

DEPARTMENT OF EDUCATION

Syllabus

For

**Integrated Teacher Education Programme (ITEP)
B.A. B.Ed. (Secondary Level)**



**Hemvati Nandan Bahuguna Garhwal (Central) University
Srinagar, Uttarakhand**

For Students Enrolled in the 2025-26 Academic Session

Integrated Teacher Education Programme (ITEP) B.A. B. Ed.

Course-wise Detail

ITEP (B.A. B.Ed.)		
Subject	Semester I	Semester II
Education		
Foundation	EFC-101 Evolution of Indian Education (Cr-4)	
Disciplinary		
Major		
Political Science Core	DCPOL-101 Introduction to Political Theory (Cr-4)	DCPOL-201 Indian Government and Politics (Cr-4)
Political Science MD/ID	DMDPOL-102 Foundation of the Indian Constitution (Cr-4)	DMDPOL-202 Structure and functioning of Govt (Cr-4)
Political Science Skill	DSECPOL-103 Dynamics of Public Opinion-I (Cr-2)	DSECPOL-203 Dynamics of Public Opinion-II (Cr-2)
History Core	DCHIS-101 History of India from Earliest Times up to 300 CE (Cr-4)	DCHIS-201 History of India from C.300 to 1200 CE (Cr-4)
History MD/ID	DMDHIS-102 Introduction to Museums and Archives in India (Cr-4)	DCHIS-202 Museum and Archival Management and Documentation (Cr-4)
History Skill	DSECHIS-103 An Introduction to Archaeology/ Field Work: Heritage and Archaeological Sites (Cr-2)	DSECHIS-203 Historical Tourism / Field Work: Heritage and Archaeological sites (Cr-2)
Geography Core	DCGEO-101 Physical Geography (Cr-Th-2+2P)	DCGEO-201 Human Geography (Cr-Th-2+2P)
Geography MD/ID	DMDGEO-102 Basics of Geography/ Basics of Social Work /Mental Health & Wellbeing (Cr-Th-2+2P)	DMDGEO-202 Geography of the World/ Basics of Social Work /Mental Health & Wellbeing (Cr-Th-2+2P)
Geography Skill	DSECGEO-103 Communication Skills (Cr-2) Hindi/ English/ Sanskrit	DSECGEO-203 AMSC (Cr-2) 1.Plant Nursery Development and Management 2.Basic Yoga Practices 3.Physical Education and Sports Management 4.Regional Folklores and their Cultural Context 5.Indian Traditional Music 6.Tour and Travel Operations
Economics Core	DCECO-101 Principles of Microeconomics I (Cr-4)	DCECO-201 Principles of Microeconomics - II (Cr-4)
Economics MD/ID	DMDECO-102 Introduction to Business Economics (Cr-4)	DMDECO-202 Market Structure & Competition (Cr-4)
Economics Skill	DSECECO-103 Basics of Entrepreneurship (Cr-2)	DSECECO-203 Introduction to Business Start-Up (Cr-2)
Drawing & Painting Core	DCDRA-101 Fundamentals of Visual Art. (Cr-1) DCDRA-102 Free Hand Drawing (Cr-3P)	DCDRA-201 Methods and Materials of Painting (Cr-2) DCDRA-202 Still Life (Drawing) (Cr-2P)
Drawing & Painting MD/ID	DMDDRA-103 Advertising Theory-I (Cr-4)	DMDDRA-203 Advertising Theory-II (Cr-4)
Drawing & Painting Skill	DSECDRA-104 Line Drawing (on plane background) (CR=2P)	DSECDRA-204 Line Drawing (with coloured background) (Cr-2P)

Hindi Core	DCHIN-101 प्राचीन एवं मध्यकालीन काव्य (Cr-4)	DCHIN-201 आधुनिक गद्य (Cr-4)
Hindi MD/ID	DMDHIN-102 गढ़वाली लोक साहित्य -I (Cr-2) गढ़वाली भाषा: ऐतिहासिक परिचय	DMDHIN-202 गढ़वाली लोक साहित्य -II (Cr-2) गढ़वाली साहित्य का स्वरूप
Hindi Skill	DSECHIN-103 भाषा शिक्षण कौशल (Cr-2)	DSECHIN-203 प्रयोजनमूलक हिंदी (Cr-2)
English Core	DCENG-101 Prose (Cr-4)	DCENG-201 Drama (Cr-4)
English MD/ID	DMDENG-102 Creative writing in Eng-I (Cr-4)	DMDENG-202 Creative writing in Eng-II (Cr-4)
English Skill	DSECENG-103 Communication Skills (Cr-2) Academic Writing	DSECENG-203 Communication Skills (Cr-2) Studying Theatre
Sanskrit Core	DCSAN-101 नीतिकाव्य व्याकरण एवं अनुवाद (Cr-4)	DCSAN-201 नाटक छंद एवं अलंकार (Cr-4)
Sanskrit MD/ID	DMDSAN-102 संस्कृत साहित्य में राष्ट्रीय चेतना (Cr-4)	DMDSAN-202 संस्कृत साहित्य में नैतिकता (Cr-4)
Sanskrit Skill	DSECSAN-103 आयुर्वेद का सामान्य परिचय / संस्कृत संभाषण दक्षता (Cr-2)	DCSAN(SEC)-202 AMSC: (Cr-2) विश्वविद्यालय द्वारा
Minor		
Political Science		DCPOL-201 Indian Government and Politics (Cr-4)
History		DCHIS-201 History of India from C.300 to 1200 CE (Cr-4)
Geography		DCGEO-201 Human Geography (Cr-Th-2+2P)
Economics		DCECO-201 Principles of Microeconomics - II (Cr-4)
Drawing & Painting		DCDRA-201 Methods and Materials of Painting (Cr-2) DCDRA-202 Still Life (Drawing) (Cr-2P)
Hindi		DCHIN-201 आधुनिक गद्य (Cr-4)
English		DCENG-201 Drama (Cr-4)
Sanskrit		DCSAN-201 नाटक छंद एवं अलंकार (Cr-4)
Ability Enhancement & Value-Added Courses	1. EAEVAC-102 Language-I (as per the 8 th schedule of the Constitution of India) (Cr-4) 2. EAEVAC-104 Understanding India (India Ethos and Knowledge System) (Cr-2) 3. EAEVAC-105 Understanding and Connecting with the Environment (Cr-2)	1. EAEVAC-201 Language-II (Other than Language-I) (Cr-4) 2. EAEVAC-202 Understanding India (India Ethos and Knowledge System) (Cr-2)
SEC		SEC- 203 Life Skills and Personality Dev. (Cr-2)
Total Credit	22	22

The students may complete one MOOC of 6 to 8 weeks in the interdisciplinary area in any semester.
The certificate of completion of the MOOC should be submitted in the eighth semester.

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Hemvati Nandan Bahuguna Garhwal University

Dept of Education

ITEP Curriculum

Semester-I (B.A. B.Ed.)

Two-Week Student Induction Programme			
S.N.	Code	Courses	Credit
1.	EFC-101	Evolution of Indian Education	4
2.	EAEVAC-101	Language 1 (as per the 8th schedule of the Constitution of India) (AEC)	4
3.	EAEVAC-102	Understanding India (Indian Ethos and Knowledge Systems)	2
4.	EAEVAC-103	Understanding and Connecting with the Environment	2

FOUNDATIONS OF EDUCATION

EFC-101: Evolution of Indian Education

Credits: 4

101.1 About the Course

The course aims to develop an understanding among student teachers of the evolution of education in India, enabling them to locate themselves within the broader educational system. The course aims at orienting student teachers to the historical perspective of Indian education, including the development and features of education in ancient India, such as the Gurukuls, post-Vedic period, during the Mauryan and Gupta empires, during the colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0, etc. This course also provides an overview of the contributions of Indian thinkers to the evolution of the Indian Education system – including Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, and Gijubhai Badheka, Among Others. Madanmohan Malaviya, Jiddu Krishnamurti, Dr Bhima Rao Ambedkar and others.

101.2 Learning Outcomes

After completion of this course, student teachers will be able to:

- Discuss the genesis, vision, and evolution of education in ancient India to contemporary India.
- enable themselves to shape their educational perspective to act as an effective teacher.

UNIT - I

Ancient Indian Education: Vedic Period

- A. Vision, objectives and salient features of the Vedic Education System.
- B. Teaching and Learning Process.
- C. Development of educational institutions: Finances and Management.
- D. Famous Educational Institutions and Guru-Shishya. Education at the time of the Epics: Ramayana and Mahabharata.

UNIT - II

Ancient Indian Education: Buddhist and Jain Period

- A. Vision, objectives and salient features of the Buddhist and Jain Education System.

- B. Teaching and Learning Process. Finance and Management of Educational Institutions.
- C. Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia.
- D. Famous Guru-Shishya.

UNIT - III

Post-Gupta Period to Colonial Period

- A. Vision, objectives and brief historical development perspective.
- B. Salient features of education in India.
- C. Teaching and Learning Process.
- D. Finance and management of educational institutions.

UNIT - IV

Modern Indian Education

- A. Colonial Education in India: Woods Despatch, Macaulay Minutes and Westernisation of Indian Education
- B. Shiksha ka Bhartiyakaran (Indigenous Interventions in Education)
(Bird's eye view of their contribution) Swadeshi and Nationalist attempts of educational reforms with special reference to the general contribution of Indian thinkers –
 - Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka.
 - Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr Bhima Rao Ambedkar to the education systems of India.

UNIT - V

Education in Independent India

- A. Overview of Constitutional values and educational provisions.
- B. Citizenship Education: Qualities of a good citizen. Education for fundamental rights and duties.
- C. Overview of 20th Century Committees, Commissions and Policies. UEE, RMSA, RTE Act 2009: Overview and impact.
- D. NEP 2020: vision and implementation for a vibrant India.

101.3 Suggestive Practicum

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyse the concept of a good citizen from the perspective of education for democratic citizenship.
3. Compare the vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in the form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values helps them to reshape their concept and enables them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in the form of a group report.
6. Analyse the current educational strengths and weaknesses of one's own locality and write a critical report.
7. Visit places of educational significance and value centres and develop a project report.

8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class, and work out a plan for awareness for national-emotional integration for the class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

101.4 Suggestive Mode of Transaction

The course content transaction will include the following:

- Planned lectures infused with multimedia /PowerPoint presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalised communities and groups, through focus group discussion, surveys, short-term project work, etc.
- Hands-on experience of engaging with diverse communities, children, and schools.

101.5 Suggestive Mode of Assessment

The assessment will be based on the tests and assignments.

Assessments and examinations will be conducted in accordance with the criteria of HN BGU.

101.6 Suggestive Reading Materials

Teachers may suggest books/readings tailored to the needs of learners and the learning content.

EAEVAC-101: Language 1 (As per the 8th Schedule of the Constitution of India)

Credits:4

101.1 About the Course

Language has undeniable links with all kinds of learning. Language enables an individual to understand new concepts, exchange ideas and communicate thoughts with fellow beings. To appreciate fully the role of language in education, one must begin to develop a holistic perspective on language. Language needs to be examined in a multi-dimensional space, giving due importance to its structural, literary, sociological, cultural, psychological, and aesthetic aspects. The National Education Policy 2020 envisages imparting language skills as part of holistic education. It lays thrust on the need to enhance linguistic skills for better cognitive development and the development of a rounded personality of the learners. This course aims to enable student teachers to enhance their ability to listen, speak, read, write and demonstrate linguistic skills in an effective manner. Linguistic skills - listening, speaking, reading, writing, speaking effectively - are fundamental to constructing knowledge in all academic disciplines, and, participating effectively in the world of work and creating sense in everyday life. Through this course, the students will be able to enhance their proficiency in reading with comprehension, understanding, thinking, and conceptualising. The course seeks to enhance the critical thinking abilities and effective communication skills of student teachers. The course involves hands-on activities and practical sessions that help student teachers develop and use linguistic skills in a variety of situations.

101.2 Learning Outcomes

After completing the course, the student teachers will be able to:

- demonstrate knowledge and capacity for effective listening, speaking, reading, writing and critical thinking.

- recognise the link between language and cognition and use linguistic knowledge and skills for effective communication of ideas and thoughts.
- build interpersonal relationships and enhance social skills.

UNIT - I

Understanding Language, Communication and Cognition

- A. Language and cognition: Definitions, characteristics and functions of language. Language, culture and society, language variation, language and dialect, Bi-/Multilingualism in India,
- B. Language learning, translation, gestures, language skills (listening, speaking, reading, & writing). Language policy and language planning, language standardisation and the new-age technologies.
- C. Nature and process of communication: principles, definition, and types of communication, formal and informal communication, verbal and non-verbal communication, Process of communication, barriers to communication, written and oral communication, Language as a means of communication and as a medium of cognition.
- D. Context of communication, the role of decoder, face-to-face interaction, turn-taking, conversation, politeness principles, opening and closing, regional variation, social variation, and the standard language.

UNIT – II: Understanding Grammar

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, and word formation processes.
- B. Sentences- simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- C. Production of speech sounds in languages; Suprasegmentals: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.
- D. Sound production in the language; coining new words, Speech acts.

UNIT – III: Reading Skills

- A. Reading comprehension, types of reading, text, meaning and context.
- B. Reading as an interactive process. Strategies for Engaging Students as Active Readers and Developing Critical Reading Skills.
- C. Understanding denotative and connotative aspects of a text, Vocabulary development through reading.
- D. Features that make texts complex. Reading discipline-based texts.

UNIT – IV: Writing Skills

- A. Speech versus writing; Types of writing.
- B. Writing for specific purposes (essays, letters, and reports).
- C. Language and style of writing; Dealing with new words (academic vocabulary building)
- D. Summarising and Paraphrasing techniques.

UNIT – V: Speaking and Listening Skills

- A. Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations) and the impact of culture on speaking.

- B. Presentation and speaking skills; Practising narrative skills; Body language, voice, and pronunciation; Creating interest and establishing a relationship with the audience.
- C. Importance of listening. kinds of listening; Listening strategies. Need for modelling good listening behaviour.
- D. Listening across the curriculum, note-taking. Listening comprehension and Recorded speeches/texts; Understanding of various accents.

102.3 Suggestive Practicum

1. How do you interpret everyday life and reflect on what you read? Prepare a report.
2. Analyse a recorded video from the perspective of voice and pronunciation, and write a report.
3. Any activity assigned by the teacher.

101.4 Suggestive Mode of Transaction

Teaching this course will involve a mix of interactive lectures, tutorials, and practical activities, including discussions, role-plays, projects, simulations, workshops, and language-awareness activities. The teaching approach involves deeper learning methods, including in-class discussions, to develop critical thinking and problem-solving abilities among students. It will also focus on situations where we encounter tasks in our daily lives that require a natural integration of language skills. The students are expected to read the assigned chapters/articles before the session, and the course requires active participation from all students.

101.5 Suggestive Mode of Assessment

The assessment of the learner will be primarily based on the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects. Assessments and examinations will be conducted in accordance with the criteria of HN BGU.

101.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the needs of learners and the learning content.

EAEVAC-102: Understanding India (Indian Ethos and Knowledge Systems)

Credits 2

102.1 About the Course

This course allows students to develop a broad understanding of India's rich epistemic traditions, values, and ethos. It will introduce students to India's knowledge systems across various fields, including literature and arts, culture, management and administration, economics and polity, law, and philosophy. The course specialises in integrating Indian knowledge traditions into teaching, helping students to know and appreciate India's heritage and knowledge traditions and evaluate them independently through a multidisciplinary lens.

102.2 Learning Outcomes

After the completion of the course, students will be able to:

- define and explain the scope and relevance of Indian Knowledge Systems.
- understand the importance of revisiting ancient knowledge, traditions, and culture in modern contexts.
- describe key Indian dance systems, traditional Indian music, visual, and folk arts.

- appreciate the role of IKS in preserving and expressing Indian cultural heritage.
- discuss Indian Philosophy
- explain different types of government in ancient India.
- understand the basis of law in ancient India, focusing on dharma, its sources, and justice systems.
- promote IKS in different fields as a teacher.

UNIT - I

Introduction to Knowledge of India

- A. Indigenous Knowledge System (IKS): Meaning (Bhartiya Gyan Parampara), scope and nature.
- B. Vision, aims and objectives of IKS. Ancient India and its global connections.
- C. Revisiting our ancient wisdom: Significance and relevance of traditional knowledge, culture, and practices. Exploring ancient India's knowledge domains.
- D. Overview of Indian Philosophy: Shat-Darshan, Jainism, Buddhism, and Charvaka. Introduction to Vedas, Puran and Upanisads.

UNIT – II

Art, Language and Literature

- A. Fine and performing arts: traditional art forms and contemporary arts. Indian dance systems, traditional Indian music, and folk arts.
- B. Language: Identity, culture, and History. Languages as the building blocks to different cultures and societies.
- C. Literature: Sanskrit, Sangam, Kannada, Malayalam and Bengali literature. Indian poetry and Indian fiction.
- D. Ancient Indian Linguistics, oral traditions. Role of teachers in promoting IKS in the field of art and literature.

UNIT – III

Polity, Law and Economy

- A. Traditional kingship & types of government (oligarchies, republics), Local and village administration.
- B. Basis of Law: Dharma & its sources, criminal Justice, Chanakyaniti, tradition-driven, equitable and just polity and law system.
- C. Overview of the Indian economy from the Stone Age to the Guptas, Harappan civilization, and temple economy.
- D. Arthashastra: Concept, relevance of ancient Indian economics. Role of teachers in promoting IKS in polity, law and economy.

102.3 Suggestive Practicum (Any Two)

1. Create a multimedia project that explores a traditional Indian art form.
2. Organise a role-playing activity where students act as historical figures from ancient Indian governance.
3. Prepare a paper on the role of teachers in promoting IKS in different areas.
4. Any other project assigned by the teacher.

102.4 Suggestive Mode of Transaction

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners, along with contemporary poets & writers of Indian literature.

- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

102.5 Suggestive Mode of Assessment

The approaches to learning assessment will include, for example:

- Supporting the curiosity and interest of student teachers in the selected themes through a multi-modal approach, including regular assessments and actionable feedback that enable learners to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens.
- Enabling the student teachers to demonstrate critical analysis and independent thinking of the processes and events in the formulation & evolution of different traditions that help student teachers evaluate the diverse traditions of India to distinguish its achievements and limitations.
- Use of first-hand or second-hand experiences that enable student-teachers to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

Assessments and examinations will be conducted in accordance with the criteria of HNBGU.

102.6 Suggestive Reading Materials

Teachers may suggest books/readings as per the needs of learners and the learning content.

EAEVAC-103: Understanding and Connecting with the Environment

Credits: 2

103.1 About the Course

The course "Understanding and Connecting with the Environment" aims to cultivate a profound and direct connection with nature. It is designed to help student teachers develop a deep, experiential relationship with the natural world. The course fosters an understanding of the symbiotic relationship between human life and the environment, promoting concern, gratitude, and ethical stewardship that leads to balance. Through this course, pupil teachers will learn about and understand the environment, ecosystems, biodiversity, and anthropogenic factors. This course will empower them to constructively critique human impact on the planet. Through workshops, field and nature walks, eco-project participation, and other reflective experiences, they will learn to observe and interact with their environment. The course equips them with strategies to incorporate environmental issues in routine teaching practices, including the establishment of nature corners, the upkeep of school gardens, and the formation of eco-clubs. In alignment with NEP 2020, the course aims to cultivate a sense of environmental stewardship, sustainable thinking, and civic responsibility, encouraging proactive teaching so that children develop eco-friendly habits early on.

103.2 Learning Outcomes

After the completion of the course, students will be able to:

- examine the main elements of natural and anthropogenic environments and their interrelationships.

- outline the importance of biodiversity and regional ecosystems in maintaining an ecological balance.
- recall local plant and animal species and natural landscapes, appreciating their cultural and ecological significance.
- assess the consequences of human actions, including urban expansion and environmental pollution, on the degradation of the natural world.
- appreciate nature through reflective and hands-on active learning.
- apply local practices to construct frameworks that incorporate indigenous and traditional ecological knowledge.
- set out to encourage and implement basic sustainability initiatives at school or within the wider community.
- perform simple environmental audits (waste, water, biodiversity) in the school setting.
- develop and facilitate nature-based learning programs for school children with local materials.
- foster responsible environmental stewardship and active citizenship through project-based advocacy and awareness campaigns.

UNIT - I

Introduction to Environment

- A. Environment: Meaning, Definitions and Components.
- B. Nature and principles of the environment. Types of environments and their composition.
- C. Biodiversity: Its meaning and significance.
- D. Provisions described for the environment in NEP 2020.

UNIT – II

Understanding Environment

- A. Services provided by the environment. Importance of a healthy environment.
- B. Natural resources: Need for their conservation and protection.
- C. Environmental issues and challenges. Issue of Climate change, Pollution: Meaning and types.
- D. Environmental education: Meaning, definitions and objectives.

UNIT - III

Connecting with the Environment

- A. Relationship between man and the environment. Issues and challenges in reference to Uttarakhand.
- B. Activities and strategies to deal with the environmental issues. Ecotourism: Concept and practices.
- C. Changes in lifestyle for reducing climate change and solving environmental problems.
- D. Role of the individual, teachers, social groups and the Government to protect the environment. Evaluation of governmental schemes.

103.3 Suggestive Practicum (Any Two)

1. Organise a nature walk in a nearby natural area, document observations, sounds, species seen, and personal reflections in an eco-diary or journal.
2. Identify and document trees, plants, birds, and insects found in the school or neighbourhood.
3. Projects may include composting food waste, setting up a rainwater collection system, or organizing a zero-waste campaign.
4. Evaluate water use, energy consumption, waste management, and suggest improvements.
5. Any other project assigned by the teacher.

103.4 Suggestive Mode of Transaction

The course will be conducted in a workshop mode, enabling student teachers to demonstrate critical analysis and independent thinking about the processes that help them evaluate the status of the environment and their ways of participating in environmental protection.

103.5 Suggestive Mode of Assessment

The approaches to learning assessment will include the use of first-hand or second-hand experiences that enable student-teachers to develop an action-oriented approach.

Assessments and examinations will be conducted in accordance with the criteria of HNBGU.

103.6 Suggestive Reading Materials

- NCERT (2006). *Position Paper on Environmental Education*.
- NCF for Foundational and Preparatory Stages (2022).
- NCERT Textbooks (EVS for Classes III–V, Science for Classes VI–VIII)
- Shiva, V. (2005). *Earth Democracy: Justice, Sustainability, and Peace*.
- Tbilisi Declaration (1977) on Environmental Education.
- Local case studies, field guides, and regional flora/fauna booklets.

Teachers may suggest books/readings as per the needs of learners and the learning content.

Semester-I (B.A. B.Ed.)

Political Science

DCPOL-101: Introduction to Political Theory

Credit: 4

Learning Objectives

1. Understand the concept, scope, and relevance of political theory and political philosophy.
2. Analyze key political concepts such as state, democracy, liberty, equality, justice, rights, duties, gender, and civil society.
3. Critically examine major debates in political theory and their contemporary significance.
4. Develop analytical skills for interpreting theoretical frameworks and applying them to political issues.

Course Outcomes

After completing this course, students will be able to:

1. Explain and evaluate the meaning, nature, and scope of politics and political theory.
2. Compare and contrast key political concepts in theory and practice.
3. Engage critically with debates on democracy, censorship, protective discrimination, and state intervention.
4. Apply theoretical perspectives to analyze real-world political and social issues.

UNIT 1: Foundations of Political Theory

- a. Concept of Politics: What is Politics
- b. Political Theory, Political Philosophy and Its Relevance

UNIT 2: The State and its Dimensions

- State: Meaning, Nature and Elements
- Multiculturalism and Pluralism

UNIT 3: Core Political Concepts

- Democracy
- Liberty
- Equality
- Justice
- Rights and Duties
- Gender
- Civil Society and Civil Movements

UNIT 4: Debates in Political Theory

- a. Democracy and Its Compatibility with Economic Growth and Development
- b. Justification of Censorship and Limitations on Censorship
- c. Protective Discrimination and Principles of Fairness
- d. State Intervention in the Affairs of Social Institutions

Essential Readings

- Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 2-17.
- Bhargava, R. (2008) 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. New Delhi: Pearson Longman, pp. 18-37.
- Semwal, M.M. & Mishra, M.K. (2018) (eds.) 'राजनीतिक क्या है?' in राजनीतिक के व ्यवहारक आयाम (Dynamics of Politics), New Delhi: Academic Publication, pp. 3-90.
- Sriranjani, V. (2008) 'Liberty', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 40-57.
- Acharya, A. (2008) 'Equality', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 58-73.
- Menon, K. (2008) 'Justice', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 74-82.
- Talukdar, P.S. (2008) 'Rights', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 88-105.
- Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 106-128.
- Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 130-147.
- Das, S. (2008) 'State', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 170-187.
- Singh, M. (2008) 'Civil Society', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 188-205.
- Menon, N. (2008) 'Gender', in Bhargava, R. and Acharya, A. (eds.) Political Theory: An Introduction. Pearson Longman, pp. 224-235.
- Shorten, A. (2008) 'Nation and State', in McKinnon, C. (ed.) Issues in Political Theory. Oxford University Press, pp. 33-55.
- Christiano, Thomas. (2008) 'Democracy', in McKinnon, C. (ed.) Issues in Political Theory. Oxford University Press, pp. 80-96.
- Riley, J. (2008) 'Liberty', in McKinnon, C. (ed.) Issues in Political Theory. Oxford University Press, pp. 103-125.

- Casal, P. & William, A. (2008) 'Equality', in McKinnon, C. (ed.) Issues in Political Theory. Oxford University Press, pp. 149-165.
- Brighouse, H. (2008) 'Citizenship', in McKinnon, C. (ed.) Issues in Political Theory. Oxford University Press, pp. 241-259.
- Chambers, C. (2008) 'Gender', in McKinnon, C. (ed.) Issues in Political Theory. Oxford University Press, pp. 241-288.
- Swift, A. (2001) Political Philosophy: A Beginners Guide for Students and Politicians. Cambridge: Polity Press.
- Johari, J.C. (2019) Contemporary Political Theory: New Dimensions, Basic Concepts & Major Trends. Sterling Publishers Pvt. Ltd.
- Heywood, A. (2015) Political Theory: An Introduction. Macmillan.
- Gauba, O.P. (2021) An Introduction to Political Theory. National Paperback.
- Vermani, R.C. (2020) Political Theory: Concepts and Debates. Gitanjali Publishing House.
- Sushila, R. (2020) Political Theory: Ideas and Concepts. PHI Learning Pvt. Ltd.

MD/ID Political Science

DMDPOL-102: Indian Constitution: Politics and Governance

Foundation of the Indian Constitution

Credit: 4

Learning Objectives

1. Trace the historical evolution of constitutional developments in India from 1909 to 1947.
2. Understand the process of constitution-making, including the composition and functioning of the Constituent Assembly.
3. Analyze the philosophical foundations of the Preamble and the salient features of the Constitution.
4. Examine the ideals of justice, liberty, equality, and fraternity, and the sources from which the Indian Constitution draws inspiration.

Course Outcomes

After completing this course, students will be able to:

1. Understand the historical background and developments of the Indian Constitution.
2. Critically assess the debates within the Constituent Assembly
3. Interpret the philosophy and significance of the Preamble.
4. Identify and analyse the sources of the Indian Constitution and its core ideals.

UNIT I: Historical Context

- Constitutional Developments (1909–1947)
- Cabinet Mission Plan

UNIT II: Making of the Constitution

- Constituent Assembly: Composition, Working, Committees
- Major Debates: Secularism, Federalism, Rights

UNIT III: Preamble and Salient Features

- Philosophy of the Preamble
- Salient Features of the Indian Constitution

UNIT IV: Philosophy and Ideals

- Justice, Liberty, Equality, Fraternity
- Sources of the Indian Constitution

Suggested Readings

1. Austin, Granville. The Indian Constitution: Cornerstone of a Nation. Oxford University Press.
2. Austin, Granville. Working a Democratic Constitution: The Indian Experience. Oxford University Press.
3. Basu, D.D. Introduction to the Constitution of India. LexisNexis.
4. Kashyap, Subhash C. Our Constitution. National Book Trust.
5. Noorani, A.G. Constitutional Questions in India: The President, Parliament and the States. Oxford University Press.
6. Sharma, Brij Kishore. Introduction to the Constitution of India. Prentice-Hall.
7. Jain, M.P. Indian Constitutional Law. LexisNexis.
8. Pylee, M.V. An Introduction to the Constitution of India. Vikas Publishing.
9. Constituent Assembly Debates (Official Reports), Volumes I–XII.

DSECPOL-103: Dynamics of Public Opinion-I

Credit:2

Learning Objectives

1. To understand the meaning, nature, and theoretical foundations of public opinion.
2. To analyze the role of public opinion in democratic societies, with special reference to India.
3. To examine the processes and factors influencing the formation of public opinion.

Course Outcomes

After completing this course, students will be able to:

1. Define and explain the concept and nature of public opinion.
2. Discuss major theories and dimensions of public opinion.
3. Assess the significance of public opinion in democratic governance.
4. Relate the process of public opinion formation to policy-making.

UNIT I: • Public Opinion: Meaning and Nature

UNIT II: • Theories of Public Opinion and Its Dimensions

UNIT III: • Public Opinion in a Democratic State

UNIT IV: • Formation of Public Opinion and Its Relationship with Public Policy

Essential Readings

1. Erikson, R. & Tedin, K. (2011). American Public Opinion (8th ed.). New York: Pearson Longman.
2. Gallup, G. (1948). A Guide to Public Opinion Polls. Princeton University Press.
3. Donsbach, W. & Traugott, M.W. (2007). The SAGE Handbook of Public Opinion Research. Sage Publications.
4. McCombs, M. (2014). Setting the Agenda: The Mass Media and Public Opinion. Polity Press.
5. Glynn, C.J. (2016). Public Opinion (3rd ed.). Routledge.

History

DCHIS-101: History of India from Earliest Times up to 300 CE

Credit:4

- I. Early Historical Sources.
- II. A broad survey of Palaeolithic, Mesolithic and Neolithic Cultures.
- III. Harappan Civilisation: Origin, Extent, dominant features & decline, Chalcolithic age.
- IV. Early Vedic and later Vedic Culture: Polity, Society, Economy and Religion.

- V. Early States and Cities: Janapadas and Mahajanapadas, and the rise of Magadha, and Urban centres.
- VI. Jainism and Buddhism: Doctrines and Spread.
- VII. Emergence and Growth of Mauryan Empire: State, Administration, Economy, Decline of Mauryan Empire, Ashoka's Dhamma.
- VIII. Post-Mauryan age with special reference to Satavahanas and Kushanas: Polity, Economy, Society, Culture and Administration.
- IX. The Sangam Age: Sangam Literature, Polity, Economy and Society.

Recommended Readings:

1. Agrawal, D.P. The Archaeology of India
2. Basham, A.L. The Wonder That was India
3. Chakrabarti, D.K. Archaeology of Ancient Indian Cities
4. Jaiswal, Suvira Caste: Origin, Function and Dimensions
5. Subramanian, N. Sangam Polity
6. Thapar, Romila History of Early India
7. Allchin, F.R. and B Origins of a Civilization: The Prehistory and Early Archaeology of South Asia
8. Basham, A.L. The Wonder That was India
9. Jha, D.N. Ancient India in Historical Outline (1998 edn.)
10. Kosambi, D.D. Culture and Civilization of Ancient India
11. Ray, H.P. Monastery and Guild India in Historical Outline
12. Sastri, K.A.N. A History of South India
13. R.S Sharma, India's Ancient Past
14. Ray, Niharranjan Maurya and Post Maurya Art
15. Sharma, R.S. Aspects of Political Ideas and Institutions in Ancient India (1991 edn.)
16. Thapar, Romila Ashoka and the Decline of the Mauryas (1997 edn)
17. Yazdani, G. Early History of Deccan
18. Aspects of Political Ideas and Institutions in
19. Ancient India (1991 edtt.)
20. Singh, Upinder. Ancient India: From the stone age to the 12th Century. 2009
21. Singh, Upinder. Discovery of Ancient India: Early archaeologist and the beginning of archaeology. 2005
22. Singh, Upinder 2009 A History of Ancient and Early Medieval India 1st Edition (English) Pearson

History MD/ID

DMDHIS-102: Introduction to Museums and Archives in India

Credit: 4

UNIT I. History and Evolution of Museums and Archives (India & World)

UNIT II. Types of Museums and Archives – Art, Archaeological, Ethnographic, Science, Natural History, Community Museums

UNIT III. Important Museums and Archives in India – National Museum, Salar Jung Museum, Victoria Memorial, National Archives, State Archives

UNIT IV. UNESCO and International Conventions on Cultural Heritage

UNIT V. Visit Report – Any local museum/archive (skill-based project work),

Recommended Readings:

1. Agarwal, O. P. (2019). Museums and Museology: New Horizons. New Delhi: Aryan Books International.
2. Swarnkar, A. (2022). Museology and Conservation: Global Perspectives. Jaipur: Rawat Publications.

3. Chaudhary, S. (2021). History of Archives in India. New Delhi: Mittal Publications.
4. MacDonald, S. (Ed.) (2020). A Companion to Museum Studies. London: Wiley-Blackwell.
5. Singh, K. (2018). Museums in India: A Historical Perspective. New Delhi: National Book Trust.
6. Singh, A. K. (2020). Introduction to Museum Studies. New Delhi: Kaveri Books.
7. Das, S. (2021). Community Museums in India: Preservation and Participation. London: Routledge.
8. Singh, R. (2019). Ethnographic Museums in India: Tradition and Transition. New Delhi: Aryan Books.
9. Sahoo, A. (2023). Natural History and Science Museums of India. New Delhi: Concept Publishing.
10. ICOM. (2022). Defining Museums in the 21st Century. Paris: International Council of Museums.
11. Gaur, R. C., & Basu, V. (2023). Mapping of the Archives in India. New Delhi: IGNCA & UNESCO.
12. Sen, S. (2022). National Museum, New Delhi: Collections and Curatorial Practices. New Delhi: National Museum Publication.
13. Salar Jung Museum. (2021). Treasures of Salar Jung Museum. Hyderabad: Salar Jung Museum Trust.
14. Victoria Memorial Hall. (2020). Curatorial Studies and Preservation of Colonial Heritage. Kolkata: Victoria Memorial.
15. Nehru Memorial Museum & Library. (2024). Archives and Photo Collections: A Case Study. New Delhi: NMML.
16. Dean, D. (2020). Museum Exhibition: Theory and Practice. London: Routledge.

History Skill

DSECHIS-103: An Introduction to Archaeology/ Field Work: Heritage and Archaeological Sites

Credit: 2

- I. Archaeology: Its Definition and Components
- II. History of Indian Archaeology
- III. Explorations, Excavations and Historical Sites, Page 11 of 52
- IV. Tools of research
- V. Documentation, Classification, Analysis and Publications

Recommended Readings:

1. John A. Bintliff, A Companion to Archaeology
2. D.R. Chakrabarti, A History of Indian Archaeology: From the Beginning to 1947, New Delhi, Manohar, 1988
3. M. Hall & W.S. Silliman, Historical Archaeology, USA, Blackwell, 2006
4. Mathew Johnson, Archaeological Theory: An Introduction, Blackwell Publishing, New Edition, 2010
5. Published Works by ASI.

Geography Course Code: GEOG/DSC-MJ001

DCGEO-101: Physical Geography

Credit:2

Course Objective:

After completing the course, students will be able to

1. Understand physical geography
2. Understand Earth's dynamics and related activities.
3. Understanding Earth's atmosphere and its impact on mankind.

4. Understanding the value of the Hydrosphere.

Course Outcomes:

Students will be able to understand-

1. Students will grasp the genesis and interrelationship of the solar family.
2. Students will grasp the forces that affect the Earth's surface and how they work.
3. Students will grasp fundamental principles of atmosphere and oceanography.

UNIT-I

Meaning Nature and Scope of Physical Geography, Approaches to study Physical Geography.

UNIT-II

Origin of the Earth; Components of the Earth System. Interior of the Earth; Plate Tectonics, Rocks. Weathering; Work of river, wind, glacier and underground water and its associated features. Cycle of Erosion – Davis and Penck

UNIT-III

Atmosphere – Heat Balance; Wind types and pressure; Cyclone; Monsoon- jet streams; Climatic Classification (Koppen).

UNIT-IV

Hydrosphere –Hydrological Cycle; Ocean Bottom Relief Features; Tides; Currents and Salinity, Coral reef.

Suggested Readings:

1. Conserve H. T., 2004: Illustrated Dictionary of Physical Geography, Author House, USA.
2. Gabbler R. E., Petersen J. F. and Trapasso, L. M., 2007: Essentials of Physical Geography (8th Edition), Thompson, Brooks/Cole, USA.
3. Garrett N., 2000: Advanced Geography, Oxford University Press.
4. Goudie, A., 1984: The Nature of the Environment: An Advanced Physical Geography, Basil Blackwell Publishers, Oxford.
5. Hamblin, W. K., 1995: Earth's Dynamic System, Prentice Hall, N.J.
6. Husain M., 2002: Fundamentals of Physical Geography, Rawat Publications, Jaipur.
7. Monkhouse, F. J. 2009: Principles of Physical Geography, Platinum Publishers, Kolkata.
8. Strahler A. N. and Strahler A. H., 2008: Modern Physical Geography, John Wiley & Sons, New York.
9. Savindra Singh: Physical Geography (Hindi, English)
10. <https://epgp.inflibnet.ac.in/Home/ViewSubject?catid=KwH6LnSyFhsLI6M9Z0+tvw==>
11. <https://ncert.nic.in/textbook.php?kegy2=0-14>

Course Code: GEOG/DSC-MJ001 (P)
BASICS OF PRACTICAL GEOGRAPHY

Credit: 2

Course Objectives:

After completing the course, students will be able to

1. To develop proficiency in Scale Construction and Usage
2. To impart the fundamentals of toposheets and various social and physical aspects related to it.
3. To give basic knowledge of Aerial Photographs and their uses in Geography.

Course Outcomes:

Students will be able to understand

1. Students will learn the most essential tools and techniques of Practical Geography.
2. It will enhance their geographical analytical skills, particularly by getting some hands-on experience on the preparation and use of geographical scale.
3. Proficiency in interpreting toposheets and recognizing conventional signs.
4. Get a comprehensive understanding of Aerial photographs and their uses.

UNIT-I: Scale: Simple, Comparative and Diagonal Scale.

UNIT-II: Toposheets: Introduction, Indexing, Interpretation and Conventional Signs.

UNIT-III: Landform Features based on Contours.

UNIT-IV: General Introduction and Interpretation of Aerial Photographs.

Suggested Readings:

1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw-Hill.
2. Gupta K.K. and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers
7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers J. A., 1965: An Introduction to the Study of Map Projections, University of London.

Geography MD/ID Course Code: GEOG/DSC-MD/ID001
DMDGEO-102: Basics of Geography

Credit: 2

Course Objective:

After completing the course, students will be able to

1. To understand the basics of Geography with an emphasis on its nature and scope,
2. Earth structure and composition,
3. major tectonic forces and movements.

Course Outcomes:

Students will be able to understand

1. The meaning and scope of Geography.
2. Origin of Earth since its beginning.
3. The tectonic forces and movements.
4. The structure and composition of the Earth.

UNIT-I

Meaning, Nature and Scope of Geography, Solar System, Rotation and Revolution of Earth, Latitude and Longitude.

UNIT-II

Continental Displacement Theory, Continental Drift Theory, Plate Tectonics and Sea Floor Spreading.

UNIT-III

Interior of the Earth, Types of Rocks-Igneous, Metamorphic and Sedimentary Rocks and their Importance.

UNIT-IV

Structure and Composition of the Atmosphere, Temperature Distribution, Pressure and Wind

Suggested Readings:

1. Majid Hussain, Fundamentals of Physical Geography, Rawat Publication, New Delhi.
2. Goh Cheng Leong, Certificate of Physical and Human Geography.
3. D.R. Khullar, India- A Comprehensive Geography.
4. Savindra Singh - Physical Geography, Prayag Pustak Bhawan.
5. W.D. Thornberry- Principles of Geomorphology, New Age International.
6. Alan Strahler- Introducing Physical Geography, Wiley.

GEOG/DSC-MD/ID001 (P) PRACTICAL GEOGRAPHY-1

Credit:2

Course Objectives:

After completing the course, students will be able to

1. To develop proficiency in Scale Construction and Usage
2. To impart the fundamentals of toposheets and various social and physical aspects related to it.
3. To give basic knowledge of Aerial Photographs and their uses in Geography.

Course Outcomes:

Students will be able to understand-

1. Students will learn the most essential tools and techniques of Practical Geography.
2. It will enhance their geographical analytical skills, particularly get some hands-on experience on the preparation and use of geographical scale.
3. Proficiency in interpreting toposheets and recognising conventional signs.
4. Get a comprehensive understanding of Aerial photographs and their uses.

UNIT-I

Scale: Simple, Comparative and Diagonal Scale.

UNIT-II

Toposheets: Introduction, Indexing, Interpretation and Conventional Signs.

Suggested Readings:

1. Dent B. D., 1999: Cartography: Thematic Map Design, (Vol. 1), McGraw-Hill.
2. Gupta K. K and Tyagi V. C., 1992: Working with Maps, Survey of India, DST, New Delhi.
3. Mishra R. P. and Ramesh A., 1989: Fundamentals of Cartography, Concept Publishing.
4. Robinson A., 1953: Elements of Cartography, John Wiley.
5. Sharma J. P., 2010: Prayogic Bhugol, Rastogi Publishers.
6. Singh R. L. and Singh R. P. B., 1999: Elements of Practical Geography, Kalyani Publishers.

7. Singh R. L., 1998: Prayogic Bhoogol Rooprekha, Kalyani Publications.
8. Steers J. A., 1965: An Introduction to the Study of Map Projections, University of London.

Geography Skill
DSECGEO-103 Communication Skills
Hindi/English/Sanskrit

Credit: 2

The course will be offered as per the University.

Economics
DCECO-101: Principles of Microeconomics I

Credit:4

The Course will help the learner to: Course Learning outcomes

- CO1: Learn the basic concepts, definitions, and terms of Microeconomics.
- CO2: Understand the theories of demand, supply, elasticity, consumer behaviour, production and firms.
- CO3: Apply the theories of consumer behaviour, demand, supply, elasticity, production and firms in the real world.
- CO4: Analyse the different cost and revenue situations, consequences of different market conditions and various equilibrium conditions.
- CO5: Evaluate the market conditions and welfare in the economy.

1. Introduction

- a. Problem of scarcity and choice: scarcity, choice and opportunity cost; Micro and Macro Economics: Concept, scope, and nature; Static and Dynamic Economics; Production Possibility Frontier.
- b. Demand and supply: law of demand and its exceptions, determinants of demand, shifts of demand versus movements along a demand curve, market demand, law of supply, determinants of supply, shifts of supply versus movements along a supply curve, market supply, market equilibrium; Consumer Surplus and Producer Surplus.
- c. Elasticity: price elasticity of demand, calculating elasticity, determinants of price elasticity; Income and Cross Elasticity.

2. Consumer Theory

Concept of utility, Diamond-water paradox, Law of Diminishing Marginal Utility and Equimarginal Utility; Indifference Curve: Consumer Equilibrium, Price Effect; Derivation of the demand curve from the indifference curve.

3. Production, Costs and Revenue Analysis

- a. Production: Concept and factors of production; Production function; Law of variable proportions; Return to scale; Producer equilibrium.
- b. Costs: costs in the short run and long run, revenue and profit maximisations, minimising losses, short run industry supply curve, economies and diseconomies of scale, and long run adjustments.

4. Perfect Competition

- a. Assumptions: theory of a firm under perfect competition, demand and revenue; Equilibrium of the firm in the short run and long run; Long run industry supply curve: increasing, decreasing and constant cost industries.

b. Welfare: allocative efficiency under perfect competition.

Teaching Learning Process: Lectures and tutorials

Suggested Readings:

- Ahuja H.L. (2016) Advanced Economic Theory: Microeconomic Analysis, 20th Edition, S. Chand and Company Ltd., New Delhi
- Case, Karl E., Ray C. Fair and Sharon E. Oster (2013) Principles of Economics, (11th Edition), Prentice Hall of India, New Delhi
- Koutsoyiannis, A. (1990) Modern Microeconomics, Macmillan Press Ltd., London
- Layard, P.R.G. and A. W. Walters (1978) Microeconomic Theory, McGraw-Hill, New York
- Lipsey, R.G. and K.A. Chrystal (2004) Principles of Economics, (9th Edition), Oxford University Press, New Delhi
- Perloff, Jeffrey M. (2001) Microeconomics, Addison Wesley Longman Pvt. Ltd., New Delhi
- Sen, A. (1999) Microeconomics Theory and Applications, Oxford University Press, New Delhi
- Stigler, G. (1996) Theory of Price, (4th Edition), Prentice Hall of India, New Delhi
- Varian, H. (2000) Microeconomic Analysis, W. W. Norton, New York

Economics MD/ID

DMDECO-102: Introduction to Business Economics

Credit:4

Course Learning Outcomes

The Course will help the learner to:

- CO1 (Learn): Learn the basic terms and concepts used in Business Economics.
- CO2 (Understand): Understand how demand, supply, and utility influence consumer behaviour.
- CO3 (Apply): Apply economic laws and tools to solve real-world business problems.
- CO4 (Analyse): Analyse cost, production, and revenue data to support business decisions.

UNIT I: Nature and Scope of Business Economics

Central problems of an Economy; Definition, nature, and scope of economics; Concept and importance of Business Economics, Difference between Micro and Macroeconomics; Utility Analysis- types, measurement and laws.

UNIT II: Demand Analysis

Concepts and types of demand; Determinants of demand, law of demand, exceptions to law of demand; Concept & measurement of elasticity of demand, Indifference Curve- meaning, properties, budget line and Consumer's Equilibrium.

UNIT III: Supply & Equilibrium Analysis

Concepts of supply: Law of supply, Concept of elasticity of supply, Consumer Surplus, Market equilibrium.

UNIT IV: Production, Cost & Revenue

Production function—short run and long run; law of variable proportions; returns to scale; Isoquants- meaning, properties, Iso-cost line and Producer's Equilibrium; Cost concepts—fixed, variable, average, marginal; short-run and long-run cost curves, Concepts of revenue- total, marginal, average.

References:

1. Samuelson, P. A., & Nordhaus, W. D. (2010). Economics (19th ed.). McGraw-Hill Education.
2. Koutsoyiannis, A. (1985). Modern microeconomics (2nd ed.). Macmillan/ELBS.
3. Ahuja, H. L. (2022). Modern Microeconomics: Theory and Applications (21st ed.). S. Chand Publishing.
4. Dwivedi, D. N. (2021). Managerial Economics (8th ed.). Vikas Publishing House.
5. Salvatore, D. (2020). Managerial Economics in a Global Economy (9th ed.). Oxford University Press.
6. Mankiw, N. G. (2021). Principles of Microeconomics (9th ed.). Cengage Learning.

Economics Skill

DSECECO-103: Basics of Entrepreneurship

Credit:2

Course Learning Outcomes

The course will help the learners/potential entrepreneurs to

- Learn the basic concepts, characteristics, and role of entrepreneurship in economic development.
- Understand the entrepreneurial process from idea generation to enterprise development.
- Apply knowledge of different types of business organizations to plan a suitable venture.
- Analyze market, financial, and operational factors in preparing a business plan.
- Evaluate the feasibility of a new business idea using planning tools and decision-making techniques.

UNIT-I: Entrepreneurship

Entrepreneurship: Meaning and role in society; Characteristics of an entrepreneur; entrepreneur vs manager; Entrepreneur skills; Forms of entrepreneurship- Private; public and joint entrepreneurship; Scope for entrepreneurship in Uttarakhand and India; Institutions of skill development, policies, programs and schemes of skill and entrepreneurship development in India

UNIT-2: Entrepreneurship process

Idea identification and Need Gap assessment: Identification of business opportunity (idea, opportunity and innovation), how to identify business ideas and conducting need assessment study; methods for idea generation, assessment and screening; Feasibility analysis of the idea (Market, financial, technical, socio-economic feasibility analysis) and feasibility report preparation.

UNIT-3 Type of business

Nature and type of business: sole proprietorship, private limited, public limited, partnership, limited liability partnership; Legal details under different types of business: registration, legal status, liabilities, taxation, etc.

UNIT-4 Preparation of business plan-I

Business plan: meaning and objectives, contents of a business plan, Marketing Plan: Marketing mix, market segmentation, identification of target market and developing strategies for target market, product positioning

Teaching Learning Process: Lectures and tutorials

Suggested Readings:

- Donald F Kuratko, “Entrepreneurship – Theory, Process and Practice”, 9th Edition, Cengage Learning, 2014.

- Khanka. S.S., “Entrepreneurial Development” S. Chand & Co. Ltd., Ram Nagar, New Delhi, 2013.
- EDII “Faulty and External Experts – A Hand Book for New Entrepreneurs Publishers: Entrepreneurship Development”, Institute of India, Ahmadabad, 1986.
- Hisrich R D, Peters M P, “Entrepreneurship” 8th Edition, Tata McGraw-Hill, 2013.
- Mathew J Manimala, "Entrepreneurship theory at crossroads: paradigms and praxis" 2nd Edition Dream tech, 2005.
- Rajeev Roy, "Entrepreneurship" 2 Edition, Oxford University Press, 2011.
- Vasant Desai, “The Dynamics of Entrepreneurship Development and Management”, Himalaya Publication house, 2022
- David H. Holt, “Entrepreneurship, New Venture Creation”, Prentice Hall India, 1991.
- S.S. Khanka, “Entrepreneurial Development”, S. Chand & Company Ltd. New Delhi, 2007
- Vasant Desai, “Small-Scale Industries and Entrepreneurship”, Himalaya Publishing House, Delhi, 2003

Drawing & Painting Core

DCDRA-101: Fundamentals of Visual Art.

Credit: 1

Meaning and Definition of Art, Classification of Art, Types of Painting. Line, shape and Form, Colour, Tone and Value, Space, Texture. Introduction of Composition Proportion, Movement & Rhythm, Dominance, Harmony, Unity, Contrast, Balance, Perspective. Chitra Shadang.

DCDRA-102: Free Hand Drawing (P)

Credit: 3

Freehand Drawing from Nature, Animals, Birds, humans, etc., in different postures.

Sessional: 50 Sketches

Medium: Pencil / Pen / Charcoal

Paper size: Quarter Imperial

Time : 3 hrs

Drawing & Painting MD/ID

DMDDRA-103: Advertising Theory-I

Credit:4

Introduction and Definition of Advertising, Features, Objectives and Importance of Advertising. Role of Advertising in Marketing and Society. Introduction of Advertising before the Printing Era and the Post-Printing Era. History of Advertising in India

Drawing & Painting Skill (P)

DSECDRA-104: Line Drawing (on a plane background)

Credit:2

Creating faithful line drawings of Indian old masters’ paintings. The candidate will produce a reduced or enlarged copy of the drawing provided to him.

Size: Quarter Imperial

Execution Time: 3 Hours

Medium: Water/Poster

Sessional: 10 best works

Hindi

DCHIN-101: प्राचीन एवं मध्यकालीन काव्य

Course Outcomes

प्राचीन एवं मध्यकालीन काव्य

1. विद्यार्थियों को प्रमुख कवियों, रचनाओं तथा काव्यधाराओं की जानकारी प्राप्त होगी।
2. विद्यार्थियों की काव्य के भाव, भाषा, शैली और उद्देश्य को समझने की दृष्टि सबल होगी।
3. विद्यार्थी काव्य के तत्वों को आधुनिक संदर्भ में लागू करके साहित्यिक आलोचना में उपयोग कर सकेंगे।
4. विद्यार्थी काव्य की अंतःसंरचना, प्रतीकों, भाव, अलंकारों और भावनाओं का गहन विश्लेषण कर सकेंगे।
5. विद्यार्थी काव्य दृष्टि, काव्य प्रभाव एवं साहित्यिक योगदान की आलोचनात्मक समीक्षा करने में सबल होंगे।
6. विद्यार्थियों द्वारा नए संदर्भों में रचनात्मक कार्य करने की दृष्टि विकसित होगी।

(ख) सूरदास : भ्रमरगीत सार, संपादक : आचार्य रामचंद्र शुक्ल, पद सं. 1,7,9,23,57

इकाई - 4

(क) बिहारी रत्नाकर, जगरनाथ जगन्नाथ दास रत्नाकर, पद सं. 1,32,38,42,73

(ख) घनानंद : घनानंद ग्रंथावली, विश्वनाथ प्रसाद मिश्र, पद सं. 2,5,7,8,11

संदर्भ ग्रंथ -

1. अमीर खुसरो, संपादक : माधव हाडा।
2. पृथ्वीराज रासो, संपादक : हजारी प्रसाद द्विवेदी।
3. जायसी ग्रंथावली, संपादक : आचार्य रामचंद्र शुक्ल।
4. कबीर : हजारी प्रसाद द्विवेदी।
5. त्रिवेणी : आचार्य रामचंद्र शुक्ल।
6. गोस्वामी तुलसीदास : आचार्य रामचंद्र शुक्ल।
7. कवितावली : गीताप्रेस गोरखपुर।
8. भक्ति आंदोलन और सूरदास का काव्य : मैनेजर पांडेय।
9. भ्रमरगीत सार : संपादक : आचार्य रामचंद्र शुक्ल।
10. बिहारी रत्नाकर, जगरनाथ जगन्नाथ दास रत्नाकर।
11. रीतिकालीन साहित्य का पुनर्मूल्यांकन : राम कुमार वर्मा।
12. रीतिकाल की भूमिका : डॉ. नगेन्द्र।
13. घनानंद कवित्त : विश्वनाथ प्रसाद मिश्र।

Hindi MD/ID

DMDHIN-102: गढ़वाली लोक साहित्य -I

गढ़वाली भाषा: ऐतिहासिक परिचय

Credit: 2

इकाई-1

- गढ़वाली भाषा का उद्भव।
- गढ़वाली भाषा का विकासक्रम।

इकाई-2

- गढ़वाली बोली के विविध रूप।
- गढ़वाली प्रमुख उपबोलियों का परिचय।

इकाई-3 :

- गढ़वाली शब्द-संपदा।
- गढ़वाली भाषा : वाक्य विन्यास।

इकाई-4 :

- गढ़वाली भाषिक वैशिष्ट्य।
- गढ़वाली भाषिक सौंदर्यबोध।

Course Outcomes

गढ़वाली भाषा : ऐतिहासिक परिचय

1. विद्यार्थी गढ़वाली भाषा की उत्पत्ति, इतिहास और भौगोलिक क्षेत्र के साथ-साथ प्रमुख बोलियों तथा लिपि संबंधी जानकारी प्राप्त कर सकेंगे।
2. विद्यार्थी गढ़वाली भाषा के ऐतिहासिक विकास की विशेषताओं एवं विभिन्न युगों में गढ़वाली भाषा के स्वरूप को समझ पाएंगे।
3. विद्यार्थी गढ़वाली भाषा के ऐतिहासिक तथ्यों का प्रयोग साहित्यिक ग्रंथों और बोली प्रयोगों की व्याख्या कर सकेंगे।
4. विद्यार्थी यह विश्लेषण कर पाएंगे कि गढ़वाली भाषा पर संस्कृत, प्राकृत, अपभ्रंश और हिंदी का क्या प्रभाव पड़ा।
5. विद्यार्थी गढ़वाली भाषा के इतिहास को एक व्यवस्थित रूप में प्रस्तुत करते हुए, स्थानीय स्रोतों, लोककथाओं और लोक साहित्य के आधार पर भाषा के विकास का नया दृष्टिकोण प्रस्तुत कर सकेंगे।
6. विद्यार्थी गढ़वाली भाषा की ऐतिहासिकता और सांस्कृतिक महत्व का आलोचनात्मक मूल्यांकन कर सकेंगे।

Hindi Skill

DSECHIN-103: भाषा शिक्षण कौशल

Credit: 2

Course Outcomes

भाषा शिक्षण कौशल

1. विद्यार्थी भाषा शिक्षण की अवधारणा को समझते हुए व्यक्ति के सर्वांगीण विकास को समझ सकेंगे।
2. भाषा शिक्षण के सामाजिक-सांस्कृतिक, शैक्षिक और राष्ट्रीय संदर्भ को समझ सकेंगे।
3. भाषा शिक्षण के विभिन्न पक्षों और प्रक्रिया संबंधी जानकारी प्राप्त होगी।
4. हिंदी भाषा के मातृभाषा, द्वितीय भाषा और विदेशी भाषा के रूप में शिक्षण की विशेषताओं का परिचय प्राप्त होगा।

इकाई – 1 भाषा शिक्षण का स्वरूप

- भाषा शिक्षण अभिप्राय, एवं उद्देश्य
- भाषा शिक्षण का राष्ट्रीय सामाजिक, एवं शैक्षणिक संदर्भ
- मूक-बधिर भाषा एवं ब्रेल लिपि

इकाई – 2 भाषा शिक्षण की आधारभूत संकल्पनाएँ

- प्रथम भाषा, मातृभाषा तथा अन्य भाषा
- मातृभाषा, द्वितीय भाषा तथा विदेशी भाषा के शिक्षण में अंतर
- सामान्य और विशिष्ट प्रयोजन के लिए भाषा शिक्षण

इकाई – 3 हिंदी शिक्षण

- भाषा कौशल – सुनना, बोलना, पढ़ना, लिखना
- हिंदी का मातृभाषा के रूप में शिक्षण
- द्वितीय तथा विदेशी भाषा के रूप में हिंदी भाषा का शिक्षण

इकाई – 4 भाषा परीक्षण और मूल्यांकन

- भाषा परीक्षण की संकल्पना एवं विविध प्रकार
- भाषा मूल्यांकन की संकल्पना एवं विविध प्रकार

संदर्भ ग्रंथ –

1. भाषा शिक्षण – रवींद्रनाथ श्रीवास्तव।
2. हिंदी भाषा शिक्षण – भोलानाथ तिवारी।
3. भाषा शिक्षण तथा भाषा विज्ञान – ब्रजेश्वर वर्मा।
4. हिंदी शिक्षण : अंतर्राष्ट्रीय परिप्रेक्ष्य – सतीश कुमार रोहरा।
5. अनुप्रयुक्त भाषा विज्ञान – रवींद्रनाथ श्रीवास्तव, भोलानाथ तिवारी।
6. अन्य भाषा शिक्षण के कुछ पक्ष – अमर बहादुर सिंह (संपा०)।
7. व्यावहारिक हिंदी व्याकरण और वार्तालाप – चतुर्भुज सहाय।
8. हिंदी साहित्य का अध्यापन – मागप्पा।
9. हिंदी शिक्षण और भाषा विश्लेषण – विजय राघव।

English DCENG-101: Prose

Credit:4

The aim of the course is to teach students the various elements of prose writing. It aims to develop the language and reasoning abilities of students, transforming them into socially responsible individuals

who can contribute to a more qualitative society in the future. Selections from the prose genre aim to teach students a philosophical concept of society, the plurality of cultures, and phenomenology in a literary manner, thereby sensitising them to the aesthetic, cultural, and social aspects of literature.

UNIT I

Introduction to Literary Prose and Prose Devices

(a) Essay: its types & forms

(b) Prose literary devices: Aphorism, Diction, Humour and Pathos, Point of View, Tone or Mood, Analogy, Imagery, Anecdote, Thesis-Antithesis,

UNIT II

Inversion Francis Bacon: "Of Love" Joseph Addison: "Sir Roger at Church" Richard Steele: "The Art of Conversation" Samuel Johnson: "Praises of Solitude"

UNIT III

Oliver Goldsmith: "National Prejudices" Charles Lamb: "Dream Children: A Reverie" RL Stevenson: "El Dorado"

UNIT IV

AG Gardiner: "On Saying Please" Bertrand Russell: "The Function of a Teacher" Robert Lynd: "A Disappointed Man"

UNIT V

M.K. Gandhi: "At School" S. Radhakrishnan: "The World Community" R. K. Narayan: "A Snake in the Grass".

Suggested Reading:

1. Abrams, M. H. *A Glossary of Literary Terms*. 11th ed., Cengage, 2015.
2. *The Individual and Society: Essays, Stories and Poems*. Pearson, 2005.
3. Deo, S. S., et al. *Selections in English Prose for B.A. Part I*. H. N. B. Garhwal UP.
4. Dobree, Bonamy. *Modern Prose Style*. Hassell Street Press, 2021.
5. Hudson, W. H. *Introduction to the Study of English Literature*. Maple Press, 2012.
6. Nandy, Ashis. *English Prose Selection B.A.I.* Oxford University Press, 1997.
7. Prasad, Brijadish. *A Background to the Study of English Literature*. Laxmi Publications, 2022.
8. Read, Herbert. *English Prose Style*. Pantheon, 1981.
9. Walker, Hugh. *The English Essay and Essayist*. Alpha Editions, 2019.
10. Williams, Charles. *Bacon: A Biography of Sir Francis Bacon*. Read and Co. History, 2018.

English MD/ID

DMDENG-102: Creative writing in Eng-I

Credit:4

The Creative Writing course will provide an introduction to the foundations of creative writing in English. It aims to impart the key concepts of traditional and modern forms of creative writing, shaping the amateur's mind into that of a professional writer. Thus, the course will provide the basics of creative writing, such as fundamental principles and elements of writing, and introduce the traditional and new modes/forms of creative writing to aspiring and budding writers.

UNIT I

Fundamentals of Creative Writing: Meaning and Significance of Creative Writing; Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms; Research for Creative Writing

UNIT II

Elements of Creative Writing: Plot, Setting, Character, Dialogue, Point of View; Literary Devices and Figurative Language; Elements of Style; Grammar and the Structure of Language; Proofreading and Editing

UNIT III

Traditional Forms of Creative Writing: Fiction: short story, novella and novel; Poetry; Drama; Essay; Fable; Biography, Memoir and Autobiography; Travelogues, Diaries, Self-Narrative Writing

UNIT IV

New Trends in Creative Writing: Web Content Writing and Blog Writing, Script Writing, Journalistic Writing, Copywriting, Graphic Novel, Flash Fiction

Suggested Readings:

1. Abrams, M. H. A Glossary of Literary Terms. Wadsworth Publishing Company, 2005.
2. Atwood, Margaret. Negotiating with the Dead: A Writer on Writing. Cambridge UP, 2002.
3. Bell, Julia, and Paul Magrs. The Creative Writing Course-Book. Macmillan, 2001.
4. Blackstone, Bernard. Practical English Prosody. Orient Longman, 1984.
5. Earmshaw, Steven, editor. The Handbook of Creative Writing. Edinburgh UP, 2007.
6. Goldberg, Natalie. Writing Down the Bones. Shambhala, 1986.
7. Johnson, Jeannie. Why Write Poetry? Fairleigh Dickinson UP, 2007.
8. King, Stephen. On Writing: A Memoir of the Craft. Hodder and Stoughton, 2000.
9. Mezo, Richard E. Fire in the Blood: A Handbook of Figurative Language. Universal Publishers/uPUBLISH.com, 1999.
10. Sartre, Jean-Paul. What Is Literature? And Other Essays. Harvard UP, 1988, J1.
11. Turabian, Kate L. A Manual for Writers. U of Chicago P, 2007.

English Skill

DSECENG-103: Communication Skills

Academic Writing

Credit:2

This course outline covers essential communication skills, broken down into five key units, each focusing on a specific aspect of communication:

UNIT I: Listening Skills

Introduction to communication skills, differentiation between listening and hearing, the listening process, types of listening (active vs. passive), and strategies for improving listening comprehension. Objectives: Understand the fundamental aspects of listening, distinguish between hearing and active listening, and develop the ability to comprehend both general content and specific information.

UNIT II: Non-Verbal Communication Skills

Importance and types of non-verbal communication, body language, facial expressions, eye contact, spatial awareness (proxemics), tone of voice, and gestures. Objectives: Recognize and utilize various forms of non-verbal communication effectively, develop awareness of body language and tone, and improve interpersonal communication.

UNIT III: Written Communication Skills

Basics of written communication, grammar, spelling, punctuation, clarity, conciseness, structuring content, developing strong openings and conclusions, and revising/editing. Objectives: Enhance written communication proficiency by focusing on clarity, organization, and correctness, while also building skills for effective content structuring and editing.

UNIT IV: Emotional Intelligence Skills

Topics Covered: Understanding emotional intelligence, self-awareness, impulse control, stress management, adaptability, empathy, and effective communication. Objectives: Develop self-awareness, learn to manage emotions effectively, and cultivate empathy to improve communication and interpersonal skills.

UNIT V: Interview Skills

Topics Covered: Interview preparation, effective verbal and non-verbal communication during interviews, handling challenging questions, asking insightful questions, and demonstrating suitability for a role. Objectives: Gain strategies for successful interview preparation, hone communication skills tailored for interviews, and learn to present oneself as the best candidate for a role.

Suggested Readings:

1. Koneru, Aruna. Professional Communication. McGraw-Hill Education (India) Pvt. Ltd., 2008.
2. Leech, Geoffrey N., and Jan Svartvik. A Communicative Grammar of English. 3rd ed., Routledge, 2002.
3. Rutherford, Andrea J. Basic Communication Skills for Technology. Pearson Education, 2001.
4. Seely, John. Oxford Guide to Writing and Speaking. Oxford University Press, 1998.
5. Wren, P. C., and H. Martin. High School English Grammar and Composition. Multicolour ed., S. Chand Publishing, 2015.

Sanskrit

DCSAN-101: नीतिकाव्य व्याकरण एवं अनुवाद

Credit:4

- इकाई-1 : नीतिशतक
 इकाई-2 : हितोपदेश (मित्रलाभ)
 इकाई-3 : व्याकरण (संज्ञा एवं सन्धि प्रकरण-लघुसिद्धान्तकौमुदी)
 इकाई-4 : हिन्दी से संस्कृत में अनुवाद

पाठ्यपुस्तकें एवं सन्दर्भग्रन्थ-

1. भर्तृहरि कृत नीतिशतकम्, व्याख्याकार एवं सम्पादक डॉ. बाबूराम त्रिपाठी, आगरा-2, महालक्ष्मी प्रकाशन
2. भर्तृहरि, नीतिशतकम्, अनुवादक और संस्कर्ता जनार्दन शास्त्रीपाण्डेय, दिल्ली, मोतीलाल बनारसीदास, 2014
3. भर्तृहरि कृत नीतिशतकम्, मनोरमा हिन्दी व्याख्या सहित, ओमप्रकाश पाण्डेय, अमरभारती प्रकाशन वाराणसी
4. नारायणपण्डित, हितोपदेश, सम्पादक जीवानन्द विद्यासागर, कालिकाता
5. हितोपदेश (मित्रलाभ) - रश्मिकला संस्कृत हिन्दी व्याकरण सहित
6. वरदराज, लघुसिद्धान्तकौमुदी: भाग-1, व्याख्याकार भीमसेनशास्त्री, दिल्ली भैमी प्रकाशन
7. वरदराज, लघुसिद्धान्तकौमुदी, प्राज्ञतोषिणी व्याख्याकार और सम्पादक श्रीधरानन्द शास्त्री घिल्डियाल

Sanskrit MD/ID

DMDSAN-102: संस्कृत साहित्य में राष्ट्रीय चेतना

Credit: 4

- इकाई-1 : वैदिक साहित्य में राष्ट्रीय चेतना
 (ऋग्वेद 3.53.123, 3.53.24, 7.33.6; अथर्व. 12.1.1-12; शुक्ल यजु. 22.22; शतपथ ब्राह्मण 9.4.1.1-5)
- इकाई-2 : पुराण एवं महाकाव्यों में राष्ट्रीय चेतना
 (विष्णु पु. 2.3; वाल्मीकि रामायण किष्किन्धा काण्ड अध्याय 46-48; महाभारत शान्तिपर्व 56.5, 65.13-22; रघुवंश सर्ग-4)
- इकाई-3 : नीतिग्रन्थों में राष्ट्रीय चेतना
 (कौटिल्य अर्थशास्त्र सम्राट्ग सिद्धान्त, अध्याय 6; शुक्रनीति 1.61-62)
- इकाई-4 : आधुनिक संस्कृत साहित्य में राष्ट्रीय चेतना
 (भारतविजयम् नाटक (मथुरा प्रसाद दीक्षित); सत्याग्रहगीता (पण्डिता क्षमाराव); गाँधीचरितम् (चारुदेव शास्त्री); शिवराजविजयम् (अम्बिकादत्त व्यास) एवं डॉ० सत्यव्रत शास्त्री, डॉ० हरिनारायण दीक्षित, डॉ० राधावल्लभ त्रिपाठी, डॉ० अभिराजराजेन्द्र मिश्र, डॉ० हरिदत्त शर्मा आदि की राष्ट्रपरक कविताएँ)

पाठ्यपुस्तकें एवं सन्दर्भग्रन्थ-

1. कौटिल्य अर्थशास्त्रम्, हिन्दी अनुवादक- उदयवीर शास्त्री, मेहरचन्द लक्ष्मनदास, दिल्ली, 1968
2. महाभारत (1-6 भाग), हिन्दी अनुवादक- रामनारायण दत्त शास्त्री पाण्डेय, गीताप्रेस गोरखपुर
3. शतपथब्राह्मण (1-5 भाग), माध्यन्दिनशास्त्रीय भाष्यकार- सायण और हरिस्वामी, दिल्ली
4. शुक्रनीति, हिन्दी अनुवाद और सम्पादक-ब्रह्मशंकर मिश्र, चौखम्बा संस्कृत सिरीज, वाराणसी, 1968
5. श्रीमद्वाल्मीकीयरामायणम् (1-2 भाग), हिन्दी अनुवाद सहित, सम्पादक-जानकी नाथ शर्मा, गोरखपुर
6. पुराण विमर्श, आचार्य बलदेव उपाध्याय
7. यजुर्वेद (हिन्दी अनुवाद सहित) अनुवादक -श्रीपाद दामोदर सातवलेकर, पारङ्गी,
8. विष्णुपुराणम् (हिन्दी अनुवाद सहित) अनुवादक- मुनिलाल गुप्त, गीताप्रेस गोरखपुर
9. संस्कृत साहित्य में राष्ट्रीयता एवं भारतीय राजशास्त्र, शशि तिवारी, विद्यानिधि प्रकाशन, दिल्ली, 2007
10. संस्कृत साहित्य में राष्ट्रवाद एवं भारतीय राजशास्त्र, शशि तिवारी, विद्यानिधि प्रकाशन, दिल्ली, 2013
11. संस्कृत साहित्य में राष्ट्रीय भावना, हरिनारायण दीक्षित, ईस्टर्न बुक लिंकर्स, दिल्ली, 2006
12. पुराणों में राष्ट्रीय एकता, पुष्पेन्द्र कुमार, नाग पब्लिशर्स, दिल्ली-14
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Sanskrit Skill

DSECSAN-103: आयुर्वेद का सामान्य परिचय / संस्कृत संभाषण दक्षता

Credit:2

- इकाई-1 : आयुर्वेद का इतिहास एवं प्रमुख आचार्य
इकाई-2 : आयुर्वेद के प्रमुख दो सम्प्रदाय
इकाई-3 : चरक संहिता (सूत्रस्थान)
इकाई-4 : षड्-ऋतुचर्या

पाठ्यपुस्तकें एवं सन्दर्भग्रन्थ-

1. चरक संहिता, सम्पादक-ब्रह्मानन्द त्रिपाठी, चौखम्बा सुरभारती प्रकाशन, वाराणसी, 2005
2. आयुर्वेद का इतिहास, आदिदेव विद्यालंकार,
3. चरक-चिन्तन, प्रियव्रत शर्मा,

संस्कृत संभाषण दक्षता

CREDITS 02

- इकाई-1 : संवाद कौशल-
(संस्कृत में दैनिक व्यवहार)
इकाई-2 : लेखन कौशल
(संस्कृत में पत्र लेखन-पिता के लिए, पुस्तक विक्रेता के लिए, आमन्त्रण-पत्र)
इकाई-3 : शब्दरूप, धातुरूप एवं संख्या
शब्दरूप- राम, हरि, गुरु, पितृ, रमा, नदी, मातृ, फल, तत्, अस्मद्, युष्मद्

- धातुरूप- अस्, भू, गम् पठ, दृश्
1 से 100 तक संस्कृत संख्या
इकाई-4 : संस्कृत व्यावहारिक शब्दावली
(वस्तु, सम्बन्ध, शरीर के अंग, पशु-पक्षियों के नाम)

पाठ्यपुस्तकें एवं सन्दर्भग्रन्थ-

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3. नौटियाल, चक्रधर हंस, बृहदनुवाचंद्रिका, दिल्ली, मोती लाल बनारसीदास, 2013
4. पत्राचार द्वारा संस्कृतम् (प्रवेश) हरिद्वार संस्कृत भारती, 2014
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7. व्यावहारिक संस्कृत प्रशिक्षक, डॉ० विजय कुमार कर्ण उत्तर प्रदेश संस्कृत संस्थान, लखनऊ