

SANATAN DHARM COLLEGE MUZAFFARNAGAR- 251001(U.P.)

Maa Shakumbhari University, Saharanpur

CRITERION 1

CURRICULAR ASPECTS

1.3 CURRICULUM ENRICHMENT

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum.

HUMAN VALUES

S. NO.	CLASS / SUBJECT	COURSE / PAPER	UNIT / TOPIC	PAGE NO.
1.	B.P.Ed. (I year)	CC-101 History, Principles and Foundation of Physical Education	Unit- IV Society and Culture, Social Integration and Cohesiveness	01
2.	B.P.Ed. (I year)	CC-107 Officiating and Coaching	Unit- IV Integrity and Values of Sports.	02
3.	B.P. Ed (II Year)	CC-203 Sports Psychology and Sociology	Unit-IV Culture	03
4.	B.VOC (IT)	BVOC 205 A-009	(All Units) Bhartiya Sanskritievam Rashtra Gaurav	04
5.	B.A.(Geography) (Sem. II)	A110201T The Human Geography	Unit- VI Cultural Regions, Race, Religion and Language, Cultural Diffusion	05
6.	B.A. (History) (Sem. I)	A050101T Ancient and Early Medieval India (Till 1206 A.D.)	Unit- I Indian Knowledge System Unit- III Kautilya and his Arthashastra Unit- VII Customs, Rituals and Beliefs of Hindus	06
7.	B.A. (History) (Sem. II)	A050201T History of Medieval India (1206-1757 AD)	Unit- VIII Development of Sufiism in India, Bhakti Movement	07
8.	B.A.(History) (Sem. III)	A050301T History of Modern India(1757 A.D. - 1950 A.D.)	Unit- IV Indian Renaissance	08
9.	B.A. (History)	A050401T	Unit- III	09

	(Sem. IV)	History of Modern World (1453-1950 A.D.)	American Revolution, French Revolution	
10.	B.A.(History) (Sem. V)	A050501T Nationalism in India	Unit- II Factor leading to growth of Nationalism in India Unit- III Theories of Nationalism: Views of Gandhi and Tagore Unit- VI Swadeshi Movement Unit- VIII National Awakening during First World War	10
11.	B.A. (History) (Sem. V)	A050503T Socio-Cultural and Economic History of Medieval India (1200 A.D.-1700 A.D.)	Unit- III Sufiism and Bhakti Movement in India	11
12.	B.A.(History) (Sem. V)	A050601T Era of Gandhi and Mass Movement	Unit- I Entry of Gandhi and The Non-Cooperation Movement Unit- IV The Civil Disobedience Movement Unit- V The Quit India Movement	12
13.	B.A.(History) (Sem. VI)	A050603T Socio-Cultural and Economic History of Medieval India (1700 A.D. - 1900 A.D.)	Unit- I Social and Religious Reform Movement Unit- II Reforms in Muslim Society	13
14.	M.A.(History) (Sem. I)	Course 1 Historiography: Concepts, Methods,	Unit- II History and Art and Culture	14

		Approaches and Tools	Unit-IV Major Approaches and Theories with Special Reference to Indian Historiography	
15.	M.A.(History) (Sem. I)	Course 3 History of Ancient India (From Vedic Age to Mauryan Kingdom)	Unit- II Vedic Period: State, Society and Culture, Later Vedic Period: Age of Epics Unit-III Jainism, Buddhism, Vaishnavism and Shaivism	15
16.	M.A. (History) (Sem. I)	Course 4A History of Ancient India (From Shunga Dynasty to Rajput Era)	Unit- III Cultural Achievements.	16
17.	M.A. (History) (Sem. II)	Course V Socio-Economic and Cultural History of Ancient India (Till 1200 A.D.)	Unit- I Ashram, Purusharth and Sanskar, Unit- II The Shad Darshanas (Samkhya, Yoga, Vaisheshik, Nyay, Mimansa and Vedant)	17
18.	M.Sc. (Clothing and Textiles) (Sem. III)	Paper 009 Clothing for Special Needs	Unit- II Clothing for people with special needs: Maternity and Lactation period Unit III Clothing for Old Age Unit IV Clothing for Physically Challenged	18
19.	B.A. (Library and Information Science)	A180602T Library, Information and Society	Unit- VII Role of Libraries in promotion and development of culture	19 - 20

			Unit- VIII Role of Libraries in moral, ideological and spiritual development	
20.	Department of physical education	Add on course	Yog and natural therapy	21
21.	B.A. (Political Science) (Sem. I)	A060102P (Awareness of Rights and Laws)	Unit- I Preamble, Right to Equality and Freedom Unit- II Karma theory of Right, Rights and Obligations, Right to Education Unit- III Unity in Diversity, Universal Human Rights	22
22.	BA (Political Sc.) (Sem. II)	A060201T Political Theory and Concepts	Unit IV Sovereignty Unit- V Basic Concepts of Political Science: Justice, Power, Authority, Legitimacy, Obligation	23
23.	B.A. (Political Science) (Sem. III)	A060301T (Political Process in India)	Unit- V Secularism Unit- VI Social Justice and Affirmative Action	24
24.	B.A. (Political Science) (Sem. IV)	A060401T (Western Political Thought)	Unit- I Plato, Aristotle Unit- II St. Augustine Unit- III	25

			<p>Machiavelli, Jean Bodin</p> <p>Unit- IV Hobbes, Locke, Rousseau</p> <p>Unit- V Kant, Burke, Bentham</p> <p>Unit- VI T.H. Green, Hegel, Marx</p> <p>Unit- VIII Rawls, Oakeshott, Hannah Arendt</p>	
25.	B.A. (Political Sc.) (Sem. V)	A060501T Comparative Government and Politics UK, USA, Switzerland and Vietnam	Unit- I Dharma, and the idea of Dharma Rajya	26 - 27
26.	B.A. (Political Sc.) (Sem. VI)	A060601T Indian Political Thought	<p>Unit III Reform Tradition Raja Ram Mohan Roy, Swami Vivekanand</p> <p>Unit- V Social Imaginations: Jyotiba Phule, Devi Ahilya Bai Holkar, Dr. B.R. Ambedkar and Babu Jagjiwan Ram</p> <p>Unit- VII Cultural Imaginations: VD Savarkar, M S Golwakar and Maulana Hasrat Mohani, K M Munshi</p> <p>Unit-VIII Civilizational Imaginations: Rabindranath Tagore, Anand Coomarr Swamy,</p>	28

			M.C. Raja	
27.	Department of Political science	Add on Course	Awareness on Human rights	29
28.	Department of Sanskrit	Add on course	Ashtanga Yog	30

DEPARTMENT OF B.P.ED

B. P. Ed. – Outline of Syllabus 1st Year

Theory Courses

CC-101 HISTORY, PRINCIPLES AND FOUNDATION OF PHYSICAL EDUCATION

Unit – 1: Introduction

- o Meaning, Definition and Scope of Physical Education
- o Aims and Objective of Physical Education
- o Importance of Physical Education in present era.
- o Misconceptions about Physical Education.
- o Relationship of Physical Education with General Education.
- o Physical Education as an Art and Science.

Unit- 2 – Historical Development of Physical Education in India

- o Indus Valley Civilization Period. (3250 BC – 2500 BC)
- o Vedic Period (2500 BC – 600 BC)
- o Early Hindu Period (600 BC – 320 AD) and Later Hindu Period (320 AD – 1000 AD)
- o Medieval Period (1000 AD – 1757 AD)
- o British Period (Before 1947)
- o Physical Education in India (After 1947)
- o Contribution of Akhadas and Vyayamshals
- o Y.M.C.A. and its contributions.

Unit- 3- Foundation of Physical Education

- o Philosophical foundation:
- o Idealism, Pragmatism, Naturalism, Realism, Humanism, Existentialism and Indian Philosophy and Culture.
- o Fitness and wellness movement in the contemporary perspectives
- o Sports for all and its role in the maintenance and promotion of fitness.

Unit-4- Principles of Physical Education

- o Biological
 - § Growth and development
 - § Age and gender characteristics
 - § Body Types
 - § Anthropometric differences
- o Psychological
 - § Learning types, learning curve
 - § Laws and principles of learning
 - § Attitude, interest, cognition, emotions and sentiments
- o Sociological
 - § Society and culture
 - § Social acceptance and recognition
 - § Leadership
 - § Social integration and cohesiveness.

References:

- Bucher, C. A. (n.d.) Foundation of physical education. St. Louis: The C.V. Mosby Co.
Deshpande, S. H. (2014). Physical Education in Ancient India. Amravati: Degree college of Physical education.

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1st Year
Theory courses
CC-107 OFFICIATING AND COACHING

Unit- I: Introduction of Officiating and coaching

- o Concept of officiating and coaching
- o Importance and principles of officiating
- o Relation of official and coach with management, players and spectators
- o Measures of improving the standards of officiating and coaching

Unit- II: Coach as a Mentor

- o Duties of coach in general, pre, during and post game.
- o Philosophy of coaching
- o Responsibilities of a coach on and off the field
- o Psychology of competition and coaching

Unit- III: Duties of Official

- o Duties of official in general, pre, during and post game.
- o Philosophy of officiating
- o Mechanics of officiating – position, singles and movement etc.
- o Ethics of officiating

Unit- IV: Qualities and Qualifications of Coach and Official


- o Qualities and qualification of coach and official
- o General rules of games and sports
- o Eligibility rules of intercollegiate and inter-university tournaments, preparation of TA, DA bills
- o Integrity and values of sports

Reference Books:

- Bunn, J. W. (1968). *The art of officiating sports*. Englewood cliffs N.J. Prentice Hall.
Bunn, J. W. (1972). *Scientific principles of coaching*. Englewood cliffs N. J. Prentice Hall.
Dyson, G. H. (1963). *The mechanics of athletics*. London: University of London Press Ltd.
Dyson, G. H. (1963). *The mechanics of Athletics*. London: University of London Press Ltd.
Lawther, J.D. (1965). *Psychology of coaching*. New York: Pre. Hall.
Singer, R. N. (1972). *Coaching, athletic & psychology*. New York: M.C. Graw Hill.



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2nd Year
Theory Courses
CC-203 SPORTS PSYCHOLOGY AND SOCIOLOGY

Unit -I: Introduction

- o Meaning, Importance and scope of Educational and Sports Psychology
- o General characteristics of Various Stages of growth and development
- o Types and nature of individual differences; Factors responsible -Heredity And environment
- o Psycho-sociological aspects of Human behavior in relation to physical education and sports

Unit-II: Sports Psychology

- o Nature of learning, theories of learning, Laws of learning,
- o Plateau in Learning; & transfer of training
- o Meaning and definition of personality, characteristics of personality,
- o Dimension of personality, Personality and Sports performance
- o Nature of motivation: Factors influencing motivation; Motivation and techniques and its impact on sports performance.
- o Mental Preparation Strategies: Attention focus, Self- talk, Relaxation, Imaginary.
- o Aggression and Sports, Meaning and nature of anxiety, Kinds of anxiety
- o Meaning and nature of stress; Types of stress, Anxiety, Stress, Arousal and their effects on sports performance

Unit-III: Relation between Social Science and Physical Education.

- o Orthodoxy, customs, Tradition and Physical Education.
- o Festivals and Physical Education.
- o Socialization through Physical Education.
- o Social Group life, Social conglomeration and Social group, Primary group and Remote group.

Unit-4 Culture : Meaning and Importance.

- o Features of culture,
- o Importance of culture.
- o Effects of culture on people life style.
- o Different methods of studying Observation/ Inspection method, Questionnaire method, Interview method

References:

- Ball, D. W. & Loy, J. W. (1975). *Sport and social order; Contribution to the sociology of sport*. London: Addison Wesley Publishing Co., Inc.
- Blair, J. & Simpson, R. (1962). *Educational psychology*, New York: McMillan Co.
- Cratty, B. J. (1968). *Psychology and physical activity*. Eaglewood Cliffs. Prentice Hall.
- Kamlesh, M.L. (1998). *Psychology in physical education and sport*. New Delhi: Metropolitan Book Co.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1978). *Sport and social system*. London: Addison-Wesley Publishing Company Inc.
- Loy, J. W., Kenyon, G. S. & McPherson, B. D. (1981). *Sports culture and society*. Philadelphia: Lea & Febiger.
- Mathur, S.S., (1962). *Educational psychology*. Agra. Vinod Pustak Mandir.
- Skinner, C. E., (1984.). *Education psychology*. New Delhi: Prentice Hall of India.
- William, F. O. & Meyer, F. N. (1979). *A handbook of sociology*. New Delhi: Eurasia Publishing

DEPARTMENT OF B.VOC. (IT)

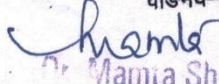
BVOC 205
Value added Education

भारतीय संस्कृति एवं राष्ट्र गौरव (कोड A-009)

अध्याय 1. गौरवशाली भारतीय संस्कृति - संस्कृति का अर्थ और परिभाषा, संस्कृति एवं सभ्यता में अन्तर भारतीय संस्कृति के प्रमुख तत्व एवं विशेषताएँ, भारत का भौगोलिक एवं प्राकृतिक विशिष्टता का संस्कृति पर प्रभाव-विभिन्नता में एकता। भारतीय संस्कृति का प्रसार-बृहत्तर भारत।

अध्याय 2. प्राचीन भारतीय सभ्यता एवं सामाजिक संरचना - सैन्धव सभ्यता, द्रविड सभ्यता, वैदिक सभ्यता, सभ्यता के मूल-भूत तत्व, सामाजिक संरचना-वर्ण आश्रम, पुरुषार्थ-संस्कार, पारिवारिक व्यवस्था व पारिवारिक सम्बन्ध परिवार में पुरुष व नारी की स्थिति, नारी माहात्म्य।

अध्याय 3. भारतीय दर्शन के मूल आधार - दर्शन के मूल तत्व, अध्याय व दर्शन, भारतीय वाङ्मय-वेद आर वेदांग-संहिता, उपनिषद्, पुराण, रामायण, महाभारत, भ्रमण संहिता-बौद्ध व जैन


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DEPARTMENT OF GEOGRAPHY

27

**BA 1st Year, Sem. II
Course I
(Theory)**

Program/Class: Certificate/BA	Year: First	Semester: Second
Subject: Geography		
Course Code: A110201T	Course Title: Human Geography	
Course Learning Outcomes On completion of this course, learners will be able to:		
<ul style="list-style-type: none"> • To understand the Concept, Nature, Meaning and Scope of Human Geography • To understand the natural and Cultural Changes in and around the Human Environs and their Interrelationship. 		
Credits: 4	Core Compulsory	
Max. Marks: -25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (In hours per week): L- 4/w		
Unit	Topics	No. of Lectures
I	Concept and Nature, Meaning and Scope of Human Geography. Development of Geographical understanding in India with special reference to Puranas.	7
II	Man and Environment relationship - Determinism, Possibilism, and Neo-determinism	7
III	Population- Distribution and pattern, global migration - causes and consequences, concept of over population and under population.	7
IV	Human Settlements: Origin, types and pattern (Rural-Urban) characteristics, House types and their distribution with special reference to India.	7
V	Primitive Economies-Food gathering, Hunting, Pastoral herding, Fishing, Lumbering and Primitive agriculture.	8
VI	Cultural Regions, Race, Religion and Language, Cultural Diffusion.	8
VII	World Tribes: Eskimos, Kirghiz, Bushman, Masai, Semang, Pygmies.	8
VIII	Indian Tribes: Bhotias, Gaddis, Tharus, Bhil, Gond, Santhal, Nagas.	8

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DEPARTMENT OF HISTORY

7

Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	B.A.I	Semester	I
Subject	History				
Course Code	A050101T	Course Title	Ancient and Early Medieval India (Till 1206 A.D.)		
<p>Course Outcome-The present course will be useful in providing historical knowledge to the students. It has been constructed in such a way that a student will not only gain knowledge of ancient civilizations of India, but historical development can be understood easily. Students will be familiar with the political and cultural development of ancient India. The art, culture and philosophy of religion of ancient India have been included in the syllabus. Through this paper a student will get acquainted with historical facts, acquire knowledge of ancient pride of India and develop a positive attitude towards history. This approach will motivate the students to contribute towards nation building by making them aware of the social culture of India. This course will develop the logical ability of students to do a rational analysis of historical events and develop students' research aptitude. The course presented will inspire the ability of knowledge generation in the students.</p> <p>This section studies the political situation in North India. Students can gain knowledge of how political decentralization arose in North India after death of Harsha and which historical circumstances proved helpful in the origin of Rajputs. It also includes the history of the dynasties of Kashmir, Punjab and Sindh. This section gives a historical account of new political conditions and conflicts in India after 1000 AD. Students can gain historical knowledge of political and strategic weakness of India through political conflicts. In this paper, a student will get knowledge of the nature of Muslim attacks and the struggle of Rajputs.</p>					
Credits – 6	Max. Marks : 100	Min. Passing Marks : 33			
Total No. of Lectures - Tutorials - Practical (in hours per week) ; 6-0-0					
Unit	Topic	No. of Lectures			
I	Introduction to Ancient History, Culture & Tradition, Historians of Ancient India, Indian Knowledge System, Short brief History of Pre Historic age.	14			
II	Indus Valley Civilization, Vedic and later Vedic period.	12			
III	Rise of Magadh Empire and Maurya Dynasty- Chandragupt, Bindusar and Ashok the Great, Kautilya and his Arthshastra.	12			
IV	Gupta Dynasty – Chandragupt, Samudragupt, Chandragupt 'Vikramaditya'	12			
V	Age of Harsh Vardhan and Rise of Rajput States - Pratihara, Chalukya, Parmar and Chauhan	12			
VI	Rise of Feudalism in India.	6			
VII	Customs, rituals and beliefs of Hindus.	10			
VIII	Advent of Islam: Invasion of Mahmood Ghaznabi and Md. Ghori.	12			

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Format for developing syllabus for a course/paper

Programme / Class	Certificate	Year	B.A.I	Semester	II
Subject	History				
Course Code	A050201T	Course Title	History of Medieval India (1206 A.D - 1757 A.D)		
<p>Course Outcome—This paper is designed to develop the understanding of India with the advent of Turks Timurs , Afghans and subsequently the establishment of Mughal rule in some parts of India. An emphasis has been laid to cover the regions of India not under the domination of Turks and Mughals in India. This paper covers the territorial expansion of various Indian Kings and impact of Medievalism on Indian society and culture.</p>					
Credits – 6		Max. Marks : 100		Min. Passing Marks : 33	
Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	The Early Turks and The Khiljis.				12
II	The Tugluqs and Lodies.				12
III	The Mughals: Babur and Humayun, Interlude of Shershah with special reference to Administration and Land revenue system.				12
IV	Akbar to Shahjahan : Mansabdari, Relation with Rajput and Maharana Pratap, Religious Policy.				12
V	Aurangzeb: Rajput, Religious and Deccan policy, Decline and disintegration of Mughals				14
VI	Rise of Maratha under Shivaji : Administration, Revenue system, Concept of Hindu Pad- Padshahi and later Mughal.				6
VII	Development of Architecture and Painting in Mughal Period.				10
VIII	Development of Sufism in India, Bhakti Movement and Re-strengthening in North India.				12
<p>Suggested Readings:</p> <ul style="list-style-type: none"> > Kulke, Herman (ed.) (1995), The State in India (1000-1700), New York and Delhi: Oxford University Press. > Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, Munshiram Manoharlal > Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press > Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press > Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan > Singh, Dilbag: Structure of Rural Society in Medieval India > Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. > Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co. > Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surjeet Publications > Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century. India, Raka Prakashan > Sarkar, J.N., Shivaji and his Times > श्रीवास्तव, आशीर्वादीलाल : (2017), भारतवर्षका इतिहास 1000 से 1907, शिवलाल अग्रवाल एण्ड कंपनी, दिल्ली > पाण्डेय, अवध विहारी (1988), पूर्व मध्यकालीन भारत, इलाहाबाद सेन्द्रल बुक डिपो > पाण्डेय, अवध विहारी (1988), उत्तर मध्यकालीन भारत, इलाहाबाद सेन्द्रल बुक डिपो > सरदेसाई, जी.एस. - शिवाजी 					

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Format for developing syllabus for a course/paper

11

Programme / Class	Diploma	Year	B.A.II	Semester	III
Subject	History				
Course Code	A050301T	Course Title	History of Modern India (1757 A.D – 1950 A.D)		
<p>Course Outcome-This paper is designed to cover the era of Indian history witnesses the transfer of power from Mughals, other provincial important dynasties to East India Company. It covers the study of Indian resistance at various levels and finally culminates in the First War of Independence. This is an important era of Indian History, as it witnesses the rise of indigenous powers like Marathas and Sikh State, along with new regional identities. This paper covers also the colonial land revenue system and Indian Renaissance. The course is designed to provide an overview of modern Indian political history and key concepts of the modern constitutional development to the students. The paper covers the history of British educational and agricultural policy with their impact over India. This paper also covers the development of communalism in India and mergers of Princely states after Independence.</p>					
Credits – 6	Max. Marks : 100	Min. Passing Marks : 33			
Total No. of Lectures- Tutorials - Practical (in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	Arrival of European Companies: Rivalry for Control , Ascendancy of British East India Company : Plassey and Buxar and its Impact.				12
II	Territorial Expansion of East India Company: 1770-1856				12
III	Rise of Punjab under Ranjeetsingh: conquests and administration, Rise of Hyderabad and Mysore in 18 th century.				12
IV	Land Revenue system during colonial period: permanent settlement, Raiyatwari and Mahalwari system, Indian Renaissance: Reform and revivals.				12
V	Transfer of Power: From Company to Crown, Lord Lytton and Lord Ripon, Lord Curzon and Partition of Bengal.				16
VI	Commercialisation of Agriculture and its Impact on India, Development of Railway and its Impact.				6
VII	Development of Education in Colonial India , Morley-Minto reforms, Govt. of India Act 1919 and 1935.				10
VIII	Rise and Development of Communalism in India. Mergers of Princely states after Independence and Role of Sardar Vallabh Bhai Patel.				10

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Format for developing syllabus for a course/paper

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Programme / Class	Diploma	Year	B.A.II	Semester	IV
Subject	History				
Course Code	A050401T	Course Title	History of Modern world (1453 A.D) - 1950A.D)		
<p>Course Outcome- This paper is designed to develop the understanding of Modern Europe from a theocratic society to modern Nation-State system. Renaissance and its aftermaths on European society, economy, polity and culture and above all breaking of Roman Catholic Church leading to subsequent development of Nation-State and emergence of new ideologies culminating in the form of French Revolution which is supposed to be the last nail in the Medieval coffins and first cradle of Modern Times in European context. This paper covers the Napoleon era in Europe also. This paper is designed to introduce the student regarding rapid changes which occurred in Europe. Special emphasis is laid on the positioning of Nationalities and the rise of new order defying the traditional theory of kingship. This is era of new ideologies leading to the First World War to which a student of history must be introduced with. This paper covers the history of Modern World between the two World Wars. This is an era when there is shift from Euro-centric history of world history. These turbulent times witnessed the rise of Totalitarianism as an alternative to democratic and liberal ideal, as Second World War was lesser Imperialistic clash and more a clash of two ideologies. This period also witnesses the formation of International Agencies and above all in the same period Colonist and Imperialist structure crumbled.</p>					
Credits - 6	Max. Marks : 100	Min. Passing Marks : 33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0					
Unit	Topic	No. of Lectures			
I	Renaissance: Its Causes, Feature and Impact. Reformation Movement in Europe and Role of Martin Luther.	16			
II	Glorious Revolution, Industrial Revolution in 18th Century.	12			
III	American Revolution, French Revolution: Causes, Significance and Impact on world.	12			
IV	Napoleon Bonaparte: Reforms, Continental System and His Foreign Policy.	12			
V	Unification of Germany and Italy.	10			
VI	Causes leading to First world war. Paris Peace Convention and treaty of Versailles.	10			
VII	The Bolshevik Revolution.	6			
VIII	Factor leading for Second World War, U.N.O. : Organisation, Achievements and Failure.	12			

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Format for developing syllabus for a course/paper

15

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	History				
Course Code	A050501T	Course Title	Nationalism in India.		
<p>Course Outcome- Acquaintance to Indian National Movement is indispensable for a student to make a sense of Indian Modern History and Nationalism. The course is designed to provide an overview of Indian freedom Struggle and key concepts of the Indian Nationalism to the students, which would evolve them into a conscientious citizen. The paper covers the history of Freedom Movement in a manner that each section, which played a vital role in independence of the country is introduced to the student.</p>					
Credits – 5	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	First war of Independence: Causes, Impact and Nature.				10
II	Factor leading to the growth of Nationalism in India.				10
III	Theories of Nationalism : Views of Gandhi and Tagore				5
IV	Early phase: the Ideology, Programme and Policy of Moderates.				10
V	Extremist phase: Rise and development of Extremist in India.				10
VI	Swadeshi Movement and Congress split at Surat.				10
VII	Rise of Muslim League: Demands and Programme..				10
VIII	National awakening during First World War: Lucknow Pact and Home rule Movement.				10
<p>Suggested Readings:</p> <ul style="list-style-type: none"> ✓ Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement. Asia Publishing House ✓ Brass, Paul: (1994, 2015), The Politics of India since Independence, London. Cambridge University Press ✓ Chandra, Bipan and Others: Freedom Struggle ✓ Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. ✓ Desai, A.R. (1984), India's Path of Development, Popular Prakashan ✓ Dutta, K.K.: (1975), Social History of Modern India, Delhi. Macmillan Publication ✓ Gupta, M.N.: (1972), History of the Revolutionary Movement in India. Satya Publication ✓ Jeffery, R. and J Masselos: From Rebellion to the Republic ✓ Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint ✓ Majumdar, R.C.: Struggle for Freedom ✓ Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. ✓ Moon, Penderal (1998), Divide and Quit. USA, Oxford University Press ✓ Patel, Vallab Bhai: Correspondence, Writings and Speeches. ✓ Prasad, Bisheswar,: Bandage and freedom, 2 Vols. 					

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Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	B.A.III	Semester	V
Subject	History				
Course Code	A050503T (Optional)	Course Title	Socio-Cultural and Economic History of Medieval India (1200 A.D- 1700 A.D)		
<p>Course Outcome-This paper comprises social, economic and cultural aspect of medieval India. In this paper a student will be introduced to the saints of medieval India who had shown the path of Bhakti movement and flourish the Indian culture and religion during Turk and Mughal attacks. It covers also the condition of women in medieval Indian history. In spite of Turk, Timur, Mughal and Afghan attacks Indian economy had a lion's share in all over world's economy, this aspect will also be known to the scholars of history.</p>					
Credits - 5		Max. Marks : 100		Min. Passing Marks :33	
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	Social condition during Sultanate Period.				10
II	Market Control Policy and Revenue system of AllaudinKhilji.				10
III	Sufism and Bhakti Movement in India.				5
IV	Women's Condition during Sultanate Period.				10
V	Land Revenue System during Mughal Period.				10
VI	Trade and Commerce during Mughal Period.				10
VII	Development of Banking system during Mughal Period.				10
VIII	Development of Industry during Mughal Period.				10
<p>Suggested Readings:</p> <ul style="list-style-type: none"> > Kulke, Herman (ed.) (1995), The State in India (1000-1700). New York and Delhi: Oxford University Press. > Nigam, S.B.P.: (1968), Nobility under the Sultans of Delhi, Delhi, MunsiramManoharlal > Prasad, Ishwari: (1940), Medieval India (English or Hindi Version) Delhi, Indian Press > Roy, S.C.: (1935), Dynastic History of Northern India, Calcutta, Calcutta University Press. > Sharma, S.R.: (2005), Crescent in India (English or Hindi Version) Delhi, Bhartiya Kala Prakashan. > Singh, Dilbag: Structure of Rural Society in Medieval India > Srivastav, A.L.: (2017), Delhi Sultanate (English or Hindi Version) India, Shivlal Agarwal & Co. > Srivastava, A.L.: (2017), The Mughal Empire (English or Hindi Version) India, Shivlal Agarwal & Co. > Tripathi, R.P.: (2012), Rise and Fall of the Mughal Empire (English or Hindi Version), Delhi, Surject Publications > Yadav, B.N.S.: (2012), Society and Culture in North India in the 12th Century, India, RakaPrakashan 					

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25

Programme / Class	Degree	Year	B.A.III	Semester	VI
Subject	History				
Course Code	A050601T	Course Title	Era of Gandhi and Mass Movement.		
<p>Course Outcome-This paper is designed to introduce the student regarding the Gandhian Philosophy, his tools and techniques which laid a mass movement in India. This paper covers rise of revolutionary movement and Gandhian programs that guided the path of Indian National Movement in twentieth century. It concludes with the vital role of 'Netaji' Subhash Chandra Bose in the National Movement.</p>					
Credits - 5		Max. Marks : 100		Min. Passing Marks : 35	
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	Entry of Gandhi and The Non Co-operation Movement.				10
II	Rise of Revolutionary Movement in India with special reference to HRA, HSRA and Trial of Bhagat Singh.				10
III	Rise of Revolutionary Movement outside India with special reference to Gadgar Party.				10
IV	Simon commission, Nehru report, The Civil Disobedience Movement				10
V	The Quit India Movement.				10
VI	Constitutional Crisis : Cripps and Cabinet Mission.				5
VII	Subhas Chandra Bose and Indian National Army.				10
VIII	Mountbatten Plan, Partition and Independence.				10
<p>Suggested Readings:</p> <ul style="list-style-type: none"> > Agrow, D.: (1968), Moderates and Extremists in the Indian National Movement, Asia Publishing House > Brass, Paul: (1994, 2015), The Politics of India since Independence, London. Cambridge University Press > Chandra, Bipan and Others: Freedom Struggle > Desai, A.R. (2016), Social Background of Indian Nationalism, Sage Publication Pvt. Ltd. > Desai, A.R. (1984), India's Path of Development, Popular Prakashan > Dutta, K.K.: (1975), Social History of Modern India, Delhi, Macmillan Publication > Gupta, M.N.: (1972), History of the Revolutionary Movement in India, Satya Publication > Jeffery, R. and J Masselos: From Rebellion to the Republic > Majumdar, R.C.: (1954), History of the Freedom Movement in India 3 vols. Reprint > Majumdar, R.C.: Struggle for Freedom > Mehrotra, S.R.: (2004), The Emergence of Indian National Congress, Rupa and Co. > Moon, Penderal (1998), Divide and Quit, USA, Oxford University Press > Patel, Vallab Bhai: Correspondence, Writings and Speeches. 					

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Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	B.A.III	Semester VI
Subject	History			
Course Code	A050603T (Optional)	Course Title	Socio-Cultural and Economic History of Medieval India (1700A.D- 1900 A.D)	
Course Outcome- This paper comprises social, economic and cultural aspect of modern India. In this paper a student will be introduced to the social and religious reformation movement in colonial India. Decline of Indian Handicraft, land revenue system and commercialization of agriculture are the salient feature of 18th and 19th Century India. Development of banking and Railway had played a vital role in the drain of Indian wealth to England. All these aspects have been covered under this paper title.				
Credits – 5	Max. Marks : 100	Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0				
Unit	Topic			No. of Lectures
I	Social and Religious Reformation Movement.			10
II	Reforms in Muslim society.			10
III	Land Revenue System during colonial period: Permanent Settlement, Raiyatwari and Mahalwari system.			5
IV	Decline of Indian Handicraft in British period.			10
V	Commercialisation of Agriculture and its Impact on India.			10
VI	Theory of Drain of Wealth.			10
VII	Development of Railway and its Impact.			10
VIII	Development of Banking System in Colonial Period.			10
Suggested Readings: > Banerjee, A.C.: (1983) The New History of Modern India (1707-1947), Calcutta, K.P. Bagchi > Bayly, C.A: An Illustrated History of Modern India 1600-1947, London 1990 > Chabra, G.S.: (1989), Advanced History of Modern India, Sterling Publication > Desai, A.R. (1948), Social Background of Indian Nationalism, Mumbai, Ramdas (Bhatakoi, Popular Publication) > Desai, A.R.: (1984), India's Path of Development, Mumbai, Popular Publication > Dodwell: (1925) A Sketch of the History of India, London, Longman's Green and Co. > Datta, K.K.: (1975). Social History of Modern India, Delhi, Macmillan Publication > Freedenberg, R.E.: (1912) Land Control and Social Structure in India > Grover, B.L: A New look on Modern Indian History > Jain, M.S.: (1993) Aadhunik Bharat VarshKalthias, New Age International Pvt. Ltd. > Lal, Sunder: (2018) Bharat Mein Angreji Raj, Prabhat Publication > Majumdar, Dutta and Ray Chawdhury (ed.) (1967). Advanced History of India 3 Vols. Macmillan Publication > Metcalf, Barbara D and T.R. Metcalf: (1995) A Concise History of India, Cambridge, 2002.				

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M.A. I Semester

COURSE 1 Historiography: Concepts, Methods, Approaches and Tools.

UNIT 1.About History

- (A) What is History : Meaning and Scope of history
- (B) Nature & purpose of History
- (C) History : Science or Art
- (D)Types of History

UNIT 2.History and Other Disciplines

- (A)History and Humanities
- (B)History and Literature
- (C) History and Art and Culture
- (D) History and Science

UNIT 3.Tradition of Historical Writings

- (A)Greco-Roman Historiography
- (B)Ancient Indian Historiography
- (C)Medieval Indian Historiography
- (D)Modern Indian Historiography

Either UNIT 4. Major Approaches and Theories With special reference to Indian Historiography.

- (A) Orientalist
- (B)Imperialist
- (C)Nationalist
- (D)Marxist,Subaltern OR Schools of Thought-

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M.A.I SEMESTER

COURSE 3rd History of Ancient India (From Vedic Age to Mauryan Kingdom)

UNIT 1.

(A) Literary Sources (i) Religious Sources (ii) Non Religious Sources

(B) Archeological Sources

UNIT 2.

(A) Vedic Period : State, Society and Culture

(B) Later Vedic Period Age of Epics

(C) Second Urbanization

UNIT 3.

(A) Jainism: Past and Present

(B) Buddhism: Past and Present

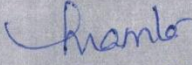
(C) Vaishnavism and Shaivism

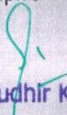
UNIT 4.

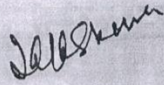
(A) Formation of Mauryan Empire : Chandragupta Maurya and Ashoka

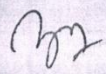
(B) Mauryan Administration extent of empire

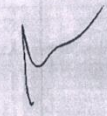
(C) Ashoka's Dhamma & Decline of Mauryan Empire


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M.A.I SEMESTER

COURSE 4A. History of Ancient India (From Shunga Dynasty to Rajput Era)

UNIT 1.

- (A) Shunga Dynasty: Pushyamitra and his rule
- (B) Kushanas : Kanishka and his time
- (C) Satvahanas, Gautami Putra Shatkarani and his time

UNIT 2.

- (A) Rise of Gupta Dynasty: & origin of Guptas
- (B) Chandragupta I, Kacha & Samudragupta
- (C) The Historicity of Ramgupta & Chandragupta Vikramaditya

UNIT 3.

- (A) Kumargupta I & Skandgupta
- (B) Administration, Society, Economy and Cultural achievements
- (C) Downfall of Gupta Empire, The Golden Era Debate

UNIT 4.

- (A) Harsha and his time: Achievements & Administration
- (B) Triangular contest for Kannauj (~~Battles among Pratiharas, Palas, Rastrakutas~~).
- (C) Origin of Rajputas, Achievements & Administration
- (D) Relation with South East Asia

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G.P.
Chahucanas
Parnacas
Chandella
Gahedvala

J.P. Kumar

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M.A.II SEMESTER

COURSE 5Th Socio-Economic and Cultural History of Ancient India(Till 1200 A.D.)

UNIT 1.

- (A)Structure of Society : Varna and Jati System
- (B)Ashram, Purusharth, Sanskar
- (C)Position of Shudras and Slavery

UNIT 2.

- (A) Position of Women: Family, Marriage System, Property rights
- (B)Education :Aims Ideas and Institutions
- (C)The Shad-Darshanas (Samkhya, Yoga, Vaisheshik, Nyay, Mimansa and Vedant)

UNIT 3.

- (A)Agricultural Production, Techniques and Economy
- (B)The Role of Iron Technology and the appropriation of Surplus
- (C) Ownership of Land, Patterns of Land holdings

UNIT 4.

- (A)External Trade ; Routes, Ports and Market Centers,
- (B) Internal Trade : Routes, Urban Centers, Guild System
- (C) Rise Of Feudalism : Its Nature in Indian Context

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DEPARTMENT OF HOME SCIENCE (C&T)

PAPER IX CLOTHING FOR SPECIAL NEEDS

TH-50, IA-50

UNIT I

Fitting affecting good fit, common problems encountered and remedies for fitting defects (upper & lower garments).

UNIT II

Clothing for people with special needs: Maternity and lactation period.

UNIT III

Clothing for old age.

UNIT IV

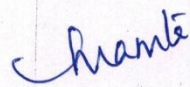
Clothing for physically challenged.

UNIT V

Evaluating the quality of apparel


- Identification of the components of apparel
- Fiber content, shaping devices, underlying fabrics, pockets, necklines, hem treatment, decorative details and alterations potential.
- Standards for evaluating the various components.


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Head of the Department

DEPARTMENT OF LIBRARY SCIENCE

<ol style="list-style-type: none"> 1. https://lisstudymaterials.wordpress.com/ 2. http://egyankosh.ac.in/ 3. http://library-soup.blogspot.com/
This course can be opted by the students of BA
Suggested Continuous Evaluation Methods: Internal Evaluation 25 Marks :20 Marks(2 Tests –10 Marks each) 05 Marks(Assignment) External Evaluation 75 Marks : The paper will be divided into Three Sections A, B and C. Section A will consist of Five Short Answer Type questions not exceeding 75words. The examinee will attempt all questions. Each question carries 2 marks. Section B will consist of Three questions not exceeding 200 words. The examinee will attempt Two questions. Each question carries 10 marks. Section C will consist of Five questions in detail. The examinee will attempt Three questions. Each question carries 15 marks
Course prerequisites: To study this course, a student must have had passed XII in any combination of subjects with a minimum of 45% in aggregate.
Suggested equivalent online courses: Courses on Swayam / MOOCS/NPTEL
Further Suggestions:

B.A. Library and Information Science

Programme/Class: Certificate	Year: Third	Semester: VI
Subject: Library and Information Science		
Course Code: A180602T	Course Title: Library, Information and Society(Theory)	
Course Outcome After studying the paper, students shall be able to understand the development of civilization, growth of knowledge and information. To know the society and its informational needs. Evolution of libraries and role of library in the development of the society.		
Credits: 4r	Core Compulsory*	
Max. Marks: 25+75	Min. Passing Marks: 40	
Total No. of Lectures-Tutorials-Practical (in hours per week): L-T-P: 4-0-0		
Unit	Topics	No. of Lectures
I	Introduction and definition of libraries. Purpose of libraries.	20

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	Functions of libraries. Modern society and libraries.	15
II	Librarianship as a profession; Library Ethics; User Education; Public relation	15
III	Library Path Finders; Social functions of Libraries; Types of documents and their utility	10
IV	Information and library. Role of libraries in the development of society	10
V	Role of libraries in Higher Education. Role of UGC in the development of Libraries	10
VI	Role of libraries in research and development. Role of National and International Organisations such as UGC; ILA; UNESCO.	10
VII	Role of libraries in information dissemination. Role of libraries in promotion and development of culture.	10
VIII	Role of libraries in recreation and leisure. Role of libraries in moral, ideological and spiritual development	10

Suggested Readings:

1. Altay, Ahmet. The Role of the Libraries in the Information Society. Available at <http://www.kirklareli.edu.tr/download/by-files/31796092.html> accessed on 05.02.14 at 22:00 hours IST.
2. Khanna, J. K. (1994). Library and Society, 2nd rev. ed. New Delhi, EssEss Publication.
3. Ranganathan, S R(1990). Library Manual. Bangalore, Sarda Ranganathan Endowment for Library Science.
4. Ranganathan, S.R.(1961).Reference Service. Bangalore, Sarda Ranganathan Endowment for Library Science.
5. Sahai, Shrinath (1973). Library and the Community. New Delhi, Today and Tomorrow's Printer & Publishers.

Suggestive digital platforms web links

1. <https://lisstudymaterials.wordpress.com/>
2. <http://egyankosh.ac.in/>
3. <http://library-soup.blogspot.com/>


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Elective Paper

DEPARTMENT OF PHYSICAL EDUCATION

योग एवं प्राकृतिक चिकित्सा

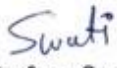
कोर्स के उद्देश्य: कोर्स से प्रतिभागी योग एवं प्राकृतिक चिकित्सा के जानकारी प्राप्त होगी।
शारीरिक क्रियाओं द्वारा शारीरिक रोगों (विकारों) को दूर करना सिखाया जायेगा।
कोर्स का पाठ्यक्रम-


योग	प्राकृतिक चिकित्सा
- आसन	- मिट्टी चिकित्सा
- प्राणायाम	- जलीय चिकित्सा
- सूर्य नमस्कार	- सूर्य स्नान

अध्यापन का माध्यम- ऑफलाईन
पंजीकरण प्रारम्भ तिथि- 08 नवम्बर, 2021
कोर्स प्रारम्भ की तिथि- 21 नवम्बर, 2021
कोर्स की अवधि- 30 घण्टे (कक्षाएं रविवार को सम्पादित की जायेगी)
योग्यता- 12वीं पास
आंकलन- प्रश्नोत्तरी / योग अभ्यास / चिकित्सा अभ्यास
कोर्स का परिणाम-

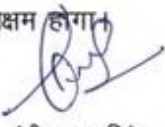
- प्रतिभागी योग के आसनों को स्वयं करने में सक्षम हो जायेंगे।
- प्रतिभागी प्राणायाम स्वयं करना सीखेंगे।
- प्रतिभागी प्राकृतिक चिकित्सा सीखकर अपने आपको स्वस्थ रखने में सक्षम होंगे।


(डा० दानवीर सिंह)
डीन


(सुश्री स्वाति रानी)
बाह्य विषय विशेषज्ञ


(श्री नितिन कुमार)
संयोजक


(श्री संदीप कुमार)
सदस्य


(श्री चन्द्रमणि)
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Principal
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Muzaffarnagar



DEPARTMENT OF POLITICAL SCIENCE

Format for developing
syllabus for a course/paper

Programme / Class	Certificate	Year	I	Semester	I
Subject	Political Science				
Course Code	A060102P	Course Title	Awareness of Rights & Laws		
Course Outcome- This paper intends to arm the student with basic digital and legal awareness where by the student can leverage this in the job market. It also intends to make the student aware of his basic legal rights which would help him to stand up and help others.					
Credits – 2	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) – (0-0-2)					
Unit	Topic				No. of Lectures (2 hrs. each)
I	Preamble, Right to Equality, Right to Freedom, Cyber Crime, Cyber security				8
II	Karma theory of Right, Rights and Obligations, Right to Education , Citizen's Charter				8
III	Gender sensitivity , Unity In Diversity, Nation Building, Affirmative Action, Universal Human Rights				8
IV	Govt. Policies And Campaigns : Practical Teachings Right To Information, Lokpal				6
Reading list ; 1. https://www.digitalindia.gov.in/services 2. https://rtionline.gov.in/ 3. https://www.india.gov.in/topics/law-justice 4. Khosla, Madhav, et al. 2016. The Oxford Handbook of the Indian constitution. New delhi: OUP 5. Denegal, Shyam. 2014. Samvidhan. Rajya Sabha TV					
This Course Can Be Opted As An Elective By The Student Of Any Subject.					

Head of the Department

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Dr. Pawan Kumar Sharma
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Format for developing
syllabus for a course/paper

Programme / Class	Certificate	Year	BA I	Semester	II
Subject	Political Science				
Course Code	A060201T	Course Title	Political Theory & Concepts		
Course Outcome-Understanding Political theory is integral and indispensable for a comprehensive and critical study of political science. The course is designed to train a student in the foundational issues of political theory, which is relevant for any in depth study and research.					
Credits – 6	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) :6-0-0					
Unit	Topic				No. of Lectures
I	Political Science: Meaning, Nature, Scope, Methods and Relations With Other Social Sciences				12
II	Approaches to the study of Political Science: Traditional approaches, Modern Approaches				11
III	State: Meaning and Elements, Theories of Origin and Functions of State: Indian and Western				11
IV	Sovereignty: Monism and Pluralism. Law: Definition: Source, Classification. Punishment :Theories of punishment				11
V	Basic Concepts of Political Science: Justice, Power, , Authority, Legitimacy, Obligation				12
VI	Ideologies: Liberalism, Idealism, Anarchism, Socialism, Capitalism, Feminism,				11
VII	Political Systems: Parliamentary, Presidential, Federal, Unitary, Political Parties, Pressure Groups,				11
VIII	Constitutionalism, Totalitarianism, Decentralization, Theories of Representation, Post-modernism				11

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Format for developing
syllabus for a course/paper

Programme / Class	Diploma	Year-	B.A.II	Semester	III
Subject	Political Science				
Course Code	A060301T	Course Title	Political Process in India		
Course Outcome: Study of the functioning of Indian Democratic System is essential for a comprehensive understanding of the Indian Political System. The course is designed to train & acclimatize the student with the Indian Political System in action and explain the working relationship between citizens and state and among various units of the state. The student would be able to appreciate the trajectory of the Indian political system since independence.					
Credits - 4	Max. Marks: 100		Min. Passing Marks: 33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic				No. of Lectures
I	Democracy in India: Trajectory, Foundations, Dimensions, Challenges				I
II	Party System, Political Parties, Pressure Groups				
III	Rural and Urban Local Government: History, Structure, Functions, Challenges				
IV	Elections: Machinery, Voting Behavior, Electoral Process, Issues and Reforms The Politics Of Secession And Accommodation				I
V	Communalism, Secularism, Regionalism, Autonomy Arrangements				
VI	Social Justice and Affirmative Action: Policies and Practices				
VII	Challenges of Nation Building: Ethnicity, Language, Caste, Fundamentalism				
VIII	State Politics: Nature, Patterns, Leadership				
Suggested Readings:					
1. Basu D.D., 'An Introduction to the Constitution of India', Prentice Hall, New Delhi. (Latest Edition)					
2. Frankel Francine, Hasan Zoya, Bhargava Rajeev, Arora Balveer (eds.), Transforming India, Oxford University Press, New Delhi, 2000.					
3. Granville Austin Working a Democratic Constitution: The Indian Experience, Oxford University Press, New Delhi, 1999					
4. Jayal Niraja Gopal (Ed.): Democracy in India' Oxford India Paperbacks, New Delhi 2012					
5. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014					
6. Kothari Rajni, 'Politics in India' Orient Blackswan Hyderabad, 2014					
7. Kothari Rajni, 'Bharat mein Rajneeti: Kal aur Aaj' Vani Prakashan New Delhi, 2007					
8. Narang A.S., Indian Government and Politics, Gectanjali Publishing House, New Delhi, 1998 (Latest edition)					
9. Singh M.P. and Sena Rekha, Indian Politics: Contemporary Issues & Concerns' Prentice Hall India Pvt. Ltd New Delhi, 1998.					
10. This Course Can Be Opted As An Elective By The Student Of Any Subject.					

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Format for developing
syllabus for a course/paper

Programme / Class	Diploma	Year	II	Semester	IV
Subject	Political Science				
Course Code	A060401T	Course Title	Western Political Thought		
This course introduces the students to the ancient, medieval and modern political thinking in the West. This would help them understand the manner in which ideas pertaining to ideal state, kingship, duties of the ruler and the ruled, rights, liberty, equality, and justice have evolved over a period of time.					
Credits – 6	Max. Marks : 100		Min. Passing Marks :33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 6-0-0					
Unit	Topic				No. of Lectures
I	Plato, Aristotle.				12
II	Thomas Aquinas and St. Augustine				11
III	Machiavelli, Jean Bodin				11
IV	Thomas Hobbes, John Locke, J.J Rousseau				11
V	Immanuel Kant, Edmund Burke, Jeremy Bentham				12
VI	T.H Green, G W Hegel, Karl Marx.				11
VII	Mary Wollstonecraft, Simone De Beauvoir, Rosa Luxemburg.				11
VIII	John Rawls, Michael. J. Oakeshott and Hannah Arendt				11

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Format for developing syllabus for a course/paper					
Programme / Class	Degree	Year	BA III	Semester	V
Subject	Political Science				
Course Code	A060501T	Course Title	Comparative Government and Politics UK, USA, Switzerland & Vietnam		
Course Outcome : Politics is the mirror of the society. This paper will help the student in furthering his understanding of the world around. This would help him to appreciate other systems and make him critically analyze the pros and cons of these systems. Comparison is widely used method of scientific knowledge. This would help the student to find out why a certain system is appropriate and suitable to a given society.					
Credits - 4	Max. Marks : 100	Min. Passing Marks : 33			
Total No. of Lectures - Tutorials - Practical (in hours per week) : 4-0-0					
Unit	Topic			No. of Lectures	
I	Nature, Scope, Approaches and Utility Of Comparative Study Of Politics.			6	
	Dharma and the idea of Dharma Rajya			6	
II	Capitalism And The Idea Of Liberal Democracy			6	
III	Socialism And The Working Of Socialist State.			6	
IV	Decolonization, Political Development, Political Culture			6	

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V	Salient Features Of The British Constitution And Examination Of The Relationship Between The Executive And Legislature And Role of Judiciary in UK.	10
VI	Essential features of the constitution of USA , Composition Powers and Functions of the Executive , Legislature and Judiciary in USA.	10
VII	Essential Features of Vietnamese Constitution, Legislature, Executive and Judiciary, Vietnam Communist Party.	10
VIII	Plural Executive, Direct Democracy, Referendum, Initiative, The Administrative System of Switzerland	6
<p>1. Suggested Readings :</p> <p>2. A.C. Kapoor & K. K. Mishra, Select Constitutions, S.Chand 2001 New Delhi</p> <p>3. V.D. Mahajan, Constitution of the world, S.Chand 2001 New Delhi.</p> <p>4. J.C. Johari: New comparative govt. lotus,2008</p> <p>5. S.E. Finer, Compativegovts.</p> <p>6. Bryce, Modern democracies</p> <p>7. Herman finer, Theory and practice of Modern government</p> <p>8. VidyaBhusan& Vishnu Bhagwan. World constitution, sterling publications 1998.</p> <p>9. J. Kopstein and M. lichbach, comparative politics: interests identities and institutions in a changing global order.</p> <p>10. M. Mohanty, comparative political theory and third world sensitivity</p>		

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Format for developing syllabus for a course/paper

Programme / Class	Degree	Year	III	Semester	VI
Subject	Political Science				
Course Code	A060601T	Course Title	Indian Political Thought		
This course is to familiarize the students with the larger political and social thinking and ideas in Ancient, medieval and Modern India. Designed in a way to help students engage with various ideological dispensations that came to shape the normative thinking on India.					
Credits - 5	Max. Marks : 100		Min. Passing Marks : 33		
Total No. of Lectures - Tutorials - Practical (in hours per week) : 5-0-0					
Unit	Topic				No. of Lectures
I	Ancient Thought: Manu, Kautilya				15
II	Medieval Thought: Political thinking in the Islamic, Sikh and Maratha traditions				10
III	Thinking and Ideas in Modern India: Reform tradition Raja Ram Mohan Roy, Maulana Abul Kalam Azad, Swami Vivekananda				10
IV	Political Imaginations: M.K. Gandhi, Jawaharlal Nehru, B.G Tilak.				10
V	Social Imaginations: Jyotiba Phule, Devi Ahilyabai Holkar, Dr B R Ambedkar and Babu Jagjiwan Ram,				10
VI	Economic Imaginations: Jayaprakash Narayan, Dr Ram Manohar Lohia, Ch. Charan Singh, Deen Dayal Upadhyay				10
	Cultural Imaginations: VD Savarakar, M S Golwakar and Maulana Hasrat Mohani, K.M. Munshi				5
	Civilizational Imaginations: Rabindranath Tagore, Anand Coomarr Swamy, M.C. Raja Prof. Sudhir Kumar Pundir Principal				5

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Department of Political Science, SD College Muzaffarnagar

Syllabus for Value added Certificate Course on

Awareness of Human Rights

Unit-I

- Human Rights: An introduction
- Human Rights: Bases and sources
- Human Rights : Definition and Historical Background


Unit-II

- U.N. and Human Rights
- Universal declaration of Human Rights
- United Nations and Human Rights in a changing Global Scenario
- Instruments for the protection of Human Rights

Unit-III

- Human Rights in India: An Introduction
- NHRC
- Practice and realization of Human Rights in India
- Challenges to Human Rights in India


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(DR ABHISHEK SAHNI)
वाच्य विरोधज्ञ

(Page No- 2)

DEPARTMENT OF SANSKRIT


वेर्ड ऑफ स्टडीज की बैठक का कार्यवृत्त
दिनांक
12.11.2021

संस्कृत-विभाग द्वारा प्रारम्भ किये जाने वाले 'अच्छाङ्ग योग' नामक अतिरिक्त पाठ्यक्रम (Add-on Course) के लिए वेर्ड ऑफ स्टडीज की बैठक दिनांक 12.11.2021 को 2.00 pm बजे सम्पन्न हुई। जिसमें सर्वसम्मति से निम्नलिखित पाठ्यक्रम निर्धारित किया गया -

- प्रथम इकाई (Unit I) - 1. दर्शनों का सामान्य परिचय ।
2. योगदर्शन की प्रवृत्ति ।
- द्वितीय इकाई (Unit II) - 1. यम एवं नियमों का अध्ययन ।
2. यम तथा नियमों का अभ्यास ।
- तृतीय इकाई (Unit III) - 1. निभिन्न शायलों की विधि ।
2. आसनों की उपयोगिता ।
- चतुर्थ इकाई (Unit IV) - 1. निभिध प्राणायामों की उचित विधि ।
2. प्राणायामों का उचित समय तथा लाभ ।
- पञ्चम इकाई (Unit V) - 1. धारणा-ध्यान-समाधि का पवन पाठ ।
2. इनका मनन तथा निदिध्यासन ।

1. प्रो. ब्रह्मदेव निरालंकार (वाह्य विशेषज्ञ)
प्राचार्यविद्यालय, अयोध्या, संस्कृतविभाग, मुकुन्दल कांजड़ी वि. वि. हरिद्वार
2. डा. दानवीर सिंह
(संस्कृतविभाग)
3. डा. विजय लक्ष्मी
4. डा. चरण सिंह
5. डा. अरुणिमा रानी
6. डा. सुचि अग्रवाल


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