल नागर, फणीश्वरनाथ रेणु (कथाकार), कृष्णा सोबती, सुदर्शन, मार्कण्डेय (उपन्यासकार)। नोट: द्रुतपाठ के लेखकों पर लघुउत्तरी प्रश्न पूछे जाएंगे।	सामुहिक चर्चा, प्रश्न मंच

**अपेक्षित परिणाम**

1. हिन्दी उपन्यासकार प्रेमचंद व वृंदावनलाल वर्मा, मन्नु भंडारी की उपन्यास कला समझ पायेंगे।
2. जैनेन्द्र अमृतलाल नागर, यशपाल इत्यादि के जीवनवृत्त व कृतियों से परिचित हो सकेंगे।
3. साहित्य के लोकप्रिय कथाकारों की कालजयी कहानियों और कहानी कला से परिचित हो सकेंगे।

**पाठ्य पुस्तक –**

हिन्दी कहानी का इतिहास राय गोपाल, भाषा भारती प्रकाशन, दिल्ली।

कहानी, नई कहानी

सिंह नामवर

भाषा भारती प्रकाशन दिल्ली।

प्रेमचन्द्र और उनका युग

वर्मा रामविलास

भाषा भारती प्रकाशन, दिल्ली।

**संदर्भ ग्रंथ –**

कहानी का रचना विधान

शर्मा जगन्नाथ

वाणी प्रकाशन, दिल्ली

हिन्दी कहानी बीसवीं शताब्दी का उत्तरार्द्ध

नरेन्द्र मोहन

वाणी प्रकाशन, दिल्ली

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
शिक्षा के क्षेत्र में कार्य	समीक्षा, आलोचना, लेखन शैली का विकास	गोल 04 शिक्षा के क्षेत्र में गुणवत्ता	शिक्षकीय कार्य एवं अन्य



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**SEMESTER- II**  
**COURSE: B.A. ENGLISH**  
**SUBJECT: ENGLISH LITERATURE**  
**PAPER I: PROSE**

**SUBJECT CODE: 3HBEN202**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

1. Students will learn about prose.
2. They will analyse the literary aspects of prose writing

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Annotations- From UNIT II to V Types of Prose and Prose Style: Autobiography/Biography and Memoir, Travelogue, Periodical Essay, Formal Essay, Personal Essay	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Francis Bacon: Of Studies, Of Expense, Of Travel, Of Great Place.	Reading aloud with expression
UNIT-III	Joseph Addison: Sir Roger at Church, Sir Roger at Home, The Spectator's Account of Himself, The Vision of Mirza.	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Charles Lamb: After a Holiday Loneliness E. V. Lucas: Unbirthday and Other Presents, On Finding Things.	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	A.G. Gardiner: On the Rule of the Road, On saying Please H.G. Wells: Stolen Bacillus.	Reading aloud with expression

**Course Outcome:**

1. Students will get to learn the literary thinking of prose writers.
2. Students will learn the prose writing of Different ages.

**Text Books-**

1. The English Essay and Essayists Hugh Walker. S. Chand & Company, New Delhi: English Essayists.
2. Sushant K. Sinha. Oxford University Press.
3. A Galaxy of English Essayists: Bacon to Beerbohrn Ed. M.G. Nayar Macmillan, New Delhi

**Reference Books:**

1. English Essays: A Representative Anthology W Cuthbert Robb. Blackie and Sons
2. Prose in English Literature. N.K. Singh, I.A. Khan. Omega Publications
3. Francis Bacon and Renaissance Prose - Brian Vickers Cambridge University Press
4. Charles Lamb: Essays of Elia N.L. Haillward , M.A. Cantab Macmillan, New Delhi
5. Historical Essays Thomas Carlyle, Univ. of California P : California,

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Orator Translator Teacher /Tutor	Command on language Develop LSRW skills	Decent work Quality education Goal achieved	Report writer Spokesperson



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**SEMESTER -II**  
**COURSE: B.A. GEOGRAPHY-II**  
**SUBJECT: INTRODUCTION OF GEOGRAPHY AND HUMAN GEOGRAPHY**

**SUBJECT CODE: 3HBGE202**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective –**

- To study the historical background and basic concept of geography and human geography.
- To study the Interrelationship between man and Environment.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Nature of Geography. Objective and relevance, place of Geography in the Classification of Science, Geography and other disciplines.	ICT and Green board based class room teaching individual presentation.
UNIT-II	Geography as the study of environment, Man environment relationship; Ecology and ecosystems. Environmental determinism- possibilism, neodeterminism; Dualism in Geography-systematic/Regional, Physical /Human.	ICT and Green board based class room teaching individual presentation.
UNIT-III	Definition and scope of human Geography, Human races- their characteristics and distribution. Human adaptation to the environment: Eskimos, Bushman, Pigmy, Gonds, Masai and Nagas.	ICT and Green board based class room teaching individual presentation.
UNIT-IV	Growth of Population, Distribution of Population. World Distribution pattern- Physical Economic and social factors influencing spatial distribution, concept of over population, Under Population and Optimum Population. Migration and Settlement.	ICT and Green board based class room teaching individual presentation.
UNIT-V	A brief historical overview of Geography as a discipline, Recent trends in Geography with special reference to India. future career opportunities for Geographers.	ICT and Green board based class room teaching individual presentation. Group Discussion

**Course Outcome –** To developed the understanding of basic concepts, Principles and theories relating to geographical Phenomena.

**Text Book:-**

1. Husain Majid :- “ Human Geography“ Rawat publication, Jaipur

**Reference:-**

1. Dikshit , R.D. :- “ Geographical thought : A Contextual history of Ideas. “ New Delhi.
2. Husain , Majid :- “ Evolution of Geographical thought “ Rawat Publication , Jaipur .
- 3 डॉ. मामोरिया :- “युनिफाइट भूगोल” साहित्य भवन प्रकाशन आगरा।

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teacher	* Time Management * Critical Thinking * Problem Solving Skill * Decision making	Life on land, Quality Education, Climate action	

## **PRACTICAL GEOGRAPHY**

**M.Marks: 25**

**M.Marks: 08**

1. **Chain and Tape survey:-** Meaning, Types and Importance, Methods of Chain and Tape Survey





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**SEMESTER- II**  
**COURSE:- B.A. EDUCATION**  
**SUBJECT:- : EDUCATIONAL PSYCHOLOGY-II**

**SUBJECT CODE:- 3HBED202**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective-**

- Acquire knowledge and understanding of stages of human development and developmental task; with special reference to adolescents learner.
- Develop understanding the process of children learning in the context of various theories of learning.
- Understand intelligence, Motivation and various types of exceptional children.
- Develop skill for effective teaching learning process and use of Psychometric assessment.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<p><b>Nature of Psychology and Learners</b></p> <ul style="list-style-type: none"> <li>➤ Psychology: Meaning &amp; Nature.</li> <li>➤ Educational Psychology-Meaning, Nature, Scope and Function, Knowledge of Educational Psychology for teacher educator.</li> <li>➤ Stages of Human Development: Stages, specific characteristics and developmental task, cognitive development of Piaget.</li> <li>➤ Adolescence:-Characteristics and problem of adolescence; their need and aspiration. Guidance and Counselling for Adolescents.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-II	<p><b>Learning and Motivation</b></p> <ul style="list-style-type: none"> <li>➤ Meaning Nature&amp; Definition of learning</li> <li>➤ Factor Influencing Learning and Teaching Process: learner related; teacher related: Process related and content related.</li> <li>➤ Theories of Learning -Pavlov, Kohler, Kurt Lewin, Thorndike. <ul style="list-style-type: none"> <li>☐ Motivation-Nature, types: techniques of enhancing learner's motivation, Maslow's theory of motivation</li> <li>☐ Maslow's theory of motivation</li> </ul> </li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-III	<p><b>Intelligence</b></p> <ul style="list-style-type: none"> <li>➤ Nature and characteristics of intelligence and its development</li> <li>➤ Theories of Intelligence; Two Factor Theory, Multifactor Theory (PMA) and S.I. Model.</li> <li>➤ Measurement of Intelligence- Verbal, Non-Verbal and Performance Test.</li> <li>➤ Creativity – Definition &amp; Measurement.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments  Group Activity
UNIT-IV	<p><b>Exceptional Children</b></p> <ul style="list-style-type: none"> <li>➤ Concept of Exceptional Children –Types and characteristics of each type including children with learning disabilities.</li> <li>➤ Individual differences-Nature, accommodating individual differences in the classroom, Learner centred techniques for teaching exceptional children.</li> <li>➤ Personality –Definition, meaning and nature; development of personality; types and traits, theories of Personality.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-V	<p><b>: Education Statistics</b></p> <ul style="list-style-type: none"> <li>➤ Measures of Central tendency, Variability: QD &amp; SD.</li> <li>➤ Co-relation –Rank Difference, Product moment method</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments

**Course Outcome:**

- Pupil able to understand needs and importance of guidance and counseling for adolescents.
- Pupils able to recognize factors influencing learning and intelligence.
- Pupils able to identify exceptional children and help to fulfill their educational needs

**Reference :**

- Agarwal J.C., Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 1995
- Bhatnagar Suresh & Saxena Anamika, Advanced Educational Psychology. Lall Book Depot Meerut.
- Chauhan, S.S. Advanced Educational Psychology, Vikas Publication House, N.D. 1990

- Mangal S.K., Essentials of Educational Psychology, Prentice Hall of India.
- Naik.P.K., Advanced Educational Psychology, Sharda Pustak Bhawan, Allahabad (U.P.)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
<b>Counsellor</b> <b>Psychology Teacher</b> <b>Clinical Psychologist</b> <b>Counseling Psychologist</b> <b>School Psychologist</b>	<b>Problem Solving Ability,</b> <b>Risk Taking and</b> <b>management</b>	<b>Behavioural Development, Creativity and Development of</b> <b>Originality</b>	

### PRACTICAL EDUCATION

**Practical Max Marks- 25**

**Practical Min Marks- 08**

- Psychological Test – Vocational Interest Test,
- Personality Test,
- Educational Interest Test,
- Passalong Test
- Kohs Block Design Test

#### REFERENCES FOR PRACTICAL

- ❖ Agarwal J.C., Essentials of Educational Psychology, Vikas Publishing House Pvt. Ltd. 1995
- ❖ Bhatnagar Suresh & Saxena Anamika, Advanced Educational Psychology. Lall Book Depot Meerut.
- ❖ Chauhan, S.S. Advanced Educational Psychology, Vikas Publication House, N.D. 1990
- ❖ Mangal S.K., Essentials of Educational Psychology, Prentice Hall of India.
- ❖ Naik.P.K., Advanced Educational Psychology, Sharda Pustak Bhawan, Allahabad (U.P.)



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**SEMESTER- II**  
**COURSE: B.A. SANSKRIT SAHITYA**  
**SUBJECT: आर्ष काव्य एवं लौकिक काव्य**

**SUBJECT CODE: 3HBSA202**  
**THEORY MAX. MARKS:75**  
**THEORY MIN. MARKS: 25**

**Course Objective :-**

- आदि काव्य एवं लौकिक संस्कृत साहित्य का ज्ञान कराना।
- मानवीय सद्गुणों एवं मूल्यों का विकास करना।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	वाल्मीकी रामायण (बालकाण्ड प्रथम सर्ग) बालकाण्ड प्रथम सर्ग पर आधारित आलोचनात्मक प्रश्न	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-II	महाभारत-शांतिपर्व, अध्याय-192 व्याख्या। अध्याय-192 पर आधारित आलोचनात्मक प्रश्न।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	रघुवंश महाकाव्य प्रथम सर्ग व्याख्या ,रघुवंश महाकाव्य से समीक्षात्मक प्रश्न।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	शिशुपालवधम् नैषधीयचरितम्, किरातार्जुनीयम्, कुमारसंभव, बुद्धचरित, विक्रमादेव चरित, दशकुमारचरित, हर्षचरित, कादम्बरी शिवराज विजय का सामान्य परिचय।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
UNIT-V	स्वप्नवासवदत्तम्-प्रथम से द्वितीय अंक तक व्याख्या सम्पूर्ण नाटक से समीक्षात्मक प्रश्न।	Lectures,Group Discussion

**Course Outcome :-**

1. छात्र-छात्राओं को आदि काव्य की जानकारी होगी।
2. लौकिक संस्कृत साहित्य के विषय में विस्तृत जानकारी प्राप्त होगी।
3. छात्र-छात्राएं अपने मानवीय गुणों का विकास कर सकेंगे।
4. संस्कृत नाटकों का ज्ञान प्राप्त करेंगे।

**Text Book & Reference Book -**

1. दवे डॉ. समीक्षा, श्रीवाल्मीकीरामायण (बालकाण्ड प्रथम: सर्ग:) – महालक्ष्मी प्रकाशन, आगरा।
2. शास्त्री सुधेन्दु डॉ. अमियचन्द्र, श्रीमहाभारते शांतिपर्व (अध्याय- 192) – महालक्ष्मी प्रकाशन, आगरा।
3. सारस्वत् डॉ. रामप्रकाश, रघुवंश महाकाव्य (प्रथम: सर्ग:) – महालक्ष्मी प्रकाशन, आगरा।
4. चतुर्वेदी डॉ. वासुदेवकृष्ण & पाठक डॉ. अखिलेश, स्वप्नवासवदत्तम् – महालक्ष्मी प्रकाशन, आगरा।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याख्याता, लेखक,नाटककार	शिक्षण क्षमता एवं कौशल का विकास	गुणवत्तापूर्ण शिक्षा	लेखक,कवि,प्रकाशक, नाटककार



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**SEMESTER- III<sup>RD</sup>**  
**COURSE: BA FOUNDATION**  
**SUBJECT: हिन्दी भाषा संवेदना एवं संचार साधन**

**SUBJECTCODE: 3HBHL302**  
**THEORY MAX. MARKS: 25**  
**THEORY MIN. MARKS: 08**

**पाठ्यक्रम के उद्देश्य:**

1. विद्यार्थियों को भारतीय संवेदना, संस्कृति, वैश्विक चेतना से परिचित कराना।
2. धर्म, दर्शन, न्याय, नीति,साहित्य की प्राचीन व नवीन मान्यताओं से परिचित करवाना।
3. संचार संसाधनों से परिचित करवाना।
4. सिनेमा, रंगमंच,संगीत, चित्रकला इत्यादि से परिचित करवाना।

UNIT	UNIT WISE COURSE CONTENTS	METHODOLOGY ADOPTED
UNIT-I	1. भारतीय संस्कृति 2. भारतीय समाज व्यवस्था 3. सभ्यता एवं संस्कार 4. वैश्विक चेतना 5. समन्वयीकरण भारतीय अंतर्राष्ट्रीय संदर्भ में	व्याख्यान एवं नाट्य मंचन
UNIT-II	1. धर्म 2. न्याय 3. दर्शन 4. वैश्विक चेतना 5. साहित्य	ग्रीन बोर्ड
UNIT-III	1. संचार संसाधन : संपर्क के नए क्षितिज 2. समाचार पत्र 3. भारतीय प्रेस परिषद् 4. रेडियो 5. दूरदर्शन	व्याख्यान
UNIT-IV	1. सिनेमा 2. रंगमंच 3. संगीत 4. चित्र,मूर्ति,स्थापत्य कला 5. शिल्प कला	सत्रीय कार्य
UNIT-V	1. कम्प्यूटर 2. दूरभाष सौगात विज्ञान की 3. मंत्र (कहानी) प्रेमचंद 4. मातृ भूमिगुप्त मैथिलीशरण : (कविता) 5. साहित्यकपाम का दायित्व डॉ. भारती प्रेम	प्रश्न मंच

**अपेक्षित परिणाम :** 1. विद्यार्थी आधुनिक संचार संसाधनों के प्रयोग में कुशल हो सकेंगे।  
2. भारत की धर्म,दर्शन , नीति,संस्कृति, सभ्यता, संस्कारों इत्यादि के प्रति ज्ञान प्राप्त कर कुशल एवं संवेदनशील नागरिक बन सकेंगे।

**पाठ्य पुस्तक** – हिन्दी भाषा और संरचना त्रिभुवन नाथ शुक्ल हिन्दी ग्रन्थ अकादमी भोपाल म.प्र।

**संदर्भ ग्रंथ** – हिन्दी भाषा और संरचना त्रिभुवन नाथ शुक्ल हिन्दी ग्रन्थ अकादमी .भोपाल म.प्र।

Job opportunity	Employability skill developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
शिक्षक,उद्घोषक	प्रातियोगी परीक्षा में लाभकारी	उच्च गुणवत्ता	साहित्य के क्षेत्र में रुचि



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**SEMESTER- III<sup>RD</sup>**

**COURSE: B.A.**

**SUBJECT: BASIC INFORMATION COMPUTER TECHNOLOGY-II**

**Course Objective:-**

**SUBJECT CODE: 3CBCA502**

**THEORY MAX. MARKS: 25**

**THEORY MIN. MARKS: 08**

- To educate students to analyze , design , integrate & manage information systems using information technology.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<p><b>Word Processing: Word</b></p> <p><b>Introduction to word Processing.</b></p> <p>MS Word: features, Creating, Saving and Operating Multi document windows, Editing Text selecting, Inserting, deleting moving text. Previewing documents, Printing document to file page. Reduce the number of pages by one.</p> <p>Formatting Documents: paragraph formats, aligning Text and Paragraph, Borders and shading, Headers and Footers, Multiple Columns.</p>	ICT based class room teaching, Group Discussion, Case Analysis, Individual Presentations
UNIT-II	<p><b>Introduction to Excel</b></p> <p><b>Excel &amp; Worksheet :</b></p> <p>Worksheet basic.</p> <p>Creating worksheet, entering data into worksheet, heading information, data text, dates, alphanumeric, values, saving &amp; quitting worksheet.</p> <p>Opening and moving around in an existing worksheet.</p> <p>Toolbars and Menus, keyboard shortcuts.</p> <p>Working with single and multiple workbook coping, renaming, moving, adding and deleting. coping entries and moving between workbooks.</p> <p>Working with formulas &amp; cell referencing.</p> <p>Autosum.</p> <p>Coping formulas</p> <p>Absolute &amp; Relative addressing.</p>	ICT based class room teaching, Case Analysis, Individual Presentation, Visit to Venture Capitalists
UNIT-III	<p><b>INTRODUCTION TO POWER POINT</b></p> <p>Features and various versions.</p> <p>Creating presentation using Slide master and template in various colour scheme.</p> <p>Working with slides make new slide move, copy, delete, duplicate, lay outing of slide, zoom in or out of a slide.</p> <p>Editing and formatting text: Alignment, editing, inserting, deleting, selecting, formatting of text, find and replace text.</p>	ICT based class room teaching, Case Analysis, Group Presentation
UNIT-IV	<p><b>POWER POINT – II</b></p> <p>Bullets , footer, paragraph formatting, spell checking.</p> <p>Printing presentation Print slides, notes, handouts and outlines.</p> <p>Inserting objects Drawing and Inserting objects using Clip Arts picture and charts.</p> <p>Slide sorter, slide transition effect and animation effects.</p> <p>Presenting the show making stand alone presentation, Pack and go wizards.</p>	ICT based class room teaching, Case Analysis, Individual Presentation
UNIT-V	<p><b>INTRODUCTION OF INTERNET</b></p> <p>Evolution, Protocol, concept, Internet, Dial-up connectivity, leased line, VSAT, Broad band, URLs, Domain names, Portals. E-mail, Pop &amp; web based Email. Basic of sending and receiving Emails, Email &amp; Internet Ethics, Computer virus, Antivirus software wage, Web Browsers.</p>	ICT based class room teaching, Case Analysis, Group Presentation

**Course Outcome:-**

- Student will be able to use computer system easily and they will get knowledge about how to use different type of operating system.

**PRACTICALS:-****MS- Power Point:**

Creating new slide, formatting slide layout, slide show & sorter, Inserting new slide, slide no., date, time, chart, formatting slide, tool operation.

**List of suggested practical work:**

- Under standing of a dial up connection through modern.
- Configuring a computer for an e-mail and using outlook Express or Netscape Messenger.
- Registration an e-mail address.
- Understanding of e-mail drafting.
- Understanding of address book maintenance for e-mail.
- Understanding of different mail program tools.
- Send and receive functions of e-mail.

**Note-** Minimum laboratory timing of six hours in a week.

<b>Job opportunity</b>	<b>Employability skill developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Computer Operator, Office Assistant, Training and Support in Institutions/universities, Research and Academics, System Analyst in State and Central Research organization, Consultant in Software firms, Quality Assurance and Testing in Public and Private sectors, Application Customization and Development, Start own venture	Learn basic's of MS-word improve their skills with advanced features	No Poverty, Quality Education, Industry Innovation and Infrastructure.	Can start own Computer Assistance services.



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**SEMESTER- III**

**COURSE: B.A.**

**SUBJECT: POLITICAL SCIENCE**

**REPRESENTATIVE POLITICAL THINKERS**

**Course Objectives:-**

- To prepare our students with the Political thoughts of Ramayan and Mahabharat.
- They know the main political thought and political Ideology of different thinkers.

**SUBJECT CODE: 3HBPS303**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

Unit wise course content		Methodology Adopted
<b>UNIT-I</b>	Salient features of ancient Indian Political thought : Ramayan and Mahabharat, Political ideas of – Manu and Kautilya.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	Political ideas of – Gandhi, Nehru, Ambedkar and Ram Manohar Lohiya.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	Salient features of Greek Political thought, Plato and Aristotle, Salient features of Western Medieval Political thought.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	Political Ideas of – Machiavelli, Bentham, J.S.Mill and Rousseau.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	Political Ideas of – Hegel, Green, Marks and Mao	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**COURSE OUTCOMES:-**

- Students will be able for a better understanding about Political thought and our constitution. They should know about conflict.
- students will have a better understanding of different political philosophy and great thinkers a all time from different countries

**Text books**

- Rajniti Vigyan ke sidhant Part –II B.L Fadia Hindi Sahitya Bhawan Publication Agra
- Political Science Johri J.C & Rashmi Sharma Sahitya Bhawan Agra

**Reference:-**

1. **J. SHYAMSHUNDARAM POLITICAL SSIENCE**
2. **B.L. FADIYA- POLITICAL SSIENCE**
3. **PUKHARAJ JAIN- POLITICAL SSIENCE**
4. **TYAGI- POLITICAL SSIENCE**

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politician and other Govt. and private sector.	Lobbing, union leader , leader administrations.	Goal 04 (Quality Education)	Politision and service, Civil services.



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**SEMESTER- III**  
**COURSE: B.A. SOCIOLOGY**  
**SUBJECT: RURAL AND URBAN SOCIOLOGY**  
**Course Objectives:-**

**SUBJECT CODE: 3HBSO303**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

- Students can get the Knowledge of Rural society and causes of the migration of rural society.
- Students can able to know the Agrarian relations of India.
- Students can learn about urban Development, causes and effects of slums.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Rural Sociology - Meaning and Definitions, Subject Matter, Scope. Urban Sociology - Meaning and Definitions, Subject Matter, Scope. Importance of Rural sociology and Urban Sociology.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Migration - Meaning, Definitions and Characteristics, Migration to and from Rural Society cause and consequences. Jajmani System in Rural India - Meaning Characteristics and Change. Agrarian Relation in India.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	. Rural Leadership - Meaning, Characteristics and Emerging Pattern. Dominant Caste and Factionalism in Rural India. Panchayati Raj Institution - Aims, Functions and rganization.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	1. Urban Migration - Nature, Characteristics meaning, Scope Importance. 2. Issues Related with Urban Development - Settlement and slums. 3. Urban Local Administration.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	1. Urban Development - Market, Technology and Changes. 2. Changes in Urban Life - Dimension of Caste Class and Power. 3. Urban Study in India	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes -**

- Students should be able to understand about rural society and causes migretion, and Agrarian relation how can effect on human life. Students should know about urban Development and change of urban life.
- Student should be familer with Agrarian relation of India.
- Student can learn about the urban Development and causes and effects of slums.

**Text Books:**

- |                                |                                  |                                   |
|--------------------------------|----------------------------------|-----------------------------------|
| • ग्रामीण एवं नगरीय समाजषस्त्र | बघेल डी.एस.                      | कैलाष पुस्तक सदन, भोपाल           |
| • यूनीफाइड समाजषस्त्र          | मुकर्जी रवीन्द्रनाथ अग्रवाल ,भरत | षिवलाल अग्रवाल एण्ड कम्पनी इन्दौर |
| • यूनीफाइड समाजषास्त्र         | जी.के. अग्रवाल                   | साहित्य भवन आगरा।                 |
| • यूनीफाइड समाजषास्त्र-        | डॉ. ध्रुव दिक्षित                | षिवलाल अग्रवाल एण्ड कम्पनी इन्दौर |

**Refrence Books:**

- Rural Sociology in India Desai A.R.-Popular Prakashan, Bombay
- Indian Village Dubey S.C.-,Allied Publisher New Delhi.
- Urabn Socilogy in India Rao-M.S.A.Orient Logman New Delhi,

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Social worker Teacher	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	NIL





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## KARGI ROAD, KOTA, BILASPUR (C.G.)

**SEMESTER- III**

**COURSE: B.A. HISTORY-III**

**SUBJECT: HISTORY OF INDIA FROM 1200 AD TO 1739 AD**

**COURSE CODE: 3HBHY303**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- Student can get the knowledge of Sultanate period & Mughal period.
- To provide the knowledge about to understand agriculture and economy of Sultanate Period & Mughal Period

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Survey of Sources of Medieval Indian History. Foundation and consolidation of the Sultanate-Qutubuddin Aibak and Iltutmish. Razia and Balban, Alauddin Khilji. his conquests and reforms. The Mongol invasion.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Tughlaq Dynasty Mohammad bin Tughluq and Feroj Shah Tughlaq. Fragmentation of the Sultanate and the rise of provincial kingdoms. Vijayanagar and Bahmani kingdoms. Timur's invasion and its impact. Invasion of the ughal's, Babur and Humayan and Shershah Suri	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Consolidation and territorial expansion of Mughal empire-Akbar. Mughal-Rajput relations- Maharaj Pratap, Mughal-Gond relations- Rani Durgavati. Jahangir. Shahjahan. Mughal Sikh relations, Rise of Marathas, Shivaji:- his conquests and administration. Aurangzeb and the decline of Mughal empire, -Nadirshah's invasion and its impact. Advent of Europeans	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	The Sultanate Period) Socio-religious life during the Sultanate period- Bhakti and Sufi movements. Economic life during Sultanate period, agriculture, industry and trade .1 Administrative system.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	(The Mughal Period) Mughal administration and institutions. Mansabdari System. Social and religious life, status of women, Economic life, agriculture, trade and commerce, Architecture	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should get ideas to trade and architect from it Student should get knowledge of Scioreligious knowledge.
- They should understand the economy and agriculture of mughal and sultanate period .

**Text Books**

- |                            |                |                                 |
|----------------------------|----------------|---------------------------------|
| • मध्यकालीन भारत का इतिहास | दुबे सत्यनरायण | शिवलाल अग्रवाल एन्ड कंपनी भोपाल |
| • मध्यकालीन भारत का इतिहास | जैन संजीव      | कैलाश पुस्तक सदन। भोपाल         |
| • मध्यकालीन भारत का इतिहास | डॉ. मित्तल     | साहित्य प्रकाशन दिल्ली          |

**Reference:-**

मध्यकालीन भारत— महाजन .वी.डी. एस.चन्द्रपब्लिकेशन नई दिल्ली (हिन्दी और अंग्रेजी)

मध्यकालीन भारत का इतिहास मेहता जे. एल. -भाग-I, भाग-II, भाग-III जवाहर पब्लिकेशन। (हिन्दी और अंग्रेजी) आगरा

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Museum curator Historian Teacher or professor	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Archeological service  Civil services



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**SEMESTER- III**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: ECONOMICS-III (MACRO ECONOMICS AND MONEY AND BANKING)**

**COURSE CODE: 3HBEC303**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- To provide the knowledge about to understand Macro economics problem.
- To develop the conceptual frame work about National income, employment, investment and consumption function.
- Enabling students analyzing Production issues and finding solutions to complex economic problems and it even enables them to take correct economic decisions
- To develop the conceptual frame work about Monetary policies and its Instruments

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Introduction to Macro Economics</b> -Macro Variables, Stock and Flow, Circular Flow of income in closed and Open Economy. Concept of National Income. GDP, GNP. Measurement of National Income and Social Accounting in India.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>Theory of Employment</b> - Classical Theory of Employment, Says Law of Market, Keynesian Theory of Employment. Aggregate Demand and Supply Functions, Effective Demand. Consumption Function, Average and Marginal Propensities to consume, Simple Investment and Govt. Expenditure, Multiplier and Leakages of Multiplier.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>Various factors of macro economics</b> - Saving Function & Sources of Saving, Mobilization: Investment Function and (MEC) Marginal Efficiency of Capital, Factors Affecting, and Capital Formation, Concept of Accelerator. Introduction to theories of interest, Neo Classical Theory, Keynesian Theory of Liquidity Preference, Liquidity Trap.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>Money</b> - Meaning, Functions and Classification, Stock of Money and its Measures- M1, M2, M3, M4, Quantity Theory of Money. Cash Transaction and Cash Balance Approaches. Inflation, Deflation and Recession. Definition, Causes and Effects on different Segments of population and sectors of the Economy. Types: Demand Pull and Cost Push Inflation. Introduction to measures to control inflation, deflation and recession.	Usage of ICT like PPT, Video Lectures, Black board
UNIT-V	<b>Bank</b> - Meaning and Types. Central Bank and its Function with Reference to R.B.I. Credit Control. Qualitative and Quantitative Methods. Objectives and Limitations of Monetary Policy. Functions of Commercial Bank. Meaning and Methods of Credit Creation. Recent reforms in Banking Sector, Role of Private Banking in India.	Usage of ICT like PPT, Video Lectures, Black board

**Course Outcomes :**

- Students will be able to Understood Macro economics problem.
- They develop the conceptual frame work about National income, employment, investment and consumption function.

**Books Recommended:**

1. S.B. Gupta, Monetary Economics, S. Chand & Co.
2. T.T. Sethi, "Money, Banking and International Trade".
3. Singhai G.C., Economics – Sahitya Bhawan Publication, Agra.

**Reference Books-**

- **Macro economic theory**                      **Ahuja h.l**                      **S. Chand publication Dehli**
- **Macro economics**                              **Jhingan m.l.**                      **Vrinda publication Dehli**
- **Macro economics**                              **D.m. mithani**                      **Himalaya publishing House. Mumani**
- **Monetary economics**                          **S.b gupta**                          **S chand and co. Dehli**

<b>Job opportunities</b>	<b>Employability skill developed</b>	<b>Local/national/undp goal achieved</b>	<b>Entrepreneurship opportunity</b>
Research economist Economic analyst	Able to understand how to solve market problems and economical condition.	quality education responsible consumption & production.	The advance economic analysis concept that drive the decision-making processes of an established firm also apply to start-up business.



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**SEMESTER- III**  
**COURSE: B.A. HINDI LITERATURE**  
**SUBJECT: अर्वाचीन हिन्दी काव्य -III**

**SUBJECTCODE: 3HBHS303**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

पाठ्यक्रम के उद्देश्य:

- जयशंकरप्रसाद, माखनलाल चतुर्वेदी, महादेवी वर्मा, सच्चिदानंद हीरानंद वात्स्यायन 'अज्ञेय' इत्यादि साहित्यकारों के साहित्य से परिचित करवाना।
- आधुनिक युग की प्रवृत्तियों से परिचित करवाना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	निर्धारित कवि : मैथिलीशरण गुप्त, जयशंकर प्रसाद, निराला, माखनलाल चतुर्वेदी, महादेवी वर्मा, और अज्ञेय की निर्धारित रचनाओं की व्याख्या। मैथिलीशरणगुप्त - 1. यशोधरा: सखि वे मुझसे कहकर जाते 2. उर्मिला: दोनों ओर प्रेम पलता है( साकेत से) 3. पंचवटी जयशंकर प्रसाद - 1. बीती विभावरी जाग री 2. आंसू का अंश— शशि मुख्य..... करुणा रहती थी 3. अब जागो जीवन के प्रभात सूर्यकांत त्रिपाठी 'निराला'- 1.जागो फिर एक बार 2. वह तोड़ती पत्थर 3. मां अपने आलोक निखारो माखनलाल चतुर्वेदी - 1.कैदी और कोकिला 2. हिमकिरीटिनी 3. निःशस्त्र सेनानी महादेवी वर्मा — 1. मैं नीर भरी दुख की बदली 2. बीन भी हूँ मैं तुम्हारी रागिनी भी हूँ 3. धीर —धीरे उतर क्षितिज से आ बसंत—रजनी स.ही.वा. अज्ञेय — 1. कलगी बाजरे की 2. बावरा अहेरी 3. हरी घास पर क्षण—भर	वीडियो लेक्चर
UNIT-II	मैथिलीशरण गुप्त, जयशंकर प्रसाद एवं निराला के निर्धारित अंशों की समीक्षा ।	आई. सी. टी आधारित एवं ग्रीन बोर्ड आधारित कक्षा शिक्षण,
UNIT-III	माखनलाल चतुर्वेदी, महादेवी वर्मा एवं अज्ञेय के निर्धारित अंशों की समीक्षा ।	वीडियो लेक्चर
UNIT-IV	आधुनिक युग की काव्य प्रवृत्तियां भारतेंदु युग, द्विवेदी युग, राष्ट्रीय काव्यधारा, छायावाद और छायावादोत्तर हिंदी काव्य – प्रगतिवाद, प्रयोगवाद, एवं नई कविता ।	पी.पी.टी.
UNIT-V	पांच द्रुत पाठ – भारतेंदु हरिश्चंद्र, अयोध्या सिंह उपाध्याय 'हरिऔध', श्रीधर पाठक, रामनरेश त्रिपाठी, सुभद्रा कुमारी चौहान, भवानी प्रसाद मिश्र, रघुवीर सहाय और दुष्यंत कुमार ।	सामुहिक चर्चा, प्रश्न मंच

अपेक्षित परिणाम —:

- विद्यार्थी अर्वाचीन काव्य को समझसकेगें।
- विद्यार्थी को भारतेंदु युग द्विवेदी युग तथा राष्ट्रीय काव्यधारा का ज्ञान प्राप्तहोगा।
- विद्यार्थी छायावादोत्तर हिन्दी काव्य ,प्रगतिवाद,प्रयोग वाद एवं नई कविता को समझने मे सक्षम होंगे।

पाठ्य पुस्तक –

- अर्वाचीन हिन्दी काव्य – बाजपेयी आभा मध्यप्रदेश हिन्दी ग्रंथ अकादमी भोपाल।

संदर्भ ग्रंथ –

- 1 सातभूमिका,—महादेवी वर्मा सिंह दूधनाथ – म.प्र. , हिन्दी ग्रंथअकादमी भोपाल।
- 2 निराला की साहित्य साधना वर्मा रामविलास शर्मा – म.प्र. , हिन्दी ग्रंथअकादमी भोपाल।

<b>Job Opportunities</b>	<b>Employability Skill developed</b>	<b>UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
शिक्षा के क्षेत्र में कार्य	समीक्षा,आलोचना,लेखन शैली का विकास	गोल 04 शिक्षा के क्षेत्र में गुणवत्ता	शिक्षकीय कार्य एवं नाट्य मंचन



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**SEMESTER- III**  
**COURSE: B.A. ENGLISH**  
**SUBJECT: ENGLISH LITERATURE**  
**PAPER I: DRAMA**

**SUBJECT CODE: 3HBEN303**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

- Students will learn about drama and its Techniques.
- They will get to know about various authors and writers of drama.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Type of Drama; Tragedy, Comedy, Historical Play, One-Act Play. Type of Drama and types, Tragi-Comedy Expressionist Drama, Drama of Ideas, Poetic Drama, Closet Drama,	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	William Shakespeare: Macbeth, The Merchant of Venice.	Reading aloud with expression
UNIT-III	Oliver Goldsmith : She Stoops to Conquer Richard Brinsley Sheridan : The Rival	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	John Galsworthy : Loyalties G.B. Shaw : Saint Joan	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	J.M. Synge : Riders to the Sea H.H. Munro : The Miracle Merchant	Reading aloud with expression

**Course Outcome:**

- Student will learn the Techniques of drama.
- Student will Study the dramas of dramatist of different ages

**Text Books:**

1. A Complete Critical Analysis of Shakespearean Plays Clap. Larry Dominant Publishers & Distributors, New Delhi.
2. Critical Shakespeare for College Students Vol. 1& 2 Dey.Nilonjon Dominant Publishers & Distributors, N.Delhi.
3. Shakespeare: The Basics McEvoy Sean. Cambridge University Press.
4. Modern drama in Theory and Practice J. L. Styan, London Cambridge and Naturalism Realism University Press.

**Reference**

1. A Glossary of Literary Terms Abrams M.H.
2. Anatomy of Drama Boulton Marjorie Kalyani publishers, New Delhi
3. Shakespeare-His World and His Art K.R. Srinivasa Iyengar
4. Shakespeare: The Basics, McEvoy Sean Cambridge University Press
5. An Anthology of English Literature M.P Hindi Granth Academy
6. The merchant of Venice Shakspears Penguin publication.
7. She stoops to Conquer Godsmith Penglin Publication.

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Director Playwright Theater Artist	Command on language Knowledge of drama and its type Develop LSRW skills	Quality education Peace Justice and strong institutions Goal achieved	Presenter composer Dialogue writer



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**SEMESTER- III**  
**COURSE: B.A. GEOGRAPHY**  
**SUBJECT: CLIMATOLOGY AND OCEANOGRAPHY**

**SUBJECT CODE:3HBGE303**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective –**

- To Study the Elements of Climate.
- To study the marine life and ecosystems ocean circulation, and the geology of the sea floor and the chemical and physical properties of the Ocean.
- ICT and Green board based class room teaching individual presentation.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
<b>A. CLIMATOLOGY</b>		
UNIT-I	Definition and significant of climatology. weather & climate and its elements. composition and structure of the atmosphere. Atmospheric temperature, Insolation & Atmospheric pressure and winds.	ICT and Green board based class room teaching individual presentation.
UNIT-II	Atmospheric Moisture: Humidity, evaporation & Condensation. Precipitation, World patterns of Rainfall, air masses. Atmospheric Disturbances- tropical and temperate cyclones.	ICT and Green board based class room teaching individual presentation.
UNIT-III	Climatic classification, Koppen's classification, Role of climate in human life. Atmospheric pollution and Global warming.	ICT and Green board based class room teaching individual presentation
<b>B. OCEANOGRAPHY.</b>		
UNIT-IV	Nature and scope of oceanography. surface configuration of the ocean floor, Relief feature of oceans. Distribution of temperature and salinity of oceans.	ICT and Green board based class room teaching individual presentation
UNIT-V	Circulation of oceanic Waters:-Waves, Tides and currents. Marine deposits and coral reefs. Oceanic resources.	ICT and Green board based class room, individual presentation and Group discussion.

**Course Outcome –**

- By Studying this paper the students will be able to understand climatic conditions, Climatic Change of the earth and hydrosphere of the earth.

**Text Book:-**

1. D.S.Lal "Climatology and Oceanography", Chaitanya Publication Allahabad 1986.

**Reference:-**

1. मामोरिया एवं शर्मा :- "यूनिफाइट भूगोल", साहित्य भवन प्रकाशन आगरा
2. डी. एस. लाल :- "समुद्र विज्ञान", चैतन्य प्रकाशन इलाहाबाद

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teacher	* Time Management * Problem Solving Skill * Critical thinking skill * Action plan	Affordable and clean energy, and quality education goals achieved, Climate action, Life on land, Life below water, quality education goals achieved	Tution Classes

## **PRACTICAL GEOGRAPHY**

**M.Marks: 25**

**M.Marks: 08**

**Unit-I** Distribution Map: Dot, Choropleth & Isopleths.

**Unit-II** Map projection: definition and classification-cylindrical projections- Simple, equal area. Gall's, Mercator's.

**Unit-III** Statistical methods; Quartile, Mean deviation and standard deviation.





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**SEMESTER- III**  
**COURSE:- B.A. EDUCATION**  
**SUBJECT:- EDUCATIONAL TECHNOLOGY**

**SUBJECT CODE:- 3HBED303**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective:-**

- To understand the meaning, nature and important components of E.T in terms of hardware and software.
- To distinguish between communication and instruction and enable them to develop and design sound instructional system in the light of the learned models and strategies of teaching.
- To get acquainted with emerging trends in E.T. along with resource centres of
- E.T and understand the need and importance of researches in this area.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	<p><b>EDUCATIONAL TECHNOLOGY-AN INTRODUCTION</b></p> <ul style="list-style-type: none"> <li>➤ Educational Technology- Meaning &amp; definition, scope and significance.</li> <li>➤ Development of Educational Technology</li> <li>➤ Technology in Education and Technology of Education</li> <li>➤ Difference among Educational Technology, Instructional Technology and Information Technology.</li> <li>➤ Forms of Educational Technology</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-II</b>	<p><b>EDUCATIONL Technology I and II</b></p> <ul style="list-style-type: none"> <li>➤ Hardware and Software Technologies: Meaning and Development of hardware technologies in education.</li> <li>➤ Video hardware- Overhead projector, LCD Projector, PPT.</li> <li>➤ Audio hardware - Recorder, radio &amp; interactive broadcasting through class room.</li> <li>➤ Audio-video - Instructional Television, Importance and scope. CCTV</li> <li>➤ Computers in Education,CAI.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-III</b>	<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>➤ Communication technologies: Concept, process, elements, types of communication, media in communication, Print media.</li> <li>➤ Role of UNICEF in introducing innovations in Indian School Education.</li> <li>➤ Innovation - Concept, importance and Need of Innovation in view of Technological and Social Change.</li> <li>➤ Models of Teaching- Definition and characteristics,</li> <li>➤ Programmed Instruction.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments  Group Activity
<b>UNIT-IV</b>	<p><b>ONLINE LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>➤ Virtual classroom – concept, elements, advantages and limitations</li> <li>➤ Smart classroom – concept, elements, advantages and limitations</li> <li>➤ EDUSAT - concept, elements, Role, advantages and limitations</li> <li>➤ Online learning resources : e – library, websites, apps and web technology</li> <li>➤ Social networking as an effective communication tool.</li> <li>➤ E-Learning</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments

<b>UNIT-V</b>	<b>Distance Education –Concept, Need Benefites and Limitations</b> <ul style="list-style-type: none"> <li>➤ Distance Education and Open Education, Open School , Open University, Virtual University.</li> <li>➤ Ideal of Naturing Rural talent – the NavodyaVidyalayaSangathan.</li> <li>➤ Virtual Classroom</li> <li>➤ Role of EDUSAT</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
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**Course Outcome:**

- Pupilsable to learn the concept and importance of technology of education and technology in education.
- Pupils able to utilize different types of modern innovations in the field of education.

**Reference :**

1. Assessment and Evaluation- P.G.Pnog
2. Instructional system Design – Instructional Technology V.K.Rao
3. Computer fundamental – Arora Bansal
4. Information Technology –Kishore, Chavan
5. Information Technology –Dyne, Nandkishore
6. Crumlish Christian- ABC of Internet
7. Fun of Computer-Singh and Sukhvir
8. ICT stragies for school-Mohenty Laxman
9. Sivakumar D,Sivamurgan C,Shakespeare S-ICT in Teacher Education – Aavishkar Publisher and Distributors Jaipur (Rajasthan).

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Computer Teacher/Trainer	Technological Skill for proper utilization of ICT in teacher education.	Pupils able to apply and utilize their knowledge of ICT such as Internet, E-learning, Online conferencing etc. in their practical life	

## **PRACTICAL EDUCATION**

Practical Max Marks- 25  
Practical Min Marks- 08

Making of ICT Tools –  
Communication Tools  
Research Tools  
Educational Tools

### **REFERENCES FOR PRACTICAL**

- Sivakumar D,Sivamurgan C,Shakespeare S-ICT in Teacher Education – Aavishkar Publisher and Distributors Jaipur (Rajasthan).



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**SEMESTER- III**  
**COURSE: B.A. SANSKRIT SAHITYA**  
**SUBJECT: गद्य, कथा, व्याकरण**

**SUBJECT CODE: 3HBSA303**  
**THEORY MAX. MARKS: 75**  
**Theory Min. Marks: 25**

**Course Objective :-**

1. छात्र-छात्राओं को संस्कृत साहित्य के गद्य एवं कथा विधा के माध्यम से नैतिक, व्यावहारिक गुणों का विकास करना।
2. संस्कृत व्याकरण का ज्ञान कराना।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	शुकनासोपदेश-बाणभट्ट विरचित कादम्बरी से व्याख्या	Usage of ICT(Power point, PDF,Video) and black board (traditional) as per requirement of the topic
UNIT-II	हितोपदेश (मित्र लाभ) व्याख्या	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	हितोपदेश व शुकनासोपदेश से समीक्षात्मक प्रश्न	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	दशकुमारचरितम् (प्रथमोच्छ्वासः) व्याख्या एवं समीक्षात्मक प्रश्न	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
UNIT-V	लघु सिद्धान्त कौमुदी से- समास प्रकरण	Lecture,Group Discussion

**Course Outcome: -**

1. छात्र-छात्राओं के नैतिक, व्यावहारिक गुणों का विकास होगा।
2. संस्कृत व्याकरण का ज्ञान प्राप्त होगा।
3. महाकवि बाणभट्ट की रचनाओं से परिचित होंगे।
4. तार्किक शक्ति का विकास होगा।

**Text Book & Reference Book -**

- (1) सिंह डॉ.कुमरपाल, शुकनासोपदेश -युवराज पब्लिकेशन्स, आगरा।
- (2) गौतम डॉ. कविता, हितोपदेश (मित्रलाभ) -युवराज पब्लिकेशन्स, आगरा।
- (3) साहू डॉ. रामदेव, दशकुमारचरितम् (प्रथमोच्छ्वासः) - जगदीश संस्कृत पुस्तकालय, जयपुर।
- (4) यादव अशोक कुमार, लघु सिद्धान्त कौमुदी (समास प्रकरणम्)-युवराज पब्लिकेशन्स, आगरा।
- (5) त्रिपाठी डॉ. बाबूराम लघु सिद्धान्त कौमुदी (कारक, समास, वाच्य तथा अनुवाद) - महालक्ष्मी प्रकाशन, आगरा।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याख्याता, लेखक,कथाकार	शिक्षण क्षमता एवं कौशल का विकास	गुणवत्तापूर्ण शिक्षा	लेखक,प्रकाशक, कथाकार



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**SEMESTER- IV**

**COURSE: B.A. ENGLISH**

**SUBJECT: FOUNDATION COURSE**

**PAPER I: ENGLISH LANGUAGE AND SCIENTIFIC TEMPER**

**SUBJECT CODE: 3HBEL402**

**THEORY MAX. MARKS: 25**

**THEORY MIN. MARKS: 08**

**Course Objective:**

1. To Study the basic language skills (speaking, listening, reading, and writing) and grammar
2. Comprehensive study of different kinds of letters and applications.
3. To study the different kinds of prose and poetry

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	1. Tina Morris : Tree 2. Nissim Ezekiel : Night of the Scorpion 3. C.P. Snow : Ramanujan 4. Roger Rosenblatt : The Power of WE 5. George Orwell: What is Science? 6. C.Rajagopalachari : Three Questions 7. Desmond Morris : A short extract from the Naked Ape 8. A.G. Gardiner : On the rule of the road	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Comprehension of an unseen passage.	Reading aloud with expression
UNIT-III	I Letter Writing: Formal Letters, Informal letters, Applications.	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Report Writing.	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Language Skills Correction of common errors in sentence structure : usage of pronouns, subject/ verb agreement word order, gender; compound nouns, collective nouns, possessives, articles and prepositions. (advanced)	Reading aloud with expression

**Course Outcome:**

1. Student will be able to understand correct use of grammar and language skills.
2. Student will be familiar with different prose and poetry.
3. Student should be able to write analytically in a variety of formats, including essays, report writing and application.

## Text Books

1. English language and Scientific Temper- Dr. Padam Kumar Jain, Chawdhry Madhya Pradesh Hindi Granth Academy, Bhopal.
2. English Grammar and Composition Wren & Martin. S.Chand & Company Ltd New Delhi.
3. Descriptive English (For Competitive Examinations) S.J.Thakur, S.K. Rout. B.K Publication Private Limited

## Reference Books:

1. A Senior English Grammar and composition Aggarwala N.K Goyal Prakashan New Delhi.
2. A comprehensive Approach to English Grammar Shrivastava Avinash Pratap Indra Publishing House- Bhopal.
3. General English Thakur A.k- Lucent Publication- Patna.
4. Essentials of English Grammar Raymond Murphy Cambridge University press.
5. Learner's English Grammar and Composition N.D.V.Prasada Rao (S. Chand & Company Ltd.) New Delhi.
6. Strengthen your Writing V.R Narayana Swami (Orient Longman) New Delhi.

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Writer Asst. Professor Lecturer	Command on language Develop LSRW skills Research skill	Quality education Goal achieved	Research Guide Critic Publisher Novelist, Socialist



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**SEMESTER- IV<sup>TH</sup>**

**COURSE: B.A.**

**SUBJECT:- PAPER TITLE- HUMAN VALUES AND ETHICS**

**SUBJECT CODE: 3HBHP401**

**THEORY MAX. MARKS: 25**

**THEORY MIN. MARKS: 08**

**Course Objective:**

- To help students understand the basic guidelines, content and process of Human value and value crisis in contemporary Indian Soc
- To help students understand the meaning of happiness and prosperity for a human being.
- To help students reflect critically on gender violence .
- To facilitate the students to understand harmony at all the levels of human living, and live accordingly

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	<b>Concept of value and value crisis in contemporary Indian Society.</b> <ol style="list-style-type: none"><li>1. Concept of value</li><li>2. Value crisis at- individual level</li><li>3. Value crisis at- Cultural level</li><li>4. Value crisis at- Societal level</li><li>5. The Indian concept of value.</li><li>6. Modern Approach to the study of Values.</li></ol>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	<b>Moral and Ethical Human values.</b> <ol style="list-style-type: none"><li>1. Bases for Moral Judgment</li><li>2. Some Canons of Ethics</li><li>3. Ethics of Duty</li><li>4. Ethics of Responsibility</li><li>5. Factors to be considered in making Ethical Judgments. Continuous Happiness and Prosperity- A look at basic Human Aspirations</li></ol>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	<b>Moral Values in Profession.</b> <ol style="list-style-type: none"><li>1. What is Profession?</li><li>2. Professional Ethos</li><li>3. Code of Professional Ethics</li><li>4. Corporate social Responsibility</li></ol>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	<b>Gender sensitization.</b> <ol style="list-style-type: none"><li>1. Socialization of Women</li><li>2. Demographic consequences</li><li>3. Domestic Violence</li><li>4. Women's work, its politics and economics , fact and fiction ,Unrecognized and unaccounted work.</li></ol>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	<b>Co- Curricular Activities and value Education.</b> <ol style="list-style-type: none"><li>1. Games and sports</li><li>2. Literary and cultural Activities</li><li>3. NSS, NCC activates</li><li>4. A New Approach to Human Value Freedom, Creativity Love &amp; Wisdom</li></ol>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:**

1. On completion of this course, the students will be able to:
2. Understand the significance of value inputs in a classroom and start applying them in their life and profession.
3. Understand the value of harmonious relationship based on trust and respect in their life and profession.
4. Students will develop a sense of appreciation of women in all walks of life .
5. Understand the role of a human being in ensuring harmony in society

**Text Books-**

- Human Values, Tripathy A.N. International Publishers New Age
- मूल्य, पर्यावरण और मानव अधिकार की शिक्षा बी.एल. शर्मा आर. लाल बुक डिपो मेरठ
- Human Values in Education company N.L. Gupta Concept Publishing New Delhi

**References**

1. A foundation course in Human Values Gaur R.R, Sangal R, Bagaria G P, Excel books, New Delhi and Professional Ethics
2. *Indian Ethos and Modern Management* Bajpai B L, New Royal BoLucknow
3. Human values Mishra Dr. Rajan Laxmi PublicatiPVT Delhi
4. Professional Ethics and Human values S. Dinesh Babu Laxmi Publications PVT.LTD Delhi
5. Business Ethics and Communication Rathore , P.S., S. Chand Publishing Co. New Delhi

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
	Action planning human value skills gender sensitization	Goal 04 (Quality Education) Decent work economic growth achieved	Consultant for human values





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**SEMESTER- IV**  
**COURSE: B.A. POLITICAL SCIENCE**  
**SUBJECT: COMPARATIVE GOVERNMENT AND POLITICS**

**COURSE CODE: 3HBPS404**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- To prepare our students with the British, American & Swiss constitution.
- To provide a better understanding our students with the Republic of China

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Salient Features of British Constitution: Executive, Legislature, Judiciary and Political Parties.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Salient Features of American Constitution: Executive, Legislature Judiciary and Political Parties.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNI-III	Salient Features of Swiss Constitution: Executive, Legislature Judiciary and Federal Tribunal, Direct Democracy.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Salient Features of the Constitution of People's Republic of China: Executive, Legislature, Judiciary and Communist Party.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Comparative Study of the Constitutions of Britain, USA, Switzerland and China: Federal System of USA & Switzerland, Constitutional Amendments in USA and Switzerland, Second Chamber-House of Lords and Senate, Party System in the USA, UK and China.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students will be able for a better understanding about the different constitution and able to compare them.
- Students will be able to understand about legislature judiciary and ruling system of different countries

**Text books:**

- Comparative Politics: Interests, J. Kopstein, and M. Lichbach, Cambridge University Identities, and Institutions in a Press,
- *Changing Global Order. Working on Democratic Constitution:* G. Austin, Delhi, Oxford University The Indian Experience Press

**Reference:**

1. J. SHYAMSHUNDARAM POLITICAL SSIENCE
2. B.L. FADIYA- POLITICAL SSIENC
3. PUKHARAJ JAIN- POLITICAL SSIENCE
4. TYAGI- POLITICAL SSIENCE

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politician and other Govt. and private sector.	Lobbing, union leader , leader administrations.	Goal 04 (Quality Education)	Politision and service, Civil services.



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**SEMESTER- IV**  
**COURSE: B.A. SOCIOLOGY**  
**SOCIOLOGY OF TRIBAL SOCIETY**

**SUBJECT CODE: 3HBSO404**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:-**

- Students can get the knowledge of Indian Tribes their economy, problems and Agricultural policy.
- To provide knowledge of about kinship family and marriage.
- To provide knowledge of Tribes of C.G..

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Schedule Tribe - Meaning, Characteristics, Demographic Profile, Tribal Area and Tribal Women.2. Indian Tribes - Geographical Distribution, Language, Classification, Isolation, Assimilation and Integration.3. Status of Tribal Women - Position, Participation in Panchayati Raj System Rights and Social Security.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities.2. Kinship, Religion, Belief and Behaviour, Totam.3. Future of Indian Tribal Society.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Tribal Economy and Poverty - Life Style, New Agricultural Policy, Land Reform, Indebtedness.2. Social Mobility and Change - Sanskritization, Acculturation and Urbanization.3. Impact of globalization on Tribal Society.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Tribal Problems - Land Alienation, Peasant exploitation, Illiteracy, Unemployment Tribal Revolution - Meaning, Characteristic Cause and Result. Scenario After Independence - Political, Social Participation, and Economic Development	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Tribals -Scenario in chhateesagadh. Life style of Gond, Bhil, Korku, Bhariya and Mariya and Baiga Tribes	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should be able to understand tribal Indian tribes, economy and policy of Agriculture social problem.
- Students will be able to understand systematic way of marriage and Kinship.
- Students will be able aware of Tribes in C.G.

**Text Books:**

- यूनिफाइड समाजशास्त्र डी.एस. बघेल कैलाष पुस्तक सदन , भोपाल।
- यूनिफाइड समाजशास्त्र- डॉ. ध्रुव दिक्षित शिवलाल अग्रवाल एण्ड कम्पनी इंदौर म.प्र.
- जनजातीय समाज का समाजशास्त्र गुप्ता और शर्मा साहित्य भवन आगरा।

## Reference Books-

- जनजातीय समाज का माजषास्त्र महाजन डॉ.धर्मवीर विवेक प्रकाशन, दिल्ली।
- जनजातीय समाजशास्त्र- षर्मा श्रीनाथ म.प्र. हिन्दी ग्रंथ अकादमी भोपाल
- पंचायती राज एवं जनजाति कास रावजोन प्रेम सिंह भारतीय पुस्तक पब्लिकेशन।
- भारत में जनजातियाँ नदीम हसन हरनाम पब्लिकेशन, नई दिल्ली।
- Tribal India Hasnain Nadeem New Royal Book
- Indian Anthropology Hasnain Nadeem Company Lucknow  
New Royal Book Company  
Lucknow

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Teacher Archivist Social worker	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	NIL

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**SEMESTER- IV**  
**COURSE: B.A.**  
**SUBJECT: HISTORY-IV**  
**MAIN CURRENT'S OF WORLD HISTROY FROM 1871 TO 1945 AD**

**COURSE CODE:3HBHY404**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- Students can get the knowledge of French Republic.
- Students can get Knowledge of Young Turk movement. World war –I and Russian Revolution.
- hey can know about League of Nations and Rise of Fascism.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Third French Republic Internal and foreign policy of Bismarck. Foreign policy of Kaiser William II. Scramble for Africa.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Eastern Question (from 1871). Berlin Congress (1878). Young Turk Movement and the Balkan wars (1912-14). World War I- Causes, events and aftermath. Russian Revolutions of 1905 and 1917.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Wilson's Fourteen points. Paris Peace conference. League of Nations. Rise of Fascism, internal and forein policy of Mussolini Nazism-internal and foreign policy of Hitler.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Imperialism and colonialism in China and Japan.Demands for concessions in China. Japan, the Meiji Restroration, Modernization of Japan, Rise of Militarism. Sino-Japanese war (1894), Russo-Japanese war (1905). Boxer movement, Chinese Revolution-1911, Second Sino-Japanese War.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	World politics from 1919 to 1949, Causes, events and effects of the World war II. Second World war- Causes, events and effects.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should learn internal foreign policy.
- They should be able to learn to get knowledge of republic.
- Student get knowledge about the World war-I They can read Sino – Japanese war and Russo- Japanese war.

**Text Book**

- विश्व इतिहास की पमख धाराएँ

जैन संजीव

कलाश पुस्तक सदन  
भोपाल।

- विश्व इतिहास की पमख धाराएँ दरे सत्य नरायण यूनीफाइड भोपाल

**Reference Book**

- Modern Europe Hayes C.J.H.Surjeet Publication Dehli
- Europe in the 19<sup>th</sup> and 20<sup>th</sup> Grant and Temperley Surjeet Publication Dehli Century (Also Hindi version)
- Histroy of Modern Times Ketelby C.D..M. MC Grow hill Publication Dehli
- MC Grow hill Publication (Hindi and English) DehliCambridge; Modern History
- Craig; Europe Since 1815
- Rise: Development of European Nations

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Museum curator Historian Teacher or professor	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Archeological service  Civil services



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**SEMESTER- IV**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: ECONOMICS-IV**  
**Course Objectives:-**

**COURSE CODE: 3HBEC404**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS 25**

- To develop the conceptual frame work about public economic policies and annual budgeting
- To provide the knowledge about to understand difference sources of government income and expenditure..
- To make the student to understand the theoretical aspects related to international trade and other international organization to enable the students to know the importance of the international trade.
- To provide the knowledge about to
- understand tariff, dumping and its impact on our economy.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Public Finance and Public Economics-</b> Meaning, Nature and Scope. Meaning and Nature of Public, Private and Merits Goods, Market and State. Role and Functions. Principle of Maximum Social Advantage. Sources of Revenue. Taxes, Loans, Grants and Aid . Meaning and Types, Canons of Taxation.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>Public Expenditure-</b> Principles of Public Expenditure, Principles of Public Debt and Methods of Redemption; Wagener’s Law, Increasing Activities. Effects of Public Expenditure on Production and Distribution. Public Finance in India, Sources of Revenue of Central & State Govt., Concept and Types of Budget, Fiscal Deficit, Deficit Financing and Deficit Budget.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>International Economics-</b> Meaning and Importance of International Economics, Intra and International Trade, Importance of International Trade in Economic Development, Theories of International Trade, Absolute and Comparative Advantage, Factor Endowments: Heckscher & Ohlin.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>Terms of Trade-</b> Concept and Types, Tariff and Non-Tariff Barriers in International Trade. W.T.O . Objectives and its Functions. Balance of Trade . Concept and Types, Compositions and Structure of B.O.T and its Relationship with Balance of Payment, Methods of Corrections of Imbalance of Payment, International Capital Movement.	Usage of ICT like PPT, Video Lectures, Black board
UNIT-V	<b>Foreign trade and Exchange Rate-</b> Trends and Directions of India’s Foreign trade, Exchange Rate. Theories of Exchange Rate, Mint Par parity Theory, Purchasing Power Parity Theory.	Usage of ICT like PPT, Video Lectures, Black board

**Course Outcomes:-**

- Students will be able to understood economic policies and annual budgeting
- Students will be able to understood difference sources of government income and expenditure..
- They know about the theoretical aspects related to international trade and other international organization to enable the students to know the importance of the international trade.
- Student will be able to understood about tariff, dumping and its impact on our economy.

**Books Recommended:**

1. S.B. Gupta, Monetary Economics, S. Chand & Co.
2. T.T. Sethi, “Money, Banking and International Trade”.

3. D.M. Mithani, "Money theory and Banking".
4. D.N. Jhingam, "Money, Banking and International Theory, Public Finance
5. Dalt, R and K.P.M. Sundharam (2001), Indian Economy, S. Chand & Company Ltd., New Delhi.
6. Dhingra, I.C. (2001), The Indian Economy : Environment and Policy, Sultan Chand and Sons, New Delhi.
7. Posner R.A. (1998), Economic Analysis of Law, Little Brown, Boslon
8. Posner R.A. and F. Parizi (1997) "Law and Economics" Edward Elgar Publishing Ltd., U.K.
9. S.R. Myneine : Principles of Economics for Law Students.
10. K.C. Gopalkrishnan "Legal Economics".

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Research Economist Teaching Public Economist Public Relation Director	Able to understand how to Solve Market Problems and economical condition.	Quality Education	A person with the knowledge of public economics will knowing where and how to find information is vital to developing solid PR plans.



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**SEMESTER- IV****COURSE: B.A. Hindi Literature****SUBJECT: हिन्दी भाषा साहित्य का इतिहास और काव्यांग विवेचना-IV**

पाठ्यक्रम के उद्देश्य:

**SUBJECTCODE: 3HBHS404****THEORY MAX. MARKS: 75****THEORY MIN. MARKS: 25**

- इस विषय को पढ़ने के बाद विद्यार्थी विभिन्न प्रकार की भाषाओं जैसे राजभाषा, बोलचाल की भाषा आदि जान पाएंगे।
- तत्सम और तद्भव शब्दों का अंतर जान पाएंगे।
- नाटक व गद्य साहित्य को जानेगें।
- विभिन्न प्रकार के रसों, की जानकारी, अलंकार, दोहा, सोरठा आदि का ज्ञान प्राप्त करेंगे।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	हिन्दी भाषा की उत्पत्ति, हिन्दी की मूलकार भाषाएँ, विभिन्न भाषाओं का विकास। हिन्दी भाषा के विविध रूप—बोलचाल की भाषा, राष्ट्र भाषा, राज भाषा, सम्पर्क भाषा।	व्याख्यान
UNIT-II	तत्सम और तद्भव का अन्तर, हिन्दी का शब्द स्रोत— तत्सम, तद्भव देशज एवं विदेशी शब्दावली। तत्सम, तद्भव देशज एवं विदेशी शब्दावली का वाक्यों में प्रयोग। हिन्दी के व्याकरणार्थ—कामता प्रसाद गुरु एवं किशोरी दास वाजपेयी का भाषिक अवदान।	व्हाइट बोर्ड आधारित कक्षा शिक्षण,
UNIT-III	हिन्दी साहित्य का इतिहास लेखन एवं काल विभाजन : आदिकाल, पूर्व मध्यकाल, (भक्तिकाल) उत्तर मध्यकाल (शीतिकाल) की प्रवृत्तियाँ।	पठन—पाठन, रचनात्मक लेखन
UNIT-IV	आधुनिक हिन्दी गद्य साहित्य का विकास :—भारतेन्दु युग, द्विवेदी युग, छायावाद युगीन नाटक एवं गद्य साहित्य, छायावादोत्तर युगीन नाटक एवं गद्य साहित्य।	सत्रीय कार्य
UNIT-V	काव्यांग विवेचन—रस और उसके भेद प्रमुख छन्द—दोहा, सोरठा, चौपाई, रोला और हरिगीतिका। प्रमुख अलंकार—अनुप्रास, यमक, श्लेष, वक्रोक्ति, पुनरुक्ति प्रकाश, उपमा, रूपक, उत्प्रेक्षा भ्रान्तिमान और सन्देह।	पी.पी.टी.

**अपेक्षित परिणाम**

1. विद्यार्थी हिन्दी के विभिन्न रूपों उसके इतिहास, लेखन और काल विभाजन से परिचित हो सकेंगे।
2. छन्दों, अलंकारों, दोहों, सोरठों इत्यादि को समझ कर भाषा में प्रयोग कर सकेंगे।
3. तत्सम, तद्भव देशज, विदेशी, शब्दावली में कुशलता प्राप्त कर सकेंगे।

पाठ्य पुस्तक – हिन्दी साहित्य का इतिहास – डॉ. नगेन्द्र

संदर्भ ग्रंथ — हिन्दी साहित्य का इतिहास — आचार्य रामचन्द्र शुक्ल  
काव्यांग विवेचन — श्यामनंदन शास्त्री

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
शिक्षक, प्राध्यापक	लेखन शैली का विकास	शिक्षा के क्षेत्र में गुणवत्ता	हिन्दी अधिकारी



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**Course Objective:–**

- The main objectives of this paper is to study the physical and cultural aspects of India.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Physical and Geological structure of India. Climate, Vegetation and Drainage System.	ICT and Green board based class room teaching individual presentation.
UNIT-II	<b>Natural resources:-</b> Soils resource- type, distribution and characteristics.Water resources- type, distribution and characteristics.Forest resource- types, distribution and characteristics. Mineral and Power resources with specific reference to iron-ore, Manganese, copper, coal, and petroleum.	ICT and Green board based class room, individual presentation
UNIT-III	<b>Cultural features:</b> - Agricultural: Major characteristics and problems. Major crops. Green revolution and agricultural regions and irrigation. <b>Industries:-</b> iron and steel, cotton. Text tiles, cement, sugar Industries and Industrial Regions.	ICT and green board based class room, individual presentation
UNIT-IV	<b>Population:-</b> Distribution and density and Growth <b>Transport Infrastructure:-</b> Road, Rail and water, Air. Transport Trade-Internal and Foreign.	ICT and green board based class room, individual presentation
UNIT-V	Regional divison of India : Major schemes of regions of India : O.H.K.spate and R.L.Singh	ICT based class room, individual presentation and Group discussion.

**Course Outcome –** By studying this paper the student will be able to understand the physical Economical and cultural condition of India.

**Text Book:-**

- 1.Tiwari R.C.Geography of India,Prayag puskat Bhawan,Allahabad 2003

**Reference :**

1. Bansal S.C. :- “Geography of India” Vasundra Prakashan, Saharanpur Merat .
2. Singh R.L.(ed):-“India- A Regional Geography, National Geographical Society, Varanasi.
3. Kundu A. Raza monis:-Indian elonomy: The Regional Dimension, Speculun Publishers, New Delhi.

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teacher	<ul style="list-style-type: none"> <li>* Analytical Skill</li> <li>* Critical thinking skill</li> <li>* Decision making skill</li> </ul>	Responsible, Consumption and Production,Industry innovation and infrastructure,Peace, Justice and Strong institution and quality education goals achieved	Tution Classes

**Unit-I** Interpretation of Weather maps: use of meteorological instruments.

**Unit-II** Surveying; Plane table survey. Basic principles of Plane table surveying. Plane table survey including inter section and resection.



**SEMESTER- IV****COURSE:- B.A. EDUCATION****SUBJECT:- :HISTORY OF EDUCATION****Course Objective:-**

- To enable the Students –
- To acquaint the students with the general development and progress of education in Ancient Period, British Period and after Independence.
- To enable the learners to understand about the concepts of the Teacher’s Training
- To enable the students to understand about the problems, trends of Teacher’s Training.
- To enable the students to know about the Roles and Functions of Regulatory Bodies in the area of Education.

**SUBJECT CODE:- 3HBED404****THEORY MAX. MARKS: 50****THEORY MIN. MARKS: 17**

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Progress of Education in Ancient Periods</b> <ul style="list-style-type: none"> <li>➤ Vedic period</li> <li>➤ Buddhist Period</li> <li>➤ Main Centres of Ancient Education in India.</li> <li>➤ Jain Period</li> <li>➤ Islamic Period</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-II	<b>Modern Education in India</b> <ul style="list-style-type: none"> <li>➤ Education under East India Company</li> <li>➤ Oriental-Occidental Controversy</li> <li>➤ Macaulay’s Minutes on Education (1835)</li> <li>➤ Woods Despatch (1854)</li> <li>➤ Hartog Committee (1928 - 29)</li> <li>➤ Sargent Report (1944)</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-III	<b>Education in British Period</b> <ul style="list-style-type: none"> <li>➤ Indian Education Commission 1882</li> <li>➤ Education Reform of Lord Curzon</li> <li>➤ National Education Movement</li> <li>➤ Wardha Scheme of Education</li> <li>➤ Process of Education</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments Group Activity
UNIT-IV	<b>Progress of Education after Independence</b> <ul style="list-style-type: none"> <li>➤ Constitutional Provision for Education</li> <li>➤ University Education Commission (1948)</li> <li>➤ Secondary Education Commission (1952-53)</li> <li>➤ Indian Education Commission (1964-66)</li> <li>➤ National Policy on Education 1986</li> <li>➤ Revised National Policy on Education 1992</li> <li>➤ National Education Policy 2020</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-V	<b>Role and Function of Regulatory Bodies</b> <ul style="list-style-type: none"> <li>➤ Navodaya Vidyalaya</li> <li>➤ NCERT, CSIR</li> <li>➤ UGC, HECI</li> <li>➤ NCTE,</li> <li>➤ SCERT</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments

**Course Outcome:-**

- Pupil able to understand needs and importance of different educational commissions.
- Pupils able to understand about educational systems in different periods.
- Pupils able to recognize the roles of different educational organizations.

**References:**

- Altekar A.S.- Education in Ancient India
- Mukharji R.K.- Ancient Indian Education
- Naik J.P. & Nurulla- A History of Education in India (during the British period)
- Munroe - A text Book in History of Education

5. NCERT- The First Year Book of Education 1961.
6. Naik J.P.- Educational Planning in India 1965

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Teacher	Collaboration across networks and leading by influence.	Moral Development, Quality Education	

## **PRACTICAL EDUCATION**

**Practical Max Marks- 25**

**Practical Min Marks-08**

### **Making of Awareness Program -**

1. Educational Awareness Camp
2. Community Work

### **REFERENCES FOR PRACTICAL**

- ❖ Mukharji R.K.- Ancient Indian Education
- ❖ Naik J.P. & Nurulla- A History of Education in India (during the British period)



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**SEMESTER- IV**  
**COURSE: B.A. SANSKRIT SAHITYA**  
**SUBJECT: नाट्य एवं महाकाव्य**

**SUBJECT CODE: 3HBSA404**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective :-**

- महाकवि कालिदास के नाटक अभिज्ञानशाकुन्तलम् एवं रघुवंश महाकाव्य के द्वारा छात्र-छात्राओं को तात्कालिक सामाजिक, आर्थिक, धार्मिक एवं राजनैतिक स्थिति से अवगत कराना।
- संस्कृत के प्रतिनिधी नाट्यकार एवं उनकी कृतियों से परिचित कराना।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	अभिज्ञानशाकुन्तलम् (कालिदास)–प्रथम, चतुर्थ, पंचम एवं सप्तम अंक पाठ्यांश की व्याख्या	Usage of ICT(Power point, PDF, Video) and black board (traditional) as per requirement of the topic.
UNIT-II	अभिज्ञानशाकुन्तलम् (समीक्षात्मक प्रश्न)	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	संस्कृत के प्रतिनिधी नाट्यकार एवं उनकी कृतियों का सामान्य परिचय–(भास, कालिदास, भवभूति एवं भट्टनारायण)	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	रघुवंशम्–द्वितीय सर्ग व्याख्या	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
UNIT-V	रघुवंशम् से समीक्षात्मक प्रश्न	Lecture, Group Discussion

**Course Outcome :-**

- छात्र-छात्राओं को महाकवि कालिदासकालीन तात्कालिक सामाजिक, आर्थिक, धार्मिक एवं राजनैतिक दशा का ज्ञान होगा।
- संस्कृत के प्रतिनिधी नाट्यकार एवं उनकी कृतियों से परिचित होंगे।
- छात्र-छात्राओं में नाट्यकला का विकास होगा।
- छात्र-छात्राओं के नैतिक गुणों का विकास होगा।

**Text Book & Reference Book -**

- 1 चतुष्टयी – मध्यप्रदेश हिन्दी ग्रंथ अकादमी भोपाल।
- 2 त्रिपाठी डॉ. कृष्णमणि, रघुवंश महाकाव्य (द्वितीयः सर्गः) – महालक्ष्मी प्रकाशन, आगरा।
- 3 चतुर्वेदी डॉ. वासुदेवकृष्ण, अभिज्ञानशाकुन्तलम्–महालक्ष्मी प्रकाशन, आगरा।
- 4 बिलगईयां डॉ. जगदीशशरण, संस्कृत साहित्य दर्शन – भार्गव प्रकाशन, दतिया।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याख्याता, लेखक, नाटककार	शिक्षण क्षमता एवं कौशल का विकास	गुणवत्तापूर्ण शिक्षा	लेखक, कवि, प्रकाशक, नाटककार



**DR. C.V. RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- V<sup>TH</sup>**  
**COURSE: B.A. FOUNDATION**  
**SUBJECT: ENVIRONMENTAL STUDIES**

**SUBJECT CODE:3SBES501**  
**THEORY MAX. MARKS: 25**  
**THEORY MIN. MARKS: 08**

**Course Objective:**

- Student will be able to become proficient in the natural and physical sciences, as well as to be aware of social and cultural influences upon environmental problems facing society today.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT I</b>	Scope and importance of environmental studies. Natural resources: Renewable and renewabl resources, Natural resources and associated problems . Forest, Water, Food, energy and land resources.	Usage of ICT(Power point, PDF,Video) and black board (traditional) as per requirement of the topic.
<b>UNIT II</b>	Ecosystems: Definition, concept, structure and functions. Producers, consumers and decomposers of an ecosystem. Energy flow in the ecosystem. Types of ecosystems. Bio- diversity: Definition, classification, threats to biodiversity and its conservation.	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
<b>UNIT III</b>	Environmental pollution: Causes, effects and control of air, water, soil, thermal, noise and marine pollution. Causes, effects and management of soil nuclear hazards. Solid waste management: Cause, effects and Control measures of urban industrial waste.	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
<b>UNIT IV</b>	The Environment Protection Act, The Air Act, The water Act, The Wildlife Protection. Act and Forest Conservation Act. Woman and child welfare, HIV/AIDS and Role of information technology on environment and human health.	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
<b>UNIT V</b>	Social issues and the environment, unsustainable to sustainable development. Urban problem related to energy, water conservation ,rain water harvesting, watershed management Disaster types and Disaster management, Floods, earthquakes, cyclones and land slides.	Lecture,Group Discussion

**Course Outcome :-**

- The Environmental Studies minor supplements other majors to facilitate students' understanding of complex environmental issues from a problem-oriented, interdisciplinary perspective.
- Enable the student to acquire basic ideas about environment and emerging issues about environment problems.
- Aware about the need and importance of Natural Resources.
- Develop knowledge and understanding of the environment and enable the students to contribute towards maintaining and improving the quality of the environment.

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
* Conservation Planner * Recycling Officer * Teacher/Lecturer * Environmental Consultant	* Analytical skill * Action planning * Problem Solving * An interest in the environment and the world.	Life on land, Affordable and clean energy, Climate action, Partnerships for the goals and quality ducation goals achieved	



**DR. C.V. RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- Vth**

**COURSE: B.A.**

**SUBJECT: INTRODUCTION TO SOFT SKILL & TEAM BUILDING:**

**Course Objectives:**

**SUBJECT CODE 3HBEL501**

**THEORY MAX. MARKS: 25**

**THEORY MIN. MARKS: 08**

**By the end of the soft skills training program, the students should be able to:**

- Develop effective communication skills (spoken and written).
- Develop effective presentation skills.
- Conduct effective business correspondence and prepare business reports which produce results.
- Become self-confident individuals by mastering inter-personal skills, team management skills, and leadership skills.
- Develop all-round personalities with a mature outlook to function effectively in different circumstances.
- Develop broad career plans, evaluate the employment market, identify the organizations to get good placement, match the job requirements and skill sets.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	General Introduction of self by students, Importance of the Training sessions, Importance of Presentation Skills, Public Speaking, Basic English Grammar Vocabulary, Kinds of Sentences, Verb, Adverb, Tenses, Preposition, Conjunction, Formation of Sentences, Sentence Making, Translation, Communication Skills Communication meaning, Function, Process, Types of communication, Barriers of communication, Guidelines for effective communication, Purpose of Good communication, Importance of right Pronunciation	Usage of ICT(Power point, PDF, Video) and black board (traditional) as per requirement of the topic.
<b>UNIT-II</b>	Listening and Writing Skills Importance of effective listening, Importance of effective writing skills, Conversation Practice, Guidelines for Effective writing, Making, Positive Thinking Attitude, self actualization, Working style	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
<b>UNIT-III</b>	Email Skills Email Etiquette, Email Drafting, Creating a Resume/ Resume writing tips Format and Content Resume, Fresher's Resume, Helpful Tips For Resume Writing, Things to avoid in Resume, Group Discussion Introduction "what is GD", Ability to Influence, Importance of Active Listening, Key Steps to succeed in GD Do's and Don'ts of GD.	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
<b>UNIT-IV</b>	Interview Skills/ Tips Groundwork before the Interview, Greeting Etiquettes, Self Introduction, Tips to answer "questions" Do's and Don'ts of Interview, Preparing a day before the interview, Things to remember during the Interview. Telephonic Interview and Video Conferencing Interview Tips Treat the Interview like a face to face Interview, Telephone Etiquette, Flow of Conversation.	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	Corporate Etiquette Professional Attitude at work, Punctuality, Meeting etiquettes, Professional Dressing sense, Cordial Relation with Fellow workers	Lecture, Group Discussion

## Course Outcome:

- The teaching methods in the soft skills training include lectures, projects, role plays, quizzes, and various other participatory sessions. The emphasis will be on learning by doing.
- Since the method of training is experiential and highly interactive, the students imbibe the skills and attributes in a gradual and subtle way over the duration of the program. The students will not only learn the skills and attributes but also internalize them over a period of time.
- Internalization ensures that the skills and attributes become part of the students' nature. Subtle changes are bound to occur in their behavior and outlook, and these will make them more self-assured and confident. Moreover, the behavior changes will be gradual and natural and will not appear artificial or put on. Thus, the changes in them will be genuine and positive.
- The Soft Skills training program is a credit course and the evaluation of the students takes place on a continuous basis. Active participation in activities, interest displayed by the students in acquiring the necessary attributes and skills and the commitment shown by them to improve in terms of attitudes are the main criteria for evaluation.

## Text Books:

- Business Communication, Universal Pub. Agra – Dr. Ramesh Mangal

## Reference Books:

- English Grammar- Wren & Martin
- Putting your best foot forward- Lt. Co. (Dr.) Pramod Deogirikar

<b>Job opportunity</b>	<b>Employability skill development</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Communication Officer	<ul style="list-style-type: none"><li>* Analytical skill</li><li>* Action planning</li><li>* Problem Solving</li></ul>	Life on land, Affordable and clean energy, Climate action, Partnerships for the goals and quality ducation goals achieved	





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**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- V**  
**COURSE: B.A.**  
**SUBJECT: POLITICAL SCIENCE**  
**INDIAN FOREIGN POLICY (ELECTIVE-I)**

**COURSE CODE:3HBPS505**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- Students can learn about international politics and about NTP.CTBT .PNE.
- Students can learn Indian foreign policy and know about human rights.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Making Of India,S Foreign Policy- Institutions, Structure, Processes , Doctrinal Aspects , Determinants	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	India’s Nuclear And Security Policies – Genesis, Doctrines, Evolutionary Trajectory , Emerging Dimensions	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Indian’s Interface With Its Neighbors Indian’s Relations With Pakistan India’s Relations With Srilanka India’s Relations With Nepal	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	India’s Relations With World And Regional Powers – Relations With Us , Russian Federation , China	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT- V	continuity and change india foreign policy – continuity and change in 21 st century insia foreign policy non alignment , democracy terrorism fconomic diplomacy energy security the india diaspora and india foreign policy	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students will be aware of their own rights they should use their rights in appropriate manner.
- Students will be able to know about different organization .SAARC. and treaty like

**Text books**

1. Political Science Dr. Rashmi Sharma Sahitya Bhawan Agra
2. Indian Foreign Policy Dr. Rashmi Sharma Sahitya Bhawan Agra

**Reference Books**

1. Indian foreign Policy & Publisher Pushpesh Pant TATA MCGRAW Hill Education.New Delhi
2. Indian foreign policy : in defence of national interest Gupta, Karunakar Calcutta : World Press Private,
3. Indian foreign policy Satchidananda Murty, K. , Calcutta : Scientific Book, 1964
4. Indian foreign policy 1947-1954 Kundra, J. C. J. B. Wolters, 1955.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politician and other Govt. and private sector.	Lobbing, union leader , leader administrations.	Goal 04 (Quality Education)	Politision and service, Civil services.



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**SEMESTER- V**  
**COURSE: B.A.**  
**SUBJECT: POLITICAL SCIENCE**  
**INTERNATIONAL POLITICS (ELECTIVE-II)**

**COURSE CODE: 3HBPS506**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- Students can know about international politics.
- Students can know about North - South Dialogue and South - South Dialogue and Terrorism.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	International Politics post 1945, Non alignment, Cold War, Détente and New Cold War.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	Necluler Armament and Disarmament: NPT, CTBT, START and PNE	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	Indian Foreign Policy- Principles & Determinants, SAARC , ASEAN and European Union.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	India and Foreign Relations- USA, Russia, China and Pakistan.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	India and UN- GATT, Terrorism, Human Rights and Environment.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes :**

- Students will be able to describe and explain theories of international Politics.
- Students will be able to analyze terrorism and and treaties

**Text Books-**

- |   |              |                                  |
|---|--------------|----------------------------------|
| • International Organisations and International Law | B.L. Fadia   | Sahitya Bhawan Publications Agra |
| • Third World Political Organizations               | G. Williams, | London, Macmillan, 1987.         |
| • Antarrashtriya Sambandhon Ke Siddhant, Pearson    | Ajay Kumar   | New Delhi, 2012                  |

**Reference Book -**

- 1. J. SHYAMSHUNDARAM POLITICAL SSIENCE**  
**B.L. FADIYA- POLITICAL SSIENCE**

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politicion and other Govt. and private sector.	Lobbing, union leader , leader administrations.	Goal 04 (Quality Education)	Politision and service, Civil services.



**DR. C.V.RAMAN UNIVERSITY**  
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**SEMESTER- V**

**COURSE: B.A.**

**SUBJECT: SOCIOLOGY**

**BASIC OF SOCIOLOGICAL THOUGHTS(ELECTIVE-I)**

**SUBJECT CODE: 3HBSO505**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

**Course Objectives :-**

- Students can learn biographical sketch of Comte Durkheim , Max Weber , Karl Marx and Mahatma Gandhi and their contribution's to sociology .
- Students can learn the Theory of Suicide Religion and Class Struggle.
- They can understand the theory of Authority . Sanskritization and Nationalism of India.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Auguste Comte -Positivism , Hierarchy of Sciences Law of Three Stages Emile Durkheim-Social Fact,Theory of Suicide, Theory of Religion, Division of Labour, Renaissance	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Max Weber- Ideal Type, Theory of Social Action, Theory of Authority, Talcott Parsons, Theory of Social Action, Personality System Karl Marx- Dialectical Materialism,Class Struggle, Social Change	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	R.K. Merton Theory of Functionalism Theory of Middle Range Reference Group Vilfredo Pareto Circulation of Elite . Residues and Derivation	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Mahatma Gandhi- Non-Violence Satyagraha Trusteeship Radhakamal Mukerjee- Sociology of Values Baba Saheb Ambedkar Social Justice.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	M.N. Srinivas – Sanskritization Westernization Secularization A.R. Desai Rise of Nationalism in India	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should be able to learn about biographical sketch of Comte Durkheim , Max Weber , Karl Marx and Mahatma Gandhi and contribution's to sociology
- They understand that how westernization and its effect on Society.
- They should be able to get knowledge of Class struggle, theory of sanskritization and Nationalism of India.

**Text Books:**

- |                         |                       |                                   |
|-------------------------|-----------------------|-----------------------------------|
| • Sociology             | Gupta M.L.Sharma D.D. | Sahitya Bhawan Publication Agra   |
| • समाजशास्त्र का परिचय, | आर जी सिंह:           | म.प्र. हिन्दी ग्रंथ अकादमी,भोपाल। |
| • यूनिफाइड समाजशास्त्र  | जी.के. अग्रवाल        | साहित्य भवन आगरा।                 |
| • यूनिफाइड समाजशास्त्र  | डी.एस. बघेल           | कैलाश पुस्तक सदन , भोपाल।         |
| • यूनिफाइड समाजशास्त्र- | डॉ. ध्रुव दिक्षित     | शिवलाल अग्रवाल एण्ड कम्पनी।       |

**Reference Book**

Sociological Thought

- |  |                      |                                   |
|--|----------------------|-----------------------------------|
| • Sociological Theory                  | Sharma Neetu         | Gully baba Publishing House Delhi |
| • The Structure of Sociological Theory | Ritzer George        | Mcgraw Hill                       |
| • Currents in Thought                  | urner Jonathan H     | Rawat Publication Jaipur Main     |
| • सामाजिक विचारों का इतिहास            | Aron Raymond         | Penguin New Delhi Sociological    |
| Company New Delhi                      | सिंह गोपी रमण प्रसाद | Bookman publishing &              |

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Social worker Teacher Archivist	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	Nil



**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER : V**  
**COURSE : B.A. SOCIOLOGY**  
**SUBJECT : CRIMINOLOGY (ELECTIVE-I)**

**SUBJECT CODE : 3HBSO506**  
**THEORY MAX. MARKS : 75**  
**THEORY MIN. MARKS : 25**

**Course Objectives:**

- Introduce the concepts of crime, criminology and the factors or causes of criminal behaviour.
- Understand different types of crime committed in the society.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT – I	a) <b>Criminology</b> – meaning, Definition, scope and subject matter b) Classification of Criminals	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT –II	<b>Types of Crime-</b> Typology of crime Juvenile Delinquency. Concept of white collar crime.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT –III	<b>Correctional programe :-</b> a) Educational , Vocational. b) Human Rights & Prision Management. c) Reformatary institutions.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT – IV	<b>Punishment ;</b> a) Meaning nature and Aims b) Probation and Parole.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT – V	<b>Prision</b> a) Concept of prison b) Role of police in crime prevention	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:**

- At the end of the course, students shall be able to:
- Explain the psychological and social aspects of crime and Criminology.
- They would be able to identify the different types of crimes committed in the society including the crimes committed by juveniles and the punishments awarded to such offenses.

**Text Books :**

- |                                  |                 |                        |
|----------------------------------|-----------------|------------------------|
| • सामाजिक विघटन एवं अपराधशास्त्र | बघेल डॉ. डी.एस. | कैलाश पुस्तक सदन भोपाल |
| • अपराधशास्त्र                   | खत्री शीया      | कैलाश पुस्तक सदन भोपाल |

**Reference Books:**

- |   |                       |                                    |
|---|-----------------------|------------------------------------|
| • Female offenders in India Meerut        | Ahuja, R.             | Meenakshi Prakashan,               |
| • Indian social problems-I Delhi          | Madan, G.R.           | Allied Publishers, New             |
| • Police and Social change in India       | Mishra, R and Mohanty | Ashish publishing House, New Delhi |
| • Criminology and Criminal Administration | Sirohi, J.P.S.        | Allahabad Law agency. Allahabad.   |
| • Women, Crime and Law Jaipur             | Nagla, B.K.           | Rawat Publications                 |
| • Social Problems in India                | Ahuja, Ram            | Rawat Publications                 |

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Social worker Teacher Archivist	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	Nil



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**SEMESTER- V**

**COURSE: B.A. HISTORY**

**SUBJECTS: HISTORY OF INDIA FROM 1740 AD TO 1857 AD (ELECTIVE-I)**

**COURSE CODE:3HBHY505**

**THEORY MAX. MARKS: 75**

**THEORY MIN MARKS: 25**

**Course Objectives:-**

- The know about the political trends of 18th century.
- Student cans knowledge of the revolt of the revolt of 1857.
- They know about religious Movement and society of mid 18 century.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	Political trends in the mid 18th century, Anglo-French conflict in Karnataka, Third Battle of Panipat, Establishment of East India Company's rule in India, Battles of Plassey and Buxar, Diwani of Bengal, Bihar and Orissa, Dual government.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	Growth of colonial administration- Warren Hastings and Lord Cornwallis, Regulating Act,Pitt's India Act, Anglo-Maratha relations, Anglo-Mysore relations, Anglo-Afghan relations, Wellesley and the Subsidiary Alliance Policies.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	Maharaja Ranjeet Singh and Anglo-Sikh relations, Lord Hastings and British Paramourncy, downfall of Marathas, Anglo-Burmese Relations, Anglo-Afghan relations, Lord Dalhousie and the Doctrine of Lapse, Revolt of 1857-causes, nature and results.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	Indian Renaissance, socio-religious movements, Raja Rammohan Roy and Brahma Samaj,Lor William Bentinck, status of women, growth of western education, Modernization of India.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	British land revenue settlements, Permanent Settlement, Ryotwari and Mahalwari, condition of peasants, rural indebtedness, commercialization of agriculture, drain of wealth, decline of cottage industries and deindustrialization	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Students should be able for get knowledge of political trends of 18 th century.
- Students get knowledge and able to connect them present policies.
- Student get knowledge about the revolt of 1857.

**Text Books:**

- |  |                  |                          |
|--|------------------|--------------------------|
| • भारत का इतिहास (1740 ई. से 1857 ई. तक) | डॉ.मिल्लल        | साहित्य प्रकाशन आगरा     |
| • भारत का इतिहास (1740 ई. से 1857 ई. तक) | जैन संजीव        | कैलाश पुस्तक सदन दिल्ली। |
| • भारत का इतिहास (1740 ई. से 1857 ई. तक) | दुबे सत्य नारायण | यूनीफाइड भोपाल           |

**Reference Books:**

India Under the Early British Rule and Victorian Age Dutt, R.C.Rajkam Publication (Also Hindi Version) Dehli

Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version) Dehli

Modern India -1885-1947)Sarkar, Sumit:Rajkam Publication (Delhi, Macmillan,1985) Dehli

आधुनिक भारत का इतिहास-एक नवीन मूल्यांकन (1707 से वर्तमान तक) ग्रोवर बी.एल.- यषपाल, मेहता अलका - एस. चन्द एण्ड कम्पनी लि. दिल्ली

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Museum curator Historian Teacher or professor	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Archeological service  Civil services



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**SEMESTER- V SEM**  
**COURSE: B.A. HISTORY**  
**SUBJECT: TRIBAL HISTORY IN CHHATTISGARH (ELECTIVE-II)**

**SUBJECT CODE:3HBHY506**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- Objective of teaching this paper to give knowledge of schedule tribes and socio cultural introduction.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	1.Schedule Tribe - Meaning, Characteristics, Demographic Profile, Tribal Area and Tribal Women. 2. Indian Tribes - Geographical Distribution, Language, Classification, Isolation, Assimilation and Integration. 3.Status of Tribal Women - Position, Participation in Panchayati Raj System Rights and Social Security.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	1. Socio Cultural Introduction - Family, Marriage, Leadership & Cultural Diversities. 2.Kinship, Religion, Belief and Behavior, Totam. 3.Future of Indian Tribal Society.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	1. Tribal Economy and Poverty - Life Style, New Agricultural Policy, Land Reform. 2.Impact of Colonial Administration on Tribal Society. 3.Tribal Problems - Land Alienation, Peasant Exploitation, Illiteracy, Unemployment	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	1.Tribal Revolution – Halba , Paralkot, Kai,Muriya and Bhumkal Revolt. Characteristic Cause and Result. 2.Scenario After Independence - Political, Social 3. and Developmental.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT – V	1. Tribals - Scenario in Chhattisgarh 2. Gond, Baiga, Oranv, Kamar, Binjhwar Etc.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- After reading this paper properly student will not only understand the tribals but they will also know the solution to the problems found in

**Text Books-**

- Tribal Culture Chhattisgarh kaur Puneetind Sindhu & Sehgal Supriya LonelyPlanet Publications

**Reference Books-**

- Chhatitigarh: A Study in the Culture and historical Geography Mahajan Malti Sharda Prkashan Raipur

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Museum curator Historian Teacher or professor	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Archeological service  Civil services



**DR. C.V. RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- V**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: DEVELOPMENT AND ENVIRONMENT ECONOMICS(ELECTIVE-I)**

**COURSE CODE: 3HBEC505**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:-**

- To provide the knowledge about to understand of growth and development and factor affecting, growth and development
- To provide the knowledge about to understand problems of under developed and developing nations
- It provides the conceptual frame work about fundamental models used to analyze theoretical and empirical issues in economic growth and development.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Economic Development and Growth</b> – Concept of Economic Development and Growth, Factors affecting economic growth –Capital, labour and technology; Growth models—Harrod and Domar; Instability of equilibrium – Neoclassical growth models.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>Perpetuation of underdevelopment-</b> per capita income, inequality of income and wealth, Human development index and other indices of development and quality of life Human resource development – Population problem and growth pattern of population: Theory of demographic transition; population, poverty and environment.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>Theories of development</b> – classical theory of development; Karl Marx in the theory of development -- theory of social change; Immutable laws of capitalist development – Crisis in capitalism; Schumpeter and capitalistic development. Partial theories of growth and development– Vicious of poverty, critical minimum effort thesis; low income equilibrium trap-Dualism: technical behavioural and social.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>Need for investment-</b> criteria in LDCs; Present Vs future growth; Alternative investment criteria; cost-benefit analysis. Role of monetary and fiscal policies in developing countries; External resources; FDI; Aid vs. trade; Technology inflow; Planning: Need for planning—Democratic, decentralized planning,	Usage of ICT like PPT, Video Lectures, Black board
UNIT-V	<b>Environment-</b> economy linkage; Environment as a necessity and luxury; Population environment linkage; Environment use and environmental disruption as an allocation problem; Valuation of environmental damages; Land water, air and forest. Prevention control and abatement of pollution; Environment legislation; Indicators of sustainable development.	Usage of ICT like PPT, Video Lectures, Black board

**Course Outcomes:-**

- Students will be able for a better understanding about basic concepts of growth and development and factor affecting, growth and development
- Students should be able to understood problems of under developed and developing nations
- Students should be able to understand fundamental models used to analyze theoretical and empirical issues in economic growth and development.



**Books Recommended:**

1. Bach G.L., Economics. Prentice Hall of India, New Delhi.
2. Sinha V.C., Economics of growth and development, Mayur publications.
3. Mishra J.P., Economics of growth and development– Sahitya Bhawan Publication, Agra.
4. Bhinda P.C. Economics of growth and development, Jaipur publications.
5. माहेश्वरी पी.डी. अर्थशास्त्र कैलाश पुस्तक सदन भोपाल
6. मिश्रा जे. पी. संवृद्धि एवं विकास का अर्थशास्त्र साहित्य भवन पब्लिकेशन
7. सिन्हा वी. सी. आर्थिक विकास एवं नियोजन, मयूर पब्लिकेशन
8. माहेश्वरी पी. डी. गुप्ता शीलचन्द्र संवृद्धि एवं विकास का अर्थशास्त्र, कैलाश पुस्तक सदन भोपाल

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Research Economist Teaching Advisor of Market issues & Problems.	Able to understand how to Solve Market Problems and economical condition.	Quality Education Responsible Consumption and production	The Advance Economic analysis concept that drive the decision-making processes of an established firm also apply to start-up business.



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**SEMESTER- V**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: ECONOMIC HISTORY OF INDIA (1857-1947)**  
**(ELECTIVE-II)**

**COURSE CODE: 3HBEC506**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:-**

- To prepare our students about the economic history of India and understanding about Historical development of Indian issues.
- To develop understanding about Market Structure and role of agriculture, railways and industry on Indian History.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
<b>UNIT-I</b>	<b>Introduction : Colonial India, Background and Introduction:</b> Overview of colonial economy.	Usage of ICT like PPT, Video Lectures, Black board.
<b>UNIT-II</b>	<b>Macro Trends :</b> National Income, Population, Occupational Structure.	Usage of ICT like PPT, Video Lectures, Black board.
<b>UNIT-III</b>	<b>Agriculture :</b> Agrarian Structure and land relations, agricultural market and institutions Credit commerce and technology trends in performance and productivity, famines.	Usage of ICT like PPT, Video Lectures, Black board.
<b>UNIT-IV</b>	<b>Railways and Industry:</b> Railways: the de-industrialization debate, evolution of entrepreneurial and industrial structure, nature of industrialization in the interwar period, constraints to industrial breakthrough, labour reactions.	Usage of ICT like PPT, Video Lectures, Black board
<b>UNIT-V</b>	<b>Economy and state in the Imperial Context:</b> The imperial priorities and the Indian economy drain of wealth, international trade, capital flows and colonial Economy – changes and continuities government and fiscal policy.	Usage of ICT like PPT, Video Lectures, Black board

**Course Outcomes:-**

- Students will be able to understand the thought of Economy and state in the imperial context and discuss on Colonial India.
- Students will be able to understand the Macro trends In Modern Era special reference to Economic History.

**Book references :**

1. Lakshmi Subramanian, History of India 1707-1857, Orient Blackswan 2010 Chapter 4.
2. Irafan Habib, Indian Economy 1858-1914, A People's History of India, Vol.28, Tulika, 2006.
3. Rajat ray (ed.), Entrepreneurship and industry in india, 1994.
4. Dharma Kumar, The Fiscal System, CEHI, Chapter 12.
5. Basudev Chatterjee, Trade, Tariffs and Empire, OUP 1992, Epilogue.

Job Opportunities	Employability Developed	Skill	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Research Economist Teaching Advisor of Market issues & Problems.	Able to understand how to Solve Market Problems and economical condition.		Quality Education Responsible Consumption and production	The Advance Economic analysis concept that drive the decision-making processes of an established firm also apply to start-up business.



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**SEMESTER - V**  
**COURSE: B.A. GEOGRAPHY**  
**SUBJECT: RESOURCES AND ENVIRONMENT (ELECTIVE-I)**

**SUBJEC CODE: 3HBGE506**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective:–**

- The main objectives of this paper is to study this interrelation between Resource and Environment.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Meaning, Nature and components of resources and environment. Resources and environment interface. Classification of resources: renewable and nonrenewable: biotic (forests, wild-life, live-stock, fisheries, agricultural crops) and abiotic (Land water, mineral)	ICT and Green board based class room teaching individual presentation.
UNIT-II	Distribution and utilization of water, Mineral and energy resources, their economic and environmental significance and conservation. Types and distribution of forests, fauna and fisheries, their economic and environmental significance and conservation. Major soil types and their distribution, problems of soil erosion and soil conservation.	ICT and green board based class room, individual presentation
UNIT-III	Number, density, growth and distribution of population; population pressure and resource utilization.	ICT and green board based class room, individual presentation
UNIT-IV	Classification of environment: Natural and Human, Man environment interrelations with respect to population Size, type of economy and technology; exploitation of natural resources and environmental hazards.	ICT and green board based class room, individual presentation
UNIT-V	Emerging environmental issues-population explosion; food security; deforestation; global warming; conservation of bio-diversity; sustainable development.	ICT and green board based class room, individual presentation and Group discussion.

**Course Outcome:–**

- By studying this paper the student will be aware for resource and Environmental conservation.

**Text Book:-**

1. Singh J&D.N. Singh :- “An introduction to our earth and Environment”, Varanasi.

**Reference :**

1. Singh Savindra :- “Environment Geography” Pravalika Publication, Allahabad.
2. Sharma T.C :- “Economic and Commercial Geography of India”, Vikas Publication, New Delhi

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teacher	* Time Management * Problem Solving Skill * Critical thinking skill * Action plan	Affordable and clean energy, and quality education goals achieved, Climate action, Life on land, Partnership for the Goals.	Tution Classes



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**SEMESTER- V**  
**COURSE: B.A. GEOGRAPHY**  
**SUBJECT: WORLD GEOGRAPHY (ELECTIVE II)**

**SUBJEC CODE: 3HBGE506**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective:–**

- The main objective of this paper is to study the Geographical study of the world.
- To study the world’s economic and culture background

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Physical features: Structure, Relief and Physiographic regions, Drainage, Climate (Regional and Seasonal Variation).	ICT and Green board based class room teaching individual presentation.
UNIT-II	Natural resources: Soil - types , distribution and characteristics, water resources(Major irrigation and hydel power projects), Forest – types ,distribution, Economic significance and Conservation.	ICT and green board based class room, individual presentation
UNIT-III	Mineral and Power resources – Iron-ore, Maganese, Coper, Coal, Petroleum and Natural gas. non conventional sources of energy.	ICT and green board based class room, individual presentation
UNIT-IV	Cultural features: Agriculture – major crops, Impact of green revolution and agricultural region.	ICT and green board based class room, individual presentation
UNIT-V	Industries: Iron and steel, Cotton, Textile, Cement. Population. Trade and transport.	ICT and green board based class room, individual presentation and Group discussion.

**Course Outcomes:-**

- By studying the students will be able to understand the physical, Economical and cultural background of the world.

**Text Book:**

- Hussain M – “World Geography” ,Rawat Publication Jaipur

**References:**

- Hussain M –“ Indian and World Geography”, Tata mcgaraw hill education private ltd. New Delhi
- Duka. A.C. – “World Geography” ,Rex Book store phillippinee.
- Boesch H. – “A Geography Of World Economy”, D.van nostrand co. Newyork.

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teacher	<ul style="list-style-type: none"> <li>* Analytical Skill</li> <li>* Critical thinking skill</li> <li>* Decision making skill</li> </ul>	Responsible, Consumption and Production, Industry innovation and infrastructure, Peace, Justice and Strong institution and quality education goals achieved	Tution Classes

## PRACTICAL GEOGRAPHY

**M.Marks: 25**

**M.Marks: 08**

- Unit-I** Band graph, Hythergraph and Climograph. Square root, Cube-root and vernier scales
- Unit-II** Map Projection: Conical Projection: one standard parallel, two standard parallel, Bonne's Ployconic, Polar Zenithal Projections; Gnomonic, Stereographic and Orthographic.
- Unit-III** Study and Interpretation of indian topographical sheets: Interpretation of topographical sheets with respect to cultural and physical features.



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**SEMESTER-V**  
**COURSE:- B.A. EDUCATION**  
**SUBJECT:- :YOGA EDUCATION (ELECTIVE I)**

**SUBJECT CODE:- 3HBED505**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objective**

- To enable the student teachers to understand different perspectives of Philosophy
- To enable the student teachers to understand different perspectives of Yoga
- To enable the student teachers to understand different perspectives of Education
- To enable the Student teachers to know main perspectives of Yoga Education
- To enable the Student teachers to be familiar with the chief Indian thinkers and philosophers in the field of Education and Yoga and their contributions in their respective areas.

<b>UNIT</b>	<b>UNIT WISE COURSE CONTENT</b>	<b>METHODOLOGY ADOPTED</b>
<b>UNIT-I</b>	<p><b>Yoga Education</b></p> <ul style="list-style-type: none"> <li>➤ Yoga - Meaning, types, importance, aims and Objective of life Concepts, History and development, Elements, scope.</li> <li>➤ Yoga Darshan, Need of Yoga in Present Scenario.</li> <li>➤ Bhagwat Gita- Introduction, Gyan Yoga, Karma Yoga, Bhakti Yoga</li> <li>➤ Spirituality - Meaning, concept, scope.</li> <li>➤ Ashtang Yoga, Rajyoga and Hathayoga</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-II</b>	<p><b>Yoga in Education</b></p> <ul style="list-style-type: none"> <li>➤ Salient feature of Yoga Education.</li> <li>➤ Factors of Yoga Education.</li> <li>➤ Value Based Education- Meaning and Definition, Types of Value</li> <li>➤ Yoga Classroom- Essential feature, Sitting arrangement, Students approach to the Teacher.</li> <li>➤ Evaluation methods of an Ideal Yoga Class</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-III</b>	<p><b>Thinkers and Philosophers of Yoga &amp; Education: Brief Life Sketch, Philosophy And Contribution In The Field of Yoga &amp; Education:</b></p> <ul style="list-style-type: none"> <li>➤ Ancient: Maharishi Patanjali and Buddha</li> <li>➤ Medieval: Gourakhnath and Guru Nanak</li> <li>➤ Modern: Tirumalai Krishnamchary, Vivekananda and Swami Ramadev.</li> <li>➤ Patanjali Yoga Sutra</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments  Group Activity
<b>UNIT-IV</b>	<p><b>Anatomy Physiology &amp; Yoga and Health</b></p> <ul style="list-style-type: none"> <li>➤ Meaning and Definition of Health according to WHO, Dimensions of Health</li> <li>➤ Introduction of human body and its systems.</li> <li>➤ Asana for Different diseases, Difference between Pranayama and deep breathing.</li> <li>➤ Yogic Diets-General Introduction of Ahara, Concept of Mitahara, Types of Ahara, constituents of balanced diet,</li> <li>➤ Vitamin deficiencies and deficiency diseases.Difference between Yoga and Non-Yogic Exercise.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments

<b>UNIT-V</b>	<b>Yogic Practices</b> <ul style="list-style-type: none"> <li>➤ Precautions – Before and After Yoga Practice.</li> <li>➤ Surya Namaskar</li> <li>➤ Meditation – Meaning, Type, and principles.</li> <li>➤ Pranayama – Meaning and Types.</li> <li>➤ Asana (Yogic Postures)– Meaning, Classification and its Mechanism.</li> <li>➤ Standing Postures</li> <li>➤ Sitting Postures</li> <li>➤ Prone Postures</li> <li>➤ Supine Postures</li> <li>➤ Balancing Postures</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
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**OUTCOME:**

- Pupils able to learn role of Yoga in attaining spiritual health.
- Pupils able to know about the contributions of different thinkers and philosophers in the field of Yoga.
- Pupils able to apply Yoga to their life to gain healthy mind, body and personality.
- Pupils able to understand importance of diet, and spiritual health.

**Reference:**

- ❖ Gupta, S.N. & Das., (1987), Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Das Publishers.
- ❖ Hiriyanna M., (1995), The Essentials of Indian Philosophy, New Delhi, Moti Lal Banarasi Das Publishers.
- ❖ Iyengar B.K.S., (2005), Light on life, Oxford, Pan Macmillan Ltd.
- ❖ Iyengar B.K.S., (2009), The Tree of Yoga, New Delhi, Harper Collins.
- ❖ King R., (2000), Indian Philosophy: An Introduction to Hindu and Buddhist Thought, New Delhi, Maya Publishers Pvt. Ltd.
- ❖ Krishnananda S., (2009), Yoga Meditation and Japa Sadhna. Tehri Garhwal, The Divine Life Society.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
<b>Yoga Trainer</b>	Meditation, Spirituality	Ability to apply Yoga to their life to gain healthy mind, body and personality.	

**PRACTICAL EDUCATION**

**Practical Max Marks- 25**  
**Practical Min Marks- 08**

- Yoga Practices –  
Suryanamaskar  
Postures- Standing  
Sitting  
Balancing  
Supine.

- Project on Yoga

**REFERENCES FOR PRACTICAL**

- ❖ Hiriyanna M., (1995), The Essentials of Indian Philosophy, New Delhi, Moti Lal Banarasi Das Publishers.
- ❖ Iyengar B.K.S., (2005), Light on life, Oxford, Pan Macmillan Ltd.
- ❖ Iyengar B.K.S., (2009), The Tree of Yoga, New Delhi, Harper Collins.
- ❖ King R., (2000), Indian Philosophy: An Introduction to Hindu and Buddhist Thought, New Delhi, Maya Publishers Pvt. Ltd.



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**SEMESTER-V**

**COURSE:- B.A. EDUCATION**

**SUBJECT:- : GENDER, SCHOOL AND SOCIETY- (ELECTIVE II)**

**SUBJECT CODE:-3HBED506**

**THEORY MAX. MARKS: 50**

**THEORY MIN. MARKS: 17**

**Course Objective**

- To understand the role of culture (apart from biology) as determinants of gender distinction in social living
- To aware of factors that shape gendered roles in Indian society
- To understand the problems of girl child education in our society
- To develop a critical perspective on gender-based discrimination and its effects
- To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.

<b>UNIT</b>	<b>UNIT WISE COURSE CONTENT</b>	<b>METHODOLOGY ADOPTED</b>
<b>UNIT-I</b>	<p><b>Gender: Key Concepts - Social Construction of Gender</b></p> <ul style="list-style-type: none"> <li>➤ Gender – Concepts , Meaning, Types, stereotyping and its consequences.</li> <li>➤ Key words – Sex, sexuality, patriarchy, masculinity.</li> <li>➤ Gender equality Education- Meaning, Religions and exploring the roles of the Institutes (society, family, caste, Religion, Culture, media, popular culture, Law and the state.)</li> <li>➤ Opportunities for Education to Girls. Difference between Gender and Sex</li> <li>➤ Female Sex ratio in India &amp; Chhattisgarh.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-II</b>	<p><b>Gender and Schooling</b></p> <ul style="list-style-type: none"> <li>➤ Schooling of girls- Meaning, Aims, Need and Importance.</li> <li>➤ School and Challenge of Masculine and Famine Gender, Problems and Solution of schooling.</li> <li>➤ Gender bias – Meaning, Resource, Type and Suggestion for End of Gender bias.</li> <li>➤ Understanding relationships within the school and child, teacher-child and teacher peer group relationships from the perspective of gender.</li> <li>➤ Feminization of teaching profession.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-III</b>	<p><b>Gender and Sexuality</b></p> <ul style="list-style-type: none"> <li>➤ Concept of Sexuality, Source of Control of Sexuality, Family and the relationship between power and sexuality.</li> <li>➤ Violence against women –Violence, Types, Main Law Act. For women issue, empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women.</li> <li>➤ Legal (sexual and reproductive) rights of women.</li> <li>➤ Role of Teacher in Gender and Sex Counselling.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments  Group Activity



<b>UNIT-IV</b>	<b>Feminism and Women Empowerment Perspectives</b> <ul style="list-style-type: none"> <li>➤ Feminism– Concept, Type - Radical Feminist, Socialist Feminist, Post Modernist Feminist and other perspectives.</li> <li>➤ Women Empowerment – Meaning, Need and Importance, Barrier and Status, Strategies (State &amp; Central Government)</li> <li>➤ Role of Women, Status and Education of Women.</li> <li>➤ Recent debates.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-V</b>	<b>Strategies for Change</b> <ul style="list-style-type: none"> <li>➤ Society – Meaning, Definition, Characteristics, Element, Function and Importance.</li> <li>➤ Sex Education – Meaning, Need and Importance, Centre, Positive Gendered Notions among Young people and Sex Education.</li> </ul> <p>Mass media – Meaning, Classification, Scope, Importance, Function, Source. Role of Gender Equality and Women Empowerment.</p>	ICI based & Green board based class room teaching Individual presentations & assignments

**Course Outcome:**

- Pupils able to understand different forms of gender and difference between gender and sexuality.
- Pupils able to learn about gender inequality in schooling system and how to remove those.
- Pupils able to know psychological and sociological perspectives of gender.

**References:**

- Gender Analysis of State Policies, A case study of Chhattisgarh, Dr. Sen Ilina
- Towards Gender Equality in Education, Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
<b>Instructor, Teacher</b>	Problem Solving, management of risk taking behaviour	Ability to learn about gender inequality in schooling system and how to remove those. Pupils able to know psychological and sociological perspectives of gender	

**PRACTICAL EDUCATION**

Practical Max Marks- 25  
Practical Min Marks- 08

Awareness Program –

- Social Awareness
- Debate on recent Issue

**REFERENCES FOR PRACTICAL**

- ❖ Gender Analysis of State Policies, A case study of Chhattisgarh, Dr. Sen Ilina
- ❖ Towards Gender Equality in Education, Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.



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**SEMESTER- V**

**SUBJECTCODE: 3HBHS505**

**COURSE: B.A. HINDI LITERATURE**

**SUBJECT: प्रयोजनमूलक हिन्दी (वैकल्पिक-I)**

**THEORY MAX. MARKS: 75**

**Theory Min. Marks: 25**

**पाठ्यक्रम के उद्देश्य:**

- प्रयोजन मूलक हिन्दी भाषा एवं कम्प्यूटिंग भाषा की जानकारी देना।
- कामकाजी हिन्दी पत्राचार, व्यवसायिक एवं व्यावहारिक पत्र इत्यादी की समझ विकसित करना।
- अनुवाद के स्वरूप प्रकार एवं प्रक्रिया से अवगत कराना।
- पत्रकारिता, स्वरूप, प्रक्रिया, प्रिन्ट मीडिया, इलेक्ट्रॉनिक मीडिया आदि से अवगत कराना।
- प्रमुख संचार साधनों की जानकारी देना।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	प्रयोजनमूलक हिंदी एवं भाषा कम्प्यूटिंग-आशय एवं स्वरूप, कामकाजी हिंदी से तात्पर्य एवं विविध आयाम। वर्ड प्रोसेसिंग, डाटा प्रोसेसिंग, फॉट प्रबंधन, हिंदी के अद्यतन सॉफ्टवेयर टूल्स।	पी.पी.टी.
UNIT-II	पत्राचार कार्यालयीन पत्र, व्यवसायिक पत्र एवं व्यावहारिक पत्र। प्रारूपण, टिप्पणी, संक्षेपण, पल्लवन।	व्याख्यान
UNIT-III	अनुवाद स्वरूप एवं प्रक्रिया, कार्यालय, वैज्ञानिक, तकनीकी, वाणिज्यिक, विधिक, आशु अनुवाद तथा पारिभाषिक शब्दावली।	कार्यशाला
UNIT-IV	पत्रकारिता स्वरूप एवं प्रक्रिया, समाचार लेखन, प्रिन्ट मीडिया, इलेक्ट्रॉनिक मीडिया, फीचर लेखन, पृष्ठ सजा, एवं प्रस्तुतीकरण।	सत्रीय कार्य
UNIT-V	प्रमुख संचार माध्यम प्रेस, रेडियो, टीवी, फिल्म, वीडियो तथा इंटरनेट।	शैक्षणिक भ्रमण

**अपेक्षित परिणाम –**

- प्रयोजन मूलक हिन्दी भाषा एवं कम्प्यूटिंग भाषा की जानकारी प्राप्त कर सकेंगे।
- कामकाजी हिन्दी, पत्राचार, व्यवसायिक एवं व्यावहारिक पत्र आदि को समझ सकेंगे।
- अनुवाद के स्वरूप प्रकार एवं प्रक्रिया से परिचित हो सकेंगे।
- पत्रकारिता, स्वरूप, प्रक्रिया, प्रिन्ट मीडिया, इलेक्ट्रॉनिक मीडिया को समझ सकेंगे।

**पाठ्य पुस्तक –**

- प्रयोजनमूलक हिन्दी त्रिपाठी राम छबीला कैलाश पुस्तक सदन भोपाल
- प्रयोजनमूलक व्यवहार हिन्दीभाषा डॉ. कैलाश चन्द्र भाटिया तक्षशिला प्रकाशन, नई दिल्ली।
- प्रयोजनमूलक हिन्दी की नयी भूमिका कैलाश नाथपाण्डेय विश्वविद्यालय प्रकाशन ग्वालियर।

**संदर्भ ग्रंथ –**

- प्रयोजनमूलक हिन्दी और पत्रकारिता डॉ. दिनेश प्रसाद सिंह वाणी प्रकाशन दिल्ली।
- प्रयोजनमूलक हिन्दी प्रक्रिया और स्वरूप डॉ. कैलाशचन्द्र भाटिया वाणी प्रकाशन दिल्ली।

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
अनुवादक	पत्रकारिता के क्षेत्र में लाभकारी	उच्च गुणवत्ता	उद्घोषक एवं इलेक्ट्रॉनिक मीडिया के क्षेत्र में उपयोगी



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**SEMESTER- V**

**COURSE: B.A. HINDI LITERATURE**

**SUBJECT: लोकसाहित्य (वैकल्पिक-II)**

**SUBJECTCODE: 3HBHS506**

**THEORY MAX. MARKS: 75**

**Theory Min. Marks: 25**

**पाठ्यक्रम के उद्देश्य :**

- लोक साहित्य का आशय, संकलन की समस्याएं, रूपों का वर्गीकरण, लोकगीत, आदि से परिचित कराना।
- लोक-कथा: वृत्त-कथा, परिकथा एवं लोक-नाट्य, रामलीला, रासलीला, नाट्य की परम्परा।
- लोक-संगीत: लोकवाद्य तथा विशिष्ट लोकधुनों, लोकभाषा-लोक प्रचलित मुहावरों कहावतों, पहेलियों आदि से परिचित कराना।
- जनपदीय भाषाओं के लोक साहित्य से परिचित कराना।
- लोकसाहित्य का महत्व समझा कर लोकजीवन की व्यापकता से जोड़ना।

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	लोक साहित्य का आशय, लोक साहित्य के संकलन की समस्याएँ। लोक-साहित्य के प्रमुख रूपों का वर्गीकरण। लोक गीत : संस्कार-गीत, व्रतगीत, श्रमगीत, ऋतुगीत, जाति गीत।	व्याख्यान, नाट्य मंच
UNIT-II	लोक-नाट्य रामलीला, रासलीला, स्वांग, भवाई, विदेसिया, माच, तमाशा, जात्रा, कथकली। हिन्दी लोक- नाट्य की परम्परा।	आई.सी.टी. आधारित एवं ग्रीन बोर्ड आधारित कक्षा शिक्षण,
UNIT-III	लोक-कथा: व्रत-कथा, बोध-कथा, कथानक-रूढ़ियाँ अथवा अभिप्राय। लोक-गाथा दमयंती, हीर-रौंझा, सोहनी-महीवाल, आल्हा-हरदौल।	सत्रीय कार्य
UNIT-IV	लोक-संगीत: लोकवाद्य तथा विशिष्ट लोक धुनें। लोक-भाषा : लोक सुभाषित मुहावरे, कहावतें।	पी.पी.टी.
UNIT-V	निम्नलिखित जनपदीय भाषाओं के लोक-साहित्य में से किसी एक का अध्ययन खड़ीबोली, छत्तीसगढ़ी, मालवीय।	प्रश्न मंच

**अपेक्षित परिणाम -**

- विद्यार्थियों ने लोक साहित्य, लोककथा, लोकसंगीत एवं लोकभाषा का ज्ञान प्राप्त कर सकेंगे।
- लोक साहित्य के लोक रंजन एवं साहित्यिक तत्व से परिचित हो सकेंगे।
- लोक साहित्य को समृद्ध करते हुए शोध की ओर प्रवृत्त होंगे।

**पाठ्य पुस्तक -**

- लोक साहित्य की भूमिका कृष्णदेव उपाध्याय सहित्य भावन प्रकाशन इलाहाबाद।
- भारतीय लोक साहित्य श्यामपरमार राजकमल प्रकाशन दिल्ली।

**संदर्भ ग्रंथ -**

- लोकसाहित्य विमर्श डॉ. स्वर्णलता चम्पालाल किताब महल प्रकाशन जयपुर।
- लोकसाहित्य अशोक मिश्र राजकमल प्रकाशन दिल्ली।

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
	लेखन शैली का विकास	शिक्षा के क्षेत्र में गुणवत्ता	नाट्य मंचन एवं उद्घोषक



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**SEMESTER- V**  
**COURSE: B.A. ENGLISH LITERATURE**  
**PAPER: GENRES OF LITERATURE (ELECTIVE-I)**

**SUBJECT CODE: 3HBEN506**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

1. Students can get Knowledge of fiction and aspects of novel.
2. They will learn about different type of writer from all genres of fiction

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Poetry:</b> T.S. Eliot : The Love Song of J. Alfred Prufrock W.B. Yeats: Lake Isle of Innisfree. Prayer for My Daughter	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	<b>Poetry:</b> Philip Larkin: At Grass. The Whitsun Weddings Sylvia Plath: Daddy. Morning Song	Reading aloud with expression
UNIT-III	Drama: R.N. Tagore : Post Office Tennessee Williams : A Street Car Named Desire	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	<b>Prose:</b> APJ Abdul Kalam: ‘Patriotism beyond Politics and Religion’ from The Ignited Minds (Penguin Books).	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	<b>Short Stories:</b> Ruskin Bond : The Kite Maker Jhumpa Lahiri: The Interpreter of Maladies (Only the First Story).	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:** Students will be able to understand the essence of Literature; and will enhance their Literary Skills.

**Text Books:**

1. American Literature: 1890-1965 an Anthology Fr. Egbert S. Eurasia Publishing House
2. American Literature (An Anthology of Poems) Subbian C. Emerald Publishers
3. American Literature (An Anthology of Prose) Marudanayagam, P. Emerald Publishers
4. Contemporary American Literature: Rangrao Bhongle, New Delhi: Atlantic Poetry, Fiction, Drama and Criticism. Publishers

**Reference Books-**

1. Twentieth Century Verse: C.T. Thomas. Laxmi Publications An Anglo American Anthology
2. An Anthology of English Literature Hindi M.P Granth Academy
3. The Cambridge Introduction to G. Crane. Cambridge University Press, Nineteenth Century American Novel New Delhi, the
4. T.S. Eliot-The Love J. Alfred Prufrock Tilak. Raghukul Rama Brothers Publication
5. Sylvia Plath- Daddy Morning Song- S.Sen Unique Publicaton.

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Writer	Command on language Develop LSRW skills	Quality education Goal achieved	Composer publish self made poetry



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**SEMESTER- V**  
**COURSE: B.A. ENGLISH LITERATURE**  
**SUBJECT: AMERICAN LITERATURE (ELECTIVE-II)**

**SUBJECT CODE: 3HBEN505**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

1. Students will have a general command of the major authors and movement in America.
2. Students will learn about American writers.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Walt Whitman: O Captain! My Captain, When Lilacs Last in the Dooryard Bloomed. Carl Sandberg : Who Am I?, I am the People, The Mob Emily Dickinson : Hope is a thing with Feathers, Success is Counted Sweetest E. E. Cummings : The Cambridge Ladies, As Freedom is a Breakfast food	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	<b>Prose</b> William Faulkner : Nobel Award Acceptance Speech W. Carlos Williams : In the American Grain Walt Whitman : Preface to Leaves of Grass	Reading aloud with expression
UNIT-III	<b>Drama</b> Eugene O' Neill : The Hairy Ape	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	<b>Fiction</b> E. Hemingway : A Farewell to Arms	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	<b>Short Fiction</b> O. Henry : The Last Leaf : The Gift of the Magi	

**Course Outcome:**

1. After reading this paper student will be able to analyze elements of American literature.
2. Students will learn about the writings of American Writers.

**Text Books:**

1. American Literature (An Anthology of Prose) Ed. Dr. P. Marudanayagam Emerald Publishers
2. Contemporary American Rangrao Bhongle (Ed) New Delhi Literature: Poetry, Fiction, Drama and Criticism. Atlantic Publishers,

**Reference Books-**

1. Twentieth Century Verse: An C.T. Thomas. Laxmi Publications Anglo American Anthology
2. An Anthology of English Literature M.P Hindi Granth Academy
3. The Cambridge Introduction to G. Crane. Cambridge University Press, New the Nineteenth Century American Novel Delhi.

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Translator Research fellow	Command on language Develop LSRW skills	Quality education Reduces inequality Goal achieved	Spokesperson Composer



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**SEMESTER- V**

**COURSE: B.A. SANSKRIT SAHITYA**

**Subject: गीता दर्शन, नाटक, छंद तथा व्याकरण (Elective Paper - I)**

**Course Objective :-**

- छात्र-छात्राओं को नैतिक एवं व्यावहारिक शिक्षा के साथ साथ लघुसिद्धांत कौमुदी के अन्तर्गत संस्कृत व्याकरण का ज्ञान कराना।

**SUBJECT CODE: 3HBSA505**

**THEORY MAX. MARKS: 75**

**Theory Min. Marks: 25**

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	(1) श्रीमद्भगवद्गीता (द्वितीय अध्याय) (2) कठोपनिषद् (व्याख्या एवं अलोचनात्मक प्रश्न)	Usage of ICT(Power point, PDF,Video) and black board (traditional) as per requirement of the topic.
UNIT-II	नागानंद नाटक –श्री हर्ष (व्याख्या एवं समीक्षात्मक प्रश्न)	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	चार निर्धारित छन्दों के लक्षण तथा उदाहरण – अनुष्टुप, इन्द्रवज्रा, उपेन्द्रवज्रा, उपजाति, वंशस्थ, आर्या, बसंततिलका, शिखरिणी, मन्द्राकान्ता, शार्दूलविक्रीडित।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	लघु सिद्धांत कौमुदी से– (1) कृदन्त प्रकरण–तव्यत्, अनीपर, यत्, कत्वा, शत्,शानच, तुमुन, कत्वा, क्त, तृच्	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
UNIT-V	लघु सिद्धांत कौमुदी से– (1) तद्धित प्रत्यय–अय, ढक, त्व, तल, मतुप, अच, अण, इमनिच, तठक इति । (2) स्त्री प्रत्यय–टाप, डीप, डीन, डीष	Lecture,Group Discussion

**Course Outcome :-**

- छात्र-छात्राओं में नैतिक गुणों के विकास होगा।
- संस्कृत व्याकरण का ज्ञान होगा।
- छात्र-छात्राओं में नाट्यकला का विकास होगा।
- छात्र-छात्राएं तप एवं त्याग के महत्त्व को समझेंगे।

**Text Book & Reference Book -**

- त्रिपाठी डॉ. बाबूराम, श्रीमद्भगवद्गीता (द्वितीय अध्याय) – महालक्ष्मी प्रकाशन, आगरा।
- चतुर्वेदी डॉ. वासुदेवकृष्ण, कठोपनिषद् – चौखम्भा सुरभारती प्रकाशन, वाराणसी।
- मिश्र डॉ. जगदीशचंद्र, नागानंद नाटकम् – चौखम्भा सुरभारती प्रकाशन, वाराणसी।
- गुप्त डॉ. रामप्रकाश, लघुसिद्धांत कौमुदी (पूर्वकृदन्त, उत्तरकृदन्त, तद्धित प्रकरणम् एवं स्त्री प्रत्यय )– युवराज पब्लिकेशन्स, आगरा।
- गौतम डॉ. कविता, छंद विमर्श –युवराज पब्लिकेशन, आगरा।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याख्याता, लेखक,नाटककार, आध्यात्मिक गुरु,	शिक्षण क्षमता एवं कौशल का विकास	गुणवत्तापूर्ण शिक्षा	लेखक,आध्यात्मिक गुरु, प्रकाशक, नाटककार



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**SEMESTER-V**

**COURSE: B.A. SANSKRIT LITERATURE**

**Subject: संस्कृत साहित्य (Elective Paper - I)**

**Course Objective :-**

- नीति कथा, काव्य एवं नाटक के माध्यम से उस समय की सामाजिक, आर्थिक, राजनीतिक विषयों की जानकारी से अवगत कराना मुख्य उद्देश्य है।
- काव्य एवं नाट्य के विषयवस्तु का ज्ञान कराना।

**SUBJECT CODE: 3HBSA506**

**THEORY MAX. MARKS: 75**

**THEORY MIN. Marks: 25**

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	पंचतन्त्र (अपरीक्षित कारक) क्षपणक कथा ब्राह्मणी नकुल कथा, लोभाविष्ट चक्रधर कथा, सिंह कारक मूर्ख ब्राह्मण कथा, एवं रासभशृगाल कथा (व्याख्या)	Usage of ICT(Power point, PDF,Video) and black board (traditional) as per requirement of the topic.
UNIT-II	नीतिशतक 1-25 पद्य तक व्याख्या	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	सुन्दरकाण्ड 15,16,17 सर्ग (बाल्मीकिरामायण) व्याख्या	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	प्रतिज्ञायौगन्धरायण – व्याख्या	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic
UNIT-V	उपर्युक्त इकाइयों से समीक्षात्मक प्रश्न	Lecture,Group Discussion

**Course Outcome: –**

1. छात्र-छात्राओं को नीतिकथा का ज्ञान होगा।
2. काव्य एवं नाट्य के विषयवस्तु का ज्ञान होगा।
3. नैतिक गुणों का विकास होगा।
4. कथा के माध्यम से सामाजिक, आर्थिक, राजनीतिक विषयों का भी ज्ञान होगा।

**Text Book & Reference Book -**

- (1) त्रिपाठी कृष्णमणि – अपरीक्षित कारक (पंचतन्त्र), चौखम्बा सुरभारती प्रकाशन, वाराणसी।
- (2) पी. गोपीनाथ एवं सिंह एन. एस. – शतकत्रय, नाग पब्लिशर्स, नई दिल्ली।
- (3) सुन्दरकाण्ड, गीताप्रेस गोरखपुर
- (4) काम्बोज जियालाल – बाल्मीकि रामायण, ईस्टर्न बुक लिंकर्स, दिल्ली।
- (5) गिरी पं. कपिलदेव – प्रतिज्ञायौगन्धरायणम्, चौखम्बा विद्याभवन, वाराणसी।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
कथाकार,लेखक,कवि	शिक्षण क्षमता एवं लेखन कौशल का विकास	4. गुणवत्तापूर्ण शिक्षा	कथाकार,लेखक,कवि



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**SEMESTER- VI**  
**COURSE: B.A. POLITICAL SCIENCE**  
**SUBJECT: PUBLIC ADMINISTRATION ( ELECTIVE – III )**

**COURSE CODE:3HBPS606**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:**

- To prepare our students with the knowledge of public administration, and Private Administration.
- To provide a better understanding our students with the knowledge development of Administration.

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Public Administration: Meaning, Nature & Scope, Evolution, Public and Private Administration, New Public Administration.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNI-II	Principles of Organization, Line & Staff Agencies, Chief Executive, Democratization and Public Administration.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Personnel Administration: Recruitment, Training and Promotion, UPSC , Settlement of Disputes, O and M.	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	Financial Administration: Budget, Audit & Accounting, Legislative Control, Finance Commission	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Development Administration: Approaches to development Administration, Role of Bureaucracy, Role of Panchayati Raj Institutions, Lokpal & Lokayukt. . Out come	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:-**

- Students will be able for a better understanding about to learn our political process They can learn our political control and about budget.
- They should know about panchayati raj system UPSC .Lokpal and lokayukt .

**Text books**

- International Organisations and International Law B.L. Fadia Sahitya Bhawan Publications Agra

**Reference Books**

1. J. SHYAMSHUNDARAM POLITICAL SSIENCE
2. B.L. FADIYA- POLITICAL SSIENCE
3. PUKHARAJ JAIN- POLITICAL SSIENCE

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Politicion and other Govt. and private sector.	Lobbing, union leader , leader administrations.	Goal 04 (Quality Education)	Politision and service, Civil services.





**DR. C.V. RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- VI**  
**COURSE: B.A. POLITICAL SCIENCE**  
**SUBJECT : PUBLIC INSTITUTIONS AND GOVERNANCE**  
**(ELECTIVE-IV)**

**COURSE CODE:3HBPS607**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives:**

- This course focuses on matters pertaining to public enterprises and their functioning as well as to administrative civil services reform and their consequences the treatments. The treatment is both historical and comparative as well as having reference to the Indian experience

UNIT	COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	State and development; historical & comparative Experiences From structural adjustment to Good governance a. State versus markets b. Structural adjustment programs to comprehensive to comprehensive development framework	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	public finance & management Budget deficit & subsidies Financial management & accountability a. Privatization public private partnership service delivery & b. regulation	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	Administrative and civil service reform a Rule of law & contract Enforcement b. Improving public administration – incentives & accountability Improving public services strategies for civil engagement	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	state governments; comparative development performance public enterprises in India a. Promise performance and reforms b. Disinvestment Social development : issues policies & challenge a. Health & population Education and social development	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	infrastructure development : issues policies & challenges a. Power b. Transport c. Cmmunication d. Water e. Sanitation & wastewater Ports	ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:-**

- Students will be able for a better understanding about to learn our political process They can learn our political control and about budget.
- They should know about panchayati raj system UPSC .Lokpal and lokayukt

**Text Books**

- Public financial institutions in India Uppal, J.S Delhi Macmillan
- Public Institutions in India: Devesh Kapur (Editor) Oxford University New Dehli  
Performance and Design Pratap Bhanu

**Reference books-**

- Tulnatamak Paripekchay Mein Bhartiya Rajniti,Pravin Kumar Jha, Pearson,New Delhi, Hindi
- Soviet Political Sciences Association Political theory and political practice : 11th world congress of the International Political Science Association: Moscow ; USSR Academy of Sciences,
- Contemporary International Relations: A Guide to Theory A.J.R. Groom and M. Lights London, Printer
- Revolution and World PoliticsF. Halliday Basingstoke, Macmillan The Rise and Fall of the Sixth Great Power

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Politician and other Govt. and private sector.	Lobbing, union leader , leader administrations.	Goal 04 (Quality Education)	Politision and service, Civil services.



**DR. C.V.RAMAN UNIVERSITY**  
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**SEMESTER- VI**  
**COURSE: B.A. SOCIOLOGY**  
**SUBJECT: METHODS OF SOCIAL RESEARCH (ELECTIVE-III)**  
**Course Objectives:-**

**COURSE CODE:3HBSO606**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

- Students can know what is research?
- They can understand the process and types of social research and can know the method of case study and sampling methods.
- They can learn process of data collection, observation method, questionnaire preparation and Measures of Central tendency.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<p><b>1. Social Research</b></p> <ul style="list-style-type: none"> <li>• Meaning, Importance and Characteristics</li> <li>• Basic Steps of Scientific Research</li> <li>• Research Design, Social Survey</li> <li>• Fact, Concept and Theory</li> <li>• <b>Social Survey</b> :Meaning, Definition, Characteristic, Objectives and Types</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	<p><b>1. Development of Research Methodology</b></p> <ul style="list-style-type: none"> <li>• Scientific Method</li> <li>• Case Study Method</li> <li>• Statistical Method</li> <li>• Experimental Method</li> <li>• Sampling Method</li> </ul> <p><b>2. Planning of Survey</b></p> <ul style="list-style-type: none"> <li>• Types of Data Collection</li> <li>• Interview</li> <li>• Schedule</li> <li>• Questionnaire</li> <li>• Observation</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	<p><b>1. Scaling Techniques and Measurements of Attitudes</b></p> <ul style="list-style-type: none"> <li>• Types of Scales</li> <li>• Measurement of Attitudes</li> <li>• Projective Technique</li> <li>• Content Analysis</li> <li>• Classification of Facts/ Data</li> <li>• Data Tabulation</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	<p><b>1. Measures of Central Tendency -</b></p> <ul style="list-style-type: none"> <li>• Mean</li> <li>• Median</li> <li>• Mode</li> <li>• Mean Deviation</li> <li>• Standard Deviation</li> <li>• Correlation</li> <li>• Chi-Square Test</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

<b>UNIT – V</b>	<ul style="list-style-type: none"> <li>• Presentation of Data</li> <li>• Diagrammatic and Graphic Presentation</li> <li>• Parameter</li> <li>• Sociometry</li> <li>• Use of Computers in Social Research</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcomes:-**

- Student should know about and process of Research.
- Student should know the different types of social Research.
- Student should learn about Research Methodology & Measures of Central Tendency.

**Text Books:**

1. Sociology	Gupta M.L.Sharma D.D. Sahitya Bhawan Publications Agra
2. समाजशास्त्र का परिचय,	आर जी सिंह: म.प्र. हिन्दी ग्रंथ अकादमी,भोपाल।
3. यूनिफाइड समाजशास्त्र	जी.के. अग्रवाल साहित्य भवन आगरा।
4. यूनिफाइड समाजशास्त्र	डी.एस. बघेल कैलाष पुस्तक सदन , भोपाल।
5. यूनिफाइड समाजशास्त्र—	डॉ. ध्रुव दिक्षित पिवलाल अग्रवाल एण्ड कम्पनी।

**Reference Books:**

- **Sociology: method & Theory** **Jauram N** **Macmillon: Madras**
- सामाजिक अनुसंधान के मूलतत्व— टोंग्या एवं पाटील मध्यप्रदेश हिन्दी ग्रंथ अकादमी भोपाल।
- सामाजिक अनुसंधान विधि सिंह राम गोपाल म.प्र. हिन्दी ग्रंथ अकादमी भोपाल

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Sales executive Data analyst Teacher	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	Nil



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**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER : VI**

**COURSE : B.A. SOCIOLOGY**

**SUBJECT : SOCIAL CHANGE & DEVELOPMENT IN INDIA (ELECTIVE –IV)**

**COURSE CODE :3HBSO607**

**THEORY MAX. MARKS : 75**

**THEORY MIN. MARKS : 25**

**Course Objective :**

- To provide conceptual and theoretical understanding of social change and development as it has emerged in sociological literature;

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<ul style="list-style-type: none"> <li>Basic concepts of change and trends of development Evolution Progress, change</li> <li>Development, Human Development, Social development,</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	<ul style="list-style-type: none"> <li>Theories of Social changes</li> <li>Linear, Circular cycle, Trends of change</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	<ul style="list-style-type: none"> <li>Process of change Sanskritization Westernization Modernization Secularism</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	<ul style="list-style-type: none"> <li>Theories of Development</li> <li>World Capitalist system • Approach for Development</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	<ul style="list-style-type: none"> <li>Development Indian Experience</li> <li>Sociological criticism of Five years plan.</li> <li>Social Dimension of Economic Developments</li> </ul>	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

- To address in particular the Indian experience of social change and development.

**Course Outcomes:**

- Students will demonstrate an understanding of sociological concept and theory of social change.
- Students will understand Indian Experience of social change and development.

**TextBooks-**

- परिवर्तन एवं विकास का समाजशास्त्र

बघेल डी.एस.

कैलाश पुस्तक सदन भोपाल।

**Reference Books-**

- भारत में सामाजिक परिवर्तन, इतिहास
- भारत में सामाजिक परिवर्तन जोषी
- परिवर्तन एवं विकास का समाजशास्त्र

उपाध्याय, सौरभ

डॉ. ओम प्रकाश

मदन जी. आर.

पब्लिशिंग हाउस, जयपुर।

रिसर्च पब्लिकेशंस जयपुर।

विवेक प्रकाशन दिल्ली

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Teacher Social worker HR executive	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	Nil



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**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- VI**

**COURSE: M.A. HISTORY**

**SUBJECT: HISTORY OF INDIA FROM 1858 AD TO 1950**

**AD WITH EMPHASIS ON THE NATIONAL MOVEMENT(ELECTIVE-III)**

**Course Objectives:-**

**COURSE CODE:3HBHY606**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

- Student can get the knowledge of Company's rule in India.
- Student can get knowledge of National Movements.
- Student can get knowledge of agriculture in India.
- They know about religious movement and society.

<b>UNIT</b>	<b>UNIT WISE COURSE CONTENT</b>	<b>METHODOLOGY ADOPTED</b>
<b>UNIT-I</b>	Queen Victoria's Proclamation and The Act of 1858, Indian Council Act 1861, Internal administration of Lord Lytton and Lord Ripon, political associations and the Indian National Congress, Indian Council Act of 1892.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-II</b>	Lord Curzon and the partition of Bengal, Swadeshi movement, moderates, extremists and revolutionaries, Government of India Act 1909, Home Rule movement, peasant and tribal movements, Lucknow Pact, Rowlat Act, Jallianwalan Bagh massacre, Government of India Act 1919 and Dyarchy.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-III</b>	Gandhian Era, Khilafat and Non Cooperation Movement, Swarajists, Simon Commission, Lahore Congress, Civil Disobedience Movement, Round Table Conferences, Government of India Act 1935 and Provincial Autonomy, Quit India Movement.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-IV</b>	Cripps Mission, Shimla Conference, Cabinet Mission, Subhas Chandra Bose and the INA, Communal Politics and the Partition of India, Indian Independence Act 1947, Integration of Indian Princely States, Main features of the Indian Constitution.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
<b>UNIT-V</b>	Indian agriculture, British famine policy, nature of colonial economy, British Fiscal Policy and India's economic exploitation, rise of modern industry, expansion of trade and commerce, socio-religious movements- Arya Samaj, Ramkrishna Mission, Theosophical Society, Muslim reform movements, Upliftment of women, development of education, growth of Indian Press.	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

## Course Outcomes:-

- Student should be able to understand different type of movement.
- They should know different types of Gandhiji's movement and know deep knowledge about its causes and result.
- They should able to learn the development of press, and agriculture in India.
- They should learn about religious movements and their role to improve our society.

## Text Books:

- भारत का इतिहास (1858 ई. से 1950 ई. तक) मित्तल साहित्य प्रकाशन आगरा
- भारत का इतिहास (1858 ई. से 1950 ई. तक) जैन संजीवकलाश पस्तक सदन भोपाल।
- भारत का इतिहास (1858 ई. से 1950 ई. तक) दत्त सत्य नारायण नौपाइड भोपाल

## Reference Books-

1. India Under the Early British Rule and Victorian Age Dutt, R.C. Rajkam Publication (Also Hindi Version) Dehli
2. Modern India Sarkar & Dutt Rajkam Publication (English & Hindi Version) Dehli
3. Modern India -1885-1947) Sarkar, Sumit: Rajkam Publication (Delhi, Macmillan, 1985)

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Museum curator Historian Teacher or professor	Able to understand and manage competition  Knowing our past	Goal 04 (Quality Education)	Archeological service Civil services



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**SEMESTER- VI**  
**COURSE: B.A. HISTORY**  
**SUBJECT: ARCHAEOLOGY: PRINCIPLES AND METHODS**  
**(ELECTIVE- IV)**

**COURSE CODE:3HBHY607**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN MARKS: 25**

**Course Objective:**

- Making the students aware of ancient remains and preparing them for future

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Definition and scope of archaeology. Relationship of archaeology with History, Anthropology and Natural sciences . History of archaeology in world and Indian context	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Exploration and Excavation: Methods and Techniques: Techniques of exploration . Methods of excavation Stratigraphy: Site formation process and reconstruction of cultural sequences . Dating methods: Relative and absolute dating . Methods of recording excavated sites . Analysis of Data	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-III	<b>Pottery and Stone tool Studies: :</b> Methods of study: significance of tools, pottery, beads in archaeology.Stone tool techniques and their uses	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT IV	<b>Metal technology and Settlement Archaeology</b> : Technological developments of archaeological cultures: Stone age, Bronze age and Iron age .Settlement archaeology	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	<b>Expanding Scope of Archaeology:</b> Ethno-archaeology . New archaeology. Archaeology and public awareness	Usage of ICT (PowerPoint, Pdf and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:**

- Students will receive archaeological information related to Indian history.

**Text Books**

- Historic Archaeology: Methods and Principles Walker Lain C.
- ANCENT India history and Archaeology Ganguly D.K.

**Rerence Books**



<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
Museum curator Historian Teacher or professor	Able to understand and manage competition Knowing our past	Goal 04 (Quality Education)	Archeological service Civil services



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**SEMESTER- VI**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: QUANTITATIVE TECHNIQUES (ELECTIVE-III)**

**COURSE CODE: 3HBEC606**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objectives :-**

- They will learn the statistical and mathematical approach to understand economic principles and policies Therefore; it will enable the students to analyze quantitative and qualitative data.
- To provide an understanding of the basic concepts and methods of Statistics, for application in data analysis.
- To provide statistical skill required for the analysis of socio-economic data.
- To make the students to know the basic Tools and Techniques of Data Collection.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Introduction to Statistics-</b> Basic concepts , Population, Sample, Parameter, Frequency distribution, Cumulative frequency graphical representation of Data, Techniques of data collection, Sampling vs. Population, Primary and secondary data.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>Measures of central tendencies-</b> Mean, Median, Mode, Measures of dispersion: Range, Mean deviation, Standard deviation, Co-efficient of variation, Quartile Deviation.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>Correlation-</b> Correlation:- Karl Pearson's Co-efficient of Correlation, and Spearman's Rank Correlation, Association of Attributes. Regression: Regression analysis, fitting a Bi-variate regression equation. Interpretation of slope, coefficient of regression.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>Time Series analysis.</b> Concept and components Additive and Multiplicative, Methods of moving Averages. Index Number . Concept, Laspeyer's, Peaches and Fisher's Index numbers, Problems in the construction of Index numbers and their limitations.	Usage of ICT like PPT, Video Lectures, Black board
UNIT-V	<b>Probability-</b> Concept, Rules of Probability (Addition and Multiplication) Conditional Probability, Sources of Primary and Secondary Data, Development of Questionnaire and schedule, Characteristics of Good Questionnaire.	Usage of ICT like PPT, Video Lectures, Black board

**Course Outcomes:-**

- Students should be able to understand statistical and mathematical approach to understand economic principles and policies Therefore; it will enable the students to analyze quantitative and qualitative data.
- Students should be able to understand of the basic concepts and methods of Statistics, for application in data analysis.
- They know about the statistical skill required for the analysis of socio-economic data.
- Students will be able for a better understanding the basic Tools and Techniques of Data Collection.

**Books Recommended:**

1. Shukla & Sahay, Quantitative Techniques.
2. Nagar K.N. Quantitative Techniques.
3. Singhai G. C. Quantitative Techniques.
4. Shukla S.C. Statistics technique.
5. Gupta R.K. Quantitative Techniques.
6. tSu ,l- lh- ifjek.kkRed izfof?k;kW dSyk”k iqLrd lnu] Hkksiky
7. tSu ,l- lh- ,oa dVkfj;k] “kks/k i)fr;kW ,oa lkaf[;dh; rduhd dSyk”k iqLrd lnu Hkksiky
8. “kqDy ,oa tSu] ifjek.kkRed i)fr;kW]] lkfgR; Hkou ifCyds”ku

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Price determinants & consultant	Developing Commercial awareness,Able to plan different course of action,Able to improve decision making and problem solving skills.	Quality Education Decent work and Economic Growth goal achieved	A person with Quantitative aptitude will be better equipped to handle the Entrepreneurs and Management problems Data Analyst



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**SEMESTER- VI**  
**COURSE: B.A. ECONOMICS**  
**SUBJECT: ENVIRONMENTAL ECONOMICS(ELECTIVE-IV)**

**COURSE CODE: 3HBEC607**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS:25**

**Course Objectives:-**

- To prepare our students about Environmental Economics, specially The Design and Implementation of Environmental Policy and Environmental Valuation Methods and Applications.
- To develop understanding about International Environmental Problems.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Introduction</b> : Key environmental issue and problems economic way of thinking about these problems basic concept from economics, Pareto optimality and market failure in the presence of externalities, property right and other approaches.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-II	<b>The Design and Implementation of Environmental Policy:</b> Overview, Pigouvian taxes and effluent fees, tradable permits, implementation of environmental policies in India and international experience, trans boundary environmental problems, economics of climate change.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-III	<b>Environmental Valuation Methods and Applications</b> : Valuation of Non-market goods and services theory and practice, Measurement methods cost- benefit analysis of environmental policies and regulations.	Usage of ICT like PPT, Video Lectures, Black board.
UNIT-IV	<b>International Environmental Problems:</b> Trans-boundary environmental problems, economics of climate change, trade and environment.	Usage of ICT like PPT, Video Lectures, Black board
UNIT-V	<b>Sustainable Development</b> : Concept, Measurement perspectives from Indian experience.	Usage of ICT like PPT, Video Lectures, Black board

**Course Outcomes:-**

- Students will be able to understand the theory of Sustainable Development & Design and Implementation of Environmental Policy.
- Students will be able to understand the International Environmental Problems In Modern Era special reference to Environment Economics.

**Books Recommended:**

1. Charles Kolstade, Intermediate Environmental Economics, Oxford University Press, 2<sup>nd</sup> edition, 2010.
2. Robert N. Stavins (ed.), Economics of the Environment: Selected Readings, W.W.Norton, 5<sup>th</sup> edition, 2005.
3. Roger Perman, Yue Ma, James McGlivery and Michael Common Natural Resources and Environmental Economics, Pearson Education/Addison Wesley, 3<sup>rd</sup> edition, 2003.
4. Maureen L. Cropper and Wallace E. Oates, 1992, - Environmental Economics: A Survey, Journal of Economic Literature, Volum30:675-740.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
Research Economist Teaching Agribusiness	Able to understand how to Solve Market Problems and economical condition.	Quality Education Achieve food security and improved nutrition and promote sustainable agriculture.	The Agribusiness entrepreneurship program supports the growth of competitive agro-processing enterprise by advancing innovation in product, program and business model.



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**SEMESTER- VI**  
**COURSE: B.A. GEOGRAPHY**  
**SUBJECT: GEOGRAPHY OF CHHATTISGARH (ELECTIVE-III)**

**SUBJECTCODE: 3HBGE606**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objectives:-**

- The main objective of this paper is to study the physical, Economical and Cultural aspects of the Chhattisgarh State.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Site and location, Geological structure and physiographic structure, Drainage System, Climate, Natural vegetation and soil.	ICT and Green board based class room teaching individual presentation.
UNIT-II	Water Resource – Distribution and Potential and Utilization, Mineral and Power Resources- Distribution, Reserves and Production, Conservation of Resources.	ICT and green board based class room, individual presentation
UNIT-III	Population – Distribution, growth and Density, Effecting factors of distribution and growth of Papulation, Agriculture-crops, Production and development, Irrigation pattern.	ICT and green board based class room, individual presentation
UNIT-IV	Industry :- Industrial development, Distribution and Production of Industries, Transport- Development of transport network, Modes of transport and their significance.	ICT and green board based class room, individual presentation
UNIT-V	Trade :- Development and composition and change, Tourism-Religious Historical, Archaeological, Physical, Tourist Place and Development.	ICT and green board based class room, individual presentation and Group discussion.

**Course Outcomes:-**

- By studying the paper the students will be able to understand the direction of development of their state and plan for how they should be developed in the future.

**Text book:**

- Tripathi K. and Chandrakar P.L. “ Chhattisgarh ka Bhoogol”, Sharda prakashan, Bilaspur 2001.

**Reference:-**

- Mahajan, Malati “Chhattisgarh : A study in the Culture and Historical Geography” Sharda prakashan House, Bilaspur 2000.
- Mamoria, C: “Unified Bhoogol. Shahitya Bhawan Publication Agra.
- Chandrakar Naveen : Chhattisgarh inside study. Arihant publication Ltd. New Delhi.
- Gajpal Kiran : Chhattisgarh ka Bhoogol, vaibhav prakashan, Raipur (C.G.) 2006
- Chowdhury N and Kumar Sanjeev: Chhattisgarh lucent publication, Patna (Bihar) 2017

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
School Teacher	<ul style="list-style-type: none"> <li>* Analytical Skill</li> <li>* Critical thinking skill</li> <li>* Decision making skill</li> </ul>	Responsible, Consumption and Production, Industry innovation and infrastructure, quality education goals achieved	Tution Classes



**DR. C.V. RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- VI**

**COURSE: B.A. GEOGRAPHY**

**SUBJECT: GEOGRAPHICAL INFORMATION SYSTEM (ELECTIVE IV)**

**SUBJECTCODE: EHBGE607**

**THEORY MAX. MARKS: 50**

**THEORY MIN. MARKS: 17**

**Course Objectives:-**

- Objective – Explain the basic concept of Geographical information system to students
- Explain the data system of geographical information System

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Geographical information System- definition, scope and specific characteristics. its development in the World and in India. Relation of GIS with cartography, Remote Sensing and Geography.	ICT and Green board based class room teaching individual presentation.
UNIT-II	Basic Concept and essential elements in GIS – Map Concept, Data types in involved in GIS. Types of data structure, their Characteristics and merits and demerits.	ICT and green board based class room, individual presentation
UNIT-III	Components of GIS. Methods of inputting data in GIS. Spatial H/W and S/W Components of GIS. Integration of Remote Sensing data with GIS.	ICT and green board based class room, individual presentation
UNIT-IV	Digital Terrain Modeling and its applications in GIS. Spatial analysis in GIS- Map overlay operations. Global positioning system(GPS)- Basic concepts and Application.	ICT and green board based class room, individual presentation
UNIT-V	GIS Applications – Land Information System(LIS), Urban Planning, Transportation planning, Environmental Impact Analysis(EIA), Agricultural Application, Disaster Management. Natural Resources Managements.	ICT based class room, individual presentation and Group discussion.

**Course Outcomes:-**

- Students will be able to understand the applied application of Geographical Information System.
- Students will be able to understand the significance of the Geographical Information System in Geographies study

**Text book:**

1. Saxena A.-“Geographical Information System and Spatial Data”, Quality pub. Company, Bhopal.

**References:**

1. Agrawal N.K.- “Essentials of GPS.”, Spatial networks 2004.
2. Haywood I. and Carver S. – “An introduction of GIS”, Longman education Asia 2000.
3. Gautam N.C.- “Fundamentals of GIS”, Pink publication.
4. Kathuria C.D.-“Remote Sensing and Geographical Information System”, Centrum press, New Delhi.

Job opportunity	Employability skill development	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
	<ul style="list-style-type: none"> <li>* Computing Skill</li> <li>* Problem Solving Skill</li> <li>* Analytical Skill</li> <li>* Action planning</li> </ul>	Industry, Innovation and Infrastructure, quality education goals achieved	

# **PRACTICAL GEOGRAPHY**

**Practical Max. Marks: 25**

**Practical Min. Marks: 08**

**Unit-I**            Surveying-Prismatic Compass Survey, Basic Principles of surveying, survey including interpretation and resection.

**Unit-II**            Importance of field work in Geography, Field work and field Report -physical, social and economic survey of a micro-region.



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**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER:- VI**  
**COURSE:-B.A. EDUCATION**  
**SUBJECT:- EDUCATIONAL AND MENTAL MEASUREMENT**  
**(ELECTIVE-III)**

**SUBJECT CODE:-3HBED606**  
**THEORY MAX. MARKS: 50**  
**THEORY MIN. MARKS: 17**

**Course Objectives:-**

- To acquaint the student teacher with the basic scientific concept and practices in educational and mental measurement.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
- To develop skills and competencies in the student teacher for the use of the techniques in the field.
- To enable the student teachers to interpret the result of educational measurement.
- To enable the student understand about various educational and mental measurement tools.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Measurement &amp; Evaluation</b> <ul style="list-style-type: none"> <li>➤ Concept of measurement, need</li> <li>➤ Concept of Evaluation, Type, Functions</li> <li>➤ Relationship between measurement &amp; Evaluation in Education.</li> <li>➤ Scales of Measurement, Nominal, ordinal, Internal &amp; ratio.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-II	<b>Test Construction</b> <ul style="list-style-type: none"> <li>➤ General Principles of the construction &amp; its Coordination.</li> <li>➤ Writing test items objective type, essay type qualities of a test, reliability, validity, Usability.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-III	<b>Techniques of test conduction and Statistics</b> <ul style="list-style-type: none"> <li>➤ Importance of establishment of report with the students, arranging seats, distribution of question, techniques.</li> <li>➤ Techniques for avoiding guessing in answering cheating copying</li> <li>➤ Interpreting measurement: normal probability curve, skewness and kurtosis.</li> <li>➤ Percentiles and percentile ranks.</li> <li>➤ Standard scores.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments  Group Activity
UNIT-IV	<b>Psychological Testing</b> <ul style="list-style-type: none"> <li>➤ Achievement test</li> <li>➤ Intelligence test</li> <li>➤ Assessment of personality Interview, rating scale, projective techniques</li> <li>➤ Attitude test.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-V	<b>Educational Statistics</b> <ul style="list-style-type: none"> <li>➤ Measure of central tendency – mean, median, mode</li> <li>➤ Variability-Q.D, A.D, S.D.</li> <li>➤ Correlation Rank difference &amp; Product moment</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments

**Course Outcomes:-**

1. Pupils able to understand needs and importance of measurement and evaluation in education.
2. Pupils able to learn different perspectives and techniques of test construction and can construct themselves.
3. Pupils able to learn about different types of psychological tests and apply them in proper situations.
4. Pupils can utilize different statistical procedures.



**References:**

1. Asthana B. & Agrawal, Measurement & Evaluation in Psychology & Education Vinod Pustak Mandir, Agra
2. Verma R.S. & Shaikeshik M., Vinod Pustak Mandir, Agra
3. Sharma R.A., Measurement & Evaluation in Education & Psychology, R. Lall Book Depot.
4. Naik P.K.-Advance Educational Psychology, Sharda Pustak Bhawan Allhabad(U.P.).

<b>Job Opportunities</b>	<b>Employability Skill Developed</b>	<b>Local/National/UNDP Goal Achieved</b>	<b>Entrepreneurship Opportunity</b>
<b>Statistician (Teacher)</b>	Tool Construction	Ability to learn about different types of psychological tests and apply them in proper situations.	

**PRACTICAL EDUCATION**

**Practical Max Marks- 25**  
**Practical Min Marks-08**

- Making of BAR diagram and Ogive
- Tool Construction
- Mean, Median, Mode
- Normal Probability Curve and its Application

**REFERENCES FOR PRACTICAL**

1. Asthana B. & Agrawal, Measurement & Evaluation in Psychology & Education Vinod Pustak Mandir, Agra
2. Verma R.S. & Shaikeshik M., Vinod Pustak Mandir, Agra
3. Sharma R.A., Measurement & Evaluation in Education & Psychology, R. Lall Book Depot.
4. Naik P.K.-Advance Educational Psychology, Sharda Pustak Bhawan Allhabad(U.P.).



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**SEMESTER-VI**

**SUBJECT CODE:- 3HBED607**

**COURSE:- B.A. EDUCATION**

**THEORY MAX. MARKS: 50**

**SUBJECT:- : GUIDANCE AND COUNSELLING(ELECTIVE-IV)**

**THEORY MIN. MARKS: 17**

**Course Objectives:-**

**To enable learners-**

- To develop understanding of bases meaning, need and types of guidance.
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counselling
- To get acquainted with process and techniques of counselling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about counselling- research, issues and trends.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	<b>Core Concept in Guidance</b> <ul style="list-style-type: none"><li>➤ Meaning, nature, principles &amp; functions</li><li>➤ Types of Guidance - Educational Guidance, Vocational Guidance and Personal Guidance</li><li>➤ Agencies for Guidance –Home, School.</li><li>➤ Difference between Guidance and Counselling</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-II	<b>Testing Devices &amp; Techniques</b> <ul style="list-style-type: none"><li>➤ Testing Devices and Non-Testing Techniques in Guidance</li><li>➤ Tests for Guidance: Aptitude, Interest and personality</li><li>➤ Techniques used for Guidance: Interview, Case study , Diary</li><li>➤ Ginsberg’s Theory of Vocational choice, factors influencing Vocational choice.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments
UNIT-III	<b>Fundamentals of Counselling,skills required in counselling</b> <ul style="list-style-type: none"><li>➤ Meaning, Characteristics, Objectives of counselling.Purposes of Students Counselling.</li><li>➤ Component of counselling Process.</li><li>➤ Types of counselling:Directive, Non-Directive, Elective.</li><li>➤ Techniques of Counselling.</li></ul>	ICI based & Green board based class room teaching Individual presentations & assignments Group Activity

<b>UNIT-IV</b>	<b>Guidance and Counselling for Special Counselling.</b> <ul style="list-style-type: none"> <li>➤ Function of Counsellor</li> <li>➤ Skill required for Counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating</li> <li>➤ Professional Ethics in Counselling.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments
<b>UNIT-V</b>	<b>The Emerging role of a counselling for Present Context and Special Need</b> <ul style="list-style-type: none"> <li>➤ Career Resource Centre</li> <li>➤ Role of counselling in school settings, Teacher as a counsellor</li> <li>➤ Guidance for Special Need – Meaning, Definition and types, Strategies for helping of exceptional children to overcome their problems.</li> <li>➤ <b>Gifted, Creative, Slow Learners and Backward children</b></li> <li>➤ Career counselling in the present context.</li> </ul>	ICI based & Green board based class room teaching Individual presentations & assignments

**Course Outcomes:-**

- Pupils able to understand the needs and importance of guidance and counselling in present context.
- Pupils can learn and apply different devices and techniques of guidance.
- Pupils able to learn skills necessary for counselling and utilize those skills.

**Reference:**

1. Agrawal J.C., Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi A., Psychological testing, New York, Mac Millan 1982.
3. Mennet M.E., Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
4. Crites J.O., Vocational psychology, New York, GMC Grow Hill Book Company 1968.
5. Directorate general of Employment and Training (Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, Govt. of India, Co, New Delhi.

Job Opportunities	Employability Skill Developed	Local/National/UNDP Goal Achieved	Entrepreneurship Opportunity
<b>Guidance Officer, Counsellor</b>	Skill required for counselling –(i) Listing (ii) Questioning (iii) Responding (iv) Communicating	Understanding about the needs and importance of guidance and counselling in present context.	

**PRACTICAL EDUCATION**

**Practical Max Marks- 25**  
**Practical Min Marks-08**

- Vocational Interest Test
- Utilization of Guidance Tool: Interview, Case study , Diary
- Selection of Guidance and Counselling Tool

**REFERENCES FOR PRACTICAL**

1. Agrawal J.C., Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi A., Psychological testing, New York, Mac Millan 1982.
3. Mennet M.E., Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
4. Crites J.O., Vocational psychology, New York, GMC Grow Hill Book Company 1968.



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**SEMESTER- VI**

**COURSE: B.A. HINDI LITERATURE**

**SUBJECT: हिन्दी नाटक, निबंध तथा स्फुट गद्य-विधाएँ एवं**

**छत्तीसगढ़ी भाषा साहित्य**

**(वैकल्पिक- III)**

**पाठ्यक्रम के उद्देश्य:**

**SUBJECTCODE: 3HBHS606**

**THEORY MAX. MARKS:75**

**THEORY MIN. MARKS: 25**

- विद्यार्थियों को हिन्दी नाटक, निबंध , एकांकी इत्यादि की जानकारी प्राप्त कराना।
- स्फुट गद्य विधाओं का ज्ञान देना।
- मालवी भाषा साहित्य एवं मालवी कवियों से परिचित कराना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	निर्धारित नाटकों, एकांकियों, निबंधों, एवं मालवी भाषा साहित्य की व्याख्या नाटक-अंधेरनगरी अथवा ध्रुवस्वामिनी, 'एकांकी-दीपदान: डॉ.रामकुमार वर्मा, वापसी:- विष्णुप्रभाकर। निबंध-करुणा, पं.रामचन्द्र शुक्ल, नाखून क्यों बढते हैं -हजारी प्रसाद द्विवेदी।	व्याख्यान एवं नाट्य मंचन
UNIT-II	निर्धारित नाटकों, एकांकियों एवं निबंधों की आलोचनात्मक समीक्षा।	ग्रीन बोर्ड
UNIT-III	नाटक एवं एकांकी का इतिहास एवं प्रवृत्तियाँ। हिन्दी गद्य विधाओं का उद्भव और विकास। (निबंध, रेखाचित्र, संस्मरण, आत्मकथा, यात्रा वृत्तान्त)	व्याख्यान
UNIT-IV	पठित लेखक ६ कवियों (संत धर्मदास, लखनलाल गुप्त, सत्यभामा आङ्गिल, विनय पाठक, मुकुन्द कौशल) पर आलोचनात्मक प्रश्न सहित छत्तीसगढ़ी भाषा और उसकी उपबोलियों का परिचय इतिहास तथा सीमा क्षेत्र।	सत्रीय कार्य
UNIT-V	द्रुत पाठ- सुंदरलाल शर्मा, रामचंद्र देशमुख तथा कपिलनाथ कश्यप पर केन्द्रित लघुउत्तरीय प्रश्न।	प्रश्न मंच

**अपेक्षित परिणाम -**

- विद्यार्थियों को हिन्दी नाटक, निबंध , एकांकी आदि से परिचित कराना।
- मालवी भाषा साहित्य ,एवं मालवी कवियों से परिचित हो सकेंगे।

**पाठ्य पुस्तक -**

- हिन्दी नाटक निबंध तथा स्फुट गद्य विधाएँ एवं मालवी भाषासाहित्य - शर्मा राधावल्लभ - मध्यप्रदेश हिन्दी ग्रंथ अकादमी भोपाल।
- शर्मा शैलेन्द्रकुमार

**संदर्भ ग्रंथ -**

- हिन्दी नाटक निबंध तथा स्फुट गद्य विधाएँ - शर्मा राधावल्लभ - हिन्दी ग्रंथ अकादमी भोपाल से प्रकाशित।

चौहान दिलीप

कुमार

- हिन्दी नाटक एवं गद्य साहित्य - डॉ दिनेश सिंह - भावना प्रकाशन, नई दिल्ली।

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
शिक्षक,उद्घोषक	प्रतियोगी परीक्षा में लाभ कारी	उच्च गुणवता	साहित्य एवं रंगमंच के क्षेत्र में रुचि



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**SEMESTER- VI**

**COURSE: B.A. HINDI LITERATURE**

**SUBJECT: अनुवाद विज्ञान (वैकल्पिक- IV)**

**पाठ्यक्रम के उद्देश्य:**

- अनुवाद की परिभाषा, क्षेत्र, स्वरूप एवं सीमाओं का अध्ययन करवाना।
- अनुवाद, के उपकरण एवं इकाई का अध्ययन करवाना।
- अनुवाद की प्रक्रिया और प्रविधि, पुनर्गठन का अध्ययन करवाना।
- अनुवाद के क्षेत्र व प्रकार का अध्ययन विश्लेषण करवाना।
- अनुवाद की समस्याओं से परिचित करवाना।

**SUBJECT CODE: 3HBHS607**

**THEORY MAX. MARKS: 75**

**THEORY MIN. MARKS: 25**

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	अनुवाद की परिभाषा, स्वरूप, क्षेत्र और सीमाएँ।	व्याख्यान
UNIT-II	अनुवाद कला, विज्ञान एवं शिल्प। अनुवाद की इकाई: शब्द, पदबन्ध, वाक्य, पाठ तथा अनुवाद के उपकरण— कोश, पारिभाषिक शब्दावली, कम्प्यूटर।	आई.सी.टी. आधारित एवं ग्रीन बोर्ड आधारित कक्षा शिक्षण,
UNIT-III	अनुवाद की प्रक्रिया और प्रविधि: विश्लेषण, अन्तरण, पुनर्गठन। अनुवाद प्रक्रिया के विभिन्न चरण, स्रोत भाषा और लक्ष्य भाषा की तुलना।	पठन—पाठन, रचनात्मक लेखन
UNIT-IV	अनुवाद के क्षेत्र एवं प्रकार— कार्यालयीन, वैज्ञानिक एवं तकनीकी, साहित्यिक, मानविकी, संचार माध्यम, विज्ञापन आदि।	पी.पी.टी.
UNIT-V	अनुवाद की समस्याएँ : सृजनात्मक अथवा साहित्यिक अनुवाद की समस्याएँ, कार्यालयीन अनुवाद की समस्याएँ विज्ञापन के अनुवाद की समस्याएँ।	प्रश्न मंच

**अपेक्षित परिणाम —**

- अनुवाद की परिभाषा, स्वरूप, क्षेत्र, प्रकार समस्याओं के बारे में ज्ञान प्राप्त कर सकेंगे।
- अनुवाद के क्षेत्र में लघुशोध व शोधकार्य करने हेतु प्रेरित होंगे।
- विद्यार्थियों में अनुवाद विषय में व्यवसायिक कौशल का विकास होगा।

**पाठ्य पुस्तक —**

1. अनुवाद विज्ञान भोलानाथ तिवारी किताब घर प्रकाशन पटना।
2. अनुवाद की व्यावहारिक समस्याएँ भोलानाथ तिवारी ओमप्रकाश गावा किताब घर पटना।

**संदर्भ ग्रंथ —**

- अनुवाद विज्ञान की भूमिका कृष्ण कुमार गोस्वामी राजकमल प्रकाशन दिल्ली।
- अनुवाद विज्ञान और सम्प्रेषण भोलानाथ तिवारी किताब महल प्रकाशन दिल्ली।

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
अनुवादक एवं शिक्षाविद्	आलोचना एवं लेखन शैली का विकास	शिक्षा के क्षेत्र में गुणवत्ता	अनुवादक एवं उद्घोषक



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SEMESTER- VI

COURSE: B.A. ENGLISH LITERATURE

SUBJECT: INDIAN WRITING IN ENGLISH (ELECTIVE-III)

SUBJECT CODE: 3HBEN606

THEORY MAX. MARKS: 75

THEORY MIN. MARKS: 25

**Course Objective:**

- Students can study deeply the write ups of R.N. Tagore, Gandhi etc.
- They will study letters of J.L Nehru written to his daughter.
- Students can learn the different mood of writers.

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	Concept of Rasa in Indian Poetry: Definition, Kinds, Theory of Bhava.	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	<b>Poetry:</b> R.N. Tagore : The First two songs of Geetanjali Sarojini Naidu: Krishna. Indian Weavers	Reading aloud with expression
UNIT-III	<b>Prose:</b> M.K. Gandhi : National Education J.L. Nehru: The Quest of Man. The Book of Nature from Letters from a Father to His Daughter	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	<b>Drama:</b> Girish Karnad : Hayavadana Asif Currimbhoy : Goa	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	<b>Fiction:</b> R.K. Narayan : An Astrologer's Day M.R. Anand : A Pair of Moustache	Reading aloud with expression

**Course Outcome:**

- Students will be able to learn the concept of Indian poetry.
- They can understand the feelings of a father to his daughter.
- They will understand the works of Indian writers.

**Text Books-**

1. "The Theory of Rasa", Das Gupta S.N.
2. An Introduction in Indian Aesthetics Sethuraman, V.S. Macmillan, India, 1992.
3. The Plays of Girish Karnad Jaydipsingh Dodiya Prestige Books.

**Critical Perspectives**

Contemporary Indian Drama: Talwar U. Cambridge University Astride Two Traditions Press **Reference Books-**

1. Indian Poetry in English- Mohan Prasad, Hari Sterling Publication.
2. An Anthology of English Literature M.P Hindi Granth Academy.
3. Indian Literature in Khatri C.L. Book Enclave, Jaipur, India. English Critical discourses.
4. History of Indian English Literature. Naik, M.K. New Delhi: Sahitya Akademi,
5. Indian English Literature M.K. Naik, and New Delhi: Pencraft, 2004.

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
Creative writer Advertising copywriter	Problem solving & analytical skills Develop LSRW skills Creative job hunting	Quality education Peace justice and strong institution Reduced Inequalities Goal achieved	Socialist Writer



**DR. C.V. RAMAN UNIVERSITY**  
**KARGI ROAD, KOTA, BILASPUR (C.G.)**

**SEMESTER- VI**  
**COURSE: B.A. ENGLISH LITERATURE**  
**SUBJECT: LITERARY CRITICISM (ELECTIVE-IV)**

**SUBJECT CODE: 3HBEN607**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective:**

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

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	A - Plato – An introduction to English criticism B – Aristotle - by B. Prasad, Macmillan Publication.	Reading , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-II	Longinus – An Introduction to English criticism.by B. Prasad, Macmillan Publication.	Reading aloud with expression
UNIT-III	Dr. Johnson – Views on Drama.	Lectures , Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-IV	William Wordsworth –Concept of Poetry of Poetic Diction.	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic
UNIT-V	Literary Concepts – 1. Post Modernism 2. Formalism 3. Stream of Consciousness 4. Humanism 5. Post – Colonialism.	Discussion method, Usage of ICT(Power point, PDF, and video lectures) and black board (traditional) as per requirement of the topic

**Course Outcome:**

- Student will able to apply critical and theoretical approaches to the creating and analysis of literary and cultural texts in multiple genres.

**Text Books:**

- The Oxford Dictionary of Literary Terms. Baldick, Chris New York: Oxford University Press, 2008.
- Literary Criticism from Habib, M. A. R. New Delhi: Wiley Plato to the Present: An Introduction Blackwell, 2011.
- Kapoor, Kapil Literary New Delhi: East West Theory: Indian Conceptual Framework, Press, 1998.

**Reference Books:**

- English Literary Criticism and Nagarajan , M. S Orient Blackswan, Theory : An Introductory History
- Literary Terms and Criticism. Peck, John and Martin Coyle Macmillan, London, 1993.
- The Cambridge History of Literary Criticism, Selden, Raman, Cambridge University, Press 1995.
- Indian Aesthetics : An Introduction, Seturaman , V. S. Macmillan Publishers India Limited, 2000

Job Opportunities	Employability Skill developed	UNDP Goal Achieved	Entrepreneurship Opportunity
English instructor Writer	Develop LSRW skills Problem solving & analytical skills	Quality education Peace justice and strong institution Goal Achieved	Thinker Critic



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**SEMESTER- VI**  
**COURSE: B. A. SANSKRIT SAHITYA**  
**SUBJECT: काव्य एवं अलंकार(Elective Paper-III)**

**SUBJECT CODE: 3HBSA606**  
**THEORY MAX. MARKS:75**  
**TheoryMin.Marks: 25**

**Course Objective :-**

- इस प्रश्न पत्र का उद्देश्य संस्कृत साहित्य के अन्तर्गत महाकाव्य एवं उसके इतिहास व विकास का ज्ञान कराना।
- अलंकारों का ज्ञान कराना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	किरातार्जुनीयम् – महाकवि भारवि – प्रथमः सर्गः (व्याख्या)	Usage of ICT(Power point, PDF,Video) and black board (traditional) as per requirement of the topic.
UNIT-II	किरातार्जुनीयम्-आलोचनात्मक-प्रश्न	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	रघुवंश महाकाव्य-तृतीय सर्ग (व्याख्या एवं समीक्षात्मक प्रश्न)	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	साहित्येतिहास-(गीतिकाव्य, मुक्तक तथा कथा साहित्य) शतकत्रय (भर्तृहरि), ऋतुसंहार, मेघदूत, अमरुकशतक, गीत-गोविन्द, भामिनीविलास, पंचलहरी, नलचम्पू, रामायणचम्पू, पंचतंत्र, हितोपदेश, बेताल, वृहत्कथा, मंजरी, कथामुक्ताबली, इक्षुगन्धा ।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-V	उल्लेखित कृत्तियों के रचयिताओं का सामान्य परिचय अपेक्षित है। अलंकार-उपमा, रूपक, उत्प्रेक्षा, अर्थान्तरन्यास, स्वाभावोक्ति, काव्यालिङ्ग, अतिशयोक्ति, दीपक, विभावना, विशेषोक्ति, अपहृति, दृष्टांत, प्रतिवस्तूपमा, निदर्शना, यमक, शब्दश्लेष, अनुप्रास, अनन्वय, ससन्देह, भ्रान्तिमान। नोट-अलंकारों के लक्षण चंद्रालोक, साहित्यदर्पण अथवा काव्यप्रकाश से अध्येत्य है उदाहरण पाठ्यक्रमों से भी दिये जा सकते हैं।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic Lecture,Group Discussion

**Course Outcome:-**

1. छात्र-छात्राओं के संस्कृत महाकाव्य का ज्ञान होगा।
2. तात्कालिन सामाजिक, आर्थिक, धार्मिक स्थिति का ज्ञान होगा।
3. छात्र-छात्राएं साहित्येतिहास से परिचित होंगे।
4. छात्र-छात्राओं के अलंकार संबंधित ज्ञान में वृद्धि होगी।

**Text Book & Reference Book -**

- (1) डॉ. अनीता, किरातार्जुनीयम् (प्रथमः सर्गः) –युवराज पब्लिकेशन, आगरा।
- (2) त्रिपाठी डॉ. कृष्णमणि, रघुवंश महाकाव्य (तृतीयः सर्गः) – चौखम्बा सुरभारती प्रकाशन, वाराणसी।
- (3) त्रिपाठी डॉ. बाबूराम, काव्य प्रकाश – महालक्ष्मी प्रकाशन, आगरा।
- (4) त्रिपाठी डॉ. बाबूराम, साहित्य दर्पण – महालक्ष्मी प्रकाशन, आगरा।
- (5) आचार्य विश्वेश्वरप्रणीतं, काव्य प्रकाश – चौखम्बा अमरभारती प्रकाशन, वाराणसी।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याख्याता, लेखक,नाटककार,	शिक्षण क्षमता एवं कौशल का विकास	गुणवत्तापूर्ण शिक्षा	लेखक,प्रकाशक, नाटककार





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**SEMESTER- VI**  
**COURSE: B. A. SANSKRIT SAHITYA**  
**SUBJECT: संस्कृत भाषा नैपुण्य (ELECTIVE-IV)**

**SUBJECT CODE: 3HBSA607**  
**THEORY MAX. MARKS: 75**  
**THEORY MIN. MARKS: 25**

**Course Objective :-**

- संस्कृत भाषा को सरलता से समझने के लिए व्याकरण संबंधी सरल जानकारी से परिचित कराना।
- संस्कृत व्याकरण का विस्तृत ज्ञान कराना।

UNIT	UNIT WISE COURSE CONTENT	METHODOLOGY ADOPTED
UNIT-I	माहेश्वर सूत्र प्रत्याहार की अवधारणा, संस्कृत की वर्णमाला, उच्चारण स्थान एवं प्रयत्न (लघु सिद्धान्त कौमुदी पर आधारित)	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-II	(लघु सिद्धान्त कौमुदी पर आधारित) प्रमुख संज्ञाएँ इत्, लोप, ह्रस्व, दीर्घ, प्लुत, उदात्त, अनुदात्त, अनुनासिक, सवर्ण, संहिता, संयोग, पद, गुण, वृद्धि प्रगृह्य।	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-III	सन्धि – अधोलिखित सन्धियों का अध्ययन प्रदत्त सूत्रों के बोध के साथ किया जाना अपेक्षित है– (i) अच् सन्धि (स्वरसन्धि) दीर्घ – अकः सवर्णे दीर्घः, गुण – आद् गुणः उरण रपरः, वृद्धि – वृद्धिरेचि, यण – इको यणचि, तस्मिन्निति निर्दिष्टे पूर्वस्य अयादि – एचोऽयवायावः यथासंख्यमनुदेशः समानाम्, पूर्वरूप – एङः पदान्तादति अचाऽन्त्यादि टि शकन्च्वादिषु पररूपं वाच्यम्, (वार्तिक) प्रगृह्य – ईदूदेद् द्विवचनं प्रगृह्यम्, अदसो मात् प्लुत प्रगृह्या अचि नित्यम्। (ii) हल सन्धि (व्यंजन सन्धि) श्चुत्व – स्तोः श्चुना श्चुः ष्टुत्व – ष्टुना ष्टु जश्त्व – झलां जशाऽन्ते अनुनासिकत्व – यरोऽनुनासिकेऽनुनासिको वा, पूर्व सवर्णत्व–झयो होऽन्यतरस्याम्, शश्छोऽटि परसवर्णत्व – अनुस्वारस्य ययि परसवर्णः, वा पदान्तस्य अनुस्वारत्व – मोऽनुस्वारः, नश्चाऽपदान्तस्य झलि छत्व, छे च, पदान्ताद्वा (iii) विसर्ग सन्धि – सत्व – विसर्जनीयस्य सः, वा शरि रूत्व	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic.
UNIT-IV	ससजुषो रूः उत्त्व–अतो रोरप्लुता दप्लते, हशि च यत्व – भो–भगो–अधो–अ–पूर्वस्य योऽशि, हलि सर्वेषाम् लोप – रो रि, ढ्रलोपे पूर्वस्य दीर्घोऽणः, एतत्तदोः सुलोपाऽडकोरनञ्समासे हलि (लघु सिद्धान्त कौमुदी पर आधारित) कारक – सिद्धान्त कौमुदी के चयनित अंशों पर आधारित– प्रातिपदिकार्थलिङ्गपरिमाणवचनमात्रे प्रथमा (532), सम्बोधने च (533), कर्तुरीप्सिततमं कर्म (535), अनभिहिते (536), कर्मणि द्वितीया (537), अकथितं च (539), अधिशीङ्.स्थासां कर्म (542), अभिनिविशश्च् (543), उपान्वध्याङ्.वसः (544), अन्तराऽन्तरेण युक्ते (545), कर्मप्रवचनीय युक्ते द्वितीया (548), कालध्वनोरत्यन्तसंयोगे (558), स्वतन्त्रःकर्ता (559), साधकतमं करणम् (560), कर्तृकरणयोस्तृतीया (561), अपवर्गे तृतीया (563), सहयुक्तेऽप्रधाने (564).	Usage of ICT(Power point, PDF ) and black board (traditional) as per requirement of the topic

<p><b>UNIT-V</b></p>	<p>येनाङ्गविकारः (565), इत्थंभूतलक्षणे (566), हेतौ (568), कर्मणा यमभिप्रैति स सम्प्रदानम् (569), चतुर्थी सम्प्रदाने (570), रूच्यर्थानां प्रीयमाणः (571), स्पृहेरीप्सितः (574), धारेरूतमर्णः (573), क्रुधद्रुहेर्ष्याऽसूयार्थानां यं प्रति कोपः (575), क्रुधद्रुहोरुपसृष्टयोः कर्म (576), नमः स्वस्ति स्वाहास्वधाऽलंषडयोगाच्च (583) उक्त सूत्रों की सोदाहरण अवगति अनिवार्य है।</p> <p>कारक सिद्धान्त कौमुदी के चयनित अंशो पर आधारित ध्रुवमपायेऽपादानम् (586), अपादाने पंचमी (587), भीत्रार्थानां भयहेतुः (588), पराजेरसोढः (589), वारणार्थानामीप्सितः (590), अन्तधौ येनाऽदर्शनमिच्छति (591), आक्यातोपयोगे (592), जनिकर्तुः प्रकृतिः (593), दुरान्तिकार्थभ्यो द्वितीया च (605), षष्ठीशेषे (606), षष्ठी हेतुप्रयोगे (607), सर्वनाम्नस्तृतीया च (608), अधीगर्थदयेशां कर्मणि (613), कर्तृकर्मणोः कृति (623), उभयप्राप्तौ कर्मणि (624), क्तस्य च वर्तमाने (625), कृत्यानां कर्तरि वा (629), आधारोंऽधिकरणम् (632), सप्तम्यधिकरणे च (633), यस्य च भावेन भाव लक्षणम् (634), यतश्च निर्धारणम् (638), पंचमी विभक्ते (639), साधुनिपुणाभ्यामर्चायां सप्तम्यप्रतेः (640), उक्त सूत्रों की सोदाहरण अवगति अनिवार्य है।</p>	<p>Lectures, Group Discussion</p>
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**Course Outcome –**

1. छात्र-छात्राओं को संज्ञा प्रकरण संबंधित ज्ञान प्राप्त होगा।
2. छात्र-छात्राओं को संस्कृत व्याकरण के सन्धि का ज्ञान होगा।
3. कारक प्रकरण संबंधी विशेष जानकारी होगी जिससे वे संस्कृत को बड़ी सरलता से पढ़ एवं समझ सकेंगे।
4. संस्कृत व्याकरण का विस्तृत ज्ञान होगा।

**Text Book & Reference Book -**

1. चौधरी डॉ. अर्कनाथ – लघु सिद्धान्त कौमुदी, जगदीश संस्कृत पुस्तकालय, जयपुर।
2. मिश्र पं. ज्योतिस्वरूप एवं मोदी उर्मिला – कारक प्रकरणम् (सिद्धान्त कौमुदी) विश्वविद्यालय प्रकाशन वाराणसी।

Job Opportunities	Employability Skill Developed	Local / International/ UNDP Goal Achieved	Entrepreneurship Opportunity
व्याकरणाचार्य, व्याख्याता	शिक्षण क्षमता एवं कौशल का विकास	4. गुणवत्तापूर्ण शिक्षा	व्याकरणाचार्य, व्याख्याता प्राईवेट कोचिंग