








UTKAL UNIVERSITY

REGULATIONS & SYLLABUS UNDER GRADUATE PROGRAMME IN BACHELOR OF ARTS

(HONOURS & PASS)- CBCS PATTERN Effective from Admission Batch: 2015 - 2016
(Applicable to Autonomous Colleges)

	Skill Development
	Employability
	Entrepreneurship
	All the three
	Skill Development and Employability
	Skill Development and Entrepreneurship
	Employability and Entrepreneurship

SYLLABUS FOR B.A. (HONORS) ECONOMICS UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY, BHUBANESWAR

Course Structure for B.A. (Honours) Economics

There are a total of fourteen economics core courses that students are required to take across six semesters. All the core courses are compulsory. In addition to core courses in economics, a student of B.A. (Honours) Economics will choose four Discipline Specific Elective (DSE) Courses. The DSE Courses are offered in the fifth and sixth semesters and two such courses will be selected by a student from a set of courses specified for each of these semesters (Groups

I and II in the attached table). It is recommended that each college should offer at least three DSE Courses in the fifth and sixth semesters to allow the students some minimal element of choice.

Contact Hours: Each course has 5 lectures and 1 tutorial (per group) per week. The size of a tutorial group is 8-10 students.

Note on Course Readings: The nature of several of the courses is such that only selected readings can be specified in advance. Reading lists will be updated and topic-wise readings will be specified at regular intervals, ideally on an annual basis.

Course Structure for B.A. (Honours) Economics

Skill Enhancement Courses (SEC II)

1. Data Analysis and Computer Application
2. Financial Economics

Core Economics Course 1: INTRODUCTORY MICROECONOMICS

Course Description

This course is designed to expose the students to the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Module 1: Exploring the subject matter of Economics

The Ten Principles of Economics: How people make decisions; Working of the economy as a whole; Thinking Like an Economist: The economist as Scientist – The scientific method: Observation, Theory and more observation; Role of assumptions; Economic Models; The economist as a policy advisor; Why economists disagree; Graphs in Economics

Module 2: Supply and Demand: How Markets Work, Markets and Welfare

The market forces of demand and supply – Markets and competition; The demand curve – Market vs individual demand curve; Shifts in demand curve; The supply curve – Market vs individual supply curve; Shifts in supply curve; Equilibrium between supply and demand and changes there in; Price elasticity of demand and its determinants; Computing price elasticity of demand; Income and cross elasticity of demand; The price elasticity of supply and its determinants; Computing price elasticity of supply; Consumer Surplus and Producer Surplus; Market efficiency and market failure.

Module 3: The Households

The Budget Constraint; Preferences – representing preferences with indifference curves; Properties of indifference curves; Two extreme examples of indifference curves; Optimisation – Equilibrium; Change in equilibrium due to changes in income, changes in price; Income and substitution effect; Derivation of demand curve; Three applications – Demand for giffen goods, wages and labour supply, Interest rate and household saving.

Module 4: The Firm and Market Structures

Cost concepts; Production and costs; The various measures of cost – Fixed and variable cost, average and marginal cost; Cost curves and their shapes; Costs in the short run and in the long run; Economies and diseconomies of scale. Firms in competitive markets – What is a competitive market; Profit maximisation and the competitive firm's supply curve; The marginal cost curve and the firm's supply decision; Firm's short-run decision to shut down; Firm's long-run decision to exit or enter a market; The supply curve in a competitive market – short run and long run; Monopoly - Why monopolies arise and public policy towards monopolies

Module 5: The Input Markets

The demand for labour – The production function and the marginal product of labour; Value of the marginal product of labour and demand for labour; Shifts in labour demand curve; The supply of labour – the trade-off between work and leisure; Shifts in the labour supply curve; Equilibrium in the labour market; Other factors of production: Land and capital; Linkages among factors of production.

Readings:

1. Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited,

New Delhi

2. William A McEachern and Simrit Kaur (2012): *Micro Econ: A South-Asian Perspective*, Cengage Learning India Private Limited, New Delhi.
3. Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.

Core Economics Course 2: MATHEMATICAL METHODS FOR ECONOMICS I

Course Description

This is the first of a compulsory two-course sequence. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Module I: Preliminaries

Sets and set operations; relations; functions and their properties; Number systems

Module II: Functions of one real variable

Types of functions- constant, polynomial, rational, exponential, logarithmic; Graphs and graphs of functions; Limit and continuity of functions; Limit theorems

Module III: Derivative of a function

Rate of change and derivative; Derivative and slope of a curve; Continuity and differentiability of a function; Rules of differentiation for a function of one variable; Application- Relationship between total, average and marginal functions

Module IV: Functions of two or more independent variables

Partial differentiation techniques; Geometric interpretation of partial derivatives; Partial derivatives in Economics; Elasticity of a function – demand and cost elasticity, cross and partial elasticity

Module V: Matrices and Determinants

Matrices: concept, types, matrix algebra, transpose, inverse, rank; Determinants: concept, properties, solving problems using properties of determinants, solution to a system of equations - Cramer's rule and matrix inversion method.

Readings:

1. K. Sydsaeter and P. J. Hammond (2002): *Mathematics for Economic Analysis*. Pearson Educational Asia
2. A. C. Chiang and K. Wainwright (2005): *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition.
3. T. Yamane (2012): *Mathematics for Economists*, Prentice-Hall of India

Generic Elective I: Indian Economy

Course Description: This paper introduces the students to the essentials of Indian economy with an intention of understanding the basic feature of the Indian economy and its planning process. It also aids in developing an insight into the agricultural and industrial development of India. The students will understand the problems and policies relating to the agricultural and industrial sectors of India and current challenges of Indian economy.

Module I: Introduction to Indian Economy

Colonialism & British Rule: Exploitation and under-development in India; Basic features of India Economy; Indian Economy as a developing economy; Demographic trends in India - Size and growth of population, Occupational structure, Sex composition, Age structure and demographic dividend; Causes of population growth and population policy

Module II: Indian Agriculture

Role of agriculture in Indian Economy; Cause of low productivity, Green Revolution and Land Reforms, Agricultural Finance-Sources and Problems; Agricultural Marketing in India

Module III: Industrial Development in India

Role of Industrialisation in Indian Economy; Small Scale & Cottage Industries: Meaning, Role, Problems and Remedies; Industrial Policies of 1948, 1956, 1977 and 1991; Problems of Industrial Development in India; Industrial Sickness

Module IV: Service Sector in India

Growth & Contribution to GDP; Composition and relative importance of service sector; Factors determining growth of the sector; ICT and IT – Spread and Policy; Sustainability of services led growth

Module V: Current Challenges facing Indian Economy

Unemployment – Meaning; important employment Generation programmes, MGNREGS; Inequality in income distribution-Causes thereof; Government policy to check its growth

Basic Readings:

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi
5. Panagariya, Arvind (2008): *India: the Emerging Giant*, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): *India's Economy: Performance and Challenges*, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): *India's Economic Reforms and Development: Essays for Manmohan Singh*, Oxford University Press, New Delhi.

Core Economics Course 3: INTRODUCTORY MACROECONOMICS

Course Description

This course aims to introduce the students to the basic concepts of Macroeconomics. Macroeconomics deals with the aggregate economy. This course discusses the preliminary concepts associated with the determination and measurement of aggregate macroeconomic variable like savings, investment, GDP, money, inflation, and the balance of payments.

Module I: Basic Concepts

Macro vs. Micro Economics; Why Study Macroeconomics? Limitations of Macroeconomics ; Stock and Flow variables, Equilibrium and Disequilibrium, Partial and General Equilibrium Statics – Comparative Statics and Dynamics ; National Income Concepts – GDP, GNP, NDP and NNP at market price and factor cost; Personal Income and Disposable personal Income; Real and Nominal GDP

Module II: Measurement of Macroeconomic Variables

Output, Income and Expenditure Approaches; Difficulties of Estimating National Income; National Income Identities in a simple 2- sector economy and with government and foreign trade sectors; Circular Flows of Income in 2, 3 and 4-sector economies; National Income and Economic Welfare ; Green Accounting.

Module III: Money

Evolution and Functions of Money, Quantity Theory of Money – Cash Transactions, Cash Balances and Keynesian Approaches, Value of Money and Index Number of Prices

Module IV: Inflation, Deflation, Depression and Stagflation

Inflation – Meaning, Causes, Costs and Anti-Inflationary Measures; Classical, Keynesian, Monetarist and Modern Theories of Inflation, Deflation- Meaning, Causes, Costs and Anti-Deflationary Measures, Depression and Stagflation; Inflation vs. Deflation

Module V: Determination of National Income

The Classical Approach - Say's Law, Theory of Determination of Income and Employment with and without saving and Investment; Basics of Aggregate Demand and Aggregate Supply and Consumption- Saving – Investment Functions, The Keynesian Approach – Basics of Aggregate Demand and Aggregate Supply and Consumption, Saving, Investment Functions; The Principle of Effective Demand; Income Determination in a Simple 2-Sector Model; Changes in Aggregate Demand and Income- The Simple Investment Multiplier; Income Determination in a 3-Sector Model with the Government Sector and Fiscal Multipliers

Readings:

1. N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi
2. Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.
3. Errol D'Souza (2009): *Macroeconomics*, Pearson Education Asia, New Delhi.

Core Economics Course 4: MATHEMATICAL METHODS FOR ECONOMICS II

Course Description

This course is the second part of a compulsory two-course sequence. This part is to be taught in Semester II following the first part in Semester I. The objective of this sequence is to transmit the body of basic mathematics that enables the study of economic theory at the undergraduate level, specifically the courses on microeconomic theory, macroeconomic theory, statistics and econometrics set out in this Syllabus. In this course, particular economic models are not the ends, but the means for illustrating the method of applying mathematical techniques to economic theory in general. The level of sophistication at which the material is to be taught is indicated by the contents of the prescribed textbook.

Module I: Linear models:

Input- Output Model: Basic concepts and structure of Leontief's open and static Input-Output model; solution for equilibrium output in a three industry model; The closed model

Module II: Second and higher order derivatives:

Technique of higher order differentiation; Interpretation of second derivative; Second order derivative and curvature of a function; Concavity and convexity of functions; Points of inflection

Module III: Differentials and total derivatives:

Differentials and derivatives; Total differentials; Rules of differentials; Total derivatives; Derivatives of implicit functions

Module IV: Single and multivariable optimisation:

Optimum values and extreme values; Relative maximum and minimum; Necessary versus sufficient conditions - First and Second derivative tests; Economic applications thereof, First and second order condition for extremum of multivariable functions; Convex functions and convex sets

Module V: Optimisation with Equality Constraints:

Effects of a constraint; Finding stationary value – Lagrange-Multiplier method (Two variable single constraint case only); First and second order condition; The Bordered Hessian determinant.

Readings:

1. K. Sydsaeter and P. J. Hammond (2002): *Mathematics for Economic Analysis*. Pearson Educational Asia
2. A. C. Chiang and K. Wainwright (2005): *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition.
3. T. Yamane (2012): *Mathematics for Economists*, Prentice-Hall of India

Generic Elective II: Indian Economy II

Course Description: This paper is the part II of Indian economy deals with the external sector, financial markets in India, Indian Public Finances and Economic Reforms. This paper also troughs some light on current challenges of Indian Economy.

Module I: External Sector in India

Trends, Composition & Direction in exports from and imports of India; Problems of Balance of Payment: Causes of deficit in BoP & measures to correct it; Trade Policy- Export Promotion Vs Import Substitution; Foreign Trade Policy of India; WTO and India

Module II: Financial Markets in India

Commercial Banking in India- Nationalisation of Banks; Lead bank scheme and branch expansion; RBI - Functions, Monetary Policy; Development Banking- IFCI, IDBI, SIDBI and NABARD

Module III: Indian Public Finance

Public Expenditure-Growth and Composition, Causes of Growth of Public Expenditure in India: Tax Revenue of Central and State Governments; Concept of VAT; Deficit Financing in India- Revenue, Budget, Fiscal and Primary Deficits; Purpose and Effects of Deficit Financing; India's Fiscal Policy-Objectives

Module IV: Economic Reforms, Globalisation in India, Foreign Capital and MNCs

Genesis of Reforms, Macroeconomic Stabilisation, Structural Reforms, Appraisal
Globalisation and its impact on the Indian Economy; Foreign Capital-Need, Components; MNCs – Reasons for Growth and Appraisal

Module V: Current Challenges Facing Indian Economy

Inflation – Causes, Consequences and Anti-inflationary Policy; Poverty – Poverty line and Estimates, Major Poverty Alleviation Programmes; Environmental Degradation – Growth and Environment; Population Growth and Environment; Environment Policy

Basic Readings:

1. Kapila U. *Indian economy since Independence*. Academic Foundation, New Delhi
2. Misra, S. K. and Puri V. K. *Indian Economy — Its Development Experience*. Himalaya Publishing House, Mumbai
3. Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
4. Agarawala, A. N. *Indian Economy*, New Age Publications, New Delhi
5. Panagariya, Arvind (2008): **India: the Emerging Giant**, Oxford University Press, New York
6. Acharya, S. and Mohan, R. (Eds.) (2010): **India's Economy: Performance and Challenges**, Oxford University Press, New Delhi.
7. Ahluwalia, I. J. and Little, I. M. D. (Eds.) (1998): **India's Economic Reforms and Development: Essays for Manmohan Singh**, Oxford University Press, New Delhi.

Core Economics Course 5: MICROECONOMICS I

Course Description

The course is designed to provide a sound training in microeconomic theory to formally analyze the behaviour of individual agents. Since students are already familiar with the quantitative techniques in the previous semesters, mathematical tools are used to facilitate understanding of the basic concepts; this course looks at the behaviour of the consumer and the producer and also covers the behaviour of a competitive firm.

Module I: Consumer Theory I

The market – Constructing a model; Optimisation and equilibrium; The demand curve and the supply curve; Market Equilibrium; The budget constraint and budget set; Changes in budget line; Effect of taxes, subsidy and rationing on budget set; Consumer Preferences – Indifference curves; Case of perfect substitutes, complements, neutrals, satiation, discrete goods; The marginal rate of substitution; Utility – Cardinal utility; Constructing a utility function; Marginal utility and MRS; Optimal choice and consumer demand; Estimating Utility Functions; Implications of the MRS condition; Choosing taxes; Demand – Normal and inferior goods; Income Offer Curve and Engel Curve; Ordinary goods and Giffen goods; The Offer Curve and the demand Curve; The inverse demand function.

Module II: Consumer Theory II

Slutsky Equation – The Substitution and Income Effects; Sign of Substitution Effect; The Total Change in Demand; Rates of Change; The Law of Demand; Another Substitution Effect; Compensated Demand Curves; Consumer's Surplus – Demand for a discrete good; Constructing utility from demand; Other interpretations of consumer's surplus; Approximating continuous demand; Interpreting the change in consumer's surplus; Producer's surplus; Calculating gains and losses

Module III: Production Theory

Marginal Productivity, Isoquant Maps and the Rate of Technical Substitution, Production with One Variable Input (labour) and with Two-Variable Inputs, Returns to Scale, Four Simple Production Function (Linear, Fixed Proportions, Cobb-Duglas, CES), Technical Progress

Module IV: Cost Functions

Definition of Costs, Cost Functions and its Properties, Shift in Cost Curves, Cost in the Short-Run and Long-Run, Long-Run versus Short-Run Cost Curves, Production with Two Outputs – Economies of Scope

Module V: Profit Maximisation

The Nature and Behaviour of Firms, Profit Maximization, Marginal Revenue, Short-Run Supply by Price-Taking Firm, Profit Functions and its Properties

Readings:

1. C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India.
2. R. S. Pindyck, D. N. Rubinfeld and P. L. Meheta (2009): Microeconomics, 7th Edition, Pearson, New Delhi.

3. H. R. Varian (2010): *Intermediate Microeconomics: A Modern Approach*, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The workbook by Varian and Bergstrom may be used for problems

Core Economics Course 6: MACROECONOMICS I

Course Description

This course introduces the students to formal modelling of a macro-economy in terms of analytical tools. It discusses various alternative theories of output and employment determination in a closed economy in the short run as well as medium run, and the role of policy in this context. It also introduces the students to various theoretical issues related to an open economy.

Module I: Consumption Function

Consumption – Income Relationship, Propensities to Consume and the Fundamental Psychological Law of Consumption; Implications of Keynesian Consumption Function; Factors Influencing Consumption Function; Measures to Raise Consumption Function; Absolute, Relative, Permanent and Life – Cycle Hypotheses

Module II: Investment Function

Autonomous and Induced Investment, Residential Investment and Inventory Investment, Determinants of Business Fixed Investment, Decision to Invest and MEC, Accelerator and MEI Theories of Investment.

Module III: Demand for and Supply of Money

Demand for Money – Classical, Neoclassical and Keynesian Approaches, The Keynesian Liquidity Trap and its Implications, Supply of Money – Classical and Keynesian Approaches, The Theory of Money Supply Determination and Money Multiplier, Measures of Money Supply in India

Module IV: Aggregate Demand and Aggregate Supply

Derivation of Aggregate Demand and Aggregate Supply Curves in the IS-LM Framework; Nature and Shape of IS and LM curves; Interaction of IS and LM curves and Determination of Employment, Output, Prices and Investment; Changes in IS and LM curves and their Implications for Equilibrium

Module V: Inflation, Unemployment and Expectations, and Trade Cycles

Inflation – Unemployment Trade off and the Phillips Curve – Short run and Long run Analysis; Adaptive and Rational Expectations; The Policy Ineffectiveness Debate; Meaning and Characteristics of Trade Cycles; Hawtrey's Monetary Theory, Hayek's Over-investment Theory and Keynes' views on Trade Cycles

Readings:

1. N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi
2. Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.

3. Errol D'Souza (2009): *Macroeconomics*, Pearson Education Asia, New Delhi.

Core Economics Course 7: STATISTICAL METHODS FOR ECONOMICS

Course Description

This is a course on statistical methods for economics. It begins with some basic concepts and terminology that are fundamental to statistical analysis and inference. It is followed by a study and measure of relationship between variables, which are the core of economic analysis. This is followed by a basic discussion on index numbers and time series. The paper finally develops the notion of probability, followed by probability distributions of discrete and continuous random variables and introduces the most frequently used theoretical distribution, the Normal distribution.

Module I: Data Collection and measures of central tendency and dispersion

Basic concepts: population and sample, parameter and statistic; Data Collection: primary and secondary data, methods of collection of primary data; Presentation of Data: frequency distribution; cumulative frequency; graphic and diagrammatic representation of data; Measures of Central Tendency: mean, median, mode, geometric mean, harmonic mean, their relative merits and demerits; Measures of Dispersion: absolute and relative - range, mean deviation, standard deviation, coefficient of variation, quartile deviation, their merits and demerits; Measures of skewness and kurtosis.

Module II: Correlation Analysis

Correlation: scatter diagram, sample correlation coefficient - Karl Pearson's correlation coefficient and its properties, probable error of correlation coefficient, Spearman's rank correlation coefficient, partial and multiple correlation.

Module III: Regression Analysis

Two variable linear regression analysis - estimation of regression lines (Least square method) and regression coefficients - their interpretation and properties, standard error of estimate

Module IV: Time Series and Index Number

Time Series: definition and components, measurement of trend- free hand method, methods of semi-average, moving average and method of least squares (equations of first and second degree only), measurement of seasonal component; Index Numbers: Concept, price relative, quantity relative and value relative; Laspeyer's and Fisher's index, family budget method, problems in construction and limitations of index numbers, test for ideal index number.

Module V: Probability theory

Probability: Basic concepts, addition and multiplication rules, conditional probability; Random variables and their probability distribution; Mathematical expectations; Theoretical Distribution: normal distribution - Properties and uses, problems using area under standard normal curve

Recommended books:

1. Jay L. Devore (2010): *Probability and Statistics for Engineering and the Sciences*, Cengage learning, 2010.

2. S. C. Gupta (): *Fundamentals of Statistics*, Himalaya Publishing House, Delhi
3. Murray R. Spiegel (): *Theory & Problems of Statistics*, Schaum's publishing Series.

Core Economics Course 8: MICROECONOMICS II

Course Description

This course is a sequel to Microeconomics I. The emphasis will be on giving conceptual clarity to the student coupled with the use of mathematical tools and reasoning. It covers Market, general equilibrium and welfare, imperfect markets and topics under information economics.

Module I: Firm Supply and Equilibrium

Market Environments; Pure competition ; Supply decision of a competitive firm and Exceptions; Inverse Supply Function; Profits and Producer's Surplus; Long Run Supply Curve of a Firm; Long Run Average Costs; Short Run and Long Run Industry Supply; Industry Equilibrium in Short and Long Run; Meaning of Zero Profits; Economic Rent.

Module II: General equilibrium, efficiency and welfare

The Edgeworth Box; Trade; Pareto Efficient Allocations; Existence of equilibrium and efficiency; The Welfare Theorems and their implications; The Firm; Production and the Welfare Theorems ; Production possibilities, comparative advantage and Pareto efficiency

Module III: Monopoly

Barriers to Entry, Profit Maximization and Output Choice, Monopoly and resource Allocation, Monopoly, Product Quality and Durability, Price Discrimination, Second Degree Price Discrimination through Price Schedules, Regulation of Monopoly, Dynamic Vies of Monopoly

Module IV: Oligopoly

Oligopoly – Choosing a strategy; Quantity leadership – Problems of the follower and the leader; Price leadership; Comparing quantity leadership and price leadership; Simultaneous Quantity Setting; Example of Cournot Equilibrium; Simultaneous Price Setting; Collusion

Module V: Game Theory

The Payoff Matrix of a Game; Nash Equilibrium; Mixed Strategies ;The Prisoner's Dilemma; Repeated Games; Enforcing a cartel; Sequential Games; A Game of entry deterrence.

Readings:

1. C. Snyder and W. Nicholson (2012): *Microeconomic Theory: Basic Principles and Extensions*, 11th Edition, Cengage Learning, Delhi, India.
2. R. S. Pindyck, D. N. Rubinfeld and P. L. Meheta (2009): *Microeconomics*, 7th Edition, Pearson, New Delhi.
3. H. R. Varian (2010): *Intermediate Microeconomics: A Modern Approach*, 8th Edition, W.W. Norton and Company/Affiliated East-West Press (India). The workbook by Varian and Bergstrom may be used for problems.

Core Economics Course 9: MACROECONOMICS II

Course Description

This course is a sequel to Macroeconomics I. In this course, the students are introduced to the long run dynamic issues like growth and technical progress. It also provides the micro-foundations to the various aggregative concepts used in the previous course.

Module I: Financial Markets and Reforms

Features of Financial Markets, Functions of Financial Markets, Banks and Financial Markets, Adverse Selection and Moral Hazard, Risk and Supply of Credit, The Determination of Banks Asset Portfolio, Financial Repression and Major Financial Sector Reforms in India, Lessons from the Global Financial Crisis and the Policy Response in India

Module II: Open Economy Macroeconomics

Balance of payments- Concept, Equilibrium and Disequilibrium, Measures to Correct Disequilibrium, Determination of Foreign Exchange Rate- the PPP Theory and its Implications, Fixed vs. Flexible Exchange Rates, The Short-run open economy Model, the basic Mundell-Fleming Model. International Financial Markets

Module III: Modelling Economic Growth

The Basic Harrod- Domar Model, Joan Robinson and the Golden Rule of Capital Accumulation, The Basic Solow Model, Theory of Endogenous Growth – the Rudimentary A-K Model

Module IV: Macroeconomic Policy

The Goals of Macroeconomic Policy and of Policy Makers, The Budget and Automatic Fiscal Stabilisers, The Doctrine of Balanced Budget and Keynesian Objections; Concepts of Budget, Revenue and Fiscal Deficits, Fiscal Policy: Objectives and Limits to Discretionary Policy, The Crowding –Out Hypothesis and the Crowding – in Controversy Meaning, Scope and Objectives of Monetary Policy, Instruments of Monetary Policy, the Transmission Mechanism of Monetary Policy, Rules vs. Discretion in Monetary Policy, Implications of Targeting the Interest Rate, Limits to Monetary Policy

Module V: Schools of Macroeconomic Thought and the Fundamentals of Macroeconomic Theory and Policy

Classics, Keynes, Monetarists, New Classicals and New Keynesians: (i) Keynes vs. the Classics – Aggregate Demand and Aggregate Supply, Underemployment Equilibrium and Wage Price Flexibility, (ii) Monetarists and Friedman's Reformulation of Quantity Theory, Fiscal and Monetary Policy: Monetarists vs. Keynesians, (iii) The New Classical View of Macroeconomics and the Keynesian Counter critique, (iv) The New Keynesian Economics with reference to the Basic Features of Real Business Cycle Models, the Sticky Price Model.

Readings:

1. N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi
2. Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.
3. Errol D'Souza (2009): *Macroeconomics*, Pearson Education Asia, New Delhi.

Core Economics Course 10: Public Economics

Course Description

Public economics is the study of government policy from the points of view of economic efficiency and equity. The paper deals with the nature of government intervention and its implications for allocation, distribution and stabilization. Inherently, this study involves a formal analysis of government taxation and expenditures. The subject encompasses a host of topics including public goods, market failures and externalities.

Module I: Introduction to public finance

Public Finance: meaning and scope, distinction between public and private finance; public good verses private good; Principle of maximum social advantage; Market failure and role of government;

Module II: Public Expenditure

Meaning, classification, principles, cannons and effects, causes of growth of public expenditure, Wagner's law of increasing state activities, Peacock-Wiseman hypotheses

Module III: Public Revenue

Sources of Public Revenue; Taxation - meaning, cannons and classification of taxes, impact and incidence of taxes, division of tax burden, the benefit and ability to pay approaches, taxable capacity, effects of taxation, characteristics of a good tax system, major trends in tax revenue of central and state governments in India

Module III: Public Budget

Public Budget: kinds of budget, economic and functional classification of the budget; Balanced and unbalanced budget; Balanced budget multiplier; Budget as an instrument of economic policy.

Module V: Public Debt

Sources, effects, debt burden – Classical, Ricardian and other views, shifting - intergenerational equity, methods of debt redemption, debt management, tax verses debt;

Readings:

1. J. Hindriks and G. Myles (2006): *Intermediate Public Economics*, MIT Press.
2. R. A. Musgrave and P. B. Musgrave (1989): *Public Finance in Theory and Practices*. McGraw Hill
3. B. P. Herber (1975): *Modern Public Finance*.
4. B. Mishra (1978): *Public Finance*, Macmillan India limited.

Core Economics Course 11: INDIAN ECONOMY I

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in India in the post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in India, the reading list will have to be updated annually.

Module I: Basic Characteristics of Indian Economy as a Developing Economy

Indian Economy in the Pre-British Period; The Structure and Organisation of Villages and Towns; Industries and Handicrafts in Pre-British India; Colonialism; Economic Consequences of British Rule; Decline of Handicrafts and Progressive Ruralisation; The Land System and Commercialisation of Agriculture; Industrial Transition; Colonial Exploitation and Impacts – Underdevelopment; Colonisation and Modernisation; State Policies and Economic Underdevelopment; The Current State of Indian Economy

Module II: Population and Human Development

Population Growth and Economic Development – size, growth and future of population; Causes of rapid population growth; Population and economic development; Population policy; Demographic issues – Sex and Age Composition of population; Demographic Dividend; Urbanisation and Migration; Human Resource Development – Indicators and importance of Human Resource Development; Education policy; Health and nutrition.

Module III: National Income in India – The Growth Story and Regional Disparities

Trends in national and per capita income; Changes in sectoral composition of national income; Regional disparities in Growth and Income; Savings and Investment and Economic Growth – The Linkage

Module IV: Economic Planning in India

Rationale, Features, Objectives, Strategies, Achievements and Assessment of Planning in India; Eleventh Five Year Plan – Objectives, Targets and Achievements; Twelfth Five Year Plan – Vision and Strategy; From Planning to NITI – Transforming India's Development Agenda.

Module V: Current Challenges

Poverty – Estimation and Trends, Poverty Alleviation Programs – MGNREGA, NRLM, SJSRY; Inequality – Measures and trends in India; Unemployment – Nature, Estimates, Trends, Causes and Employment Policy

Readings:

1. Indian Economy, VK Puri and SK Misra, Himalaya Publishing House, 31st Revised Edition
2. Indian Economy Datt and Sundharam, Gaurav Datt and Ashwani Mahajan, S Chand Publications, 7th Revised Edition
3. Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09
4. The New Oxford Economics Companion to India, ed by K Basu and A Maertens, Oxford University Press, 2012
5. Economic Survey of India 2015-16, Ministry of Finance, GoI

Core Economics Course 12: DEVELOPMENT ECONOMICS I

Course Description

This is the first part of a two-part course on economic development. The course begins with a discussion of alternative conceptions of development and their justification. It then proceeds to aggregate models of growth and cross-national comparisons of the growth experience that can help evaluate these models. The axiomatic basis for inequality measurement is used to develop measures of inequality and connections between growth and inequality are explored. The course ends by linking political institutions to growth and inequality by discussing the role of the state in economic development and the informational and incentive problems that affect state governance.

Module 1: Study of economic development:

Development Economics as a subject; economic growth and economic development; characteristics of underdeveloped countries – vicious cycle of poverty and cumulative causation; obstacles to economic development; measures of economic development – national and per capita income, basic needs approach, capabilities approach, three core values of development, PQLI, HDI, HPI, MDPI, GDI; capital formation and economic development

Module 2: Theories of Economic Growth and Development

Classical theory, Marxian theory; Schumpeterian theory; Rostow's stages of economic growth; Solow model and convergence with population growth and technical progress

Module 3: Poverty, Inequality and Development:

Concepts of poverty and inequality; Measuring poverty; Measuring Inequality – Lorenz curve and Kuznets' inverted U hypothesis; Growth, poverty and inequality; Economic characteristics of poverty groups (rural poverty, women and poverty, indigenous population and poverty); Policy options – some basic considerations

Module 4: Institutions and economic development:

Role of institutions in economic development; Characteristics of good institutions and quality of institutions; The pre-requisites of a sound institutional structure; Different measures of institutions – aggregate governance index, property rights and risk of expropriation; The role of democracy in economic development; Role of state; Role of markets and market failure; Institutional and cultural requirements for operation of effective private markets; Market facilitating conditions; Limitations of markets in LDCs; Corruption and economic development – tackling the problem of corruption

Module 5: Agriculture, Industry and Economic Development:

Role of agriculture; Transforming traditional agriculture; Barriers to agricultural development; Role of industrialization; Interdependence between agriculture and industries – A model of complementarities between agriculture and industry; terms of trade between agriculture and industry; functioning of markets in agrarian societies; interlinked agrarian markets

Readings:

1. Debraj Ray (2009): *Development Economics*, Oxford University Press.
2. Partha Dasgupta (2007): *Economics, A Very Short Introduction*, Oxford University Press.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (2006): *Understanding Poverty*, Oxford University Press.
4. Amartya Sen (2000): *Development as Freedom*, OUP.
5. Daron Acemoglu and James Robinson (2006): *Economic Origins of Dictatorship and Democracy*, Cambridge University Press.
6. Robert Putnam (1994): *Making Democracy Work: Civic Traditions in Modern Italy*, Princeton University Press.
7. Todaro, Michael P and Stephen C Smith (2006): *Economic Development*, 8th Edition, Pearson
8. Thirlwall, A P (2011): *Economics of Development*, 9th Edition, Palgrave Macmillan

Core Economics Course 13: INDIAN ECONOMY II

Course Description

This course examines sector-specific policies and their impact in shaping trends in key economic indicators in India. It highlights major policy debates and evaluates the Indian empirical evidence. Given the rapid changes taking place in the country, the reading list will have to be updated annually.

Model I: Agricultural Development in India

Indian Agriculture: nature, importance, trends in agricultural production and productivity, factors determining production, land reforms, new agricultural strategies and green revolution, rural credit; Agricultural marketing and warehousing.

Module II: Industrial Development in India

Trends in industrial output and productivities; Industrial Policies of 1948, 1956, 1977 and 1991; Industrial Licensing Policies – MRTP Act, FERA and FEMA; Growth and problems of SSIs, Industrial sickness; Industrial finance; Industrial labour

Module III: Tertiary Sector and HRD

Tertiary Sector: growth and contribution of service sector to GDP of India, share of services in employment; Human development – concept, evolution, measurement; HRD: indication, importance, education in India, Indian educational policy; Health and Nutrition.

Module IV: External Sector

Foreign Trade: role, composition and direction of India's foreign trade, trends of export and import in India, export promotion versus import substitution; Balance of Payments of India; India's Trade Policies; Foreign Capital – FDI, Aid and MNCs.

Module IV: Indian Economy and Environment

Environmental Policies in India: The Environment (Protection) Act 1986, The Environment (Protection) Rules 1986, The National Forest Policy 1988, Policy statement for Abatement of Pollution 1992, National Conservation Strategy and Policy Statement on Environment and Development 1992, The National Environment Appellate Authority Act 1997, National Environmental Policy 2006; Global deal with Climate Change: Introduction, Intergovernmental Panel for Climate Change (IPCC), Impact of Climate Change on India, Global Response on Climate Change, Possible Role of India

Readings:

1. U. Kapila (2010): *Indian economy since Independence*. Academic Foundation, New Delhi
2. S. K. Misra and V. K. Puri (Latest Year): *Indian Economy — Its Development Experience*, Himalaya Publishing House, Mumbai
3. S. Chakraborty (): *Development Planning: The Indian Experience*. Clarendon Press.
4. R. Dutt and K. P. M, Sundharam (Latest Year): *Indian Economy*, S. Chand & Company Ltd., New Delhi.
5. A. Panagariya (2008): *India: the Emerging Giant*, Oxford University Press, New York
6. S. Acharya and R. Mohan (Eds.) (2010): *India's Economy: Performance and Challenges*, Oxford University Press, New Delhi.
7. I. J. Ahluwalia and I. M. D. Little (Eds.) (1998): *India's Economic Reforms and Development: Essays for Manmohan Singh*, Oxford University Press, New Delhi.

Core Economics Course 14: DEVELOPMENT ECONOMICS II**Course Description**

This is the second module of the economic development sequence. It begins with basic demographic concepts and their evolution during the process of development. The structure of markets and contracts is linked to the particular problems of enforcement experienced in poor countries. The governance of communities and organizations is studied and this is then linked to questions of sustainable growth. The course ends with reflections on the role of globalization and increased international dependence on the process of development.

Module 1: Population and Development

Demographic concepts : birth and death rates, age structure, fertility and its determinants, the Malthusian population trap and the microeconomic household theory of fertility; costs and benefits of population growth and the model of low level equilibrium trap; the seven negative consequences of population growth; the concept of optimum population; rural-urban migration – the Harris Todaro migration model and policy implications

Module 2: Dualism and economic development

Dualism – geographic, social and technological; the theory of cumulative causation; the regional inequalities in the context of economic development; the inverted U relationship; international inequality and the centre periphery thesis; dependency, exploitation and unequal exchange; the dualistic development thesis and its implications

Module 3: Environment and Development

Basic issues of environment and development – population, resources and the environment; poverty, economic growth, rural development, urban development and the environment; simple model of environment and economic activity; environmental degradation and externalities; common property resources, public goods and the free-rider problem; renewable and non-renewable resources; environmental values and their measurement; concept of sustainable development; basics of climate change

Module 4: Financing Economic Development

Saving, capital formation and economic development; rural financial intermediaries, micro credit and economic development; financial liberalisation, financial inclusion and economic

development; taxation, public borrowing and economic development; inflation, saving and growth – the Keynesian approach; foreign finance, investment and aid – controversies and opportunities; private foreign investment and private portfolio investment; growing role of non-governmental organisations

Module 5: Globalisation, international trade and economic development:

Trade and economic development; export led growth; trade liberalisation and growth of exports; terms of trade and economic growth – the Prebisch Singer Hypothesis; trade strategies for development – import substitution vs export promotion; international commodity agreements; trade vs aid.

Readings

1. Debraj Ray (2009): *Development Economics*, Oxford University Press.
2. Partha Dasgupta (2007): *Economics, A Very Short Introduction*, Oxford University Press.
3. Abhijit Banerjee, Roland Benabou and Dilip Mookerjee (2006): *Understanding Poverty*, Oxford University Press.
4. Thomas Schelling (1978): *Micromotives and Macrobehavior*, W. W. Norton.
5. Albert O. Hirschman (1970): *Exit, Voice and Loyalty: Responses to Decline in Firms, Organizations and States*, Harvard University Press.
6. Elinor Ostrom (1990): *Governing the Commons: The Evolution of Institutions for Collective Action*, Cambridge University Press.
7. Dani Rodrik (2011): *The Globalization Paradox: Why Global Markets, States and Democracy Can't Coexist*, Oxford University Press.
8. Michael D. Bordo, Alan M. Taylor and Jeffrey G. Williamson (ed.) (2003): *Globalization in Historical Perspective*, University of Chicago Press.
9. Todaro, Michael P and Stephen C Smith (2006): *Economic Development*, 8th Edition, Pearson
10. Thirlwall, A P (2011): *Economics of Development*, 9th Edition, Palgrave Macmillan

DSE Group I
DSEG 1.1: Economic History of India 1857-1947

Course Description

This course analyses key aspects of Indian economic development during the second half of British colonial rule. In doing so, it investigates the place of the Indian economy in the wider colonial context, and the mechanisms that linked economic development in India to the compulsions of colonial rule. This course links directly to the course on India's economic development after independence in 1947.

Module I: Introduction: Colonial India: Background and Introduction

Overview of colonial economy

Module II: Macro Trends

National Income; population; occupational structure

Module III: Agriculture

Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines

Module IV: Railways and Industry

Railways; the de-industrialisation debate; evolution of entrepreneurial and industrial structure; nature of industrialisation in the interwar period; constraints to industrial breakthrough; labor relations

Module V: Economy and State in the Imperial Context

The imperial priorities and the Indian economy; drain of wealth; international trade, capital flows and the colonial economy – changes and continuities; government and fiscal policy

Readings:

1. Lakshmi Subramanian, *"History of India 1707-1857"*, Orient Blackswan, 2010, Chapter 4.
2. Sumit Guha, 1991, Mortality decline in early 20th century India', *Indian Economic and Social History Review (IESHR)*, pp 371-74 and 385-87.
3. Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd edition, 2011.
4. J. Krishnamurty, *Occupational Structure*, Dharma Kumar (editor), The Cambridge Economic History of India, Vol. II, (henceforth referred to as CEHI), 2005, Chapter 5.
5. Irfan Habib, *Indian Economy 1858-1914*, A People's History of India, Vol.28, Tulika, 2006.
6. Ira Klein, 1984, —When Rains Fail: Famine relief and mortality in British India||, *IESHR* 21.
7. Jean Dreze, *Famine Prevention in India in Dreze and Sen (eds.) Political Economy of Hunger*, WIDER Studies in Development Economics, 1990, pp.13-35
8. John Hurd, *Railways*, CEHI, Chapter 8, pp.737-761.
9. Rajat Ray (ed.), *Entrepreneurship and Industry in India*, 1994.
10. AK Bagchi, —Deindustrialization in India in the nineteenth century: Some theoretical implications, *Journal of Development Studies*, 1976.
11. MD Morris, *Emergence of an Industrial Labour Force in India*, OUP 1965, Chapter 11,

Summary and Conclusions.

12. K.N. Chaudhuri, *Foreign Trade and Balance of Payments*, CEHI, Chapter 10.
13. B.R. Tomlison, 1975, *India and the British Empire 1880-1935*, IESHR, Vol.XII.
14. Dharma Kumar, *The Fiscal System*, CEHI, Chapter 12.
15. Basudev Chatterjee, *Trade, Tariffs and Empire*, OUP 1992, Epilogue.

DSEG 1.2 INTRODUCTORY ECONOMETRICS

Course Description

This course provides a comprehensive introduction to basic econometric concepts and techniques. It covers statistical concepts of hypothesis testing, estimation and diagnostic testing of simple and multiple regression models. The course also covers the consequences of and tests for misspecification of regression models.

Module I: Introduction

Definition, Nature and scope of econometrics; Theoretical Probability Distributions: Normal distribution; chi-square, t- and F-distributions and their uses

Module II: Sampling

Basic concepts of sampling: Probability and non-probability sampling; Types of sampling. Theory of Estimation: Estimation of parameters; properties of estimators – small sample and asymptotic properties; point and interval estimation

Module III: Hypothesis Testing

Testing of hypotheses: defining statistical hypotheses; Simple and composite hypotheses; Null and alternative hypothesis; Type I and Type II errors, Critical region; Neyman-Pearson lemma; Power of a test.

Module IV: Linear Regression Analysis

Two variable linear regression model – Assumptions; Least square estimates, Variance and co- variance between Least square estimates; BLUE properties; Standard errors of estimates; Co- efficient of determination; Inference in a two variable linear regression model; ANOVA; Forecasting.

Module V: Violation of Classical Assumptions

Heteroscedasticity, multicollinearity and auto-correlation: Meaning, consequences, tests and remedies.

Reading List:

1. Johnston (1991), "Econometric Methods", Mc Graw Hill Book Co
2. Koutsoyiannis, A, (1992) "Introduction to Econometrics" OUP
3. Dougherty, C. (1992) "Introduction to Econometrics" OUP.
4. Kmenta, J (1997); "Elements of Econometrics", University of Michigan Press
5. Gujarati, D & Sangeetha (2007); "Basic Econometrics", Mc Graw Hill Book Co.

DSEG 1.3: Odisha Economy

Course Description

Using appropriate analytical frameworks, this course reviews major trends in economic indicators and policy debates in Odisha in pre- and post-Independence period, with particular emphasis on paradigm shifts and turning points. Given the rapid changes taking place in Odisha, the reading list will have to be updated annually.

Module I: Odisha Economy before 1947

Orissa's Economy in the Nineteenth Century: Benevolence or Exploitation, Forces of Nature, Animal Power, The Company Steps in, Public Works and Public Health, Education, Disintegration of Village Economy, New Social Environment, Changing Position of Social Classes, The Moneylenders, The Borrowers, Money-flows from Village to Metropolis, Pauperization of Peasantry, The Wage Earners, Demographic Changes, Profiting from Rural Adversity; Diarchy in 1919 and Separation of Provincial Finances from Central Government in 1937; Emergence of Federal Finance (Ref.: Das 1976a and 1976b, GoO 2016).

Module II: Macro Economy of Odisha

A macro glance of Odisha economy: aggregate income, broad sectoral decomposition, performance of districts, employment, child labour and bonded labour, employment programmes, consumption expenditure, cost of living; Odisha State public finances (Chapter 14 and 15 of Ref 1; & Chapter 2 and 9 of Ref 2)

Module III: Agriculture Sector Development in Odisha

Agriculture: land ownership and land tenure, agricultural wages and rural unemployment, production and productivity of major crops, agricultural inputs, agricultural policy; Animal Husbandry; Fisheries (Chapter 1 to 3 of Ref 1; & Chapter 3 of Ref 2)

Module IV: Industry, Infrastructure and Environment

Industry: Investment, industrial policy, and the growth of large industries, mining and quarrying; Construction; tertiary sector: tourism, transport and power; Water Resources, Forest Resources (Chapter 4 to 8 of Ref 1; & Chapter 4 & 5 of Ref 2)

Module V: Social Sector in Odisha

Poverty: income poverty and inequality; health sector: outcomes, infrastructure, finance, public health, NRHM; education: Literacy, Primary education, secondary education, higher education, SSA; human development (Chapter 9 to 13 of Ref 1; & Chapter 7 & 8 of Ref 2)

Reading List:

1. Nayak, P., Panda, S. C., Pattanaik, P. K. (2016): **The Economy of Odisha: A Profile**, Oxford University Press, New Delhi
2. GoO (2012): **Odisha Economic Survey 2015-16**, Planning and Convergence Department, Directorate of Economics and Statistics, Government of Odisha, Bhubaneswar
3. GoO (2004): *Human Development Report 2004 Orissa*, Planning and Coordination Department, Government of Odisha, Bhubaneswar
4. Mahapatro, S. B. (1980): Inter-Industry Wage Differentials in Orissa: An Empirical

Analysis, *Indian Journal of Industrial Relations*, 15(4): 525-536.

5. Vyasulu, V. and Arun, A. V. (1997): Industrialisation in Orissa: Trends and Structure, *Economic and Political Weekly*, 32(22): M46-M53.
6. Das, Binod S. (1976a): Orissa's Economy in the Nineteenth Century, *Social Scientist*, 4(11): 32-46.
7. Das, Binod S. (1976b): Orissa's Economy in the Nineteenth Century: Part Two, *Social Scientist*, 4(12): 38-50.
8. GoO (2016): Commemorative Volume on 80 Years Odisha Budget: Since 1936-37, CEFT-XIMB and Department of Finance, Government of Odisha
9. Mohanti, K. K. and Padhi, S. (1995): Employment Situation of Tribal Population in Orissa: 1981 Census Data, *Economic and Political Weekly*, 30(29): 1879-1882.
10. Nair, K. R. G. (1993): New Economic Policy and Development of Backward Regions: A Note on Orissa, *Economic and Political Weekly*, 28(19): 939-941.
11. Mohanty, B. (1993): Orissa Famine of 1866: Demographic and Economic Consequences, *Economic and Political Weekly*, 28(1/2): 55-66.
12. Haan, A. de and Dubey, A. (2005): Poverty, Disparities, or the Development of Underdevelopment in Orissa, *Economic and Political Weekly*, 40(22/23): 2321-2329.
13. Samal, K. C. (1998): Poverty Alleviation after Post-Liberalisation: Study of a Tribal Block in Orissa, *Economic and Political Weekly*, 33(28): 1846-1851
14. Nayak, P. and Chatterjee, B. (1986): Disguised Unemployment in Agriculture: A Case Study of Rural Orissa, *Indian Journal of Industrial Relations*, 21(3): 310-334.

DSEG 1.4: Research Methodology

Course Description

The course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Specifically, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. It includes discussions on sampling techniques, research designs and techniques of analysis.

Module I: Basics of Research

Introduction to Research: Meaning, Objectives, Motivation, Types, Approaches, Significance, Research Process, Criteria of Good Research; Qualities of a Good Researcher, Research as a Career

Module II: Research Problem

Defining the Research Problem: What is a Research Problem? Selecting the Problem, Necessity of Defining the Problem, Technique Involved in Defining a Problem; Research Design: Meaning, Need, Features of a Good Design, Important Concepts Relating to Research Design, Different Research Designs, Basic Principles of Experimental Designs

Module III: Measurement and Scaling Technique

Measurement in Research, Measurement Scales, Sources of Error in Measurement, Tests of Sound Measurement, Techniques of Measurement Tools, Scaling and Important Scaling Technique

Module IV: Problems in Research

Research Ethics: codes and ethics, permissions to research, responsibilities, confidentiality, feedback, participatory research; Research Proposal and literature review: research proposal, review of literature, levels of analysis, using the library and internet, abstracting, word processing, plagiarism

Module V: Actions in Research

English in report writing: words, sentences, paragraph, writing style; The Report: improving quality, sections, drawing conclusions, evaluation checklists, persistence; Common Citation Styles

Basic Readings

1. Kothari, C. R. (2004): **Research Methodology: Methods and Techniques**, New Age International Private Limited Publishers, New Delhi.
2. Guthrie, G. (2010): **Basic Research Methods**, Sage Publications India Private Limited, New Delhi.
3. Monippally, M. M. (2010): **Academic Writing: A Guide for Management Students and Researchers**, Response Books (Sage), New Delhi, Pp. 196-217

Additional Readings

1. Young, P. V. (1996): **Scientific Social Survey and Research**, PHI Learning Private Limited, New Delhi
2. Dooley, D. (2008): **Social Research Methods**, Prentice-Hall of India Private Limited, New Delhi

DSE Group II

DSEG 2.1: Environmental Economics

Course Description

This course introduces the students to the basics of environmental economics to understand the fundamentals of environmental concerns and develop insights into valuation of environment.

Module I: Economy and Environment

Nature and Scope of Environmental Economics- historical development, early economic paradigms, post- war economics and environmentalism; Environment and Economy interaction; Environment as a public good- National versus global public goods, Market failure, Externalities and the environment; The nexus involving environment, development and poverty.

Module II: The Economics of Pollution and Climate change

The optimal level of pollution, Pollution as externality, alternative definitions of pollution; The market Approach to optimal pollution, Property rights and market bargain theorems, Coase theorem; Taxation, Subsidies and optimal pollution; Pollution permit trading; Climate change – concept, causes, effects and management; Climate change and Agriculture

Module III: Valuation of Environmental damage

Methods and difficulties of environmental valuation, Economic value, Total economic value, Option value, Existence value; Direct and Indirect Valuation of Environmental Goods: The hedonic price approach, Contingent valuation, Travel cost approach; Willingness to pay vs. Willingness to accept.

Module IV: Environmental Pollution and Regulation in India

Causes and effects of water pollution, air pollution, noise pollution, soil pollution, Prevention and control of environmental degradation, Mechanism for environmental regulation in India- Environmental policy and legislations

Module V: Natural Resources and Sustainable Development

Environment and sustainable development, Concept and indicators of sustainable development, Resource scarcity, Renewable and exhaustible resources, Optimal use of renewable resources – fishery and forest, Tragedy of commons, People's Participation in the management of common property resources

Reading List:

1. Bhattacharya, R. N. (2002): Environmental Economics: An Indian Perspectives, OUP, New Delhi
2. Shankar, U. (Ed.) (2001): Environmental Economics, OUP, New Delhi.
3. Dayal, V. and Chopra, K. (2009): Handbook of Environmental Economics in India, OUP, New Delhi
4. Bromley, D.W (Ed)(1995); Handbook of Environmental Economics, Blackwell, London
5. Fisher, A.C(1981); Resource and Environmental Economics, Cambridge University Press
6. Helfand, G and P. Berck (2011); The Economics of the Environment, PHI Learning Private Limited, New Delhi
7. Hemple Lamont, C (1998); Environmental Economics – the Global Challenge First East West Press
8. Hussen, A.M (1999); Principles of Environmental Economics, Routledge, London
9. Kolstad, C.D (1999); Environmental Economics Oxford University Press, New Delhi
10. Pearce, D.W and R.K Turner (1948); Economics of Natural Resources and the Environment, Harvester Wheatsheaf
11. Perman R.M. and J. McGilvary (1996); Natural Resources and Environmental Economics, Longman, London
12. Tietenberg. T (1994); Environmental Economics Policy, Harper Collings, New York
13. The Economics of Climate Change: The Stern Review by Great Britain Treasury, Cambridge University Press

DSEG 2.2: International Economics

Course Description

This course introduces the students to international trade and finance to understand the theories of international trade and develop insights into trade policy and balance of payments. The course also develops insight into international financial system and the trade policy of India.

Module I: Importance of Trade and Trade Theories

Importance of the study of International Economics; Inter-regional and international trade; Need for a separate theory of international trade; Theories of Trade- absolute advantage, comparative advantage and opportunity cost; Heckscher-Ohlin theory of trade — its main features, assumptions and limitations

Module II: Trade and Economic Growth

Concepts of terms of trade and their importance; Doctrine reciprocal demand – Offer curve techniques; Gains from trade— their measurement and distribution; International Trade and Growth: Small and Open country cases; Tariffs and quotas – their impact in partial equilibrium analysis; Free trade and policy of tariffs in relation to economic growth with special reference to India

Module III: Exchange Rate

Concept and Types of Exchange Rate (bilateral vs trade-weighted exchange rate, cross exchange rate, spot, forward, futures), Demand for and Supply of foreign exchange, Exchange Rate Determination: Purchasing-Power Parity Theory, The Monetary Model of Exchange Rates, Asset or Portfolio Model of Exchange Rates. Fixed versus Flexible exchange rate

Module IV: Balance of Trade and Payments

Concepts and components of balance of trade and balance of payments; Equilibrium and disequilibrium in balance of payments; Consequences of disequilibrium in balance of payments; Various measures to correct deficit in BoPs; Foreign trade multiplier- Concept and implications; Present balance of payment position of India – Need for and rationale of trade reforms in India including partial and full convertibility of rupee; recent export and import policies in India

Module V: International Economic Institutions

Functions of IMF, World Bank, WTO and Asian Development Bank — Their achievements and failures; Their Role from the point of view of India; Forms of economic cooperation; Reforms for the emergence of international monetary system and trading blocs at the global level

Reading List:

1. Krugman Paul R. and Obstfeld Maurice. *International Economics*, Pearson Education
2. Salvatore Dominick. *International Economics*, Wile India.
3. Sodersten Bo and Reed J. *International Economics*, McMillan Publisher
4. Carbaugh Robert. *International Economics*, South-Western College Publication.
5. Gandolfo Giancarlo. *International Trade Theory and Policy*, Springer Publication
6. Gandolfo Giancarlo. *International Finance and Open-Economy Macro Economics*, Springer Publication
7. Copeland Laurence. *Exchange Rates and International Finance*, Addison Wesley, Publication.
8. Kanan, P. B. (1994): *The International Economy*, Cambaridge University Press, London.
9. Kindleberger, C. P. (1973): *International Economics*, R.D. Irwin, Homewood.

DSEG 2.3: Economics of Agriculture

Course description

This course introduces the students to significance of agriculture in the Indian economy and helps to understand the role agriculture in economic development. It is designed to develop insights into changing agricultural practices in India and assess the significance of agriculture in the era of liberalisation.

Module I

Role of Agriculture in Economic Development, Economic growth – sectoral changes and agriculture, agriculture in rural development, farm and non-farm employment issues, inter-linkages between agriculture and industry; empirical evidence of inter-dependence between agriculture and industry

Module II

Traditional Agriculture: characteristics; Schultz's hypothesis – its criticisms; Mechanization of Indian Agriculture; Case for and against farm mechanization; Green revolution and trends of mechanization in India

Module III

Agricultural price policy for a developing economy – objectives and effectiveness of agricultural price policy, elements of agricultural price policy, features of an ideal agricultural price policy, agricultural price policy in India and public distribution system

Agricultural marketing – need and criteria for assessing efficiency, agricultural marketing system in India, development of a national agricultural marketing platform

Module IV

Risk and uncertainty in agriculture – difference between risk and uncertainty, types of uncertainty in agriculture, measures for mitigating risk and uncertainty in agriculture, new agricultural insurance scheme of India

Rural credit in India, importance and estimates, agencies for rural credit, review of progress of institutional finance in rural India since independence

Module V

Agriculture in Indian Planning, Globalization and Indian agriculture, Case for and against privatization of agriculture, WTO and India's trade in agricultural commodities

Reading List:

1. Ghatak, S and K. Ingerscent (1984), Agricultural and Economic Development, Select Books, New Delhi.
2. Rudra, A (1982), Indian Agricultural Economics: Myths and Realities, Allied Publishers, New Delhi.
3. Sony, R. N. (2006), Leading Issues in Agricultural Economics, Vishal Publishing, Jalandhar.
4. Tyagi, B. P. (1998), Agricultural Economics and Rural Development, J. P. Nath Publishing, Meerut.
5. Sadhu, A N and A Singh (2008), Fundamentals of Agricultural Economics, Himalaya Publishing House, Mumbai.
6. Lekhi, R K and Joginder Singh (2008), Agricultural Economics, Kalyani Publishers, Ludhiana.

SEC II: Data Analysis and Computer Application (Option I)

Course Description:

The purpose of this course is to introduce basic computer skills to students at UG level in non technical subjects. After completion of this course, the students are expected to acquire some basic knowledge about computers and to develop some basic skills in using computers for data storage, compilation, analysis and presentation.

Module I: Introduction to computer and Basic data types

Introduction to computer- Characteristics and Basic Applications of Computer, Components of Computer System, Central Processing Unit (CPU), VDU, Keyboard and Mouse, Other input/output Devices, Memory, concepts of Hardware and Software, Classifications of computers; Representation of data/Information concepts of data processing, Basic data types, Storage of data/Information as files, operating system and The User Interface (windows, Linux), Windows Setting- Control Panels, Accessories (windows)

Module II: Basic Word Processing

Introduction to Word Processing, Opening Word Processing Package, Opening and closing documents, Using a Document/Help Wizard, Text Creation and Manipulation, Formatting the Text, Handling Multiple Documents, Table Manipulation, Printing, saving documents in different formats

Module III: Spreadsheets and Basic Data Analysis

Spread Sheet, Elements of Electronics Spread Sheet, Application/usage of Electronic Spread Sheet, Manipulation of cells, Formulas and functions; Spread sheets for Small accountings- maintaining invoices/budgets, basic practical data analysis works (Maintaining daily and monthly sales reports)

Module IV: Basic Computer Communication and Internet

Basic of Computer networks- LAN and WAN, Internet, Service on Internet; WWW and Web Browsers, Web Browsing software, Surfing the Internet, Chatting on Internet, Email-Basic of electronic mail, Using Emails, Document handling in Email.

Module V: Basic Presentations

Basics- Difference between presentation and document, Using Power Point, Creation of Presentation, Preparation of Slides, Selection of type of Slides, Importing text from word documents, Providing aesthetics- Slide Designs, Slide Manipulation and Slide Show, Presentation of the Slides

Reading List:

1. C.S. French "Data Processing and Information Technology", BPB Publications 1998
2. P.K Sinha, Computer Fundamentals, BPB Publications, 1992
3. Guy Hart-Davis "The ABCs of Microsoft Office 97 Professional edition", BPB Publications, 1998
4. Karl Schwartz, "Microsoft Windows 98 Training Guide", 1998

Course Description

This course intends to explain the ideas on financial system in India. It will help the students to enhance their knowledge on concepts like financial institutions, instruments and markets, their functioning and usage in real world.

Module I: Financial system

The structure of the financial system- Functions of the financial sector-Indicators of financial development; Financial System and Economic Development; financial inclusion: concept and its evolution; policy initiatives on financial inclusion.

Module II: Interest rate policy

Theories of interest rate determination-Level of interest rates-Long period and short period rates- Administered interest rates; Deregulation of interest rates; financial sector reforms in India.

Module III: Money market

Money Market: features; objectives; features of a developed and under developed money market; importance of money market; composition of money market: organized and unorganized; money market institutions and instruments; features and problems of Indian money market.

Module IV: Capital Market

Capital market: composition; Primary and secondary market for securities. Functions of new issue and secondary market; organizations of stock exchanges in India; defects in Indian stock exchange; SEBI; its objectives and functions

Module V: Non-Banking Financial Companies

Non-Banking Financial Companies: Hire purchase Companies-Venture Capital Companies. Insurance Sector: objectives, functions, life insurance and general insurance; IRDA and its role and functions in financial markets.

Basic Reading List

1. M.Y.Khan-Indian Financial System, Tata McGraw Hill, New Delhi.
2. L.M.Bhole: Financial institutions and Market, Tata McGraw hill, New Delhi.
3. Gorden & Natrajan: Financial Market and institutions, Himalaya Publishing house.

SYLLABUS FOR B.A. (HONORS) EDUCATION UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY, BHUBANESWAR

CORE - 1

BASICS IN EDUCATION

INTRODUCTION:

The Philosophical foundation is a unique educational charity whose aim is to bring philosophy to schools and the wider community. Through doing philosophy in the classroom the primary concern is to improve the educational practices and provide opportunities for the disadvantaged. Philosophical enquiry develops speaking and listening skills vital for literacy and emotional development, helps children who find it difficult to access other classes, and encourages critical and creative thinking essential in the 21st Century. And it will prepare students to apply knowledge, sensibility, skills and dispositions of philosophical inquiry, analysis, and interpretation to educational practices.

Course Objectives

- after completion of the paper, students shall be able to:
- explain the concept of education and its relationship with philosophy
- list areas of philosophy and narrate their educational implications.
- describe the contribution of Philosophy to the field of education.
- appreciate the contribution of various Indian Schools of Philosophy to the field of education.
- evaluate the impact of Western Philosophies on Indian Education.
- narrate the contribution of the Great Indian Thinkers.

Unit – 1 Bases of Education

- Meaning, Nature and purpose of Education
- Aims of Education: Education for individual development and education for social efficiency
- Functions of education

Unit – 2 Philosophical foundations of education

- Concept of Philosophy

- Inter dependence of philosophy and education
- Branches of philosophy and their educational implications –
Metaphysics, Epistemology and Axiology.

Unit – 3 Reflections of Indian schools of Philosophy on education

- Common characteristics of Indian Philosophy
- Sankhya and Vedanta as Philosophical systems
- Educational implications of Sankhya and Vedanta.

Unit – 4 - Western Schools of Philosophy and their educational implication.

- Idealism
- Naturalism
- Pragmatism

Unit – 5 Doctrines of Great Educators of East and West and their influence on the practices of school education with special reference to Aims and ideals of Education, Curriculum, method of teaching and the role of teacher.

- Gandhi
- Sri Aurobindo
- Rousseau
- Dewey

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C1 Practical

Book Review

Each Student is required to review a Book / Journal / Educational Article and Write a report.

CORE – 2

EDUCATION AND SOCIETY

INTRODUCTION

Education is a sub-system of the society. The aims of education are determined by the aims of the society. The relationships between the two concepts i.e., education and society are so strong that it is not possible to separate them because what happens to one affects the other. It is impossible to think purposefully about many contemporary problems and issues of education without thinking about the society. Educational institutions are micro-societies, which reflect the entire society. The education system in any given society prepares the child for future life and instils in him those skills that will enable him to live a useful life and contribute to the development of the society. Education as a social phenomenon does not take place in a vacuum or isolation; it takes place in the society. This paper will deal with the functioning of education vis-a-vis the society. Education as a sub-system of society and how other sub-systems affect education will be discussed. Various agencies which are involved towards promotion of education will be discussed at length. Special emphasis is placed on issues relating to equality of educational opportunity with specific reference to the Scheduled Castes/Tribes and women. Special attention is also given how education plays an important role towards social change, national integration and international understanding in a diverse social context.

Course Objectives

After completion of this paper, students shall be able to:

- justify education as a social process and explain its function.
- describe the aims of education from sociological perspective.
- list various agencies of education and their function.
- justify education as a sub-system of society and how other sub-systems affect education;
- appreciate the importance of education for social change.

Unit – 1 **Education and society**

- **Society : Meaning and characteristics**

- **Types of society : Agricultural, Industrial, rural and urban**

- **Interrelationship between education and society**

- Views of Indian thinkers on Education and Society :

Radhakrishnan and Sri Aurobindo on Education

- Views of Western Thinkers on Education and Society: Dewey and Illich

Unit – 2 **Education and culture**

- Meaning and concept of culture

- Characteristics and types of culture

- Cultural lag and acculturation

- Cultural dimensions of Education

- Inter relationship between education, custom and value system.

Unit – 3 **Education, Social process and Institution**

- Education and socialization

- Education and social change

- Education and social mobility

- Role of Education for the development of the marginalised

- Education and Affirmative action

Unit – 4 **Education and Globalisation**

- Education, Growth and Development

- Globalisation and liberalization

- Educational system in Europe

- Educational system in SAARC countries

- Education in Global context

Unit – 5 **Education and state**

- Concept of Democracy

- Education in totalitarian and welfare state

- Interrelationship of state and education

- Role of education in Nation building

- State Control of Education and Autonomy in Education.

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C2 Practical

Field Study

Each student is required to visit a school observe the school functioning and prepare a report

CORE – 3

THE LEARNER AND LEARNING PROCESS

INTRODUCTION:

Educational Psychology plays a pivotal role in understanding Childs' unique character in teaching learning process. No child is alike from physical, psychological, and social point of view. So a classroom teacher must understand unique characteristics of children and the factors affecting children's learning. This course will enable the learners to understand the Childs' innate potentialities and apply educational psychology in teaching learning process.

Course Objectives:

After completion of this paper, students shall be able to:

- establish relationship between education and psychology.
- understand various methods used to study individual behaviour.
- explain the application of educational psychology in teaching learning process.
- understand individual difference from intelligence, creativity, and personality point of view
- explain the concept of learning and factors affecting learning.
- reflect the contribution of various learning theories in teaching learning process.
- Explain different category of people from different Personality type and the type of adjustment.

Unit - 1 Educational Psychology

- Relationship between education and psychology
- Meaning, Nature and scope of educational psychology
- Relevance of educational psychology for teacher
- Methods of studying learner behaviour :
Survey, observation case study and experimental

Unit – 2 Developmental psychology

- Concept
- Difference between growth and development

- Principles of development
- Areas of development : Physical, social, emotional and intellectual during childhood and adolescence
- Piagetian stages of cognitive development

Unit – 3

Intelligence, creativity and individual difference

- Meaning and nature of intelligence
- Theories: Uni-factor, two-factor, multiple factor, Gardner's theory of Multiple Intelligence.
- Measurement of intelligence : individual and group tests, verbal, non- verbal and performance test.
- Individual difference: concept, nature factors and Role of Education
- Creativity : Meaning, Nature and Stages of creative thinking
Assessing and nurturing creativity.

Unit – 4

Learning and motivation

- Learning : Meaning nature and factor
- Theories of learning with experiment and educational implications: Trial and error with focus on laws of learning classical conditioning, operant conditioning and insightful learning and constructivist approach to learning.
- Motivation: concept, types and technique of motivation.

Unit – 5

Personality and Mental Health

- Personality: Meaning and nature
- Assessment: Subjective, objective and projective techniques.
- Mental Health: Concept, factor affecting mental health and role of teacher.
- Mental Health of teachers
- Adjustment mechanism

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C3 Practical

Administration of Psychological Test

Each student is to administer a psychological test (Intelligence / creativity / personality test) and interpret the scores and prepare a report.

CORE – 4

PEDAGOGICAL SKILLS

INTRODUCTION

It is important to note that 'education' is not synonymous with 'school'. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21st century proposed 'learning to live together' as one of the four pillars of education. It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others' feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

Course objectives

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

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;
- define different type of task of teaching
- establish relationship between teaching and learning;
- list out different approaches and methods of teaching;

Unit – 1 **Concept of teaching – learning**

- Meaning and definitions of teaching
- Characteristics and importance of teaching
- Meaning and definition of learning.

- Relationship between teaching and learning.

Unit – 2 Task of teaching

- Meaning and definition of teaching task
- Variables involved in a teaching task: Independent Dependent and intervening variable.
- Phases of teaching task : Pre-active, interactive and post – active phase.
- Level of teaching task: Memory Understanding and reflective level.
- Lesson plan design : The Herbartian steps, 5E Model ICON Design Model.

Unit – 3 Theories of teaching

- Meaning and Nature of Theory of teaching
- Types of Teaching Theories.
- Formal : Communication theory,
- Descriptive : Gagne’s hierarchical theory
- Normative: Theories of Mitra and Clarke

Unit – 4 Principles and Maxims of Teaching

- General principles teaching
- Psychological principles of teaching
- Maxims of teaching

Unit – 5 Approaches and Methods of Teaching

Inductive – Deductive, Analytic - synthetic,
Problem Solving and Project
method.

Shift in focus from teaching to learning –

constructivist approach Activity based and child centered

approach – concept and elements.

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C-4 Practical

Preparation of Lesson

Plan

Each student is to required develop five lesson plans in his/her method subject, (which he / she has to opt in 3rd Semester). The plan will be developed following Herbatian approach / 5E Model / Icon Design Model.

TECHNOLOGY AND INNOVATIONS IN EDUCATION

INTRODUCTION

Educational technology (ET) is the efficient organization of any learning system adapting or adopting methods, processes, and products to serve identified educational goals (NCERT, 2006). This involves systematic identification of the goals of education, recognition of the diversity of learners' needs, the contexts in which learning will take place, and the range of provisions needed for each of these. Our schools should move from a predetermined set of outcomes and skill sets to one that enables students to develop explanatory reasoning and other higher-order skills. Educational technology is a powerful tool towards developing such reasoning and skills. It should enable students to access sources of knowledge, interpret them and create knowledge rather than be passive users. It should enable the teachers to promote flexible models of curriculum transaction. It should encourage to use flexible curriculum content and flexible models of evaluation as well. Present paper will give an exposure to students to understand the meaning, nature and scope of educational technology. They will be sufficiently oriented about nuances of communication and their implications in educational context. They will understand the underlying principles of instructional design. Students will develop the ability to prepare lesson plans based on constructivist approach. They will be oriented about the need and importance distance education in India.

Course Objectives

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

- understand the meaning, nature and scope of educational technology
- explain with examples various approaches to educational technology
- describe systems approach and its application in educational context
- explain the concepts, principles, modes, process and barriers of communication and their implications in educational context
- explain the instructional design and its underlying principles
- describe different models of teaching and their use in effective classroom teaching

Unit – 1

Educational Technology

Meaning, nature and scope

Approaches to Educational Technology : Hardware, software and
system approach

Types of Educational Technology

Importance of Educational Technology for the teacher and the student.

Unit – 2

Communication Process

Meaning and nature

Process, components and

types Barriers of

communication

Study of Classroom Communication through flander's interaction analysis.

Unit – 3

Innovations in Educational Technology

Programmed instruction : Concept Basic principles and

applications Microteaching : Concept assumptions, phases

and applications.

Simulated Teaching : concept, procedure and applications

Personalized system of instruction : Concept, objectives, strategies and
applications

Unit – 4

Teaching Models

Concept attainment

model Advance

organizer model

Synetics model

Inductive model

Memory model

(These teaching models are to be discussed with reference to focus, syntax, social system, support system and application)

Unit – 5

Classroom instructional Aids

Projected and non projected

Aids ICT – enabled devices

Organisation of school teaching learning

Materials (TLM) Centre: Objective

Procedure

Planning

Application

n

Types of Materials to be procured for teaching different school subjects.

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C5 Practical

Classroom Interaction Analysis

Each student is to observe one classroom interaction preferably in a school and prepare an observation matrix and write a report.

PEDAGOGY OF SCHOOL SUBJECTS

(Each student is required to select any one of the following school

subjects) **METHODS OF TEACHING ODIA**

Introduction

Mother-tongue plays a significant role in the education of a child. It has a great importance in the field of education. Therefore, mother tongue must be given an important and prominent place in the school curriculum. Method of teaching Odia will enable us to preserve and enrich our language and culture forever by developing Odia language skills among learners. The learners will also be equipped with the skills to prepare Odia lesson plans by using constructivist approach.

Learning Objectives and Expected Outcomes

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

- describe the concept of Mother Tongue;
- explain the semantic peculiarity of Odia language
- justify the importance and objectives of teaching Mother Tongue (Odia) at Secondary Stage;
- describe various pedagogical approaches of language teaching.
- prepare subject specific lesson plan for improvement of language skills. plan and construct test to assess language skills and content areas.

Unit –1 Conceptual

- Importance of mother tongue in the life and education of the child
- Aims and objectives of teaching mother tongue at school level.
- Place of mother tongue in the school curriculum.

Unit – 2 Methods and approaches

Direct Method

Discussion Method

Discussion cum appreciation

method Inductive and deductive

method

Unit – 3 Techniques of Teaching

Teaching of prose and

poetry Teaching of

Grammar Teaching of

composition

Unit – 4 Teaching Learning Materials for teaching Odia

Teaching learning materials : Purpose, Types and

Use Language Text Book : Importance, Purpose

Language Laboratory characteristics application

Unit – 5 Development of Lesson Plan

Preparation of Lesson Plan : Herbartian approach

5E Model

Icon Design Model

REFERENCES:

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METHOD OF TEACHING ENGLISH

INTRODUCTION

Language is always regarded as the means of communication. Among all the foreign languages English is worldwide accepted as the international language. It has been the window on the world through which we peep into the world to grasp international information on trade, education, health, politics etc. In this connection we need to strengthen our efficiency in English language to present ourselves in the market of education as a skilled person. Basically, in teaching and learning, English language deals with different modes of transaction, language skills. It enables a teacher to follow variety of methods of teaching of prose & poetry, grammar; and enables to prepare the lesson plan and scheme of lessons. As a student of education, one needs to learn role and anatomy of English language, methods of teaching and developing language skills, phonetics etc which are reflected in the course contents of this paper.

Learning Objectives and Expected Outcomes

On completion of course the students shall be able to:

- State the place of English language in India
- describe English as a second language in the multi lingual syllabus India
- List out different techniques of teaching
- Discuss different type of teaching learning materials in teaching English
- Prepare lesson plan in English

Unit – 1 Teaching / Learning English as a second language

- Importance of learning English as a second language
- Aims and objectives of teaching English
- Place of English in school curriculum

Unit – 2 Methods and approaches

- Translation and Direct methods
- Structural approach to teaching English
- Communicative approach to learning English

Unit – 3 Techniques of teaching

- Teaching prose and poetry
- Teaching grammar

- Teaching composition
- Unit – 4 Teaching learning materials for teaching English**
- Teaching aids : purpose types and use
 - The English test book and work book
 - The language laboratory
 - Application of ICT in teaching English
- Unit – 5 Developing a lesson plan for teaching English**
- Herbartian approach
 - 5 E Model
 - ICON Design Model

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METHODS OF TEACHING MATHEMATICS

INTRODUCTION

Mathematics is closely linked not only with the daily life of the human society but also with scientific and technological world. Therefore, teaching of mathematics has formed, since the advent of education in human history, one of the three 'R's of learning. To be effective in teaching and creating a constructive learning situation, the teacher should not only have the content knowledge of mathematics, but also the pedagogical knowledge and its values in daily life of the human being. The pedagogical knowledge of mathematics will help the learner to effectively transact the mathematical concept and apply the effective strategy to assess the learner.

Course Objectives

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

- explain the nature and scope of mathematics
- identify different types of proof in mathematics and their application to solving mathematical problems
- relate the mathematical concepts with other school subjects
- achieve the mastery over the methods, strategy and approaches for transacting the contents of mathematics
- develop mathematics achievement test and acquire of the scoring procedure
- analyze learners learning difficulties and develop remedial strategies to meet needs of slow learners and to develop enrichment materials for the advanced learners

Unit – 1 Importance and values of teaching mathematics

- Aims and objectives of teaching mathematics
- Relationship of mathematics with other school subjects.

Unit – 2 Mathematics curriculum and its organization at school stage.

- Principles of curriculum construction in Mathematics
- Principles of Arranging / organizing curriculum
- Pedagogical analysis of content in School Mathematics

Unit – 3 Methods of teaching mathematics

- Analytic and synthetic methods

- Inductive and deductive methods
- Project method

Unit – 4 Teaching learning Materials in Mathematics

- Teaching aids in mathematics : Purpose, types and use.
- Mathematics text book and workbook.
- Application of ICT in teaching mathematics.

Unit – 5 Developing lesson plan for teaching mathematics.

- Herbartian approach
- 5 E Model
- ICON Design Model.

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METHOD OF TEACHING HISTORY

INTRODUCTION

History occupies an important place in the school curriculum. Through History students will aware about the past events and developments. History creates linkage between present and past. Through the subject our students will respect our culture, traditions and heritage. History shows path to future.

COURSE OBJECTIVES:

On completion of the course, students shall be able to:

- explain the meaning and scope of History
- relate History with other school subjects
- explain the different approaches to organization of contents in History
- achieve mastery over different methods and approached for curriculum transaction
- List out the different types of teaching learning materials in history and explain their importance.
- Prepare Lesson plan in History

Unit – 1 History: Meaning, nature, scope, and importance

- Aims and objectives of teaching History at school level.
- Relationship of History with other school subject.

Unit – 2 The History curriculum

- Approaches to organization of contents in history curriculum: chronological, concentric, topical, regressive.
- Selection of content of History : Local, national and global perspectives.
- The History curriculum at school level in Odisha.

Unit – 3 Methods of Teaching History

- Lecture, story telling, narration-cum-discussion, dramatization, source method.
- Development of sense of time and space.

Unit – 4 Teaching learning material (TLM) in history

- Purpose, types and use
- Time line.

- ICT-enabled teaching aids in History.
- Unit – 5 Preparation of Lesson Plan in History**

- Herbartian Approach
- 5E Model
- ICON design model

REFERENCES

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- Ghate V.D. – The Teaching of History, Oxford University Press
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METHOD OF TEACHING SCIENCE

Introduction

The paper is meant for the students joining Masters Level with B.S background. The paper intends to develop an insight among the students regarding science as a distinct

discipline with its characteristics and method of inquiry. The MA (Education) students pursuing science would focus both a s physical and biological science and acquaint themselves with different methods and models of teaching. The methods, models and materials would be discussed with reference to the content of course prescribed for H.S.C examination in science. The students, on completion of course, are expected to develop scientific thinking, adapt methods and materials to the needs of students and conduct assignments in line with constructivist perspective.

Learning Objectives and Expected Outcomes

On completion of the course the students shall be able to

- gain insight on the meaning nature, scope and objective of science education.
- appreciate science as a dynamic body of knowledge
- appreciate the fact that every child possesses curiosity about his natural surroundings
- identify and relate everyday experiences with learning science
- appreciate various approaches of teaching learning of science
- employ various techniques for learning science
- use different activities like demonstration ,laboratory experiences, observation, exploration for learning of science
- facilitate development of scientific attitudes in learner
- Construct appropriate assessment tools for evaluating science learning

Unit – 1 Conceptual

- Meaning, nature and scope of General Science
- Aims and objectives of teaching science at school level.
- Correlation of science with other school subjects.
- Importance of science in the school curriculum

- Unit – 2 Methods and approaches**
- Observation method
 - Demonstration-cum-Discussion method
 - Project method
 - Heuristic method
 - Laboratory method
- Unit – 3 Science curriculum**
- Principles of curriculum construction in science
 - Organisation of curriculum in science
 - Pedagogical analysis of contents in science
- Unit – 4 Teaching learning materials (TLM) for teaching science**
- Purpose, type and use
 - Application of ICT in teaching science
 - The science laboratory : Purpose, Importance and utility
- Unit – 5 Development of Lesson plan for teaching Science**
- Herbartian Approach
 - 5 E Model
 - ICON Design model

REFERENCES

- Clark Julia V. (1996). Redirecting Science Education. CORWIN Press Inc.California.
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METHOD OF TEACHING GEOGRAPHY

INTRODUCTION

Geography as a subject play a vital role in the school Curriculum for many people, Geography means knowing where places are and something of their characteristics is important for reading or the multiplication of tables for arithmetic, but Geography involves far more. Geography is the study of places on earth and their relationship with each other. Often the study of Geography begins with one's home community and expands as person gains greater experience. Thus Geography provides a conceptual link for children between home, school and the world beyond. Geographers study how people enteract with the environment and with each other from place to place and they classify the earth into regions. It helps us to be better citizen.

Course Objectives:

On completion of the course ,students shall be able to:

- explain the meaning and scope of Geography.
- relate Geography with other school subjects
- explain the different approaches of curriculum transaction in Geography.
- list out the different type of Teaching Learning Material (TLM) in Geography
- explain the principles of curriculum organization in Geography.
- Prepare lesson plan in teaching Geography.

Unit – 1 Conceptual

- Meaning, nature and scope of Geography
- Aims and objectives of teaching Geography at the school level.
- Correlation of Geography with other school subjects.
- Place of Geography in the school curriculum.

Unit – 2 Methods and approaches

- Direct observation and indirect observation
- Discussion method / Demonstration-cum-discussion method
- Project method
- Regional method
- Heuristic method

Unit – 3 Geography curriculum

- Principles of curriculum construction in Geography
- Organisation of curriculum in Geography
- Pedagogical Analysis of contents in Geography

Unit – 4 Teaching Learning Materials (TLM) for teaching

- Teaching Learning Materials : Purpose, type, & use
- Application of ICT in Teaching Geography
- Importance of Geography Room: Purpose, importance, utility
- Geography Text Book: Importance characteristics purpose and application.

Unit – 5 Development of Lesson Plan for teaching Geography

- Herbartian approach
- 5 E Model
- ICON Design Model

REFERENCES:

- Pradhan, A.K. & Pradhan, K. (1991) Content-cum-Methods of teaching Geography, Cuttack: Books and books
- Shaida, B.D. Sharma T.C. (2010) Teaching of Geography New Delhi : Dhanpat Rai Publication company.
- Verma, O.P. & Vedanayagam E.G. Geography Teaching New Delhi, India : Sterling Publisher Pvt. Ltd.
- Verma, O.P. Methods of teaching Geography New Delhi, India, Sterling Publishers Pvt. Ltd.

C-6 Practical

School

Internship

Each student will deliver 5 (five) lesson in a school in his / her method subject opted in the 3rd Semester following Herbartian approach / 5E Model / Icon Design Model.

CORE – 7

STATISTICS IN EDUCATION

INTRODUCTION

The fundamental principles and techniques of statistics provide a firm foundation to all those who are pursuing courses in education, psychology and sociology. The role of statistics is essential for collection, analysis, grouping and interpreting the quantitative data. Research and innovations are very essential in the field of education for enrichment, progress and development of the knowledge society. A lot of surveys and research works are carried out in the field of education. Statistical methods help the researchers in carrying out these researches successfully. Therefore, the basic knowledge of statistical method is very vital for conducting any survey, research and project work. Students at undergraduate level must have to develop the basic knowledge of statistical methods used in education.

Course Objectives

After completion of this course students shall be able to:

- Describe the importance of statistics in field of education
- Convey the essential characteristics of a set of data by representing in tabular and graphical forms.
- Compute relevant measures of average and measures of variation
- Spell out the characteristics of normal probability of distribution
- Examine relationship between and among different types of variables of a research study

Unit – 1 **Concept of Statistics**

- Meaning, Definition and characteristics of statistics
- Kinds of statistics
- Types of Data
- Scales of Measurement
- Frequency Distribution

Unit – 2 **Graphical Representation of Data**

- Histogram
- Frequency Polygon
- Pie-Diagram

	<ul style="list-style-type: none"> Cumulative frequency graph Cumulative percentage curve / Ogive
Unit – 3	Measures of Central Tendency and Dispersion: <ul style="list-style-type: none"> Mean Median Mode Range Average Deviation Quartile Deviation Standard Deviation
Unit – 4	Measures of Correlation <ul style="list-style-type: none"> Concept of Correlation Linear and Non-linear correlation Rank difference method of correlation Product moment correlational method
Unit – 5	Inferential Statistics <ul style="list-style-type: none"> Normal Probability curve – Divergence from Normality Chi-square test t-test

REFERENCES

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- Sharma, R.A. (2000), Advanced Statistics in Education and Psychology, Meerut: Surya Publisher.
- Swain, S.K. & Pradha, China & Khatoi, P.K. (2005): Educational Measurement Statistics and Guidance, New Delhi: Kalyani Publisher.

C-7 Practical

Statistical Analysis of Achievement Scores

Each student is required to collect the achievement scores of the students of a class at least 02(two) schools and make statistical analysis of the collected data and a report.

INTRODUCTION

The organization of schooling and further education has long been associated with the idea of a curriculum. But what actually is curriculum, and how might it be conceptualized? We explore theory and practice of curriculum design and its relation to informal education. Curriculum theory and practice to some must sound like a dull but required course activity. Curriculum theory at its best is a challenging and exciting intellectual puzzle. It is a vibrant field full of contradictions, challenges, uncertainties and directions. Yet it is a critical field, the outcome of which does matter. When we teach, whether from preschool to high school; from children to adult, whether educating or training, what we do must make a difference. We cannot waste our audiences time with training that doesn't help, with educating that doesn't educate, or teaching that which may be irrelevant or even wrong. If a surgeon makes a mistake, his patient dies. If teachers, educators, professors, trainers make a mistake, we do not readily see the consequences, and indeed may never see the consequences. Ask yourself: Have you hurt anyone lately by giving misinformation? Did you really make a difference in your teaching, say yesterday? How do you know? Does the curriculum that you help design and deliver really do the job it is supposed to? This course deals with the theory and practice of curriculum design. Participants will want to ask "How do I do curriculum design?" "What are the theoretic underpinnings which inform the practical problems of making curriculum?" For this course, however, the underlying theoretical foundations which inform how and what one does will bias our discussions into particular directions. Students need Guidance in different ways and in various forms to solve their problem. Educational guidance is helpful for all categories of learner There are different services available to provide guidance to students . The present paper emphasizes the study of various concepts of guidance and counseling and its importance in teaching learning process.

Course Objectives:

On completion of this course, the students shall be able to:

- define and explain the concept of curriculum.
- list different types of curriculum with examples.
- suggest bases of curriculum such as, philosophical,

psychological and sociological.

- describe different considerations for curriculum planning;
- elucidate different process of curriculum development;
- explain the role of teacher in curriculum development.
- identify major issues and trends in curriculum;
- Explain National curricular Framework (2005)
- Explain different type of Guidance & Counselling
- List out different type of counseling services and the role of teacher in organizing those services

Unit – 1 Curriculum

- Meaning and importance
- Types of Curriculum: subject centered, learner centered, experience centered curriculum, Core curriculum, Local specific curriculum.
- Components of curriculum: Objectives, Content, Learning experience & Evaluation

Unit – 2 Bases of curriculum

- Philosophical, Sociological & Psychological bases of curriculum, Principles of curriculum construction:
 - Principles of Activity centredness, Community centeredness
 - Integration, Relevance, Balance, Flexibility, Variety & Plurality, Forward looking, contextuality, ICT – enabled

Unit – 3 National Curricular Framework (NCF) 2005

- Guiding Principles
- Learning & knowledge
- Curricular areas, School Stages & Assessment

Unit – 4 Guidance and counseling

- Guidance: Meaning, Nature and scope
- Types of guidance : Educational, Vocational, & Personal
- Counseling : Meaning, nature & Scope
- Different types of counseling
- Techniques of counseling

Unit – 5 Organisation of Guidance services in school

- Placement service
- Occupational information service

- Pupil inventory service
- Follow up service
- Role of teacher in organizing guidance services in school

References

- Bhatnagar, R.P. & Rani Seema (2003) Guidance and Counseling in Education and Psychology, Meerut, Surya Publication.
- Chauhan, S.S. (2009) Principles and Techniques of Guidance, New Delhi, Vikas Publicashing House Pvt. Ltd.
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C-8 Practical

Text Book

Review

Each student will review a school text book and write a detailed report.

CORE - 9

EDUCATIONAL ASSESSMENT & EVALUATION

INTRODUCTION

Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives

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

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject
- explain the characteristics of good measuring instruments.
- list out different type of assessment techniques

Unit – 1 **Assessment & Evaluation in Education**

- Understanding the meaning of Test, Measurement Evaluation and Assessment
- Scales of Measurement
- Types of measurement, Norm Referenced and Criterion Referenced
- Procedure of Evaluation: Placement, Formative, Diagnostic and Summative

- Concept of continuous and comprehensive evaluation (CCE).
- Unit – 2 Instructional Objectives**
- Taxonomy of Educational objectives with special reference to cognitive domain
 - Methods of stating instructional objectives: General instructional objectives and specific learning outcomes.
 - Relationship of Evaluation procedure with objectives.
 - Construction of objective based and objective type test items: Essay type, Objective type: principles of construction, Advantages and limitations.

Unit – 3 Techniques of Assessment

- Observation
- Interview
- Rating scale
- Checklist
- Project
- Concept Mapping

(Above techniques are to be discussed with reference to purpose, type, procedure of administration and application)

Unit – 4 Test construction

- Teacher made test vs. standardization
- General Principles of Test construction and standardization : Planning, Preparing, Tryingout & Evaluating.

Unit – 5 Characteristics of a Good Test

- Reliability - Concept and method
- Validity - Concept, type and methods of validation
- Objectivity - Concept, type and factors
- Usability - Concept and factors

REFERENCES

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- Thorndike, R.L. Hagen, E (1955) *Measurement of Evaluation of Psychology and Evaluation*. New York : John Willey and sons.

C-9 Practical

Construction of an achievement test

Each student will construct 50 objective based objective type test items along with a blue print

CORE – 10

INTRODUCTION TO EDUCATIONAL RESEARCH

INTRODUCTION

Research is a creative work undertaken systematically to increase the stock of knowledge, including knowledge of humanity, culture and society, and the use of this stock of knowledge to devise new applications. It is used to establish or confirm facts, reaffirm the results of previous work, solve new or existing problems, support theorems, or develop new theories. A research project may also be an expansion on past work in the field. The primary purposes of research are documentation, discovery, interpretation, or the research and development of methods and systems for the advancement of human knowledge. Approaches to research depend on epistemologies, which vary considerably both within and between humanities and sciences. In the present paper, students will be given an orientation about the nature, purpose, scope of research in education. A brief overview of different types of research in education will be given to the students. Students will be exposed to different methodology of research in education. Students can use appropriate tools and techniques for the collection of data and understand concept of sampling.

Course Objectives

On completion of this course the students shall be able to:

- Describe the nature, purpose, scope of research in education
- Identify types of research in education
- Explain the characteristic of qualitative, quantitative and mixed research
- Select and explain an appropriate method for a research study
- Select appropriate tools and techniques for the collection of data
- Describe the procedure of preparation of Research Report

Unit – 1 Introduction to Research

- Methods of Acquiring knowledge
- The Nature of science
- Meaning and characteristics of research
- Basic, Applied and action research
- The nature of educational research

Unit – 2 Types of studies in Educational Research

- Descriptive Research
- Experimental Research
- Qualitative Research
- Philosophical and Historical studies

Unit – 3 Research Design

- Identification of problem and formulation of Research question
- Hypothesis : Meaning and types
- Sampling : Concept and purpose
- Tools of data collection : Questionnaire, Rating scale, Attitude scale and checklist
- Techniques of data collection : Interview and observation

Unit – 4 Data Analysis and Interpretation

- Analysis of Quantitative Data (Descriptive statistical Measure)
- Analysis of Quantitative Data (inferential statistics based on parametric tests)
- Analysis of Quantitative Data (inferential statistics based on non-parametric tests)
- Analysis of Qualitative Data

Unit – 5 Research reports and application

- Writing proposal / synopsis
- Method of literature survey / Review
- Research Reports various components or structure
- Scheme of chapterization and Referencing

REFERENCES

- Ary, D., Jacobs, L. (2002). Introduction to Research in Education. Belmont- USA: Wadsworth Thomason Learning
- Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India.
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C-10 Practical

Preparation of Project

proposal

Each student will prepare a project proposal.

CORE – 11

HISTORY OF EDUCATION IN INDIA

INTRODUCTION

In heritage of Indian education, you need to know the key words, *Heritage* and *Education*. The Indian heritage witnesses the most fabulous contributions in the field of education. It is believed that in the ancient days, education was imparted orally by the sages and the scholars and the information was passed on from one generation to the other. The Gurukuls were the traditional Hindu residential schools of learning which were typically in the teacher's house or a monastery. At the Gurukuls, the teacher imparted knowledge on various aspects of the religion, the scriptures, the philosophy, the literature, the warfare, the statecraft, the medicine astrology and the history. As the students of Education, you all need to learn the system of education starting from the ancient India till the today's globalised knowledge society through the hierarchy of time. The paper will develop a sense of appreciation and pride about the Indian Cultural and Educational heritage.

Course objectives

On completion of this course ,students shall be able to:

- narrate the concept of education in the context of Indian heritage.
- describe education in ancient India, particularly, Vedic Education,
- panishadic Education, and the Buddhist Education.
- critically examine the education system in Medieval India
- elaborate the role of teacher, school and community in preservation of
- Indian heritage and achievement of national goals.
- Evaluate the education system during British period with special emphasison the commissions and committees.
- Elaborate the status of education during post-independence period with
- special emphasis on the commissions and committees.

Unit – 1 **Education in Ancient India**

- Education during Vedic & Upanishadic period
- Education during Buddhist period
- Ancient seats of learning: Nalanda, Taxila, & Varanasi
- Achievements of Ancient India in different fields of knowledge

and enlightenment.

Unit – 2 Education in Medieval India

- Islamic Education in India: Aims, structure, curriculum, methods and educational institutions.
- Hindu Education: Aims, structure, curriculum, methods and educational institution.
- Impact of the interaction between the two systems of education.
- Evaluation of state patronage for education during the period.

Unit – 3 Education during early British period (up to 1885)

- Educational endeavours during the early British period (up to 1835)
- Adam's Report
- Macalay's Minute and Bentinck's Resolution. 1835
- Wood's Despatch 1854
- Hunter Commission Report 1882

Unit – 4 Education during later British period (1885-1947)

- National Education Movement
- Curzon's Education Policy
- Calcutta University (Sadler) Commission report 1917
- Basic Education 1937

Unit – 5 Education in Independent India

- Report of the University Education Commission 1948
- Report of the Secondary Education Commission 1952.
- Report of the Indian Education Commission 1966
(Reports of the commissions to be studied with reference to Aims, structure & Curriculum)
- NPE 1986 and the Revised NPE 1992.
 - Essence & the Role of Education
 - National System of Education
 - Reorganisation of Education at different stages.
- Report of NKC with regard to school & higher education

REFERENCES:

- Aggarwal, J.C. (2010) Landmarks in the History of Modern Indian Education (7th Ed) New Delhi: Vikash Publishing Pvt Ltd.

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C-11 Practical

Case Study

Each student will make a case study of an educational institution and prepare report.

CORE – 12

COMPARATIVE EDUCATION

INTRODUCTION

This paper is an introduction to a systematic study of comparative education, the analytical survey of foreign educational systems. Comparative education is relatively a young sub field in the very old discipline of pedagogy. Educational reforms are so intimately connected with politics, with problems of race, nationality, language and religious and social ideals that it becomes rather imperative to have a glimpse over the evolution of educational development of nations. This course is an attempt to combine the two purposes : an academic insight and a general introduction into comparative education as a study of contemporary solutions to various countries. It is widely recognized that this intending students of education should have some knowledge of foreign educational systems and their comparative merits. This paper also aims at the analytical study of education in all countries with a view to perfecting national systems with modification and changes, which the circumstances and local conditions would demand.

Course objectives

On completion of this course ,students shall be able to:

- Explain the scope of comparative education
- List out the factors of comparative education
- Compare the structure,curriculum and evaluation system of India with that of China, Japan,U.K and U.S.A

Unit – 1 Definition and scope of Comparative Education

- First pioneers of comparative education.
- Other subsequent comparative studies
- Approaches: statistical, psychological and historical
- National traditions and the definition of a nation.

Unit – 2 Theory and Methods of comparative Education

- Purpose of comparative education
- Area studies : Description and interpretation
- Comparative studies : Juxtaposition and comparison

Unit – 3 Factors

- The Racial factor
- The Linguistic factor
- Geographic and economic factor
- Religious factor

Unit – 4 Systems of Education

(Characteristic, structure, curriculum and evaluation system)

- U.K.
- U.S.A.

Unit – 5 Systems of Education

(Characteristic, Structure, Curriculum & Evaluation system)

- China
- Japan

REFERENCES

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- Mukherjee, L, *Comparative Education*, Allied Publishers, New Delhi, 1975.
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Core-12 Practical

Term Paper

Each student is required to prepare a term paper on any topic of comparative education.

DISCIPLINE SPECIFIC ELECTIVE (DSE) – 1 ICT IN

EDUCATION

INTRODUCTION

Information and Communication Technology (ICT) now hold great potential for increasing the access to information as well as a means of promoting learning. ICT has tremendous potentiality in transforming classrooms into more engaging, collaborative and productive learning environments in which instructions can be customized to students' specific needs, interests and learning styles. It is also redefining the way educators teach as well as the way the students learn. The present paper is based on above assumptions. The paper will orient the learners about the need and importance of ICT in education. It will describe about the importance of open source software in education particularly, in developing country like, India. Students will be given an exposure about the various approaches and stages towards the use of ICT in education. Students are expected to develop reasonably good ICT skills in terms of use of various computer software and ICT tools.

Course Objectives

On completion of this course, the students shall be able to:

- explain the concept, nature and scope of ICT in education
- differentiate Web. 1.0 and Web 2.0
- describe the importance of open source software in education
- list and explain various approaches in adoption and use of ICT in education.
- list and explain various stages of ICT usages in general and pedagogical usages in particular in education.
- describe the needed teacher competencies for ICT usage in the classroom.
- demonstrate the use of various computer software such as Word-processing, Spreadsheets, and Presentation.

Unit – 1

Information & Communication Technology : Meaning and importance

- The ICT infrastructure : computers, telecommunication network, networking.
- Introduction to internet, the World Wide Web, e-mail, and social media.

- ICT potential for improving access, quality and inclusion in education

Unit – 2

E- learning : meaning and importance

E – learning methods and media :

Virtual learning environment

Virtual universities

Massive Open Online Course(MOOCs)

Webinars

Special internet forum / discussion

groups e-tutorials

Unit – 3

ICT Resources

- Open Educational Resources (OERs) purpose and importance
- e-Libraries, e-books, e-journals, Infflibnet
- Important website for education : NCERT, UGC, NCTE, MHRD, DHE, UNESCO, UNICEF, UIS (UNESCO Institute of Statistics) etc.
- Other learning resources: Encyclopedia, dictionaries, multimedia etc.

Unit – 4 ICT in class room

- Purpose and importance of ICT in class room
- ICT enabled curriculum : enhancing ICT use in the existing curriculum
- Full integration of ICT into curriculum
- Designing / Developing ICT integrated smart classrooms: hardware and software requirements, utilization procedures
- Developing multimedia and ICT based lessons.

Unit – 5

ICT for school improvement

- ICT for competency standards and professional development of teachers
- ICT for school administration
- ICT for student support services : admission libraries, guidance, maintenance of student records etc.
- ICT enabled assessment
- ICT for open and distance learning
- ICT for life long learning

REFERENCES

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DSE-1 Practical

Internet Search for Study Material

Each student is required to search internet, collect study materials related to any educational topic and write a report.

DISCIPLINE SPECIFIC ELECTIVE (DSE) – 2

SPECIAL EDUCATION

INTRODUCTION

Nature and nurture have a substantial role to play in growth and development of human beings. Nature and nurture apart, human organism is susceptible to damage through disease and injury. Disease, accident, genetic causes or any other reason, which inflicts the persons, causing loss or want of abilities, may not be equal in all cases. Accordingly the degree of abilities or lack of abilities varies. Deviations from average of physical and mental ability of human beings beyond limits resulting in substantial and appreciable difficulties in performing a function or in social adjustment process be perceived as disability. Some of the practitioners understand rehabilitation as a graded acquittal individualized approach in which charity has given way to right so far as the empowerment of persons with disability is concerned. Education is the means to empower them. It has become a fundamental right of every child. The evolution of education of persons with disability has a history with the starting point in the 10th century in Europe and America. It has been realized that education of the persons with disability is very crucial for the development and independent living as far as possible. Education of the persons with disability has evolved as an essential responsibility of the government not only because of constitutional provisions but also with the UN mandates.

Course Objectives

On completion of this course, students shall be able to

- know about the concept, nature, objectives, types and historical perspective of special education
- explain the innovations and issues of special education
- elaborate the policies and programmes of special education
- able to identify different type of special category children
- understand various educational interventions meant for special children
- explain the role of resource teacher and special teacher

Unit – 1	Conceptual
	<ul style="list-style-type: none"> • Exceptional children : Concept and types • Inter relationship between impairment, disability and handicap. • Historical development of special education in India. • Issues and innovations in Education of Exceptional children: Mainstreaming, Labeling and De-institutionalisation.
Unit – 2	Policies and programmes in the Education of special children
	<ul style="list-style-type: none"> • Indian Education Commission (1964-66) • National Policy on Education (1986) • Report of Rama Murty Committee (1991) • Programme of Action (1992) • UN Conventions in Human Rights (1994)
Unit – 3	Education of the gifted and creative children
	<ul style="list-style-type: none"> • Concept • Characteristics • Identification • Educational provisions • Role of Teacher
Unit – 4	Education of the Educable Mentally Retarded
	<ul style="list-style-type: none"> • Concept • Characteristics • Methods of identification • Educational Provision • Role of Teacher
Unit – 5	Education of Children with Learning Disability
	<ul style="list-style-type: none"> • Concept • Characteristics • Methods of identification • Role of Special / Resource Teacher

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- Yaseldyke, J.E. (1989) Introduction to special Education, Houghton Mifflin and Co, Boston.

DSE-2 Practical

Case study of Special

Child

Each student is required to conduct a case study of a special child and write a report.

CORE – 13

EDUCATIONAL PLANNING, ADMINISTRATION AND MANAGEMENT

INTRODUCTION

Management is a universal phenomenon. Knowledge of management is indispensable for successful accomplishment of goals of an organization. Knowledge of management is required to ensure efficiency and better output of an organization and its functioning. As we know education plays a significant role in the socioeconomic development of the country, proper management of educational institutions requires managerial skills among all the people entrusted with the responsibilities of education. The paper deals with various concepts, principles and functions of educational management. It emphasizes on educational planning, finance and school management and focuses on trends in educational management. The paper will develop an interest towards the educational management.

Course Objectives

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

- explain the concept, nature and scope of educational management
- describe the functions of educational management and administration
- list down various types of educational administration
- elaborate the principles of educational management
- elaborate the steps in planning
- explain different types of administration
- elaborate functions of state level educational bodies
- describe the sources of financing in education

Unit – 1 Educational Planning

- Meaning, Nature, Objective and scope
- Approaches: Social Demand, Cost benefit analysis and Manpower requirement
- Steps in Educational Planning : Diagnosis of Educational Development, Plan formulation, Plan implementation,

Monitoring and Evaluation.

- **School Development Plan : Concept and Process**

Unit – 2 Educational Administration

- **Concept, Objectives and scope of educational administration**
- **Types : Totalitarian and Democratic**
- **Basic Functions of Administration : Planning, Organizing, Directing and Controlling.**

Unit – 3 Educational administration in the state

- **Administration of Education in Odisha: Structure and Functions.**
- **Functions of state level educational bodies: SCERT, BSE & OPEPA**

Unit – 4 Educational Management

- **Meaning, Nature and Scope**
- **Types: Centralized vs Decentralised Authoritarian vs Democratic**
- **Functions of Educational Management**

Unit – 5 Economics of Education

- **Costs in Education: The current cost and capital cost of education**
 - **The Direct and Indirect cost of education.**
 - **The private cost, social cost and unit cost of education.**
- **Educational Expenditure as investment**
- **Financing of Education :**
 - **Agencies of financing Education**
 - **Financing of education by parents**
 - **Financing of education by Employers.**

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C-13 Practical

Visit to Administrative Unit

A visit to educational administrative unit such as DHE, SCERT, RDE, CHSE, University OPEPA interaction with administrator(s) and preparation of a report.

CORE – 14

CONTEMPORARY CONCERNS IN INDIAN EDUCATION

INTRODUCTION:

To remain current, to widen understanding levels holistically, and to thoroughly prepare learner for the world in which they will ultimately live and work, they must continually examine current practices in search of better solutions and needed change. The intent of this course is to familiarize learner to historical roots of Universalisation of Elementary education and initiative so far taken by Govt. to materialize this reality. Further, paper generally discusses the effort of Govt. to extend the provision of free and compulsory education at secondary level and developing a sound approach to dealing with the rapid pace of reform and change from the teacher's perspective. Emphasis is placed on examining over various emerging issues, problems and strategies of current trends relating to Peace education, Human Rights education value education, environmental education, Life skills education

Course Objectives

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

- explain the concept of universalization of elementary education
- describe universalization of elementary education and secondary education implementation strategies
- describe present position of secondary education
- Explain the challenges of secondary education
- explain present scenario of higher education and agencies for improvement
- explain the concept of value education, environmental education and Life skills education

Unit – 1

Elementary Education

- Universalisation of elementary education.
- Right of Children to Free and Compulsory Education (RCFCE) Act 2009.
- Quality concerns in Elementary education.
- Sarva Sikshya Abhiyan (SSA) & District Primary Education Project (DPEP)

Unit – 2

Secondary Education

- Present position of secondary education in India
- Challenges and problems of secondary education.
- Vocationalisation of secondary education
- Rashtriya Madhyamik Sikshya Abhiyan (RMSA)

Unit – 3 Higher Education

- Present position of Higher Education in India
- Challenges in higher education : expansion, quality & inclusiveness.
- RUSA

Unit – 4 Social Commitments in Education

- Gender issues in Indian education
- Equalisation of educational opportunity
- Constitutional provisions for education
- Education for national integration and international understanding.

Unit – 5 Emerging concerns

- Environmental Education
- Value education, Peace Education and Human Rights Education
- Adolescent Education
- Life skills ducation

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C-14 Practical

Educational Programme Review

Each student is required to collect the perception of students / teachers / community members about the relevance and implementation issues in respect of an educational initiative / programme and prepare a report.

DISCIPLINE SPECIFIC ELECTIVE (DSE) – 3

DISTANCE EDUCATION

INTRODUCTION:

Distance education was an educational mode supplementary, Complementary and alternative to conventional/traditional system of education depending on the situation it was practiced. Today it has evolved into an independent system of education, hanks to the growth of communication Technologies and cognitive sciences which are flexible enough to use the technologies for pedagogic purposes. It is an educational innovation to meet the ever increasing and diversified educational needs and demands of the society which are sequal to changing social, economic and other conditions on one hand and technological developments on the other. Distance education is innovative in the sense that it sets up its own norms, approaches and methodology which are different from the face-to-face system of education. It can be non-conformist and non-traditional in nature. It makes adequate provision to impart instruction to learners at a distance by incorporating a variety of means for didactic interaction between its students and the teaches and / or the institution. This paper is an attempt to provide the students of education honours some of the fundamental concepts under the purview of distance education.

Course Objectives

On completion of this course, students shall be able to

- explain the importance of Distance education in the present context
- describe the historical perspective of distance education
- elaborate the curricular process of Distance education
- understand various modes of student support services
- develop clear idea about different type of Distance education institutions

Unit – 1 Concept of Distance Education

- Aims and objectives of Distance Education
- Purposes and functions served by distance education.
- Theories of Distance Education
- Distance education in India : Historical perspective

Unit – 2 Curricular process in Distance Education

- Preparing and supplying study material

- ICT support for distance learning
- Personal contact programme in distance learning
- Assignments and projects in distance learning

Unit – 3 Development of distance learning material /self –

instructional material (SIM)

- Planning for self instructional material: Importance objectives and learning outcomes
- Preparation of the material
- Context, language and formal editing of self – instructional material
- Self –assessment for self – instructional material

Unit – 4 Distance learners

- Profit of distance learners
- Needs of distance learner
- Problems of distance learner
- Steps for facilitating distance learner
- Student support services

Unit – 5 Open and distance learning institutions:

- Open Universities and open schools : Meaning and Nature
- IGNOU and NIOS
- Other forms of distance education – correspondence courses, Radio TV education
- Virtual universities and Massive Open online courses.

References

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DSE-3 Practical

Preparation of Self instructional materials (SIM)

Each student is required to prepare a self instructional material (SIM) on any topic.

OR

Case study of Distance education study centre

Each student is required to conduct case study of distance education study centre (IGNOU, NIOS, SOU, etc.) and write a report.

Distribution of Marks

Record - 20 marks

Viva voce - 05 marks

Total = 25 marks

DSE – 4 PROJECT

Each student is required to prepare a project on educational problem / issue and submit a report. The project shall be evaluated by an external and internal examination.

GENERIC ELECTIVE (G.E.) – 1

VISION OF EDUCATION IN INDIA:

ISSUES AND CONCERNS

INTRODUCTION

Education is essentially a normative endeavour, hence is intentional. It intends, rather deliberately, to socialize children into a value frame or normative structure. That is why history reveals that every education system, at different historical periods, had been guided by certain value concerns. In contemporary times, the education system in India derives its values from the Constitution of India. While socializing children education has to negotiate within the frame of Constitutional values. Indian Constitution envisioned a humane society based on freedom, equality and justice, and this led to evolving many institutions to realize the vision. In this regard, education has been considered as an agency of social transformation and classroom as the shaper of the envisioned destiny. Since teachers ought to play crucial role in realizing the vision, they are to be informed the Constitutional vision so as to develop normative perspectives regarding education and thereby emerging concerns and issues. This normative perspective a teacher holds in turn guides his/her actions and acquires a meaning to action.

Education being an operational area, every citizen perceives several issues related to it through personal experience. The student-teachers need to understand the main issues that touch their functioning as also situate themselves in context. Such an understanding on at least a few issues and concerns will equip student teachers to be ready for dealing with other issues and concerns in the field. This is very relevant as it may not be possible to bring under scrutiny all issues and concerns.

Since, concerns and issues cannot and should not be 'informed' like 'ready to cook facts', the course is designed in such a fashion that prospective teachers would be encouraged to come to terms with concerns and issues that would emerge out of their reasoned engagement with contemporary educational reality in the light of professed humanistic values,

Course Objectives

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

- explain normative vision of Indian Society

- explain the view points of Indian thinkers on Education
- elaborate the contemporary issues like universalisation of school education, RTE Act -2009 and Rastriya Madhyamika sikshya Abhiyan
- identify importance of common school system

Unit – 1 Normative vision of Indian Education

- Normative orientation of Indian Education: A historical enquiry.
- Constitutional provisions on education that reflect national ideas : Democracy, Equity, Liberty, Secularism and social justice
- India as an evolving nation state : Vision, nature and salient feature – Democratic and secular polity, federal structure : Implications for educational system .
- Aims and purposes of education drawn from the normative vision.

Unit – 2 Vision of Indian Education : Four Indian thinkers

- An overview of salient features of the “Philosophy and Practice” of education advocated by these thinkers.
 - Rabindranath Tagore : Liberationist pedagogy
 - M.K. Gandhi : Basic Education
 - Jiddu Krishnamurty : Education for Individual and social Transformation
 - Sir Aurobindo : integral Education

Unit – 3 Concern for Equality in Education: Concerns and Issues

- Universalisation of school education
 - (i) Issues of (a) Universal enrollment
 - (b) Universal Retention
 - (c) Universal success
 - (ii) Issues of quality and equity

Unit – 4 Concern for Equality in Education

- Equality of Educational opportunity
- Prevailing nature and forms of inequality including Dominant and Minor groups and the related issues.
- Inequality in schooling : Public-private schools, Rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the process leading to

disparity.

- Idea of common school system

Unit – 5

Education and Development – an interface

- Education for National Development : Education Commission (1964-66)
- Emerging trends in the interface between:
 - Political process and education
 - Economic Development and Education
 - Social cultural – changes in Education

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GE-1 Practical

Term paper

Each student is required to prepare a term paper on the educational ideas of any Indian Thinkers or on any contemporary issues on Education.

GENERIC ELECTIVE (G.E.) - 2

ASSESSMENT AND EVALUATION TECHNIQUES

INTRODUCTION

Assessment is considered to be one of the most crucial aspects of any teaching learning process, as it helps the teacher to record the growth of their students, planning for instructional strategy and most importantly helps to assess their own growth over the years. An effective method of assessment in the classroom helps to create conducive learning environment and a teacher must have to know different techniques of assessment which may improve students' learning. The key issues that involve in assessment are how to assess, when to assess, and what will be its implication on students learning. The paper outlines the above mentioned questions and different issues that involves in assessment.

Course Objectives

After completion of the course the students shall be able to:

- describe the role of assessment in education.
- differentiate measurement, assessment and evaluation.
- establish the relationship among measurement, assessment and evaluation.
- explain different forms of assessment that aid student learning.
- use wide range of assessment tools and techniques and construct these appropriately.
- classify educational objectives in terms of specific behavioral form
- prepare a good achievement test on any school subject

Unit – 1 The Measurement, Evaluation and Assessment Process

- Educational Testing and Assessment : Context, Issues and Trends.
- The Role of Measurement, Evaluation and Assessment in Teaching.
- Instructional Goals and objectives : Foundation for Assessment.
- Types of Assessment: Placement, Formative, Diagnostic and Summative.

Unit – 2 Classroom tests and Assessment

- Planning classroom tests and assessment
- Constructing objective test items: simple forms and multiple choice forms.
- Constructing Essay type questions: Form and uses; suggestions for scoring essay questions.

Unit – 3 Alternative Techniques of Assessment

- Observational Technique: Observation schedule, Anecdotal Records, Rating scales, Checklists
- Self – reporting Techniques: Interview, portfolio, questionnaire and inventories.
- Peer – appraisal: “Guess who” technique, sociometric technique.

Unit – 4 Processing and Reporting in Assessment

- Processing qualitative evaluation data: Content Analysis
- Considerations for reporting the performance
- Scheme of reporting: criterion – reformed and non reformed interpretation.
- Combining mark or grades over different subjects and reporting results of assessment to different users.

Unit – 5 Contemporary Trends in Assessment

- Marks vs Grading system
- Credit system
- Concept of Continuous and Comprehensive Evaluation (CCE)
- ☐ Computers in student evaluation

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GE-2 Practical

Achievement Test Construction

Each student is required to construct 50 objective based objective type test items along with a blue print.

GENERIC ELECTIVE (G.E.) - 3

CONTEMPORARY PEDAGOGY

INTRODUCTION

It is important to note that 'education' is not synonymous with 'school'. It has always been the case that a range of activities that are educational in nature can, indeed should, occur outside the school, even from the earliest age given the educative role of the parents. The Delors Commission Report on education for the 21st century proposed 'learning to live together' as one of the four pillars of education. It advocates learning to live together by developing an understanding of other people and an appreciation of interdependence – carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding and peace (UNESCO, 1996). The policy context in India and around the globe is moving towards recognition of the educational value of newer form of pedagogy in the 21st Century which will enable the children to develop critical reasoning power, justify their views, independent decision making power, expression of thoughts, and empathy to others' feelings. Recently NCERT (2005) and NCTE (2009) have changed their curriculum framework and accordingly revised their text books and teacher orientation process to empower the prospective teachers to cope up with emerging pedagogies and to promote higher order learning of the learners like, creative expression, authenticity, abstraction of ideas, and multiple thinking, etc. This paper is intended to give insight to the students on importance of pedagogy in education.

Course objectives

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

- explain the concept of pedagogy;
- differentiate pedagogy from other allied concepts;

Unit – 1 Meaning process and Aims of Education

- Concept of Teaching and learning
- Nature and characteristics of teaching
- Meaning and characteristics of learning

Unit – 2 The task of teaching

- Meaning and definition of teaching task
- Variables involved in teaching task
- Phases of teaching : Pre-active, interactive and post – active

- Levels of teaching : Memory, understanding and reflective
- Lesson plan design : Herbartian steps, ICON Model and 5E Model

Unit – 3 Principles and maxims of teaching

- General principles of teaching
- Psychological principles of teaching
- Maxims of teaching

Unit – 4 Approaches and methods of teaching

- Inductive –Deductive
- Analytic and synthetic
- Problems solving and project method
- Shift in focus from teaching to learning – The constructivist approach.
- Activity based and child centered approach to teaching .

Unit – 5 Technology in teaching

- ICT tools and techniques facilitating teaching : www, internet applications in teaching and learning.
- Teaching Learning Material (TLM) : purpose, types and use
- Role of mass media in teaching learning.

GE-3 Practical

Preparation of Lesson

Plan

Each student is required to develop 05(Five) lesson plans on any school subject (Odia, English, History, Geography, Math, General Science) based on Herbartian approach / SE Model / Icon design Model.

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GENERIC ELECTIVE (G.E.) – 4

EARLY CHILDHOOD CARE AND EDUCATION

INTRODUCTION

This paper will help the students to develop a sensitivity towards the needs and rights of children and will provide an understanding of their development. Students will also acquire skills that will help them to interact with children. Besides orienting the students towards a vocation in childcare, this course will orient the students towards organizing services for children. These services are crèches / day care centres and pre-schools for children upto six years of age. Students will enlighten themselves regarding how the pre-school education prepares the child for schooling which lies ahead. Pre-schools in our country are called by various names: anganwadi, balwadi, nursery school, kindergarden and play center.

Course Objectives

On completion of this course, students shall be able to:

- understand the importance of early childhood stage as the formative stage of growth and development
- explain the basic principles of curriculum formulation and their respective growth
- list out the activities for the different type of developmental needs of early child
- elaborate the learning materials needed for their appropriate developmental stage.

Unit – 1 Introduction to childcare and development

- Basic concepts in child development : Scope, growth and development, stages of development, areas of development, significance of study of child development.
- Principles of growth and development.

Unit – 2 Curriculum for ECCE

- Basic principles of the curricular framework
- Areas: cognitive development, language

development, social and emotional development, exploring, the environment, habit formation.

Unit – 3 Activities for physical development, movement and mobility.

- Activities for cognitive development
- Activities for language development
- Activities for social and emotional development
- Activities for exploring the environment
- Creative and aesthetic activities.

Unit – 4 Learning materials for ECCE

- Principles of selection of materials
- Type of materials
- Specific materials for different activities
- Preparation of teacher made materials
- Concept of toy bank

Unit – 5 Statutory framework for ECCE

- Constitutional framework
- National ECCE Policy, 2013
- Rights of the children

REFERENCES:

- Aggarawal J.C. and Gupta S. (2013) Early Childhood care and Education New Delhi: Shipra Publications
- Kaul Veneta (2009) Early child hood Education Programme, New Delhi, NCERT
- Soni Romila, Kapoor Rajendra & Vashishitha Krushna Kanta (2008) Early childhood Education an Introduction, New Delhi, NCERT
- NCF Curriculum Framework-2005

GE-4 Practical Observation of ECCE Centre

Each student is required to observe an ECCE centre and prepare a report.

SYLLABUS FOR B.A. (HONORS) ENGLISH UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY, BHUBANESWAR

CBCS UG SYLLABUS Sem 1

Core 1

British Poetry and Drama: 14th to 17th Centuries

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th centuries. It offers the students an exploration of certain seminal texts that set the course of British poetry and plays.

British Poetry and Drama: 14th to 17th Centuries

Unit 1

A historical overview:

The period is remarkable in many ways: 14th century poetry evokes an unmistakable sense of “modern” and the spirit of Renaissance is marked in the Elizabethan Drama. The Reformation brings about sweeping changes in religion and politics. A period of expansion of horizons: intellectual and geographical.

Unit 2

Chaucer: *The Wife of Bath's Tale* or *Sir Gawain and the Green Knight* (Part 1, lines 1-490)

Unit 3

Thomas Campion: “Follow Thy Fair Sun, Unhappy Shadow”, Sir Philip Sidney: “Leave, O Love, which reachest but to dust”, Edmund Waller: “Go, lovely Rose”, Ben Jonson: “Song to Celia”, William Shakespeare: Sonnets: “Shall I compare thee to a summer's day?”, “When to the seasons of sweet silent thought”,

“Let me not to the marriage of true minds.”

Unit 4

William Shakespeare: *Macbeth* or *Twelfth*

Night. Unit 5

Marlowe: *The Jew of Malta* or Thomas Dekker: *The Shoemaker's Holiday*.

Suggested Readings:

Weller series: *Macbeth&Twelfth Night*

Chaudhury & Goswami: *A History of English Literature: Traversing Centuries.*

Orient Blackswan

Harold Bloom: *Shakespeare: The Invention of the Human*

Sanders, Andrews: *The Short Oxford History of English Literature.* Oxford: OUP

CBCS UG SYLLABUS Sem 1

Core 2

British Poetry and Drama: 17th and 18th Century

The objective of this paper is to acquaint students with the Jacobean and the 18th century British poetry and drama, the first a period of the acid satire and the comedy of humours; and the second a period of supreme satiric poetry and the comedy of manners.

Unit 1

A historical overview

17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humours; masques and beast fables

18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

Unit 2

John Milton: *Lycidas* Or *L'Allegro* and *Il Penseroso*:

John Donne: *A Nocturnall upon S. Lucie's Day, Love's Deity*; and Andrew Marvel: *To His Coy Mistress*; *The Garden*; *A Dialogue between the Soul and the Body*

Unit 3

Ben Jonson: *Volpone* or *The Alchemist*:

Unit 4

Pope: *Ode on Solitude*, *Summer*, *Sound and Sense*, *The Dying Christian to his Soul*; and Robert Burns: *A Red Red Rose*, *A Fond Kiss*, *A Winter Night*, *My Heart's in the Highlands*

Unit 5

Dryden : *All for Love* Or Congreve: *The Old Bachelor*

Suggested readings:

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. *Lycidas* - John Milton (Eds. Paul & Thomas), Orient Blackswan
3. *The Norton Anthology of English Literature, Vol. B: The Sixteenth Century & The Early Seventeenth Century*
4. *The Norton Anthology of English Literature: The Restoration and the Eighteenth Century*

Core 3

British Literature: 18th Century

The objective of the paper is to acquaint the students with two remarkable forms of literature: Essay and novel. The period is also known for its shift of emphasis from reason to emotion.

Unit -1 A historical overview:

Restoration, Glorious Revolution, Neo-classicism, Enlightenment.

Unit-2 Joseph Addison : On Giving Advice

Reflections in Westminster Abbey

Defence and Happiness of Married

Life

Richard Steele: Recollections

On Long-Winded People

Unit-3 Daniel Defoe: *Robinson Crusoe*

Unit-4 Oliver Goldsmith: A City Night-Piece

On National

Prejudices Man in

Black

Samuel Johnson: Expectations of Pleasure frustrated

Domestic Greatness Unattainable

Mischiefs of Good Company

The Decay of Friendship

Unit-5 Thomas Gray: Elegy written in a country churchyard

Suggested Readings:

1. *A History of English Literature: Traversing the Centuries* - Chowdhury & Goswami, Orient Blackswan
2. The Norton Anthology of English Literature: The Restoration and the Eighteenth Century

Core 4

Indian Writing in English

Though a late developer, Indian writing in English has been the fastest growing branch of Indian literature. It has delivered a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the native and alien perspectives and has an inherent inclination to be postcolonial. This paper attempts to introduce the students to the field of Indian writing in English through some representative works.

Unit – 1

A historical overview of Indian writing in English the key points of which are East India Company's arrival in India, Macaulay's 1835 Minutes of Education, India's first war of independence and the establishment of colleges to promote Western education. The focus in the literary setting will include Dean Mohammed's travel writing, said to be the first work of Indian English writing, Toru Dutt and Henry Derozio in poetry and Bankim Chandra Chatterjee and Lal Behari Day in prose fiction.

Unit 2

Crystallization: R.K. Narayan, *The Bachelor of Arts* or Mulk Raj Anand, *Untouchable*

Unit 3

Flowering: R. Parthasarathy (ed) *Ten Twentieth Century Indian Poets*. The following poets and their poems are to be studied. Nissim Ezekiel, "Good Bye Party for Miss Puspa T.S", "Poet, Lover, Bird Watcher", Arun Kolatkar, "The Boat Ride", "Jejuri", Kamala Das, "My Grandmother's House", "A Hot Noon in Malabar", Jayanta Mahapatra, "Indian Summer", "Grass", A. K. Ramanujan, "Looking for a Cousin on a Swing", "Small Scale Reflections on a Great House"

Unit 4

Performing: Mahesh Dattani, *The Final Solution* Or Manjula Padmanabhan, *The Harvest*

Unit 5

Maturation: Amitav Ghosh, *Shadow Lines* Or Kiran Desai, *The Inheritance of Loss*

Suggested Readings:

1. Arvind Krishna Mehrotra, *An illustrated History of Indian Literature in English*. Hyderabad: Orient BlackSwan, 2003.
2. R. Parthasarathy, *Ten Twentieth-Century Indian Poets*. Delhi: Oxford University Press, 1975.
3. Vinay Dharwadkar, "The Historical Formation of Indian-English Literature" in Sheldon Pollock (ed.) *Literary Cultures in History*. New Delhi: Oxford University Press,

CBCS UG SYLLABUS Sem 3**Core 5****British Romantic Literature**

The paper aims at acquainting the students with the Romantic period and some of its representative writers. At the same time one of the chief objectives of the paper is to give the students with a broad idea of the social as well as historical contexts that shaped this unique upheaval.

UNIT I: A Historical Overview:

The period otherwise known as The Romantic Revival may also be called as The Age of Revolution as it owes its origin to the Epoch making French Revolution of 1789. The emphasis on individual liberty and unbridled desire free from the shackles of classicism made this period unique, intriguing and controversial.

UNIT-II

Robert Burns: "To a Muse" and "The Cotter's Saturday Night"

William Blake: "The Holy Thursday" and "London"

UNIT-III

William Wordsworth: "Tintern Abbey" and "Ode on Intimations of

Immortality" Samuel Taylor Coleridge: "Kubla Khan" and "Road to Xanadu"

UNIT-IV

John Keats "Ode on a Grecian Urn" and "Ode on Melancholy"

P.B. Shelley: "Ode to the West Wind" and "To a Skylark"

UNIT-V:

William Wordsworth: Preface to *Lyrical Ballads* (2nd Edition)

OR

P.B. Shelley: "A Defence of Poetry"

Suggested Reading:

The Routledge History of Literature in English

History of English Literature: Traversing the Centuries – Chowdhury & Goswami

Romantic Imagination by C. M. Bowra

Pelican Guide to English Literature. Vol.5. Edited by Boris Ford

CBCS UG SYLLABUS Sem 3

Core 6

19th Century British Literature

The paper seeks to expose students to the literature produced in Britain in the 19th century. The focus is mainly on prose (fictional and non-fictional) and criticism. The 19th century embraces three distinct periods of the Regency, Victorian and late Victorian.

Unit 1

A Historical Overview

The 19th century British literature though mainly famous for the Romantic Movement, was also a witness to major socio-political developments like industrialization, technological advancements and large scale mobilization of people from the rural to the urban centers. Much of these prosaic activities/developments needed the medium of prose for its articulation. Politically known as the Victorian period 19th century also witnessed what is known as the culture and society debate.

Unit 2 : Essays

Charles Lamb: "Old China"

William Hazlitt: "On Going Journey"

Leigh Hunt: "A Few Thoughts on sleep"

R L Stevenson: "Walking Tours"

Unit 3: Novels

Mary Shelly: *Frankenstein* OR R.L .Stevenson: *Dr. Jekyll and Mr. Hyde*

Unit 4: Novel

Jane Austen: *Pride and Prejudice* OR Elizabeth Gaskell: *Mary Barton*

Unit 5 : Criticism

Mathew Arnold: *Culture and Anarchy* (Chapter 1)

OR

William Hazlitt: "Lectures Chiefly on the Dramatic Literature of the Age of Elizabeth" from *Lectures on English Poets*

Suggested Reading:

- Chapter 4, 5 from a *Short Introduction to English Literature* by Jonathan Bate
- *The English Novel* by Terry Eagleton
- *The Cultural Critics* by Leslie Johnson

CBCS UG SYLLABUS Sem 3

Core 7

American Literature

This paper seeks to give the students a sense of how the great American themes of self-reliance, individualism, sin and redemption and multiculturalism were shaped through its rich and varied Literature.

Unit – I : Genesis and evolution, and the defining myths of American Literature—city on a hill, the frontier spirit, the American Dream, manifest destiny, e pluribus unum

Unit – II: Harriet Jacobs *Incidents in the Life of a Slave Girl* OR “Economy” , “Where I lived, and What I Lived for”, “Reading” and “Pond in Winter” from H D Thoreau’s *Walden*

Unit – III: *The Pioneers* – James Fennimore Cooper OR *Billy Budd*—Herman Melville

Unit – IV: (Any four poets to be studied)

- Walt Whitman: “when I heard the learn’d astronomer” and “A noiseless patient spider”
- Emily Dickinson: “Success is counted sweetest” and “Faith’ is fine invention”
- Robert Frost: “The road not taken” and “Fire and Ice”
- Wallace Stevens: “Thirteen ways of looking at a blackbird” and “Disillusionment of ten o’ clock”
- Adrienne Rich: “For the record” and “A valediction forbidding mourning”
- Susan Howe: “From the midnight” and “That this”
- Rita Dove: “Teach us to number our days” and “Exit”

Unit – V *Desire under the Elms*— Eugene O’Neill OR *The Dutchman*—Amiri Baraka

Suggested Reading

- Lewisohn, Ludwig. *The Story of American Literature*. The Modern Library, N. Y.
- Horton, Rod & Herbert W.. Edwards. *Backgrounds of American Literary Thought* . 3rd edition.
- Stewart, Randall(ed). *Living Masterpieces Of American Literature* . Brown University
- Norton Anthology of American Literature. 8th edition.

Core 8

British Literature: Early 20th CenturyBritish Literature: Early 20th Century

This paper aims to familiarize the students with the new literature of Britain in the early decades of the 20th century. The course will mainly focus on the modernist canon, founded on Ezra Pound's idea of 'make it new', but will cover war poetry, social poetry of the 1930s and literary criticism.

Unit 1 (A historical overview): Highlights will include developments in society and economy, leading to a crisis in western society known as the First World War and the resultant change in the ways of knowing and perceiving. Such triggers for the modern consciousness as Marx's concept of class struggle, Freud's theory of the unconscious, Bergson's *duree*, Nietzsche's will to power and Einstein's theory of relativity are to be discussed.

Unit 2 T.S. Eliot "The Love Song of J. Alfred Prufrock"

W.B. Yeats	"Sailing to Byzantium"
Ezra Pound	"In a Station of the Metro"
T.E. Hulme	"Autumn"
Hilda Doolittle	"The Mysteries Remain"

Unit 3 War Poetry : Wilfred Owen "Dulce Et

Decorumest" Siegfried Sassoon "Suicide in the

Trenches"

Social Poetry: W.H Auden "The Unknown Citizen"

Stephen Spender "An Elementary Classroom in a

Slum" Louis MacNeice "Prayer before

Birth"

Unit 4 Virginia Woolf: *Mrs. Dalloway* **OR**

James Joyce: Stories from *Dubliners* ("The Sisters", "Evelyn", "An Encounter", "Clay", "Two Gallants")

Unit 5 Literary Criticism: Henry James, "The Art of Fiction" or T.S. Eliot, "Tradition and Individual Talent"

Suggested Readings:

1. *Pelican Guide to English Literature: The Modern Age*(ed.) Boris Ford
2. Jonathan Bate, *English Literature: A Very short Introduction*, Oxford Paperback
3. Peter Faulkner, *Modernism*. London: Methuen
4. Peter Childs, *Modernism, New Accents*. Routledge

CBCS UG SYLLABUS Sem 4

Core 9

European Classical Literature

The objective of this paper is to introduce the students to European Classical literature, commonly considered to have begun in the 8th century BC in ancient Greece and continued until the decline of the Roman Empire in the 5th century AD. The paper seeks to acquaint the students with the origins of the European canon.

Unit-1 A historical overview:

Classical Antiquity: ancient Greece, the rise and decline of the Roman Empire

Geographical space: cultural history of the Greco-Roman world centered on the Mediterranean Sea

Unit-2 Epic poetry:

Homer *Odyssey* (Book I) **OR**

Virgil *Aeneid* (Book I)

Unit-3 Tragedy:

Sophocles *Oedipus the King* **OR**

Aeschylus *Prometheus Bound*

Unit-4 Comedy:

Aristophanes *Frogs* **OR** Plautus *Asinaria*

Unit-5 Criticism:

Plato *Republic*, (Book 10) **OR**

Aristotle *Poetics*, Chapter 6,7,8 **OR**

Horace *Ars Poetica* or *Essay on Poetic Theory***OR**

Longinus *On the Sublime*, Chapter 7, 39

Suggested Readings:

Auerbach, Erich. *Mimesis: The Representation of Reality in Western Literature*. USA: Princeton University Press. 2013.

Beye, Charles Rowan. *Ancient Greek Literature and Society*. Ithaca, New York: Cornell University Press. 1987

*All the texts are available for access on Project Gutenberg <https://www.gutenberg.org/>

CBCS UG SYLLABUS Sem 4

Core 10

Women's writing

The course aims to acquaint the students with the complex and multifaceted literature by women of the world, reflecting the diversity of women's experiences and their varied cultural moorings. It embraces different forms of literature: poetry, fiction, short fiction, and critical writings. In certain respects, it interlocks concerns of women's literary history, women's studies and feminist criticism.

Unit 1: In Defence of A Literature of Their Own

Mary Wollstonecraft: "Introduction" from "A Vindication of the Rights of Women"

OR

Sarala Devi: "Narira Dabi" (The Claim of the Woman) Trans. S.Mohanty, Chapters 13 & 17 from the collective novel *Basanti* (The first two in *Lost Tradition: Early Women's Writing from Orissa* and the third in *Indian Literature No. 1*)

Unit 2: Desiring Self: Fiction by Women from the Centre

Charlotte Bronte: *Jane Eyre* OR Emily Bronte: *Wuthering Heights*

Jean Rhys: *Wide Sargasso Sea* OR Dorris Lessing: *The Grass is Singing*

Unit 3: Desiring and Dissenting Self: Fiction by Women from the Periphery

Krupabai Satthianadhan: *Saguna or Kamala*

OR

Prativa Ray: *Yajnaseni*

Unit 4: Tongues of Flame: Poetry by Women from Across the World

***Any Four Poets to be read**

Kamala Das "An Introduction" & "The

Sunshine Cat" Shanta Acharya

"Homecoming", "Shringara"

Eunice de Souza "Women in Dutch Painting" & "Remember

Medusa?" Tishani Doshi "Ode to the Walking Woman"

& "What the Body Knows"

Maya Angelou "Phenomenal Woman" & "I Know Why the Caged

Bird Sings" Sylvia Plath "Mirror" & "Barren Woman"

Margaret Atwood "This is a Photograph of me" & "The

Landlady" **Unit 5: Discoursing at Par: Literary Criticism**

by Women Virginia Woolf: "Chapter 1" from *A Room of*

One's Own

OR

Simone de Beauvoir: "Introduction" from *The Second Sex*

Web Resources:

- Virginia Woolf, *A Room of One's Own*
<https://victorianpersistence.files.wordpress.com/2013/03/a-room- of-ones- own- virginia-woolf- 1929.pdf>
- Mary Wollstonecraft, *A Vindication of the Rights of Women*:
Introduction <http://pinkmonkey.com/dl/library1/vindicat.pdf>
- Maya Angelou's Poems
http://www.poemhunter.com/i/ebooks/pdf/maya_angelou_2012_6.pdf
- Sylvia Plath's Collected Poems
https://monoskop.org/images/2/27/Plath_Sylvia_The_Collected_Poems_1981.pdf
- Margaret Atwood's Poems
<http://www.poemhunter.com/margaret-atwood/poems/>
- Eunice de Souza, "Remember Medusa?" & "Women in Dutch Painting"
<http://www.poetrynook.com/poem/remember-medusa> ,
<http://www.gallerie.net/issue14/poetry1.html>
- Tishani Doshi's Poems

http://www.poemhunter.com/i/ebooks/pdf/tishani_doshi_2012_6.pdf

- Simone de Beauvoir *The Second Sex*
<http://burawoy.berkeley.edu/Reader.102/Beauvoir.1.pdf>

Suggested Reading:

- Toril Moi, *Sexual Textual Criticism*
- Elaine Showalter, *A Literature of Their Own*
- Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
- Gill Plain and Susan Sellers, *A History of Feminist Literary Criticism*. Cambridge University Press. 2007. Essays to be read: Helen Carr, "A History of Women's Writing" and Mary Eagleton, "Literary Representations of Women"
https://mthoyibi.files.wordpress.com/2011/09/05-history-of-feminist-literary-criticism_gill-plain-and-sus.pdf

CBCS UG SYLLABUS Sem 5

Core 11

Modern European Drama

The aim of this paper is to introduce the students to the best of experimental and innovative dramatic literature of modern Europe.

Unit 1: Politics, social change and the stage; text and performance; European Drama: Realism and Beyond; Tragedy and Heroism in Modern European Drama; The Theatre of the Absurd

Unit 2: Henrik Ibsen: *Ghosts* OR August Strindberg: *Miss Julie*

Unit 3: Luigi Pirandello: *Six Characters in Search of an Author* OR Heiner Müller: *Hamletmachine*

Unit 4: Eugene Ionesco: *Chairs* OR Jean Genet: *The Maids*

Unit 5: Samuel Beckett: *Waiting for Godot* OR Bertolt Brecht: *The Good Woman of Szechuan*

Web Resources

- *Hamletmachine*: <http://theater.augent.be/file/13>
- Pirandello: <http://www.eldritchpress.org/lp/six.htm>
- Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
- Genet: <http://web.mit.edu/jscheib/Public/phf/themaids.pdf>
- Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>
- Strindberg: <https://archive.org/details/missjulieotherpl00striiala>

Suggested Reading:

1. Constantin Stanislavski, *An Actor Prepares*, Chap. 8, 'Faith and the Sense of Truth', tr. Elizabeth Reynolds Hapgood (Harmondsworth: Penguin, 1967) sections 1,2, 7,8,9, pp. 121-5, 137-46.
2. Bertolt Brecht, 'The Street Scene', 'Theatre for Pleasure or Theatre for Instruction', and 'Dramatic Theatre vs Epic Theatre', in *Brecht on Theatre: The Development of an Aesthetic*, ed. And tr. John Willet (London: Methuen, 1992) pp.68-76, 121-8.
3. George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303- 24.
4. Raymond Williams, "Tragedy and Revolution" in *Modern Tragedy*, Rvsvd Ed (London: Verso, 1979) pp. 61-84.
5. Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.

CBCS UG SYLLABUS Sem 5

Core 12

Indian Classical Literature

This paper aims at creating awareness among the students of the rich and diverse literary culture of ancient India.

Unit 1: Vedic Literature

1. *Samjnana Sukta* Rig Veda X.19
2. *Sivasankalpa Sukta* Yajur Veda XXX.I.6
3. *Purusha Sukta* Yajur Veda XV.XXXI. 1-16

References: The New Vedic Selection Vol 1, Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi

Unit 2: Selections from Epic Lit.

Vyasa 'The Dicing' and 'The Sequel to Dicing,' 'The Book of the Assembly Hall', 'The Temptation of Karna', Book V 'The Book of Effort', in *The Mahabharata*: tr. And ed. J.A.B. van Buitenen (Chicago: Brill, 1975) pp. 106-69 OR 'Ayodhya Kanda' (Book II), 1st Canto—The Ramayana of Valmiki. Gita Press Edition.

Unit 3: Sanskrit Drama

Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi OR Bhavabhuti's *Rama's Last Act (Uttararamacharita)* tr. Sheldon Pollock (New York: Clay Sanskrit Library, 2007)

Unit 4: Sanskrit Drama

Mrcchakatika by Sudraka, Act I, tr. M.M. Ramachandra Kale (New Delhi: Motilal Banarasidass, 1962)

Unit 5: Aesthetics and Maxims

- Bharata's *Natyasastra*, Chapter VI on Rasa theory References- English Translation by M.M. Ghosh, Asiatic Society, Kolkata, 1950
- *Sahitya Darpana* of Vishvanatha Kaviraja Chaps-I & II References- English Translation by P.V. Kane, Motilal Banarsidass, N Delhi
- Nitisataka of Bhartrhari 20 verses from the beginning References- The Satakatrava edited by D.D. Kosambi, Published in Anandashrama Series, 127, Poona, 1945. Also English Translation published from Ramakrishna Mission, Kolkata

Suggested Reading:

- Kalidasa. Critical Edition, Sahitya Akademi
- B.B Choubey, New Vedic Selection, Vol 1, Bharatiya Vidya Prakashan, New Delhi
- H.H.Wilson (Tr.)- *Rig Veda*
- Bharata, *Natyashastra*, tr. Manomohan Ghosh, vol.I, 2 nd edn (Calcutta: Granthalaya, 1967) chap. 6: 'Sentiments', pp. 100–18.
- J.A.B.Van Buitenen, 'Dharma and Moksa', in Roy W. Perrett, ed., *Indian Philosophy*, vol. V, *Theory of Value: A Collection of Readings* (New York: Garland, 2000) pp.33–40.
- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in *Orientalism and the Postcolonial Predicament: Perspectives on South Asia*, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994) pp. 158–95
- *Universals of Poetics* by Haldhar Panda

CBCS UG SYLLABUS Sem 6

Core 13

Postcolonial Literature

This paper seeks to introduce the students to postcolonial literature—a body of literature that responds to the discourses of European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. By focusing on representative texts situated in a variety of locations, the paper aims to provide the students with the opportunity to think through and understand the layered response – compliance, resistance, mimicry and subversion - that colonial power has provoked from the nations in their search for a literature of their own.

Unit 1: Concept

- Definition and characteristics: Resistant descriptions, appropriation of the colonizer's language, reworking colonial art forms & etc.
- Scope and Concerns: Reclaiming spaces and places, asserting cultural integrity, revising history

Prescribed Reading:

Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's *Heart of Darkness*," *Research in*

Unit 2: Indian

Raja Rao: *Kanthapura* OR R K Narayan: *The English Teacher*

Unit 3: Caribbean and African

V S Naipaul: *The Mimic Men* OR Chinua Achebe: *No Longer at Ease*

Unit 4: South African

Nadine Gordimer: *July's People* OR J M Coetzee: *Life & Times of Michael K*

Unit 5: Criticism

Chinua Achebe: "English and the African Writer" and
Ngugi wa Thiong'o: "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature*

Web Resources

- Achebe, Chinua "An image of Africa: Racism in Joseph Conrad's Heart of Darkness," *Research in African Literatures, Vol. 9, No.1, Special Issue on Literary Criticism. (Spring, 1978), pp. 1-15.* <http://english.gradstudies.yorku.ca/files/2013/06/achebe-chinua.pdf>
- Achebe, Chinua: "English and the African Writer" <https://mrvenglish.wikispaces.com/file/view/English+and+the+African+Writer.pdf>
- Thiong'o, Ngugi Wa. "The Quest for Relevance" from *Decolonising the Mind: The Politics of Language in African Literature* https://www.humanities.uci.edu/critical/pdf/Wellek_Readings_Ngugi_Quest_for_Rellevance.pdf
- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. *Post-Colonial Studies: The Key Concepts*. New York: Routledge. 2007.

Suggested Reading:

- Ashcroft, Bill, Gareth Griffiths, Helen Tiffin. "Introduction", *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London, New York: Routledge, 2nd edition, 2002.
- Bhabha, Homi K. *The Location of Culture*. Noida: Atlantic Books. 2012.
- Gandhi, Leela. *Postcolonial Theory: An Introduction*. OUP. 1998.
- Said, Edward. *Orientalism*. India: Penguin. 2001.
- Spivak, Gayatri Chakraborty. *Can the Subaltern Speak?*. UK: Macmillan. 1998 <http://planetarities.web.unc.edu/files/2015/01/spivak-subaltern-speak.pdf>

Core 14

Popular Literature

This paper seeks to introduce the students to genres such as romance, detective fiction, campus fiction, fantasy/mythology, which have a “mass” appeal, and can help us gain a better understanding of the popular roots of literature.

Unit 1: Introduction to the concept

- What is popular literature?
- Debate between popular and high cultures ('high brow' v/s 'low brow')
- What is Genre fiction?
- Debate between genre fiction and literary

fiction

Essays for discussion:

- Lev Grossman: “Literary Revolution in the Supermarket Aisle: Genre Fiction is Disruptive Technology”
<http://entertainment.time.com/2012/05/23/genre-fiction-is-disruptive-technology/>
- Arthur Krystal: “Easy Writers: Guilty pleasures without guilt”
<http://www.newyorker.com/magazine/2012/05/28/easy-writers>
- Joshua Rothman: “A Better Way to Think About the Genre Debate”
<http://www.newyorker.com/books/joshua-rothman/better-way-think-genre-debate>

Stephen Marche: How Genre Fiction Became More Important than Literary Fiction”

<http://www.esquire.com/entertainment/books/a33599/genre-fiction-vs-literary-fiction/>Midterm:

Unit 2: Detective Fiction

Sherlock Holmes: *The Hound of the Baskervilles* OR Agatha Christie: *Murder on the Orient Express*

Unit 3: Romance

Shobha De: *Socialite Evenings* OR Nicholas Sparks: *The Notebook*

Unit 4: Campus Fiction

Chetan Bhagat: *Five Point Someone* OR David Lodge: *Small World: An Academic Romance*

Unit 5: Rewriting Mythology

Amish Tripathi: *The Immortals of Meluha* OR Anuja Chandramouli: *Arjuna: Saga of a Pandava Warrior-Prince*

Suggested Reading

- Leslie Fiedler, *What was Literature? Class, Culture and Mass Society*
- Leo Lowenthal, *Literature, Popular Culture and Society*
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson

CBCS UG SYLLABUS SEM 5

Discipline Specific Course

1. Literary Theory

Objective

The development of theory in the last half-century or more is a fact of critical importance in the academic study of literature. Far from being seen as a parasite on the text, theory has been seen as a discourse that provides the conceptual framework for literature. This paper aims to give the students a firm grounding in a major methodological aspect of literary studies known as theory.

Starred texts are to be taught. Questions with alternatives are also to be set from these

texts. Unit 1: Overview

- Crisis in literary criticism and the search for a method
- Rise of theory
- What does it mean to theorise?

Unit 2: New Criticism and Formalism: with an emphasis on the main critical concepts of NC such as paradox, irony, tension, intentional and affective fallacy, heresy of paraphrase and of Formalism such as ostranenie, literariness, foregrounding, dominant and deviant

- *Cleanth Brooks, "The Language of Paradox" Or W.K. Wimsatt Jr. and Monroe Beardsley, "The Intentional Fallacy"
- *Viktor Shklovsky, "Art as Device" Or Roman Jakobson, "Linguistics and Poetics"

Unit 3: Structuralism and Poststructuralism: with an emphasis on the main critical concepts of Structuralism such as binary opposition, synchrony and diachrony, syntagm and paradigm and of Poststructuralism such as collapse of the binary, difference, mise-en-abym, erasure

- *Gerard Genette, "Introduction" to *Narrative Discourse*
(https://archive.org/stream/NarrativeDiscourseAnEssayInMethod/NarrativeDiscourse-AnEssayInMethod_djvu.txt) Or Roland Barthes, "Face of Garbo" and "French Fries" (from *Mythologies*)
- Jacques Derrida, "On the Idea of the Supplement" (from *Of Grammatology*) Or Michel Foucault, "What is an Author?"
(<http://artsites.ucsc.edu/faculty/Gustafson/FILM%20162.W10/readings/foucault.author.pdf>) (Either of the two essays can be taught depending on availability)

Unit 4: Marxism and New Historicism: with an emphasis on main critical concepts of Marxism

such as base, superstructure, ideology, commodification, determination and of New Historicism
such as power, resistance, high-low dialectic

- *Louis Althusser, "Letters on Art" (from *Lenin and Philosophy and Other Essays*) Or Georg Lukacs, "On Reification" (from *History and Class Consciousness*)
- Raymond Williams, "In Memory of Lucien Goldmann" Or Stephen Greenblatt, "Learning to Curse" (Either of the two essays can be taught depending on availability)

Unit 5: Eco-criticism and Eco-feminism: with an emphasis on main critical concepts of Ecology as environment, balance, food chain and of Eco-feminism as body and its colonisation, patriarchy, woman as a creative principle in harmony with nature

- *Rachel Carson, "A Fable for Tomorrow" and "The Obligation to Endure" (from *Silent Spring* (http://library.uniteddiversity.coop/More_Books_and_Reports/Silent_Spring-Rachel_Carson-1962.pdf))
- *Mack-Canty, Colleen, "Third-Wave Feminism and the Need to Reweave the Nature/Culture Duality." *NWSA Journal* 16, no. 3 (2004): 154-179 (from [JSTOR Arts & Sciences VI](#))

Suggested Reading:

Terry Eagleton, *Literary Theory: An Introduction for Foreign Students*

David Robey and Anne Jefferson, *Modern Literary*

Theory Jonathan Culler, *Literary Theory: A Very Short*

Introduction Richard Barry, *Beginning Theory*

Tony Bennett, *Formalism and Marxism*

Terence Hawkes, *Structuralism and Semiotics*

Christopher Norris, *Deconstruction: Theory and*

Practice Veenser H. Aram (ed), *The New Historicism*

Reader

Greg Gerrard, *Eco-Criticism*

Discipline Specific Course

2: Reading World Literature

This paper proposes to introduce the students to the study of world literature through a representative selection of texts from around the world. The idea is to read beyond the classic European canon by including defining literary texts from other major regions/countries—except the United States of America—written in languages other than English, but made available to the readers in English translation.

Unit 1: Concept

- The idea of world literature: Scope and definition
- Uses of reading world literature

Unit 2: European

Albert Camus *The Outsider*

OR

Fyodor Dostoevsky *Notes from Underground*

Unit 3: Caribbean and African

V S Naipaul *In a Free State*

OR

Chimamanda Ngozi Adichie *Purple Hibiscus*

Unit 4: Canadian Short Fiction

Margaret Atwood *Stone Mattress* & *Pretend Blood*

OR

Alice Munro *The Bear Came Over the Mountain* & *Face*

Unit 5: Latin American Poetry

Pablo Neruda "Death Alone", "Furies and Suffering", "There's no Forgetting", "Memory"

OR

Octavio Paz "from San Ildefonso Nocturne", "Between Going and Staying the Day
Wavers", "Humayun's Tomb", "Motion"

Web Resources:

- The Complete Stories by Franz Kafka
http://www.vanderbilt.edu/olli/class-materials/Franz_Kafka.pdf
- What is world Literature? (Introduction) David
Damrosch
<http://press.princeton.edu/chapters/i7545.html>
- Tagore's comparative world literature
https://www.academia.edu/4630860/Rabindranath_Tagores_Comparative_World_Literature

- Dostoevsky's *Notes from Underground* <http://www.gutenberg.org/files/600/600-h/600-h.htm>
- Margaret Atwood's *Stone Mattress* <http://www.newyorker.com/magazine/2011/12/19/stone-mattress>
- Margaret Atwood's *Pretend Blood* <http://www.independent.co.uk/arts-entertainment/books/features/first-lives-club-pretend-blood-a-short-story-by-margaret-atwood-1779529.html>
- Alice Munro's short Stories <http://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2>, <http://www.newyorker.com/magazine/2008/09/08/face>
- Poems of Octavio Paz http://www.poetrysoup.com/famous/poems/best/octavio_paz

Suggested Reading:

- *Weltliteratur*: John Wolfgang von Goethe in *Essays on Art and Literature* Goethe : The Collected Works Vol.3
- Rabindranath Tagore "World Literature": *Selected Writings On Literature and Language: Rabindranath Tagore* Ed. Sisir Kumar Das and Sukanta Chaudhuri Damrosch
- Goethe's "World Literature Paradigm and Contemporary Cultural Globalization" by John Pizer "Something Will Happen to You Who Read": Adrienne Rich, Eavan Boland' by Victor Luftig .JSTOR iv. *Comparative Literature* University of Oregon.
- David Damrosch, *What is World Literature?* Princeton University Press
- "WLT and the Essay" *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.

CBCS UG SYLLABUS SEM 6

Discipline Specific Course

3: Research Methodology

Research methodology is a discipline specific course pitched at a higher level than the generic academic preparatory courses. Research is at the core of every university course starting from the UG to the PhD level. This course is designed to develop the fundamentals of research from creating a questioning mechanism in the students' minds leading up to writing research papers and dissertations. Students learn the methodological issues imperative for conducting research and for research documentation. The course also aims to train students in the essentials of academic and research writing skills.

Unit 1 Research and the Initial Issues

- Research as systematic investigation
- Searching for and locating research questions; Finding the general background about research problem/question: review of existing literature and applicable theories

- Refining the research problem/question; formulating its rationale and objectives
- Writing a research synopsis

Unit 2 Literature review

- Selecting review areas based on the research objectives
- Primary, secondary and tertiary sources, and related theory/s (sources: library, databases, online sources, previous research, archives, media, social/psychological/political/educational contexts, and such others)
- Gathering, reading and analysing literature and related theory
- Writing the review with implications for the research question selected

Unit 3 Hypotheses and formulation of research design

- Formulating hypotheses based on research objectives
- Formulation of research design: qualitative, quantitative, combinatory; steps in research design Theory application
- Data collection tools: surveys, questionnaires, interviews, observation checklists, review checklists, comparison tools, text analysis tools
- Data analysis and interpretation

Unit 4 Results and documentation

- Preparing tables, charts, and graphs to present data; Collating the findings
- Testing hypotheses; Generalisation of results
- Writing a dissertation; MLA/APA citation: in-text and works cited pages
- Plagiarism and related problems

Unit 5 Practical (for Internal Assessment)

Students will write i. literature review of 1000 words on a research question and ii. a book review of 500 words.

Texts prescribed

- i. K Samantray, *Academic and Research Writing*. Orient Blackswan (2015)
- ii. Kothari & Garg, *Research Methodology*. New Age Publishers
- iii. Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

Generic Elective

Academic Writing and Composition

This is a generic academic preparatory course designed to develop the students' writing skills from basic to academic and research purposes. The aim of this course is to prepare students to succeed in complex academic tasks in writing along with an improvement in vocabulary and syntax.

Unit 1 Instruments of writing I

- Vocabulary development: synonyms and antonyms; words used as different parts of speech; vocabulary typical to 'science' and 'commerce'
- Collocation; effective use of vocabulary in context

Unit 2 Instruments of writing II

- Syntax: word order; subject-predicate; subject-verb agreement; simple, complex, compound, compound-complex sentences; structure and uses of active and passive sentences
- Common errors in Indian writing

Unit 3 Academic writing I

- What is academic writing?
- The formal academic writing process: the 'what' and the 'how' of writing; use of cohesive and transitional devices in short and extended pieces of writing

Unit 4 Academic writing II

- Paragraph writing: topic sentence, appropriate paragraph development ; expository, descriptive, narrative and argumentative paragraphs
- Extended pieces of writing: process development using comparison-contrast, cause and effect, argumentation, and persuasion

Unit 5 Project writing: (writing projects)

- What's a Project: reading-based, field work-based project : how to pick a topic for the project; background reading
- Structure of a Project: Title, aim of the project (a short statement), other objectives if any, significance of the Project : why is the project being undertaken, sources/books to be consulted for the study, method: Is it quantitative (field work) or qualitative (text-related), analysis/interpretation, findings, conclusion

Texts prescribed

1. K Samantray, *Academic and Research Writing: A Course for Undergraduates*, Orient BlackSwan
2. Leo Jones (1998) *Cambridge Advanced English: Student's Book* New Delhi: CUP

CBCS UG SYLLABUS SEM 2-GE 2

Generic Elective

Modern Indian Literature

The paper aims at introducing students to the richness and diversity of modern Indian literature written in many languages and translated into English.

Unit-I Historical Overview

Background, definition of the subject and historical perspectives will be covered.

Unit-II The Modern Indian Novel

Fakir Mohan Senapati: *Six Acres and a Third* Or U. R. Ananthamurthy: *Sanskara*

Unit-III The Modern Indian Short Story

Selected stories by Fakir Mohan Senapati: "Rebati", Rabindra Nath Tagore: "Post Master" Premchand: "The Shroud", Ishmat Chughtai: "Lihaaf"

Unit-IV Modern Indian Life Writing

Excerpts from M.K. Gandhi's *Story of My Experiments with Truth* (First two chapters), Amrita Pritam's *The Revenue Stamp* (first two chapters), *Autobiography* by Rajendra Prasad (chapter six & seven)

Unit-V The Modern Indian Essay

- A. K. Ramanujan "Is there an Indian Way of Thinking? An Informal Essay" *Collected Essays*, OUP, 2013
- "Decolonising the Indian Mind" by Namwar Singh. Tr. Harish Trivedi *Indian Literature*, Vol. 35, No. 5 (151) (Sept.-Oct., 1992), pp. 145-156
- G. N. Devy's introduction to *After Amnesia*, pp. 1-5, *The G. N. Devy Reader*, Orient BlackSwan, 2009.

Suggested Readings:

1. Sisir Kumar Das, *History of Indian Literature 1910–1956, Triumph and Tragedy*, Sahitya Akademi, New Delhi, 2000
2. Amit Chaudhuri, *The Vintage Book of Modern Indian Literature*, 2004
3. M.K. Naik, *A History of Indian English Literature*, Sahitya Akademi, 2004

CBCS UG SYLLABUS SEM 3-GE 3

Generic Elective

Language, Literature and Culture

This is a broad-based course that aims to encourage students to be knowledgeable and inquiring into the nature of language, nature of literature and the role of culture in both. The course introduces students to how language is special for humans, and how literature and culture make human beings caring. There is a strong emphasis here on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view.

Unit 1 Language

- Nature of language
- Functions of language : transactional, informative, interactional

(use these terms under each category above: Instrumental language, Regulatory Language, Interactional Language, Personal Language, imaginative Language, Heuristic Language, Informative Language)

Unit 2 Language and Literature 1

- Literature and its language
- Literary terms, Figures of speech used in literature: simile, metaphor, metonymy, irony, paradox, synecdoche, oxymoron

Unit 3 Language and Literature 2

- Language used in poetry, fiction and non-fiction
- Text analysis

Unit 4 Language and culture 1

- Culture, its implications and interpretations
- Transmission of culture through language: Culture and society

Unit 5 Language and Culture 2

- Intercultural and cross-cultural communications
- Analysis and applications

Suggested Reading

- Kalyani Samantray, *Pragmatics* (E-Pathsala)
- Bibhudendra Narayan Patnaik & Kalyani Samantray, *Cross-Cultural and Inter-cultural Communications* ((E-Pathsala)
- Brown, G & Yule, G. *Discourse Analysis*. CUP
- **Scaglia, B (ed.)** *Language, Understood: Examining the Linguistics of Discourse Analysis and Studies*. Webster's Digital Service.
- **Culture and language**

- <http://www2.lib.nifs-k.ac.jp/HPBU/annals/an46/46-11.pdf>
- <http://barthimeous.blogspot.in/2011/03/relationship-between-culture-and.html>
- *Companion to Literary Forms* by Padmaja Ashok, Orient BlackSwan.2015
- *Literature and Language* (ed.) Loveleen Mohan, Randep Rana, Jaibir S. Hooda. Orient BlackSwan.

CBCS UG SYLLABUS SEM 4-GE 4

Generic Elective

Language and Linguistics

Unit 1:Language and Human Language

- Nature and features of Human language ; language and human communication; differences from other forms of communications
- Artificial intelligence and human language

Unit 2 :Linguistics and Language 1

- What is linguistics; development in the history of linguistic studies; contribution of linguistics to other areas of human inquiry
- Linguistics for jobs

Unit 3 :Linguistics and Language 2

- Phonetics and accuracy in pronunciation
- Fluency and contextual speaking

Unit 4 :Linguistics and Language 3

- Morphology and Nature of words
- Word formation processes

Unit 5: Linguistics and Language 4

- Nature of sentences and connected texts; syntax and discourse
- Language and meaning: semantics

Recommended reading

- i. *A Course in Linguistics*. Tarni Prasad. PHI
- ii. *Linguistics: A very short introduction*. P H

Mathews.OUP

Skill Enhancement Compulsory Course

2. SEC 1 (English Communication)
3. SEC 2
 - A. Soft Skills OR
 - B. Translation and Principles of Translation

SEC 1: Skill Enhancement Compulsory Course

for Arts Semester 1

Paper: 1 Marks: 100 Credits: 04

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language it is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

Unit-1:

[20]

Introduction

1. What is communication?
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine

3. Uses of Communication

Prescribed Reading: Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fV Ghlb3J5L nBkZg%3D%3D&cidReset=true&cidReq=MBA563>

Unit-2: Language of Communication [20]

1. Verbal: spoken and written

2. Non-verbal

- Proxemics
- Kinesics
- Haptics
- Chronemics
- Paralinguistics

3. Barriers to communication

4. Communicative English

Unit-3: Reading Comprehension [20]

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit-4: Writing [20]

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit 5: Language functions in listening and conversation [20]

- Discussion on a given topic in pairs
- Speaking on a given topic individually
- Group Discussion
- Interview
- Dialogue

(Practice to be given using the set pieces from the prescribed textbook *Vistas and Visions*)

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

(The above-mentioned grammar items are covered in the textbook *Vistas and Visions*)

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

Book Prescribed:

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. OBS

Texts to be

studied Prose

- Decoding Newspapers
- Pleasures of Ignorance
- Playing the English Gentleman
- Lifestyle English
- A Cup of Tea

Poetry

- Last Sonnet
- Sonnet 46 (Shakespeare)
- Pigeons
- Miracles

All grammar and writing activities in the textbook *Vistas and Visions*

Recommended Reading:

Fluency in English – Part II, OUP, 2006

Business English, Pearson, 2008

Communicative English. E. Suresh Kumar and P. Sreehari

Break Free: Unlock the Powerful Communicator in You. Rajesh, V. Rupa, 2015

Soft Skills Shalini Verma, 2009.

Language, Literature and Creativity, Orient BlackSwan, 2013

Skill Enhancement Compulsory Course for Science

Semester 1

Paper: 1 Marks: 100 Credits: 04

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language it is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

Unit 1

[20]

Introduction

1. What is communication?
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine
3. Uses of Communication

Prescribed Reading: Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction* by Dainton and Zelle

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXR>

Unit-2

[20]

Language of Communication

1. Verbal: spoken and written
2. Non-verbal
 - Proxemics
 - Kinesics
 - Haptics
 - Chronemics
 - Paralinguistics
3. Barriers to communication
4. Communicative English

Unit-3

[20]

Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit 4

[20]

Writing

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit 5: Language functions in listening and conversation

[20]

1. Discussion on a given topic in pairs
2. Speaking on a given topic individually

3. Group Discussion
4. Interview
5. Dialogue

(Practice to be given using the set pieces from the prescribed textbook *Vistas and Visions*)

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

(The above-mentioned grammar items are covered in the textbook *Vistas and Visions*)

Book Prescribed:

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. OBS

Texts to be

studied Prose

- The Gold Frame
- Lifestyle English
- Need for Excellence
- Ecology and Community
- My Lost Dollar

Poetry

- The Darkling Thrush
- The Felling of the Banyan Tree
- Another Woman
- Meeting Poets

All grammar and writing activities in the textbook *Vistas and Visions*

Recommended Reading:

Fluency in English – Part II, OUP, 2006

Business English, Pearson, 2008

Communicative English. E. Suresh Kumar and P. Sreehari

Break Free: Unlock the Powerful Communicator in You. Rajesh, V. Rupa, 2015

Soft Skills Shalini Verma, 2009.

Language, Literature and Creativity, Orient BlackSwan, 2013

Language through Literature. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

SEC 1

Skill Enhancement Compulsory Course for

Commerce Semester 1

Paper: 1 Marks: 100 Credits: 04

The purpose of this course is twofold: to train students in communication skills and to help develop in them a facility for communicative English.

Since language it is which binds society together and serves as a crucial medium of interaction as well as interchange of ideas and thoughts, it is important that students develop a capacity for clear and effective communication, spoken and written, at a relatively young age. The need has become even more urgent in an era of globalization and the increasing social and cultural diversity that comes with it.

English, being a global language par excellence, it is important that any course in communication is tied to an English proficiency programme. The present course will seek to create academic and social English competencies in speaking, listening, arguing, enunciation, reading, writing and interpreting, grammar and usage, vocabulary, syntax, and rhetorical patterns.

Students, at the end of the course, should be able to unlock the communicator in them by using English appropriately and with confidence for further studies or in professional spheres where English is the indispensable tool of communication.

Unit 1

[20]

Introduction

1. What is communication?
2. Types of communication
 - Horizontal
 - Vertical
 - Interpersonal
 - Grapevine
3. Uses of Communication

Prescribed Reading: Chapter 1 *Applying Communication Theory for Professional Life: A Practical Introduction*

by Dainton and Zelley

<http://tsime.uz.ac.zw/claroline/backends/download.php?url=L0ludHJvX3RvX2NvbW11bmljYXRpb25fV>

Unit 2 [20]

Language of Communication

1. Verbal: spoken and written
2. Non-verbal
 - Proxemics
 - Kinesics
 - Haptics
 - Chronemics
 - Paralinguistics
3. Barriers to communication
4. Communicative English

Unit--3

[20]

Reading Comprehension

- Locate and remember the most important points in the reading
- Interpret and evaluate events, ideas, and information
- Read “between the lines” to understand underlying meanings
- Connect information to what they already know

Unit 4

[20]

Writing

- Expanding an Idea
- Note Making
- Information Transfer
- Writing a Memo
- Writing Formal Email
- Writing a Business Letter
- Letters to the Editor
- CV & Resume Writing
- Covering Letter
- Report Writing
- News Story
- Interviewing for news papers

(The above-mentioned writing activities are covered in the prescribed textbook *Vistas and Visions*)

Unit 5: Language functions in listening and conversation

[20]

1. Discussion on a given topic in pairs

2. Speaking on a given topic individually
3. Group Discussion
4. Interview
5. Dialogue

(Practice to be given using set pieces from the prescribed textbook *Vistas and Visions*)

Grammar and Usage

1. Phrasal Verbs
2. Collocation
3. Using Modals
4. Use of Prepositions
5. Common Errors in English Usage

(The above-mentioned grammar items are covered in the textbook *Vistas and Visions*)

Grammar questions must be set in contexts; not as isolated sentences as used for practice in the prescribed textbook.

Book Prescribed:

Vistas and Visions: An Anthology of Prose and Poetry. (Ed.) Kalyani Samantray, Himansu S. Mohapatra, Jatindra K. Nayak, Gopa Ranjan Mishra, Arun Kumar Mohanty. OBS

Texts to be

studied Prose

The Last Leaf

- Need for Excellence
- How Wealth Accumulates and Men Decay
- Values in Life
- Lifestyle English

Poetry

- Hidden Flame
- One Day I wrote Her Name
- The Darkling Thrush
- Meeting Poets

All grammar and writing activities in the textbook *Vistas and Visions*

Recommended Reading:

Fluency in English – Part II, OUP, 2006

Business English, Pearson, 2008

Communicative English. E. Suresh Kumar and P. Sreehari

Break Free: Unlock the Powerful Communicator in You. Rajesh, V. Rupa, 2015

Soft Skills Shalini Verma, 2009.

Language, Literature and Creativity, Orient BlackSwan, 2013

Language through Literature. (forthcoming) ed. Gauri Mishra, Dr. Ranajan Kaul, Dr. Brati Biswas

Skill Enhancement Course Credits: 4

Marks: 100

1. Soft Skills

Soft skills are 'people skills' that include communication skills, work ethic, positive attitude, emotional intelligence and other personal attributes crucial for success in business or career. Soft skills can be learnt and practiced for personal fulfillment and progress in career. This course provides the soft skills required mainly for professional achievements, and in the process, many of the personal requirements of an individual can be compiled with.

Unit 1

Soft skills and why they are important

What are soft skills?

Soft skills in communication; soft skills and intercultural communication

Unit 2

Soft skills in preparing for a career 1

Competency in verbal and written communication skills: active listening, interactive speaking, reading different types of texts, writing for formal and business contexts

Unit 3

Soft skills in preparing for a career 2

1. Using the Microsoft Office: word, excel, powerpoint; working online and offline; telephone and face-to-face etiquette in professional communication
2. Cross-Cultural etiquette: cultural awareness, cultural sensitivity, cultural flexibility, cross-cultural communication

Unit 4

Soft skills in getting jobs

CV Writing, writing job applications; GD Skills and interview taking skills; getting another job

Unit 5

Soft skills on the job

Emotional Intelligence; time and stress management; team work and net-working; presentation skills;

making meeting work: preparing, executing, following up; negation skills and crisis management

Prescribed Reading:

- i. Kalyani Samantray, Soft Skills for your Career, OUP
- ii. Himansu S. Mohapatra, Model of the Middle (Pieces to read: “ Our Literature Their Literature”, “ Life style English”, “Writing it Right”, “ The Vinglish way to English”)

Suggested Reading:

- i. Jayashri Mohanraj, Skill Sutras
- ii. Marian K Woodab, How to Communicate under Pressure

CBCS UG SYLLABUS SEM 4-SEC 2

Skill Enhancement Course Credits: 2

Marks: 50

2. Translation and Principles of Translation

This paper seeks to make students aware of a fundamental process of human communication which involves movement between languages. Known by the familiar term of translation, this process of transfer of meaning and values across language borders is as inevitable as it is problematic and challenging. The paper would acquaint students with the ‘what’, ‘why’ and ‘how’ of translation, approaches and problems of translation, and it would also sensitize them to the various ways of reading a translation.

Unit 1

What is Translation? Carrying across of meaning from source language to target language

Why Translation? Translation as a bridge, self –other interaction

Unit 2

Approaches to translation

- Domestication: Readability in the target language
- Foreignisation: Faithfulness to the source language text

Unit 3

How to Translate:

- sense translation based on difference (metaphrase), word-to-word translation based on

equivalence (paraphrase), regulated transformation (imitation)

- adaptation

Unit 4

Problems of translation

- Cultural gap
- Untranslatability
- Translation as appropriation of indigenous languages by English

Unit 5

How to read a translation:

Cultural difference and how to locate it, presence of the foreign in terms of cultural contexts and language

Text to be studied: *Rebati*, in *Bride Price and Other Stories* by Fakir Mohan Senapati, Rupa Publications.

Suggested Reading:

Translation Studies by Susan Basnett

“Found in Translation” Hamid Dabashi http://opinionator.blogs.nytimes.com/2013/07/28/found-in-translation/?_r=0

“Cultural Translation” by Harish Trivedi, “Translation and Globalization” by Paul St-Pierre from *Translation: Reflection, Refraction, Transformation*. Ed. Paul St-Pierre, Prafulla C Kar

SYLLABUS FOR B.A. (HONORS) HISTORY UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY, BHUBANESWAR

Semester I

C.C.I: HISTORY OF INDIA- I

Unit-I: Reconstructing Ancient Indian History

- [1] Early Indian notions of History
- [2] Sources of Historical Writings
- [3] Historical Geography (Identification of Ancient historic sites and their importance)

Unit-II: Pre-historic hunter-gatherers

- [1] Paleolithic culture- Upper, Middle and Lower; Tool making habit
- [2] Mesolithic culture-New developments in technology and economy; rock art.

Unit-III: The advent of food production

Neolithic and Chalcolithic cultures:

- [1] Regional and chronological distribution
- [2] Settlements and Food Production

Unit-IV: The Harappan civilization

- [1] Origins; settlement patterns and town planning
- [2] Agrarian base; craft productions and trade
- [3] Social and political organization; religious beliefs and practices
- [4] Causes of Decline

Unit-V: Cultures in transition

- [1] Origin of the Aryans
- [2] Early Vedic Age- Society, Polity, Religion and Philosophy
- [3] Later Vedic Age- Social Stratification (Varna and Gender), Polity, Religion, Literature and Philosophy

Reading List:

- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
R.S. Sharma, Looking for the Aryas, Delhi, Orient
Longman Publishers,1995
D. P. Agrawal, The Archaeology of India, 1985
Bridget & F. Raymond Allchin, The Rise of Civilization in India and Pakistan, 1983.
A. L. Basham, The Wonder that Was India, 1971.
D. K. Chakrabarti, The Archaeology of Ancient Indian Cities, 1997,
Paperback.
D. K. Chakrabarti, The Oxford Companion to Indian Archaeology, New Delhi, 2006.
H. C. Raychaudhuri, Political History of Ancient India, Rev. ed. With Commentary by
B. N. Mukherjee, 1996
K. A. N. Sastri, ed., History of South India, OUP, 1966.
Upinder Singh, A History of Ancient and Early Medieval India, 2008.
Romila Thapar, Early India from the Beginnings to 1300, London,
2002.
Irfan Habib, A People's History-Vol.1, PreHistory, 2001,
----Vol.-2, Indus Civilization: Including Other Copper Age Cultures and

the History of Language Change till 155 B.C., 2002
 Uma Chakravarti, The Social Dimensions of Early Buddhism. 1997.
 Rajan Gurukkal, Social Formations of Early South India, 2010.
 R. Champakalakshmi, Trade. Ideology and urbanization: South India 300 BC- AD 1300, 1996.
 Gregory L. Possehl, A Indus Civilization: The Contemporary Perspectives, New Delhi, Vistaar publications, 2002.

C.C.II: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Unit-I: Evolution of humankind; Paleolithic and Mesolithic-cultures.

Unit-II: Neolithic Culture: Food production; beginnings of agriculture and animal husbandry

Unit-III: Bronze Age Civilizations: with reference to *any one* of the following: i) Egypt (Old

Kingdom); ii) Mesopotamia (Sumeria & Babylonia); iii) China (Shang); iv) Eastern Mediterranean (Minoan); economy, social stratification, state structure, religion.

Unit-IV: Nomadic groups in Central and West Asia; Advent of iron and its implications

Unit-V: Ancient Greece:

Agrarian economy, urbanization, trade and politics in Ancient Greece: Athens and Sparta; Greek Culture.

Reading List:

Burns and Ralph. World Civilizations.
 Cambridge History of Africa, Vol. I.
 I. Gordon Childe, What Happened in History.
 G. Clark, World Prehistory: A New Perspective.
 B. Fagan, People of the Earth.
 Amar Farooqui, Early Social Formations.
 M. I. Finley, The Ancient Economy.
 Jacquetta Hawkes, First Civilizations.
 G. Roux, Ancient Iraq.
 Bai Shaoyi, An Outline History of China.
 H. W. F. Saggs, The Greatness that was Babylon.
 B. Trigger, Ancient Egypt: A Social History.
 UNESCO Series: History of Mankind, Vols. I - III./ or New ed.
 History of Humanity.
 R. J. Wenke, Patterns in Prehistory.
 G. E. M. Ste Croix, Class Struggles in the Ancient Greek World.
 J. D. Bernal, Science in History, Vol. I.
 V. Gordon Childe, Social Evolution.
 Glyn Daniel, First Civilizations.
 A. Hauser, A Social History of Art, Vol. I.

A.E.C.C-I: Environmental Science

(to be prepared by University)

GE-I: For non-History students, Minor-1

Semester II

C.C.III: HISTORY OF INDIA-II

Unit-I: Economy and Society (circa 300 BCE to circa CE 300):

- [1] Expansion of agrarian economy
- [2] Urban growth; craft production: trade and trade routes
- [3] Social stratification: class, Varna, jati, untouchability; gender; marriage and property relations

Unit-II: Changing political formations (circa 300 BCE to circa CE 300):

- [1] The Mauryan Empire: Chandragupta Maurya and Asoka-Conquest and Administration;
- [2] Post-Mauryan Polities with special reference to the Kushanas and the Satavahanas- Kaniska I and Gautamiputra Satakarni

Unit-III: Towards early medieval India [circa CE fourth century to CE 750]:

- [1] Gupta Age: Agrarian expansion, land grants, graded Land rights and peasantry
- [2] The problem of urban decline: patterns of trade, currency, and urban Settlements.
- [3] Varna, proliferation of *jatis*: changing norms of marriage and property.
- [4] The nature of polities: the Gupta empire and its contemporaries: post- Gupta polities – Pallavas, Chalukyas

Unit-IV: Religion, philosophy and society (circa 300 BCE- CE 750):

- (1) Consolidation of the brahmanical tradition: dharma, *Varnashram*, *Purusharthas*, *Samskaras*.
- (2) Theistic cults (from circa second century BC): Mahayana; the Puranic tradition.
- (3) The beginnings of Tantricism

Unit-V: Cultural developments (circa 300 BCE- CE 750):

- [1] A brief survey of Sanskrit, Pali, Prakrit and Tamil literature. Scientific and technical treatises
- [2] Art and architecture; Mauryan, post-Mauryan, Gupta, post-Gupta

Reading List:

- B. D. Chattopadhyaya, The Making of Early Medieval India, 1994.
- D. P. Chattopadhyaya, History of Science and Technology in Ancient India, 1986.
- D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
- S. K. Maity, Economic Life in Northern India in the Gupta Period, 1970.
- B. P. Sahu (ed), Land System and Rural Society in Early India, 1997.
- K. A. N. Sastri, A History of South India.
- R. S. Sharma, Indian Feudalism, 1980.
- R. S. Sharma, Urban Decay in India, c. 300-1000, Delhi, Munshiram Manohar Lal, 1987
- Romila Thapar, Asoka and the Decline of the Mauryas, 1997.

Susan Huntington, *The Art of Ancient India: Buddhist, Hindu, and Jain*, New York, 1985.
 N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*, 2nd ed., 1996.
 J. C. Harle, *The Art and Architecture of the Indian Subcontinent*, 1987.
 P. L. Gupta, *Coins*, 4th ed., 1996.
 Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2009
 H. P. Ray *Winds of Change*, 1994.
 Romila Thapar, *Early India: From the Origins to 1300*, 2002.

C.C. IV: SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Unit-I: Roman Republic: Polity and Empire in ancient Rome: Agrarian economy, urbanization, trade.

Unit-II: Religion and culture in ancient Rome; Crises of the Roman Empire- Rise and fall of Julius Caesar

Unit-III: Economic developments in Europe from 7th to 14th centuries:

[1] Organization of production, towns and trade,

[2] Technological developments.

[3] Feudalism- Origin, growth and decline

Unit-IV: Religion and culture in medieval Europe: Medieval Church, Monastic Communities, and Papacy

Unit-V: Societies in Central Islamic Lands:

[1] The tribal background, *ummah*, Caliphate state; rise of Sultanates

[2] Religious developments: the origins of shariah, Sufism

[3] Urbanization and trade

Reading List:

Perry Anderson, *Passages from Antiquity to Feudalism*.

Marc Bloch, *Feudal Society*, 2 Vols.

Cambridge History of Islam, 2 Vols.

Georges Duby, *The Early Growth of the European Economy*.

Fontana, *Economic History of Europe*, Vol. I (relevant chapters).

P. K. Hitti, *History of the Arabs*.

P. Garnsey and Saller, *The Roman Empire*.

SUGGESTED READINGS

S. Ameer Ali, *The Spirit of Islam*.

J. Barrowclough, *The Medieval Papacy*.

Encyclopedia of Islam, 1st ed., 4 vols.

M. G. S. Hodgson, *The Venture of Islam*.

GE-II- (For non-History Students, Minor-2)

Semester III

C.C.V: HISTORY OF INDIA-III (c. 750 -1206)

Unit –I: Studying Early Medieval India:

[1] Historical geography

[2] Sources: texts, epigraphic and numismatic Data,

[3] Indian feudalism

[4] Rise of the Rajputs and the nature of the state

Unit-II: Political Structures:

[1] Evolution of political structures: Rashtrakutas, Palas, Pratiharas, and Cholas

[2] Legitimization of kingship; *Brahmanas* and temples; royal genealogies and rituals

[3] Arab conquest of Sindh: causes and impact

[4] Causes and consequences of early Turkish invasions: Mahmud of Ghazni; Shahab-ud-Din of Ghur

Unit-III: Agrarian Structure and Social Change:

[1] Agricultural expansion; crops

[2] Landlords and peasants

[3] Proliferation of castes; status of Untouchables

[4] Tribes as peasants and their place in the Varna Order

Unit-IV: Trade and Commerce:

[1] Inter-regional trade

[2] Maritime trade and forms of

exchange [3] Process of urbanization

[4] Merchant guilds of South India

Unit-V: Religious and Cultural Developments:

[1] Bhakti, Tantrism, Puranic traditions; Condition of Buddhism and Jainism

[2] Islamic intellectual traditions: Al-Biruni; Al-Hujwiri

[3] Regional languages and literature

[4] Art and architecture: Evolution of regional styles: Kalingan and Dravidian style of Temple Architecture.

Reading List:

R.S. Sharma, Indian Feudalism (circa 300 - 1200). B.D. Chattopadhyaya, The Making of Early Medieval India. R.S. Sharma and K.M. Shrivastava, eds, Comprehensive History of India, Vol. IV (A & B).

Mohammad Habib and K.A. Nizami, eds, Comprehensive History of India, Vol. V, The Delhi Sultanate Hermann Kulke, ed., The State in India (AD 1000 - AD 1700).

Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004 John Storey, Cultural Theory and Popular Culture, London, 2001 Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009 Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998

Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006 (Hindi) Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages (Only Introduction). Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in Kumkum Sangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999

Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

N. Karashima, South Indian History and Society (Studies from Inscriptions, AD 850 - 1800)

Derryl N. Maclean, Religion and Society in Arab Sindh. Irfan Habib, Medieval India: The Study of a Civilization. Richard Davis Lives of Indian Images.

Romila Thapar, Somanatha: The Many Voices of a History. John S. Deyell, Living

Without Silver: The Monetary History of Early Medieval North India.
 Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
 Burton Stein, Peasant State and Society in Medieval South India.
 R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to 1300 AD.
 Al. Beruni's India, NBT edition. Ali Hujwiri, Kashful Mahjoob, tr. R. Nicholson.
 S C Mishra, Rise of Muslim Communities in Gujarat. J. Schwartzberg, Historical Atlas of South Asia.

C.C.VI: RISE OF THE MODERN WEST – I

Unit-I: Transition from feudalism to capitalism:

1. The problems of Transition: Economic Expansion, Industrial production, trade and commerce
2. Urban Development, Town life

Unit-II: Early colonial expansion:

1. Motives, voyages and explorations
2. The conquests of the Americas: Beginning of the era of colonization
3. Mining and plantation, The African slaves

Unit-III: Renaissance:

1. Its social roots, city-states of Italy
2. Spread of humanism in Europe
3. The Art of Renaissance- Architecture, Sculpture, Painting and Literature

Unit-IV: The Reformation

1. Origins, course and results
2. Spread of Reformation movements.
3. Emergence of European State system: Spain, France, England, Russia

Unit-V: Economic developments of the sixteenth century:

1. Shift of economic balance from the Mediterranean to the Atlantic.
2. Commercial Revolution- Causes and Nature
3. Growth of Industries and its impact

Reading List:

B. H. Slicher von Bath, The Agrarian History of Western Europe. AD.500 - 1850.
 Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
 D. H. Pennington, Seventeenth Century Europe.
 F. Rice, The Foundations of Early Modern Europe
 G. R. Elton, Reformation Europe, 1517 - 1559.
 Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
 J. Lynch, Spain under the Hapsburgs.
 James B. Collins, The State in Early Modern France, New Approaches to European History.
 L. W. Owie, Seventeenth Century Europe.
 M. P. Gilmore, The World of Humanism. 1453 - 1517.
 M. S. Anderson, Europe in the Eighteenth Century.
 Perry Anderson, The Lineages of the Absolutist State.
 Peter Kriedte, Peasants, Landlords and Merchant Capitalists. Peter Mathias, First Industrial Revolution.
 Stuart Andrews, Eighteenth Century Europe.
 The Cambridge Economic History of Europe. Vol. I - VI.
 The New Cambridge Modern History of Europe, Vols. I - VII.

C.C. VII: HISTORY OF INDIA IV (c.1206 - 1526)

Unit-I: Interpreting the Sources of Delhi Sultanate:

Survey of Sources: (a) Persian *Tarikh* Tradition, (b) Vernacular Histories; (c) Epigraphy

Unit-II: Sultanate Political Structures:

1. Consolidation of the Sultanate of Delhi: Balban, the Khaljis and the Tughluqs.
2. Theories of kingship: The ruling elites, Sufis, Ulema and the imperial monuments

Unit-III: Emergence of Regional Identities

1. Bahamanis, Vijayanagar, Gujarat and Odisha.
2. Regional Art, Architecture and Literature.

Unit-IV: Society and Economy:

1. Iqta and the Revenue-free Grants.
2. Agricultural production, Technology.
3. Market Regulations, Growth of Urban Centers.
4. Trade and Commerce, Indian Ocean (Maritime) Trade.

Unit-V: Religion, Society and Culture:

1. Sufi silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti movement and monotheistic traditions: Kabir, Nanak and Sri Chaitanya.
3. Social Impact of the Bhakti tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Reading List:

- K.A. Nizami, Religion and Politics in the Thirteenth Century.
S.A.A. Rizvi, A History of Sufism in India, Vol. I.
Satish Chandra, Medieval India, vol. I, Har Anand Publications, New Delhi.
Tapan Raychaudhuri and Irfan Habib, eds, Cambridge Economic History of India, Vol. I.
W.H. McLeod, Karine Schomer, et al, Eds, The Sants.
Burton Stein, New Cambridge History of India: Vijayanagara.
Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate.
Richard M. Eaton, ed., India's Islamic Traditions.
Sheldon Pollock, Languages of the Gods in the World of Men.
Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India.
K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, 2008

SEC.I: Understanding Heritage

This course will enable students to understand the different facets of heritage and their significance. It highlights the legal and institutional frameworks for heritage protection in India as also the challenges facing it. The implications of the rapidly changing interface between heritage and history will also be examined. The course will be strongly project-based and will require visits to sites and monuments. At least two Projects will be based on visits to Museums/Heritage Sites.

Unit-I: Defining Heritage

- [1] Meaning of 'antiquity'
- [2] Archaeological sites
- [3] Tangible heritage
- [4] Intangible heritage and art treasures

Unit-II: Evolution of Heritage -Legislation and the Institutional Framework:

- [1] Conventions and Acts— national and international Heritage
- [2] Heritage related government departments
- [3] Museums, Regulatory Bodies
- [4] Conservation Initiatives

Unit-III: Challenges facing Tangible and Intangible Heritage

- [1] Development of Heritage Sites
- [2] Antiquity smuggling.
- [3] Conflicts (to be examined through specific case studies)

Unit-IV: Heritage and Travel:

- [1] Viewing Heritage Sites
- [2] The relationship between cultural heritage, landscape and travel, and recent trends
- [3] Management of heritage sites

Unit-V: World Heritage Monuments:

- [1] Tajmahal
- [2] Red Fort
- [3] Golden temple at Amritsar
- [4] Sun temple at Konark

Reading List

David Lowenthal, *Possessed By The Past: The Heritage Crusade and The Spoils of History*, Cambridge, 2010

Layton, R. P. Stone and J. Thomas. *Destruction and Conservation of Cultural Property*. London: Rutledge, 2001

Lahiri, N. *Marshaling the Past - Ancient India and its Modern Histories*. Ranikhet: Permanent Black. 2012, Chapters 4 and 5.

S.S. Biswas, *Protecting the Cultural Heritage (National Legislations and International Conventions)*. New Delhi: INTACH, 1999.

Acts, Charters and Conventions are available on the UNESCO and ASI websites (www.unesco.org; www.asi.nic.in)

Agrawal, O.P., *Essentials of Conservation and Museology*, Delhi, 2006

Chainani, S. 2007. *Heritage and Environment*. Mumbai: Urban Design Research Institute, 2007

GE-III- (For non-History Students, Minor-1)

Semester IV

C.C.VIII: RISE OF THE MODERN WEST – II

Unit- I: 17th century European crisis: economic, social and political dimensions

Unit-II: The English Revolution and European politics in the 18th century:

- (1) Major issues-political and intellectual Currents
- (2) Parliamentary monarchy
- (3) Patterns of Absolutism in Europe

Unit-III: Rise of modern science

- (1) Development of Science from Renaissance to the 17th century
- (2) Impact of Modern science on European society

Unit-IV: Mercantilism, European economics and Preludes to the Industrial Revolution

- (1) Origin and spread of Mercantilism
- (2) Impact of Mercantilism on European economy
- (3) Agricultural and Scientific Background to the Industrial Revolution

Unit-V: The American Revolution, 1776

- (1) Political currents
- (2) Socio-Economic Issues
- (3) Significance of the American Revolution

Reading List:

T.S. Aston and C.H.E. Philpin (eds.), The Brenner Debate.
H. Butterfield, The Origins of Modern Science.
Carlo M. Cipolla, Fontana Economic History of Europe, Vols. II and III.
Carlo M. Cipolla, Before the Industrial Revolution, European Society and Economy, 1000 -1700. 3rd ed. (1993)
. D.C. Coleman (ed.), Revisions in Mercantilism.
Ralph Davis, The Rise of the Atlantic Economics.
Maurice Dobb, Studies in the Development of Capitalism.
J.R. Hale, Renaissance Europe.
R. Hall, From Galileo to Newton.
Christopher Hill, A Century of Revolutions.
Rodney Hilton, Transition from Feudalism to Capitalism.
Stephen J. Lee, Aspects of European History, 1494 - 1789.
G. Parker, Europe in Crisis, 1598 - 1648.
G. Parker and L.M. Smith, General Crisis of the Seventeenth Century.
J.H. Parry, The Age of Reconnaissance.
Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
V. Poliensiky, War and Society in Europe. 1618 -48. Theodore K. Rabb, The Struggle for Stability in Early Modern Europe.
V. Scammell, The First Imperial Age: European Overseas Expansion, 1400-1715.
Jan de Vries, Economy of Europe in an Age of Crisis 1600- 1750.
B. V. Rao, World History, New Delhi: Sterling Publishers
M. S. Anderson, Europe in the Eighteenth Century.
Perry Anderson, The Lineages of the Absolutist State
Stuart Andrews, Eighteenth Century Europe.
B. H. Slicher von Bath, The Agrarian History of Western Europe. AD. 500 - 1850.
The Cambridge Economic History of Europe. Vol. I - VI.
James B. Collins, The State in Early Modern France, New Approaches to European History.
G. R. Elton, Reformation Europe, 1517-1559.
M. P. Gilmore, The World of Humanism. 1453 -1517. Peter Kriedte, Peasants, Landlords and Merchant Capitalists.
J. Lynch, Spain under the Hapsburgs.
Peter Mathias, First Industrial revolution.
Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).

The New Cambridge Modern History of Europe, Vols. I - VII.

L. W. Owie, Seventeenth Century Europe.

D. H. Pennington, Seventeenth Century Europe.

F. Rice, The Foundations of Early Modern Europe

C.C. IX: HISTORY OF INDIA V (c. 1526 - 1750)

Unit-I: Sources and Historiography:

- (1) Persian literary culture, translations; (2) Vernacular literary Traditions; (3) Memoirs and Travelogues

Unit-II: Establishment of Mughal rule:

- (1) India on the eve of advent of the Mughals
- (2) Fire arms, military technology and warfare
- (3) Sher Shah: Administrative and Revenue reforms

Unit-III: Consolidation of Mughal rule:

- (1) Incorporation of Rajputs and other indigenous groups in Mughal Nobility
- (2) Evolution of administrative institutions: *zabti*, *mansab*, *jagir*, *madad-i-maash*
- (3) Beginning of the crisis: Agrarian and Jagir crises; Revolts
- (4) Emergence of the Marathas; Shivaji; expansion under the Peshwas

Unit-IV: Society and Economy:

- (1) Land rights and revenue system: Zamindars and peasants
- (2) Trade routes and patterns of internal commerce; overseas trade
- (3) Urban Centres, Craft and Technology

Unit-V: Cultural ideals:

- (1) Religious tolerance and *sulh-i-kul*; Sufi mystical and intellectual interventions
- (2) Mughal Art and Architecture
- (3) Mughal and Rajput Paintings: Themes and Perspectives

Reading List:

M. Athar Ali, The Mughal Nobility under Aurangzeb.

Muzaffar Alam and Sanjay Subramanian, eds, The Mughal State, 1526 - 1750.

J.F. Richards, The Mughal Empire.

Satish Chandra, Essays on Medieval Indian History.-----, Medieval India, vol.2, Har Anand Publications, New Delhi

Irfan Habib, Agrarian System of Mughal India, 1526-1707. S.A.A. Rizvi, Muslim Revivalist Movements in Northern India.

S. Arsatnam, Maritime India in the Seventeenth Century. Satish Chandra, Parties and Politics at the Mughal Court.

Andre Wink, Land and Sovereignty in India. Harbans Mukhia, The Mughals of India.

Iqbal Husain, Ruhela Cheiftancies in 18th Century India.

C.C. X: HISTORICAL THEORIES & METHODS

Unit-I: Meaning and Scope of History

1. Definition, Nature and Scope of History.
2. Object and Value of History.
3. History, Science and Morality.

Unit-II: Traditions of Historical Writing

1. Ancient Greek Traditions – Herodotus, Thucydides
2. Ancient Roman Traditions - Polybius, Tacitus
3. Medieval Understanding: Western – St. Augustine, Arabic – Ibn Khaldun.

Unit-III: History as Interdisciplinary Practice

1. History and Archaeology, History and Anthropology.
2. History and Psychology, History and Literature.
3. History and Political Science

Unit-IV: Modern Theories

1. Scientific History: Ranke, Croce, Comte
2. Karl Marx, RG Collingwood, Toynbee
3. Total History: Marc Bloch, Lucien Febver, Fernand Braudel

Unit-V: Historical Methods

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

Reading List:

Arthur Marwick, *New Nature of History: Knowledge Evidence, Language* (Chapter V: The Historian at work: Forget 'facts' Foreground Sources), Lyceum Books Incorporated, 2001.

-----, *The Nature of History* (Chapter IV: History, Science and Social Science), London: Macmillan, 1989.

B. Sheik Ali, *History: Its Theory and Method*, Macmillan, Reprinted, 1996.

E. H. Carr, *What is History?*, Penguin Books, Reprinted, 1983.

E. Sreedharan, *A Text Book of Historiography*, Orient Longman, Reprinted, 2004.

Irfan Habib, *Interpreting Indian History*, Northeastern Hill University Publications, Shillong, 1988.

Marc Bloch, *The Historian's Craft*, Vintage Book, New York, 1953. (Introduction and Chapter-I: History Men and Time)

Maurice Aymard and Harbans Mukhia (eds), *French Studies in History*, Vols- I & II, Orient Longman, 1989.

Romila Thapar, *Past and Prejudice*, NBT, New Delhi, 1975.

S. K. Bajaj, *History: It's Philosophy, Theory & Methodology*, Patiala, 1987.

SEC.II: Understanding Popular Culture

The paper examines some popular cultures expressed in different mediums like visual, oral and cultural. In the process of their evolution, these cultures eclectically draw from traditions, articulate anxieties, and even give rise to new traditions. The paper endeavours to equip students with understanding such phenomena historically, with special reference to India. It is imperative that the Students use electronic devices to view, record, and document the subject matter.

Unit-I: Introduction of Popular Culture

- [1] Meaning and Definition of popular culture
- [2] Understanding it historically

Unit-II: Visual expressions:

- [1] Folk art,
- [2] Calendar art
- [3] Photography

Unit-III: Performance:

- [1] Theatres
- [2] Music
- [3] Folk tales/songs/Suang, Yatra and Nautanki: Identifying themes, functionality

Unit-IV: The audio-visual: cinema and television:

- [1] Indian cinema: Mapping the influence of the national struggle for independence (1930s and 40s)
- [2] Idealized nationalism (1950s), disillusionment and the anti-establishment mood (1970s and 80s)
- [3] Documentary films, Expressions of popular culture in television; the impact of the Internet and audio-visual media

Unit-V: Fairs, Festivals and Rituals:

- [1] Disentangling mythological stories
- [2] Patronage
- [3] Regional variations
- [4] Impact on Society

Reading List:

Dissanayake, W. and K. M. Gokul Singh, Indian Popular Cinema, Trentham Book, London, 2004
John Storey, Cultural Theory and Popular Culture, London, 2001.
Oberoi, Patricia, Freedom and Destiny: Gender, Family and Popular Culture in India, Delhi, 2009
Christopher Princy, Camera Indica: The Social Life of Indian Photographs, Chicago, 1998
Pankaj Rag, Dhuno ke Yatri, Rajkamal, New Delhi, 2006(Hindi)
Ramanujan, A.K. Folktales from India A Selection of Oral Tales from Twenty-two Languages (Only Introduction).
Ramaswamy, V. 'Women and the 'Domestic' in Tamil Folk Songs' in

KumkumSangari and Uma Chakravarti, eds., From Myths to Markets: Essays on Gender, Shimla, 1999
Singh, Lata (ed.), Theatre in Colonial India: Playhouse of Power, New Delhi, 2009

G.E. IV:(For non-History students, Minor-2)

Semester V

C.C.XI: History of Modern Europe- I (c. 1780-1939)

Unit-I: The French Revolution:

- [1] Crisis of Ancient Regime
- [2] Intellectual currents.
- [3] Social classes and emerging gender relations.

Unit-II: Revolution and its European repercussions:

- [1] Phases of the French Revolution 1789 - 99.
- [2] Art and Culture of French Revolution.
- [3] Napoleonic consolidation - reform and empire.

Unit-III: Restoration and Revolution: c. 1815 - 1848:

- [1] Forces of conservatism & restoration of old hierarchies.
- [2] Social, Political and intellectual currents.
- [3] Revolutionary and Radical movements, 1830 - 1848.

Unit-IV: Capitalist Industrialization and Socio-Economic Transformation (Late 18th century to AD 1914)

- [1] Process of capitalist development in industry and agriculture: case Studies of Britain, France, the German States and Russia.
- [2] Evolution and Differentiation of social classes: Bourgeoisie, Proletariat, land owning classes and peasantry.
- [3] Changing trends in demography and urban patterns.
- [4] Family, gender and process of industrialization.

Unit-V: Varieties of Nationalism and the Remaking of States in the 19th and 20th Centuries.

- [1] Intellectual currents, popular movements and the formation of National identities in Germany, Italy
- [2] Specificities of economic development, political and administrative Reorganization - Italy, Germany

Reading List:

C.M. Cipolla: Fontana Economic History of Europe, Volume III: The Industrial Revolution.

Norman Davies, Europe.

J. Evans: The Foundations of a Modern State in 19th Century Europe.

T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in

Germany [1815 - 1871]. E.J. Hobsbawm: The Age of Revolution.

Lynn Hunt: Politics, Culture and Class in the French Revolution.

James Joll, Europe Since 1870. George Lefebvre, Coming of the French Revolution.

George Lichtheim : A Short History of Socialism. Alec Nove: An Economic History of the

USSR.

Andrew Porter, European Imperialism, 18760-1914 (1994). Anthony Wood, History of Europe, 1815 û 1960 (1983).

Stuart Woolf: History of Italy, 1700-1860. G. Barrowclough, An Introduction to Contemporary History.

Fernand Braudel, History and the Social Science in M. Aymard and H. Mukhia Ed. French Studies in History, Vol. I (1989).

Maurice Dobb: Soviet Economic Development Since 1917. M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.

H.J. Hanham; Nineteenth Century Constitution, 1815 - 1914. E.J. Hobsbawm, Nations and Nationalism.

Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920. James Joll, Origins of the First World war (1989).

Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution. Colin Lucas: The French Revolution and the Making of Modern Political Culture, Volume Nicholas Mansergh: The Irish Question, 1840 û 1921.

K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 -1983].

R.P. Morgan: German Social Democracy and the First International.

N.V. Riasanovsky: A History of Russia.

J.M. Robert, Europe 1880 û 1985. J.J. Roth (ed.), World War I : A Turning Point in Modern History.

Albert Soboul: History of the French Revolution (in two volumes).

Lawrence Stone, History and the Social Sciences in the Twentieth Century The Past and the Present (1981).

Dorothy Thompson: Chartists: Popular Politics in the Industrial Revolution.

E.P. Thompson: Making of the English Working Class.

Michel Vovelle, fall of the French Monarchy (1984).

H. Seton Watson: The Russian Empire.

Raymond Williams: Culture and Society.

C.C.XII: HISTORY OF INDIA VII (c. 1750 - 1857)

Unit-I: India in the mid 18th Century; Society, Economy, Polity

Unit-II: Expansion and Consolidation of colonial Power:

[1] Foreign trade and early forms of exactions from Bengal.

[2] Dynamics of expansion, with special reference to Bengal, Mysore, Awadh, Punjab

Unit-III: Colonial State and Ideology:

[1] Arms of the colonial state: army, police, law

[2] Ideologies of the Raj and racial attitudes

[3] Education: indigenous and modern

Unit-IV: Economy and Society:

[1] Land revenue systems- Permanent, Ryotwari and Mahalwari

[2] Commercialization of Agriculture- Consequences

[3] Drain of Wealth-causes and consequences

[4] Growth of modern industry

Unit-V: Popular Resistance: Causes and Consequences

[1] Santhal uprising (1856-57), Indigo rebellion (1860)

[2] Pabna agrarian Leagues (1873), Deccan riots (1875)

[3] Movement of 1857-causes and consequences

Reading List:

- C. A. Bayly, Indian Society and the Making of the British Empire, New Cambridge History of India.
- Bipan Chandra, Rise and Growth of Economic Nationalism in India.
- Suhash Chakravarty, The Raj Syndrome: A Study in Imperial Perceptions, 1989.
- J.S. Grewal, The Sikhs of the Punjab, New Cambridge History of India Ranajit Guha, ed., A Subaltern Studies Reader.
- Dharma Kumar and Tapan Raychaudhuri, eds., The Cambridge Economic History of India, Vol. II.
- P.J. Marshall, Bengal: The British Bridgehead, New Cambridge History of India.
- R.C. Majumdar, ed., History and Culture of Indian People, Vols. IX and X. British Paramountcy and Indian Renaissance.
- David Arnold and Ramchandra Guha, eds, Nature, Culture and Imperialism.
- Amiya Bagchi, Private Investment in India.
- Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggles for Independence.
- A.R. Desai, Peasant Struggles in India.
- R.P. Dutt, India today.
- M.J. Fisher, ed., Politics of Annexation (Oxford in India Readings).
- Ranajit Guha, Elementary Aspects of Peasant Insurgency in Colonial India (1983).
- P.C. Joshi, Rebellion 1857: A Symposium.
- J. Krishnamurti, Women in Colonial India.
- Dadabhai Naroji, Poverty and Un-British Rule in India.
- Rajat K. Ray, ed., Entrepreneurship and Industry in India, 1800-1947, Oxford In India Readings.
- Eric Stokes, English Utilitarians and India Thomas
- R. Metcalf, The Ideologies of the Raj

D.S.E-I: HISTORY OF THE UNITED STATES OF AMERICA (c.1776-1945)

Unit-I: The Background:

- [1] The land and indigenous people: settlement and colonization by Europeans
- [2] Early colonial society and politics; indentured labour-White and Black

Unit-II: Making of the Republic:

- [1] Revolution, Sources of conflict: Revolutionary groups, Ideology:
- [2] The American War of Independence- Causes and consequences
- [3] Processes and Features of Constitution making

Unit-III: Evolution of American Democracy:

- [1] Federalists: Jeffersonianism: Jacksonianism, Rise of political parties-1840-1960; Judiciary-role of the Supreme Court
- [2] Limits of democracy: Blacks and women.

Unit-IV: Early Capitalism:

- [1] Beginnings of Industrialization.
- [2] Immigrants and changing composition of Labour; Early Labour Movements.

Unit-V: The Agrarian South and Civil War:

- [1] Plantation economy.
- [2] Slave Society and Culture: Slave resistance.
- [3] Rise of Republicanism, Emancipation and Lincoln

Reading List:

- Bernard Bailyn, The Great Republic.
Bernard Bailyn, The Ideological Origins of the American Revolution.
Charles Beard, An Economic Interpretation of the American Constitution.
Peter Carroll and David Noble, Free and Un-free: A New History of the United States.
David B. Davis, The Problem of Slavery in the Age of Revolution.
U. Faulkner, American Economic History.
Eric Foner, America's Black Past.
John Hope Franklin, From Slavery to Freedom.
Gerald N. Grobb and George A. Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols.
David M. Potter, The Impending Crisis.
J. G. Randall and David Donald, The Civil War and Reconstruction.
Kenneth Stampp, The Peculiar Institution, Slavery in the Antebellum South.
Federick Jackson Turner, The Frontier in American History.
Lee Benson, The Concept of Jackson Democracy.
Ray A. Billington, Westward Expansion.
Paul Boyer, Harvard Sitkoff, Nancy Woloch, The Enduring Vision: A History of the American People, Vols. Land 2.
Thomas Cochran, The Inner Revolution.
A. O. Craven, The Growth of Southern Nationalism, 1848 - 1861.
Carl N. Degler, At Odds: Women and Family in America from the Revolution to the Present.
Lewis L. Gould (ed.), The Progressive Era.
John D. Hicks, The Federal Union: A History of USA Since 1865.
R.P. Kaushik, Significant Themes in American History.
Irving Kristol, Gordon Wood and others, America's Continuing Revolution.
Richard W. Leopold, The Growth of American Foreign Policy.
Perry Miller, From Colony to Province.

Gary Nash (ed.), Retracing the Past.

Henry Pelling, American Labor.

Edward Pessen, Jacksonian Panorama.

Charles Sellers, Henry May and Neil McMillen, A Synopsis of American History; 2 Vols.

Donald Shiham, The Making of American History: The Emergence of the Nation, Vols. II & I.

Dwijendra Tripathi and S.C. Tiwari, Themes and Perspectives in American History.

DSE.II: History and Culture of Odisha

Unit-I: Socio-political life of Early and Medieval Odisha:

[1] Kalinga War (261 B.C.) and its significance

[2] Mahameghavahan Kharavela: His time and achievements

[3] The Bhauma Karas and The Somavamsis

[4] The Gangas and The Suryavamsis

Unit-II: Religion, Art and Literature of Early and Medieval Odisha:

[1] Buddhism, Jainism and Sanatana Dharma in Odisha.

[2] Development of Art and Architecture: Buddhist Art, Temples and Jain
Sculptures

[3] Evolution and Growth of Odia Language

[4] Development of Odia Literature-Sarala Mohabharata

[5] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

Unit-III: Political and Economic structure in Medieval Odisha:

[1] Mughal Administration

[2] Maratha Administration

[3] Impact on Odisha's Socio-Economic Condition

Unit-IV: Colonialism in Odisha:

[1] The Early British Administration: Its Socio-economic impact

[2] The Odia Identity Movement

[3] Freedom Struggle in Odisha

Unit-V: Socio-cultural Changes in Modern Odisha:

[1] Development of Modern Education

[2] Social Reform Movements in Odisha

Reading List:

- A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.
- A. K. Mishra, Intellectual Tradition of Orissa: 2006.
- A. K. Mishra, The Raj, Nationalists and Reforms, 2007.
- A.K. Mishra, Indian Culture, Science and Technology (with special emphasis on Odisha), 2011.
- B.K. Mallik; Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manohar, New Delhi, 2004.
- J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.
- K.C. Mishra, The Cult Jagannath.
- M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri
- A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel
- K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981
- Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar, 1962
- K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar
- K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975 Khageswar
- Mahapatra, (ed), Charyagitika

Semester VI

C.C. XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

Unit-I: Cultural changes and Social and Religious Reform

Movements:

- [1] The advent of printing and its implications
- [2] Reform and Revival: Brahmo Samaj, Arya Samaj, Aligarh Movement
- [3] Emancipation of Women, Sanskritization and Anti-Caste Movements

Unit-II: Nationalism: Trends up to 1919:

- [1] Political ideology and organizations, formation of INC
- [2] Moderates and Extremists.
- [3] Swadeshi Movement
- [4] Revolutionary Movements

Unit-III: Gandhian nationalism after 1919: Ideas and Movements:

- [1] Mahatma Gandhi: Perspectives and Methods

[2] Non- Cooperation, Civil Disobedience, Quit India, and INA

[3] Princely India: States' Peoples' Movement

[4] Nationalism and Social Groups: Peasants, Tribals, Dalits and Women

Unit-IV: Communalism and Partition:

[1] Ideologies and practices, Hindu Mahasabha, Muslim League

[2] Partition and Independence

Unit-V: Emergence of a New State:

[1] Making of the Constitution

[2] Integration of Princely States

[3] Land Reforms and beginnings of Planning

Reading List:

Judith Brown, Gandhi's rise to Power, 1915-22.

Paul Brass, The Politics of India Since Independence, OUP, 1990.

Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.

Bipan Chandra, Rise and Growth of Economic Nationalism in India.

Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.

Ranajit Guha, ed., A Subaltern Studies Reader.

Peter Hardy, Muslims of British India.

Mushirul Hasan, ed., India's Partition, Oxford in India Readings.

D.A. Low, ed., Congress and the Raj.

John R. McLane, Indian Nationalism and the Early Congress.

Jawaharlal Nehru, An Autobiography.

Gyanendra Pandey, The Construction of Communalism in colonial north India.

Sumit Sarkar, Modern India, 1885-1947. Anil

Seal, Emergence of Indian Nationalism.

Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.

Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.

Judith Brown, Gandhi: (et al) A Prisoner of Hope.

Bipan Chandra, Communalism in Modern India, 2nd ed., 1987. Bipan

Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and

Aditya Mukherjee, India's, Struggles for Independence.

A.R. Desai, Social Background of Indian Nationalism.

A.R. Desai, Peasant Struggles in India.

Francine Frankel, India's Political Economy, 1947-77. Ranajit

Guha, and G.C. Spivak, eds. Select Subaltern Studies.

Charles Heimsath, Indian Nationalism and Hindu Social Reform.

F. Hutchins, Illusion of Permanence.

F. Hutchins, Spontaneous Revolution.

V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.

J.Krishnamurti, Women in Colonial India

C.C. XIV: HISTORY OF MODERN EUROPE II (c. 1780 -1939)

Unit-I: Liberal Democracy, Working Class Movements and Socialism in the 19th and 20th Centuries:

[1] The struggle for parliamentary democracy and civil liberties in Britain.
[2] Forms of protest during early capitalism: food riots in France and England: Luddites and Chartism.

[3] Early Socialist Thought; Marxian Socialism

Unit-II: The Crisis of Feudalism in Russia and Experiments in Socialism:

[1] Emancipation of serfs.
[2] Revolutions of 1905; the Bolshevik Revolution of 1917.
[3] Programmes of Socialist Construction.

Unit-III: Imperialism, War and Crisis: c. 1880-1939:

[1] Theories and mechanisms of imperialism; Growth of Militarism; Power blocks and alliances: expansion of European empires –First World War (1914 – 1918)
[2] The post 1919 World Order: economic crises, the Great Depression and Recovery.
[3] Fascism and Nazism.
[4] Origins of the Second World War.

Unit-IV: Cultural Transformation since circa 1850:

[1] Changing contexts: [i] Notions of Culture [ii] Creation of a New public sphere and mass media
[2] Creation of new cultural forms: from Romanticism to Abstract Art.
[3] Culture and the making of ideologies: Constructions of Race, Class and Gender, ideologies of Empire.

Unit-V: Intellectual Developments since circa 1850:

Major intellectual trends:

[1] Mass education and extension of literacy.
[2] Institutionalization of disciplines: History, Sociology and Anthropology.
[3] Darwin and Freud.

Reading List:

Gerald Brennan: The Spanish Labyrinth: An Account of the Social and Political Background of the Civil War
C.M. Cipolla: Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution.
Norman Davies, Europe.
J. Evans: The Foundations of a Modern State in 19th Century Europe.
T.S. Hamerow: Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
E.J. Hobsbawm : The Age of Revolution. Lynn Hunt: Politics, Culture and Class in the French Revolution.
James Joll, Europe Since 1870. David Landes: Prometheus Unbound. George Lefebvre, Coming of the French Revolution.
George Lichtheim: A Short History of Socialism. Peter Mathias, First Industrial Revolution.
Alec Nove: An Economic History of the USSR. Andrew Porter, European Imperialism, 18760 -1914 (1994).
Anthony Wood, History of Europe, 1815 û 1960 (1983). Stuart Woolf: History of Italy, 1700 û 1860.
G. Barrowclough, An Introduction to Contemporary History.
Fernand Braudel, History and the Social Science in M. Aymard and H. Mukhia eds. French Studies in History, Vol. I (1989).
Maurice Dobb: Soviet Economic Development Since 1917.
M. Perrot and G. Duby [eds.]: A History of Women in the West, Volumes 4 and 5.

H.J. Hanham; Nineteenth Century Constitution, 1815 û 1914.
 E.J. Hobsbawm, Nations and Nationalism.
 Charles and Barbara Jelavich: Establishment of the Balkan National States, 1840 û 1920.
 James Joll, Origins of the First World war (1989).
 Jaon B. Landes: Women and the Public Sphere in the Age of the French Revolution.
 David Lowenthal, The Past is a Foreign Country.
 Colin Lucas: The French Revolution and the Making of Modern Political Culture, Volume 2.
 Nicholas Mansergh: The Irish Question, 1840 - 1921. K.O. Morgan: Oxford Illustrated History of Britain, Volume 3 [1789 - 1983].
 R.P. Morgan: German Social Democracy and the First International. N.V. Riasanovsky: A History of Russia.
 J.M. Robert, Europe 1880 - 1985.
 J.J. Roth (ed.), World War I: A Turning Point in Modern History. Albert Soboul: History of the French Revolution (in two volumes).

D.S.E. III: HISTORY OF THE UNITED STATES OF AMERICA-II (c.1776- 1945)

Unit-I: Reconstructions: Political changes and Economic transformation:

- [1] Conservative and Radical phases.
- [2] The New South: Participants and Reactions, Carpetbaggers; Scalawags, Blacks, Ku Klux Klan.
- [3] Growth of Capitalism
- [4] Depression.

Unit-II: Resistance and Reform:

- [1] Agrarian crises and populism
- [2] Urban corruption and progressivism
- [3] Labour movements and Unionization.
- [4] New Deal.

Unit-III: U.S. Imperialism:

- [1] Spanish-American War
- [2] Expansion in the Far East and Latin America
- [3] World War I and Fourteen Points
- [4] Americans in World War II: Bombing of Hiroshima and Nagasaki

Unit-IV: Afro-American Movements:

Black Movements: Booker T. Washington, W.E.B. DuBois; NAACP and Marcus Garvey.

Unit-V: Socio-Cultural, Religious and Intellectual Movements:

- [1] Abolitionists, Women's rights movement and Suffrage
- [2] Religious movements: Early Revivalism; Puritans, Quakers, Mormons; Temperance
- [3] Mass culture (circa 1900 - 1945)
- [4] Major literary trends (circa 1900 – 1945)

Reading List:

Bernard Bailyn, The Great Republic.
 Bernard Bailyn, The Ideological Origins of the American Revolution.
 Charles Beard, An Economic Interpretation of the American Constitution.
 Dee Brown, Bury My Heart at Wounded Knee, An Indian History of

the American West.

Peter Carroll and David Noble, *Free and Unfree: A New History of the United States*.

David B. Davis, *The Problem of Slavery in the Age of Revolution*.
32

U. Faulkner, *American Economic History*.

Robert Fogel, *Railroads and American Economic Growth*.

Eric Foner, *America's Black Past*.

John Hope Franklin, *From Slavery to Freedom*.

Gerald N. Grobb and George A. Billias, *Interpretations of American History: Patterns and Perspectives*, 2 Vols.

Richard Hofstadter, *The Age of Reform, From Bryan to FDR* Linda Kerber, *Women's America: Refocusing the Past*.

David M. Potter, *The Impending Crisis*.

W. Pratt, *A History of the United States Foreign Policy*.

James Randail, *The Civil War and Reconstruction*.

J. G. Randall and David Donald, *The Civil War and Reconstruction*.

Kenneth Stampp, *The Peculiar Institution, Slavery in the Antebellum South*.

Federick Jackson Turner, *The Frontier in American History*.

Robert Wiebe, *The Search for Order*.

Lee Benson, *The Concept of Jackson Democracy*.

Ray A. Billington, *Westward Expansion*.

Paul Boyer, Harvard Sitkoff, Nancy Woloch, *The Enduring Vision: A History of the American People*, Vols. Land 2.

Thomas Cochran, *The Inner Revolution*.

A. O. Craven, *The Growth of Southern Nationalism, 1848 - 1861*.

Lance E. Davis (ed.), *American Economic Growth*.

Carl N. Degler, *At Odds: Women and Family in America from the Revolution to the Present*.

Fogel and Engerman? *Time on the Cross-*.

Lewis L. Gould (ed.), *The Progressive Era*.

John D. Hicks, *The Federal Union: A History of USA Since 1865*.

R.P. Kaushik, *Significant Themes in American History*.

David M. Kennedy, Thomas Bailey and Mel Piehl, *The Brief American Pageant*.

Irving Kristol, Gordon Wood and others, *America's Continuing Revolution*.

Richard W. Leopold, *The Growth of American Foreign Policy*.

Perry Miller, *From Colony to Province*.

Gary Nash (ed.), *Retracing the Past*.

Henry Pelling, *American Labor*.

Edward Pessen, *Jacksonian Panorama*.

Charles Sellers, Henry May and Neil McMillen, *A Synopsis of American History*; 2 Vols.

Donald Shihan, *The Making of American History: The Emergence of the Nation*, Vols. II & I.

Dwijendra Tripathi and S.C. Tiwari, *Themes and Perspectives in American History*.

James Weinstein, *The Corporate Ideal in the Liberal state*.

GENERIC ELECTIVE (GE) PAPERS

(For non-History students)

(1) HISTORY AND CULTURE OF ODISHA

Unit-I: Socio-political life of Early and Medieval Odisha:

- [1] Kalinga War (261 B.C.) and its significance
- [2] Mahameghavahan Kharavela: His times and achievements
- [3] The Bhauma Karas and The Somavamsis
- [4] The Gangas and The Suryavamsis

Unit-II: Religion, Art and Literature of Early and Medieval Odisha:

- [1] Buddhism, Jainism and Sanatana Dharma in Odisha.
- [2] Development of Art and Architecture: Buddhist Art, Temples and Jaina Sculptures
- [3] Evolution and Growth of Odia Language and Literature: Sarala Mohabharata
- [4] Panchasakhas, Sri Chaitanya and Bhakti Movement in Odisha

Unit-III: Political and Economic structure in Medieval Odisha:

- [1] Mughal Administration
- [2] Maratha Administration
- [3] Impact on Odisha's Socio-Economic Condition

Unit-IV: Colonialism in Odisha:

- [1] The Early British Administration: Its Socio-economic impact
- [2] The Odia Identity Movement
- [3] Freedom Struggle in Odisha

Unit-V: Socio-cultural Changes in Modern Odisha:

- [1] Development of Modern Education
- [2] Social Reform Movements in Odisha
- [3] Modern Odia Literature: Radhanath Roy, Phakir Mohan Senapati and Gangadhar Meher

Reading List:

- A. Easchman et al (eds) The Cult of Jagannath and Regional Tradition of Orissa, Manohar, New Delhi, 1978.
- A. K. Mishra, Intellectual Tradition of Orissa, Bhubaneswar, 2006.
- , The Raj, Nationalists and Reforms, Bhubaneswar, 2007.
-, Indian Culture, Science and Technology (with special emphasis on Odisha), 2011.
- B.C. Ray, Orissa under the Mughals
- , Orissa under the Marahatas
- , Foundation of British Orissa
- B.K. Mallik, Medieval Orissa: Literature, Society, Economy, Bhubaneswar, 1996
- , Paradigms of Dissent and Protest: Social Movements in Eastern India (1400-1700 AD Manahar, New Delhi, 2004.

J. Dora, Sakta Monuments of Orissa, A Study of Art, Architecture and Iconography, New Delhi, 2010.
 K.C. Mishra, The Cult Jagannath.
 M.N. Das (ed) Sidelights on History and Culture of Orissa, Vidyapuri
 M. A. Haq, Muslim Administration in Orissa
 A.C. Pradhan, A Study of History of Orissa, Bhubaneswar, Panchsheel
 K.C. Panigrahi, History of Orissa, Cuttack, Kitab Mahal, First edition, 1981
 Chittaranjan Das, A Glimpse into Oriya Literature, Orissa Sahitya Akademi, Bhubaneswar, 1962
 K.B. Tripathi, The Evolution of Oriya Language and Script, Utkal University, Bhubaneswar
 K.C. Panigrahi, Sarala Dasa, Sahitya Akademi, New Delhi, 1975 Khageswar Mahapatra, (ed), Charyagitika

(2) FREEDOM MOVEMENT IN INDIA

Unit-I: Growth of National Consciousness in 19th century:

- [1] Socio-Economic impact of British Rule
- [2] Role of Press and Journalism
- [3] Formation of Political associations prior to 1885

Unit-II: Nationalism: Trends up to 1919:

- [1] Formation of Indian National Congress: Its ideology and Performance
- [2] Moderates and Extremists
- [3] Swadeshi Movement and its impact

Unit-III: Gandhian nationalism after 1919: Ideas and Movements:

- [1] Mahatma Gandhi: Perspectives and Methods
- [2] Non- Cooperation, Civil Disobedience, Quit India Movements
- [3] Indian National Army (INA) and Subash Chandra Bose

Unit-IV: Communalism and Partition:

- [1] Ideologies and practices: Hindu Mahasabha, Muslim League
- [2] Partition and Independence

Unit-V: Emergence of a New Nation:

- [1] Making of the Constitution
- [2] Integration of Princely States
- [3] Land Reforms and beginnings of Planning

Reading List:

Judith Brown, Gandhi's rise to Power, 1915-22.
 Paul Brass, The Politics of India Since Independence, OUP, 1990.
 Bipan Chandra, Nationalism and Colonialism in Modern India, 1979.
 Bipan Chandra, Rise and Growth of Economic Nationalism in India.
 Mohandas K. Gandhi, An Autobiography or The Story of My Experiments with Truth.
 Ranajit Guha, ed., A Subaltern Studies Reader.
 Peter Hardy, Muslims of British India.
 Mushirul Hasan, ed., India's Partition, Oxford in India Readings.
 D.A. Low, ed., Congress and the Raj.
 John R. McLane, Indian Nationalism and the Early Congress.
 Jawaharlal Nehru, An Autobiography.
 Gyanendra Pandey, The Construction of Communalism in colonial north India.
 Sumit Sarkar, Modern India, 1885-1947. Anil

Seal, Emergence of Indian Nationalism.
 Ram Lakhan Shukla (ed.), Adhunik Bharat ka Itihas.
 Eleanor Zelliot, From Untouchable to Dalit: Essays on the Ambedkar Movement.
 Judith Brown, Gandhi: (et al) A Prisoner of Hope.
 Bipan Chandra, Communalism in Modern India, 2nd ed., 1987. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggles for Independence.
 A.R. Desai, Social Background of Indian Nationalism.
 A.R. Desai, Peasant Struggles in India.
 Francine Frankel, India's Political Economy, 1947-77. Ranajit Guha, and G.C. Spivak, eds. Select Subaltern Studies.
 Charles Heimsath, Indian Nationalism and Hindu Social Reform.
 F. Hutchins, Illusion of Permanence.
 F. Hutchins, Spontaneous Revolution.
 V.C. Joshi (ed.), Rammohan Roy and the process of Modernization in India.
 J.Krishnamurti, Women in Colonial India

(3) MAKING OF CONTEMPORARY INDIA

Unit-I: Towards Independence and Emergence of the New State :

Government of India Act 1935; Working of the GOI Act; Negotiations for Independence

and Popular Movements; Partition: Riots and Rehabilitation

Unit-II: Making of the Republic -The Constituent Assembly:

Drafting of the Constitution, Integration of Princely States

Unit-III: Indian Democracy at Work c1950- 1970s:

Language, Region, Caste and Religion; Electoral Politics and the Changing Party System;

Regional Experiences, India and the World (Non Aligned Movement)

Unit-IV: Economy c 1950-1970s:

The Land Question, Planning and Economy, Industry and Labour

Unit-V: Society and Culture c 1950-1970s:

The Women's Question: Movements and Legislation

Cultural Trends: Education, Institutions and Ideas, Science, Literature, Media, Arts

Reading List:

Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP, 2011

Francine Frankel, India's Political Economy, 1947-2004, New Delhi: Oxford University Press, 2006.

Paul Brass, The Politics of India Since Independence, Cambridge: Cambridge University Press, 1994.

Ram Chandra Guha, India after Gandhi: The History of the World's Largest Democracy, New Delhi: Picador, 2007

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Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67,
Cambridge: Cambridge University Press, 2007.
Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004

(4) ISSUES IN THE CONTEMPORARY WORLD

Unit-I: Colonialism and Nationalism: Social Transformation after the Second World War; United Nations and UNESCO; NAM, Cold War: the character of Communist States

Unit-II: Perspectives on Development and

Underdevelopment: Globalization and Liberalization--Impact

Unit-III: Social Movements in the North and the South:

Feminist & Human Rights issues

Unit-IV: Ecological Movements: Recent Issues and Developments

Unit-V: Modernity and Cultural Transformation: Emerging trends in Culture, Media and

Consumption

Reading List:

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SYLLABUS FOR B.A. (HONORS) ODIA UNDER CHOICE
BASED CREDIT SYSTEM OF UTKAL
UNIVERSITY, BHUBANESWAR

\IZûajđK aûxZûcìkK _ûVýKâc

Ability Enhancement Compulsory Course (AECC)

û~ûMûù~ûMcìkK cûZébûhû-IWÿò@û

MIL Communications-Odia

@ûiÚûcìfýûu-2, ùcûU ùgâYú _ûV\û^ ^òNđ-20, ùMûUòG ùgâYú

_ûV\û^e (_òeòdWp)

icd @a]ô-1Nû, _ûVýKâc-2, _ì%điđLýû-50

(Credits-2, total classes-20, one period-1 hours, course-II, Full Marks-50)

* _ûVýKâc bïcòKû (_òâdû'f):

Gjò _ûVýLiWÿûUò _i' I @ûiÚûbòđK (CBCS / iòàòìòGip) _ûVý _âYûkú
@^êiûùe _âÊêZ ùjûAQòö aòbò^Û Éeùe @ûagýK @^êiûùe iciûcdòK
_eòìÚòZòKê ù^A búaaò^òcd I _ûeÆeòK ù~ûMûù~ûM iÚû^ Kò_eò
IWÿò@û búhûùe ijRùe, iekùe I @û^'ùe ùjûA_ûeòà- G \òM _âZò
G[òùe xû^ \ò@û~ûAQòö IWÿò@û búhû I iûjòZýe i\ýZc _âûùdûMòK
mû^e aòKûg ^òcòđ +3 Éeúd aò\ýû[đúuê Gòj _ûVýKâc LiWÿûUò
iûjû~ý Keòàö ùi[ô_ûAñ _âPkòZ aòKûg ^òcòđ +3 Éeúd aò\ýû[đúuê Gjò
_ûVýKâc LiWÿûUò iûjû~ý Keòàö ùi[ô_ûAñ _âPkòZ búhûe
ùà÷dûKeYòK, ayûajûeòK I _âûùdûMòK \òM _âZò G[òùe xû^
\ò@û~ûAQòö G[òùe iòû~ûM _âKòâdûee @^êaò]ô, ù~ûMûù~ûMe Z[ý
I Zđß _âZò MéeêZß \ò@û~ûAQòö Gjû aò\ýû[ôđu búaaò^òcdûcòK \IZû
aéjòùe ijû~ý Keòàö ùicûù^ gêj I _eòz^Û búauè ù~ûKøYìò _âKûe mû^e
iìP^û Z[ý I iòjû«Kê ùcûLòK I fòLòZ Éeùe ijRùe _âKûg Keò_ûeòà Gaõ
ùicû^u cûZébûhûe aòKûg NUò_ûeòàö

G[òùe _ûVý-1 / _ûVý-2 / _ûVý-3 / _ûVý-4 / _ûVý-5 / _ûVý-6 / _ûVý-
7 Gjò_eò iûZùMûUò Z[ý, iìP^û I @û«aòđ\ýûcìkK iòû~ûM _ûV ejòQòö
aò\ýû[đú ùicû^u eêPò I cêq _i' @^êiûùe ù~ ùKøYìò \êAUòKê aûQò
ù^A_ûeòàö _â[c Zòù^ûUòeê ùMûUòG _â[c _~đýûde (1c ùicòÁûe) I
ùgh PûùeûUòeê ùMûUòG \ßòZúd _~đýûd (2d ùicòÁûe) _ûAñ

aûQòùäö

cìfýûu^ aòbûR^ _iZò :

- (K) _ûVe _âùZýK GKKeê (dê^òUþ) ùMûUòG ùMûUòG Keò ùcûU 4Uò
\\úNđ_âgÛ _Wÿòäö 600eê 700 g± cæùe 2Uòe C?e ù\\aûKê ùjaö
(2"12=24)
- (L) _ûVe _âùZýK GKKeê 4Uò iöìlò^ _âgÛ _Wÿòäö 2Uòe C?e 200eê 300 g±
cæùe ù\\aûKê ùja (2"8=16)
- (M) _ûVe _âùZýK GKKeê 2Uò ùfLûG 8Uò @Zò iöìlò^ _âgÛ @ûiòäö aò\\ýû[đú
ùMûUòG aûKýùe 5Uòe C?e ù\\ùäö (2"5=10)
ùcûU ^'e / cìfýûu - 50ö

iaòùgh _ûVý

ù~ûMûù~ûMcìkK cûZébûhû-IWÿò@û (AECC)

ù~ùKøYìò 2Uò _ûV aûQ

Elective-Any Two

_â[c _~đýûd / 1st SEMESTER

ûVý-1 / Course-3: aòmû ^ Kkû I bûhû-iûjòZý

1c GKK : aòmû_ ^e _eòbûhû, _eòie, _âKû~đý

2d GKK : aòmû_ ^e KkûcôK Cùÿgý

3d GKK : aòmû_ ^e _âKûe I _âÉêZò

4[đ GKK : ùfûK iö_Kđ-aòmû_ ^ I aòmû_ ^e bûhû

5c GKK : aòmû_ ^ Kkû I iûjòZý

iöaû\\, bûhû I iûjòZý

_ûVý-2 / Course-5

1. íû\\e _eòbûhû I _eòie

2. íû\\e _âKûe I C_ù~ûMòZû

3. MYcûxc]cđú iöaû\\ _âÉêZò

4. eì_KûcôK `òPe É,eP^û, iµû\\Kúd

5. iöaû\\ I iûjòZý, íû\\e bûhû

gévkuùK÷!òâK Azû]ú^ _ûV-IWÿò@û

(ù~ùKøYìò 4Uò aûQòaûKê ùja)

DISCIPLINE SPECIFIC (CENTRIC) ELECTIVE-ODIA (ANY FOUR)

- * ahðûjð _~ðýûd - 5c I 6Â (Semester-V, VI)
- * ahðûj _~ðýûd-5c (Semester-V) _â[c I \ßòZúd _Zâ100+100=200 ^'e
- * ahðûj _~ðýûd-6Â (Semester-VI) Zézúd _Zâ
20 ^'e @û«ü _eúlû / 80 ^'e cêLý _eúlû) 100 ^'e
- * PZê[ð _Zâ - _âKì _âÉêZò (hÂ _~ðýûd / Semester-VI
(75 ^'e _âKì ùfLû + 25 ^'e iûlûZKûe) 100 ^'e
ùcûU 400 ^'e
- * ùcûU @ûiÚûcìfýûu (Total Credits) 6 " 4 = 24
- * cìfýûu I _âgÛ _Zâ aòbûR^ ^òdc : _â[c Zòù^ûUò _Zâ _âùZýK 100 ^'e
aògòÁö 80 ^'e cêLý _eúlû I 20 ^'e @û«ü _eúlûö @û«ü _eúlûùe 20 ^'e
_âgÛ @Zò iöìlò`cìkK ùjaû CPòZpö G cêLý _eúlû 80 ^'e Gjûe aòbûR^
^òdc ùjCQò-
- (K) _âùZýK _Zâe _âùZýK (5Uò~ûK) GKKeê ùMûUòG ùfLûGñ ùcûU 5Uò
_âgÛ _Wòao aò\ýû[ðúuê _i| @^êiûùe 600 eê 700 g±ùe 3Uò _âgÛe
C?e ù\auKê ùjaö ùcûU cìfýûu- 3 " 12=36ö
- (L) _âùZýK _Zâe _âùZýK (5Uò~ûK) GKKeê iöìlò` ùaû]mû^cìkK 5Uò _âgÛ
_Wòao Zòù^ûUòe C?e 400 g± cæùe ù\auKê ùjaö cìfýûu aòbûR^
3"8=24ö
- (M) _âùZýK _Zâe 5Uò~ûK GKKeê ùcûU 15ùMûUò _âgÛ @ûiòao 10Uò
_âgÛe iöìlò` C?e 50Uò g± @[aû 2Uò aûKý cæùe ù\auKê ùjaö 10 "2=20ö
- * bìcòKû (_òdû'f) : Gjò _ûVýKâcUò aò\ýû[ðúcu^uê IWÿògûe iûöÄéZòK,
iûcûRòK I eûR^úZòK AZòjûie aòa?ð^ aòhdùe mû^ @ûjeY _ûAñ
iêù~ûM ù\ao IWÿò@û iûjòZýùe icûR I iöÄéZòe _âZò`k^, iûjòZýZ?ß,
iRð^gúkZû, bûhòK gévkû, iûjòZýe aòaò]Zû, iûjòZý g±ùKûh, fòL^ ùKøgk,
ùKûhMâ^Úû\ò iµû\^û I _âPkòZ bûhûe ayûKeY, Kûö_êUeòK ùKøgk
aò\ýû gòIY AZýû\ò \òMKê æû^ \ò@û~ûA G _ûVýKâcUò _âÉêZ
ùjûAQòö
Gjò _ûVýKâcùe ùcûU 13ùMûUò _ûV @Qòö aò\ýû[ðú ^òÿòðÁ gévkûe
aò\ýû bûaùe ù~ùKøYìò PûùeûUò _ûVKê aûQò_ùeòuaö G[ôcæeê
ùMûUòG _ûVKê @û]ûe Keò Zû' ijòZ @^ý aò\ýûKê iöù~ûM Keò hÂ

_~đýûd (ùicòÁe-6) _eúlû ùakKê _âKì Kû~đýUòG ùfLò 50 _éÂû cxùe
 _âÉêZ Keòâu ùjuaö _âKìUò 4[đ _Zâ bûaùe aòuaPòZ ùjaö
 aòùgh \âÁáy : _â[c \êAUò _Zâ 1eê 8 iõLýK _ûVeê aQû~òaa ZéZúd _Zâ 9eê
 iõLýK _ûVeê aQû~òaa

iaòùgh _ûVýKâc

ùcûU 13 ùMûUò _ûV: 4Uò aûQòua

_Zâ iõLýû- 4

_âùZýK _Zâ- 100^'e (20 ^'e @û«ü _eúlû + 80^'e @«òc cêLý _eúlû)

@ûiÚû - cìfýûu = 6"4 = 24

_âùZýK _Zâ _ûAñ 40Uò _òeòdWp, _âZò _òeòdWp - 1N?û

ahđûiđ _~đýûd- 5/6 (ùicòÁe)

_ûVý-1: IWÿògûe iûđĂéZòK AZòjûi I IWÿò@û iûjòZý (@ûiÚûcìfýûu 4+2=6)

1c GKK: IWÿògûe iõlò̄ AZòjûi I IWâ RûZòe HZòjý Gaö ùa÷gòÁýö

2d GKK: IWÿògûe iõĂéZò (iõùl_ùe Kkû, aûYòRý, ice, gâúRM^Üû[iõĂéZò)ö

3d GKK: IWÿògûe aòbò^Ü lcđe aòKûg I Zûle iûjòZòýK _âZò`k^ (iûeûõg
 mû^bò?òK)ö

4[đ GKK: ùaøj iõĂéZò I P~đýû_, IWÿògûe iûcûRòK I iûđĂéZòK AZòjûiùe
 ì~đýaõg I IWÿò@û iûjòZýö

5c GKK: IWÿò@û iûjòZýùe Mûşòaa\ú Pò«û]ûeûö

_ûVý-2: iûjòZý Z?ß I iûjòZý _eòbûhû

1c GKK: eúzò, iòjû« ùeûcû?òK Pò«û]ûeû, aòNU^aû\ (_âûPý-_û½ûZý
 aòPûeùe)

2d GKK: iRđ^gúkZû (_âûPý-_û½ûZý \éÁòbwúùe)

3d GKK: \kòZ iûjòZý I Zêk^ûcôK iûjòZý(_eòbûhû I C_ù~ûMòZû)

4[đ GKK: @ûbûi Mì, @Yê _ZâòKû, PòZâKì, c^Éû?òK C_^ýûi, cêq]ûeûe
 ^ûUK, _âûùdûMòK icûùfûP^ûö

5c GKK: @bò]û^ _âÉêZòKkû I @xd^/iûjòZý g±ùKûh MV^ aò]ôö

_ûVý-3: K[ûiûjòZý @xd^

1c GKK: @ia%ođ(\kòZ C_^ýûi)- aòbìZò _...^ûdK

2d GKK: céZêý egàò (ùà÷mû^òK C_^ýûi)-ùMûKêkû^! cjû_ûZâ
 3d GKK: \lòYûađđ (_âûùdûMòK C_^ýûi)- gû«^ê Kêcûe @ûPû~đý
 4[đ GKK: ceûke céZêý (_â[c 3Uò Mì)- iêue! â cjû«ò
 5c GKK: lê\âmì @đd^ (Mì gZû±úe)- iõKk^ ù\áú _âi^Ü _...^ûdK, iõMc
 _aæòùKg^, aâjà_êe
 _ûVý Mì: cgûYòe `êf- iyò\û^! eûCZeûd
 Wòcòeò`êf- @Lôk ùcûj^ _...^ûdK
 cêLû- Ké¾ _âiû\ cògâ
 e^ôûKe- eaò _...^ûdK

_ûVý-4: ^ûUK I GKûuòKû @đd^ DSE III

1c GKK: @bò~û^ - KûkúPeY _...^ûdK
 2d GKK: aû^_âiÚ- aòRd cògâ
 3d GKK: aòZKđòZ @_eûjÜ- cù^ûeõR^ \ûi
 4[đ GKK: @[P PûYKý- e^ôKûe PA^ò
 5c GKK: GKûuòZû:
 _ûV: @kò_êeùe ^òùKûfûi- ùMû_ûk ùQûUeûd
 _âùag _âiÚû^ - aògßRòZp \ûi
 eûÉû ^ûjó- ^úkû\âò bìhY jeòP! ^

_ûVý-5: IWÿò@û Kûaý-KaòZû @đd^ DSE I

1c GKK: M\û_ađ- iûekû \ûi
 2d GKK: ù_âciê]û^ò]ô (1c I 14g Qû!)- Cù_! â b-
 3d GKK: _gê_lúe Kûaý (_â[c Zòù^ûUò Mû[ûKaòZû)- eû]ûùcûj^ MWÿ^ûdK
 4[đ GKK: _âûPú^ cæKûkú^ KaòZû- _âûPú iûjòZý _âZòÂû^, KUK
 _ûVý KaòZû: bâce PòUûC- \ú^aşê eûRjeòP! ^
 c^ùaû] PCZògû- bqPeY \ûi
 aûecûiú ùKûAfò- gue \ûi
 PKû^d^ ùj- cû]aú \ûiú
 5c GKK: @û]ê^òK KaòZû- KaòZû Pd^/iµû\^û- C}k aògßaò\ýûkd
 _ûVý KaòZû: KđêKòe bûa^û- eû]û^û[eûd
 a! úúe iûõæ @^êPò«û- ùMû_aşê \ûg
 ~ûZâû iwúZ- ùa÷KêY× ^û[_...^ûdK
 _âbûZ @aKûg- ^! Kòùgûe ak

icê\â I cêñ- ùiøbûMý Kêcûe cògâ

_ûVý-6/M\ý iûjòZý @xd^

1c GKK: cû\kû _û-ò- ~ûZò ùKgeú I @^wbúc ù\â- _âûPú^ M\ý _\ýû\gð-
IWÿògû iûjòZý GKûùWcú

2d GKK: IWÿò@û ecýeP^û

_ûVý _âiw: aUê@û- ùMûaò! Zâò _ûVúd

Az«ò\û,òùK- ùa÷¾a PeY iûcf

bêf- bêaù^gße ùaùjeû

3d GKK: Rúa^iáZò(1-20 _éÂû) ^ûeûdY aúeae iûc«, Mâ^Úc!òe

4[ð GKK: ù\ùgù\ùg (_â[c 3Uò _ûV)- aûeòÁe ùMûaò! \ûi

5c GKK: iRð^gúk _âa§- _âa§ Pd^, C}k aògßaò\ýûkd

_ûVý _âiw: @^« ù_âc- aògß^û[Ke

aògß bûZéZß- e^ôûKe _Zò

icûRaû\ú cû^aòKZû- eû]û^û[e[

Êû]ú^Zûe ^ìZ^ cìfýùâû]- ùMûùfûK aòjûeú]k

_ûVý- 7: IWÿò@û bûhû I aýûajûeòK aýûKeY

1c GKK: IWÿò@û bûhûe ùcøkòK ùa÷gòÁý I HZòjûiòK aòa?ð^

2d GKK: IWÿò@û]ß^ò I a%øðcûkû

3d GKK: IWÿò@û g± aòba (@û?kòK I ù\gR)

4[ð GKK: IWÿò@û g± MV^aò]ô (eì_òcZ?ß/Êeaý-^ iõù~ûM aò]ô/_âZýd
iõù~ûM)

5c GKK: I^ò@û eìXòe MV^ I _âùdûM

_ûVý-8: iûjòZý fòL^ Kkû DSE II

1c GKK: _âa§ fòL^ Kkû

2d GKK: KaòZû fòL^ Kkû

3d GKK: ^ûUK eP^û I c? C_iÚû _^ Kkû

4[ð GKK: lê\âMì eP^û Kkû

5c GKK: ù~ùKøYiò KaòZûe _âùdûMòK @ûùfûP^û

(_ûV\û^ icdùe gòlKcûù^ ù~ùKøYiò 3Uò KaòZû ^cê^û eìù_ C_iÚû _^ Keò
ùfLK I ùfLûe ^ûc ^ù\A aò\ýû[ðú ^òùR ZûjûKê Kò_eò aêSò _âùdûMòK
\òMeê aýûLýû KeêQ«ò ZûjûKê ^òeì_Y Keòùaö _âùdûMòK icûùfûP^û

_jZòKê G ùlZâùe @^êieY Keû~òäö)

_ûVý-9: **IWÿò@û bûhûe Kõ_êýUeòK aýajûe**

1c GKK: Kõ_êUee _eòbûhû I C_ù~ûMòZû

2d GKK: ì`Uþ ùlßdûee I jûWðùlßdûe Kõ_êUe- _âKû~ðý

3d GKK: IWÿò@û bûhûe Kõ_êýUeúKeY- IWÿò@û `âðUip, Kò-ùâûWð,
Kõ_êýUeòK g± _âKâòdû, a^û^ I aýûKeY ~ûðPK _âKòâdû

4[ð GKK: IWÿò@ûùe AðUeù^U aýajûee aòàò] \òM

5c GKK : IWÿò@û iûcûRòK ùlßapiûAUþip

_ûVý-10 / Course-10 : **IWÿò@û ùfûKiûjòZý** DSC-III

1c GKK : ùfûKaò\ýû I ùfûKiûjòZý (iõmû, Êeì_, _eòie)

2d GKK : IWÿò@û ùfûKMúz

3d GKK : IWÿò@û ùfûKKûjûYú I R^gîZò

4[ð GKK : IWÿò@û ùfûK ^ûUK

5c GKK : _âaû\, _âaP^, ^ñû\ò@û, eêXÿò, ùfûKûPûeúd (gKê^ aògßûi)

_ûVý-11 / Course-11 : **IWÿò@û iûjòZýe AZòjûi**

1c GKK : IWÿò@û iûjòZýee AZòjûi (AZòjûi I iûjòZýe AZòjûi, IWÿò@û iûjòZýe
AZòjûi eP^û]ûeû, ~êM aòbûMúKeY)

2d GKK : IWÿò@û @^êaû\ iûjòZýe AZòjûi

3d GKK : IWÿò@û _âa§ iûjòZýe AZòjûi

4[ð GKK : IWÿò@û _\ý iûjòZýe AZòjûi

5c GKK : IWÿò@û K[ûiûjòZý I ^ûUý iûjòZýe AZòjûi

_ûVý-12 / Course-12 : **gûÈúd IWÿò@û bûhûe @û`òìòK _âùdûM**

1c GKK : bûhû-eûRbûhû, _âgûi^òK bûhû Gað IWÿò@û bûhûe eûRbûhû
bûaùe _âPkòZ ùjaûe AZòjûi, gûÈúd bûhû bûaùe IWÿò@û bûhûe
ùa÷gòÁýö

2d GKK : ^[úKeY _âKòâdûö

3d GKK : ieKûeú _Zâ, @û`òìòK aýqòMZ _Zâ, aûYòRòýK _Zâ, ùNûhYû _Zâö

4[ð GKK : @]ôiìP^û, aòm`ò, mû_^ I mû_^úd, aòaeYú fòL^, _âgûi^òK
g±ùKûhe bìcòKûö

5c GKK : PòVû, LiWÿû, \fòfp _âÉêZúKeY, ùa÷VKú _âÉûa I @^êùcû\^

_âKòâdûö

ijûdK Mâ^ÚîPú

1. _âûPú^ ù_û[ô gêi iô_û\^û _jZò I @^êaû\ ùKøgk-...^ûdK, @ûgêùZûh, bêaù^gße
2. fò_òe KµêUe gòlû - _eòWû eùcg P!â, aò\ýû_êeú, KUK
3. ùcøkòK KµêUe gòlû - cògâ ù\âKû«, ù`âŠip _aägđip, KUK
4. IWÿò@û _âa§ iûjòZýe AZòjûi - Ke aûCeúa§ê, ù`âŠip _aäògđip, KUK
5. K[û iûjòZýe Kkû I KûeòMeú - \ûi KòùgûeúPeY, AÁ%õ ùcWò@û, bêaù^gße
6. IWÿògûe iûöÄéZòK AZòjûi - cògâ _âuaû] Kêcûe, aò\ýû_êeú
7. IWÿò@û iûjòZýe @û\ò_ađ - cjû«ò iêùe!â
8. IWÿò@û iûjòZýe AZòjûi - _...^ûdK _VûYò, ^ûf!û
9. IWÿò@û iûjòZýùKûh - aògßûk aõgú]e, jòcûõgê _âKûg^, KUK
10. Rúa^ú iûjòZý ùK @æd^ - IWÿògû eûRý _ûVý _êÉK _âYd^ I _âKûg^ iõiÚû, bêaù^gße
11. _âûùdûMòK IWÿò@û bûhû - IWÿògû eûRý _ûVý _êÉK _âYd^ I _âKûg^ iõiÚû, bêaù^gße
12. IWÿò@û iûjòZýe iûcûRòK iûöÄéZòK AZòjûi - \ûi PòZeõR^, IWÿògû eûRý _ûVý _êÉK _âYd^ I _âKûg^ iõiÚû, bêaù^gße
13. aòcgđ aòMâj - Zòâ_ûVú iù«ûh, ù`âŠip _aäògđi, KUK
14. iûjòZýe îPú_Zâ - _...^ûdK aòbìZò, ^ûf!û, KUK
15. IWÿò@û a%õđcûkû - UòKûdZ, ùK÷kûi P!â, _êeú
16. iûjòZýe Wûk_Zâ - iûcf ùa÷¾a PeY
17. iûjòZýe eì_ùeL - jeòP!^ ^úku\òâ bìhY
18. _âPkòZ IWÿò@û bûhûe aýûKeY - cjû_ûZâ aòRd _âiû\, aò\ýû_êeú
19. iõù~ûM @^êaò]ô - Zòâ_ûVú iù«ûh, ^ûf!û, KUK

UTKAL UNIVERSITY

CBCS : BA (Hons.) 2015-16

C}k aògßaò\ýûkd

_i! I @ûiÚûbòZòK _ûVýLiWÿû : iÛûZK (IWÿò@û i'û^) 2015-16

_â]û^ _ûVýûõg- Core Course

ùcûU _Zâ iõLýû-14

_âùZýK _Zâ - 100 cìfýûu aògòÁ (20 ^'e cjûaò\ýûkd Éeúd @û«ü _~đýûd _eúlû +k 80 aògßaò\ýûkd Éeúd cû^K @«òc _eúlû)

- i'û^ : RùY iÛûZK - i'û^e (@^iđ) aò\ýû[đú - ùcûUþ 1400 ^'ee _eúlû ù\ùaö
- (K) @Zò Kcpùe (ùcûUþ) 50Uò Kû~đý ^òNđđU (_òeòdWþ)ùe ùMûUòG _Zâe _ûV\û^ ùgh ùjaö ùMûUòG Kû~đý ^òNđđU aû _òeòdWþ-60 cò^òUþ aû 1 NđUû)
- (L) _âùZýK _Zâ 5ùMûUò dê^òUþ / GKK / C_ûõgùe aòbq ùjûAQòö
- (M) _âùZýK _Zâ 6 @ûiÚûbòZòK Kû~đý ^òNđđ (4+2 ùKâWòUþ) _ûAùaö ùMûUòG @ûiÚûbòZòK Kû~đý ^òNđđUe cjZß ùjCQò- 10 _òeòdWþ ijòZ icû^ö
- ùcûU 14 ùMûUò i'û^ _Zâe @ûiÚûcìfýûu (ùKâWòUþ) ùjCQò - 14 " 6 (4+2)= 84ö G[ôcxeê 14 " 4 = 56 ZûZßòK _ûV (Theory) Gaö 14 " 2 = 28 ÊKúd ùgâYú ùaû]K _ûV (Tutorial) ijòZ RWòZö
- (N) _eúlû _~đýûdKâc (Semester) I _âÉûaòZ _ûV ù~ûR^û :
- (O) aò\ýû[đú cû^u Êû]ú^ cêq ùc]ûaéZò _eúlû _ûAñ ùicû^u _i| I ùaû]mû^cìkK \úNđ iöìò^, @Zò iöìò^ _eúlû ^òcù« C_iÚû_ ^û Keû~òäö
- (P) ^'e / cìkýûu aòbûR^ _jZò :
1. _âùZýK _â]û^ _ûVýûõg aû _âùZýK _Zâ - 100 ^'e aògòÁ
 2. cjûaò\ýûkdÉeúd @û«ü_eúlû - 20 ^'e
aògßaò\ýûkdÉeúd cêLý @û«ü_eúlû - 80 ^'e
 3. aògßaò\ýûkdÉeúd cêLý _eúlûùe ^òcÜcùZ _âgÜ _Wÿòà:
- (K) _âùZýK _Zâe _âùZýK GKKeê 5Uò \úNđ _âgÜ _Wÿòàö aò\ýû[đú 3Uò _âgÜe Cûe 600 eê 700Uò g± cæùe ù\ùaö (3"12=36 ^'e)
- (L) _âùZýK _Zâe _âùZýK GKKeê 5Uò iöìò^ _âgÜ _Wÿòàö aò\ýû[đú 3Uò _âgÜe CZe 300 g± cæùe ù\ùaö (3"8=24)
- (M) ùcûU 5ùMûUò iöìò^ _âgÜ _âùZýK GKKeê @û]ûe Keò _Wÿòàö 3Uò _âgÜe CZe aò\ýû[đú 50 g± cæùe ù\ùaö (3"5=15)
- (N) 8Uò @Zò iöìò^ _âgÜ _Wÿòàö aò\ýû[đú 5Uòe CZe ùMûUòG g±ùe @[aû ùMûUòG aûKýùe ù\ùaö (5"1=5)

_ûV bìcòKû (_òâd'k)

iÛûZK ùgâYúùe IWÿò@û bûhû I iûjòZý í'súd _ûV\û^ ^òcù« Gjò _ûVýKâce LiWÿûUò _âÉêZ ùjûAQòö Gjûe _âÉêZò ùlZâùe aògßaò\ýûkd @ûùdûMu _âûùdûRòZ " _i| I @ûiÚûbòZòK ^ìZ^ _ûVýaò^ýûi _jZò"Kê MâjY Keû~ûûAQòö Gjò _ûVýLiWÿûUò i\ýZc bûhû iûjòZý í'súd mû^

aýaiÚû I Pk«ú icdùe C_ù~ûMòZûKê Pûjó _âÉêZ ùjûAQòö \êAgj ahðe
 IWÿò@û bûhûe Cù^àh, aòKûg]ûeû ijòZ Gjûe iûõ_âZòK iUòZò,
 aýûKeYbòZòK I bûhûZûZßòK ùa÷gòÁý iõ_Kðùe aò\ýû[ðúcû^ue iaòùgh
]ûeYû Gjò _ûVýKâceê còkò_ûeêQòö G[ôijòZ IWÿò@û bûhûe fòLòZ
 IWÿò@û iûjòZýe _âûd 1200 ahðe iûjòZòýK aòKûg]ûeû aòhdùe
 aò\ýû[ðúcû^ue]ûeYû ^ò½òZ iKûeûcòK ùjûA_ûeòa G[ô_âZò xû^
 \ò@û~ûAQòö IWÿò@û iûjòZýe aýûajûeòK _âùdûR^ I cjZß _âZò xû^
 G[òùe \ò@û~ûAQòö IWÿò@û iûjòZýe aòàò] iûjòZòýK _âûeì_, aòbò^Ü
 icde iûjòZý-]ûeû I aògòÁ iûjòZý-ùfLKû cìk_ûV ijòZ aò\ýû[ðúuê
 ù~ûWÿòù\âuùe _ûVýLiWÿûUò i`k ùjCQòö IWÿò@û bûhû I iûjòZýKê
 iaðbûeZúd bûhû iûjòZý ijòZ ù~ûWÿò ù\âuKê I @û«RðûZúd iûjòZý
 aò\ýû @^êKìk Keò aòPûe KeòâuKê Gjò LiWÿûUò aò\ýû[ðúu C_ù~ûMú
 ùjûA_ûeêQòö LiWÿûUòKê ùcûU 14ùMûUò _Zâùe I _âùZýK _ZâKê 5Uò
 ùfLûGñ GKK aû C_ûõgùe aòbq Keû~ûAQòö
 aòùgh \âÁáy : +3 i¹û^ (@^ið) ùgâYú ^òcòZ _âÉêZ Gjò _ûVýKâce 14ùMûUò
 _ûV / _Zâeê ùgh \êAUòKê KûUò\ò@û~ûA iû]ûeY +3 Azû]ú^ (B.A
 Programme) ùgâYú _ûAñ _â]û^ _ûVýûõg eìù_ _âPk^ Keû~òàö @^êeì_
 bûaùe Cbùd SEC / DSE icû^ bûaùe @^ý i¹û^ I Azû]ú^ (B.A. Honours /
 Pass) aò\ýû[ðú _â\Z _ûVýKâc @^êiûùe @û«ügévkû aò\ýZû bûaùe
 aûQò_ûeòùao

iaòùgh _ûVýKâc (Detail Syllabus)

_â[c _~ðýûd (Semester-1)

cìk _ûV : **IWÿò@û iûjòZýe AZòjûi**

_â]û^ _ûVýûõg-1 (Core Course-1): **IWÿò@û iûjòZýe AZòjûi** (i`ceê ùhûWÿg
 gZû±ú _~ðý«)

1c GKK / dê^òUþ-1 : _âûKþ-iûekû iûjòZý (P~ðýûMúz, ^û[iûjòZý)

2d GKK / dê^òUþ-2 : iûekû iûjòZý (iûekû \ûiu eP^ûi,ûe I ùiiaêe iûjòZòýK,
 iûcûRòK I iûõÄéZòK ùa÷gòÁý)

3/ GKK / dê^òUþ-3 : _õPiLû iûjòZýe _éÂbìcò I ùfLK (akeûc RM^Üû[])

4[ð GKK / dê^òUþ-4 : _õPiLû iûjòZýe ùa÷gòÁý

5c GKK / dê^òUþ-5 : _õPiLû iûjòZýe iûcûRòK I iûõÄéZòK @ûùa\^

_â]û^ _ûVýûõg-2 (Core Course-2: **cx~êMúd IWÿò@û iûjòZýe AZòjûi**

- 1c GKK / dê^òUp-1 : cœ~êMúd / IWÿò@û iûjòZýe _éÂbìcò I aòKûg]ûeû
- 2d GKK / dê^òUp-2 : cœ~êMúd / IWÿò@û iûjòZý (@ûLýûdòKû Kûáy, _êeûYgòâZ, ùa÷¾a Kûáy)
- 3d GKK / dê^òUp-3 : cœ~êMúd Kûáyê @ûwòK ùa÷PòZâý (@ûkuûeòKZû, iûwúZòKZû, eúZòùa÷PòZâý)
- 4[đ GKK / dê^òUp-4 : cœ~êMúd Kûáyê @ûcòòK ùa÷PòZâý (eiùPZ^û, aòhdaÊê aò^ýûi, PeòZâPòZâY)
- 5c GKK / dê^òUp-5 : cœ~êMúd MúZòKûáy _eõ_eû (Põ_ì, PC_\\u, PCZògû)

\\BòZúd _~đýûd (Semester-II)

_â]û^ _ûVýûõg-3 (Core Course-3): @û]ê^òK IWÿò@û iûjòZý

ZéZúd _Zâ

- 1c GKK / dê^òUp-1 : @û]ê^òK IWÿò@û iûjòZýe _éÂbìcò I ^aRûMeYe bìcòKû
- 2d GKK / dê^òUp-2 : _âûKp @û]ê^òK Kûke IWÿò@û Kûáy KaòZû I K[ûiûjòZý
- 3d GKK / dê^òUp-3 : IWÿò@û iûjòZýùe izýaû\\u]ûeû
- 4[đ GKK / dê^òUp-4 : IWÿò@û iûjòZýùe iaêR]ûeû
- 5c GKK / dê^òUp-5 : IWÿò@û _âMZòaaû\\u I aûÉaaû\\u iûjòZý]ûeû

_â]û^ _ûVýûõg-4 (Core Course-4): Êû]ú^Zûe IWÿò@û ijòZý

PZê[đ _Zâ

- 1c GKK / dê^òUp-1 : Êû]ú^Zû _eaZđú IWÿò@û KaòZû
- 2d GKK / dê^òUp-2 : Êû]ú^Zû _eaZđú IWÿò@û C_^ýûi I Mì
- 3d GKK / dê^òUp-3 : Êû]ú^Zû _eaZđú IWÿò@û ^ûUK I GKûuòKû
- 4[đ GKK / dê^òUp-4 : Êû]ú^Zû _eaZđú IWÿò@û M\\y iûjòZý (_âa\$ I icûùfûP^û)
- 5c GKK / dê^òUp-5 : Êû]ú^Zû _eaZđú IWÿò@û iûjòZýùe _Zâ_ZòâKû
- _ûVýûõg 1 eê _ûVýûõg 4 ^òcù« ijûdK Mâ^ÚiìPú :
1. IWÿò@û iûjòZýe @û\\ò_ađ I CZe cœ_ađ : cjû«ò iêùe!â, KUK ÁêùWõUip ùÁûe
 2. @û]ê^òK IWÿò@û iûjòZýe AZòjûi : iûc«eûd ^Uae, aûYúba^, bêaù^gße
 3. IWÿò@û iûjòZýe iõlò` _eòPd : @ûPû~đý aé!ûa^, Mâ^Úc!òe, KUK

4. IWÿò@û iûjòZýe AZòjûi : cû^iòõj cûdû]e, Mâ^Úc!òe, KUK
5. IWÿò@û iûjòZýe AZòjûi : Ke aûCeúaſê, ù`âŠip _aäögđip, KUK
6. @û]ê^òK IWÿò@û iûjòZýe aòKûg]ûeû : Zòâ_ûVú iù«ûh Kêcûe, iê!eMWÿ
7. IWÿò@û iûjòZýe AZòjûi : _...^ûdK _VûYò, ^ûk!û, KUK
8. IWÿò@û iûjòZýe AZòjûi : _ûXú ùaYê]e, _âûPú iûjòZý _âZòÂû^, KUK
9. @û]ê^òK Kûaý Ròmûiû, PòZâKì : \ûi \ûge[ô, @Mâ\ìZ, KUK
10. KaòZûe cû^PòZâ : cjû«ò Rû^Kú afäb, ù`âŠip _aäögđip, KUK
11. IWÿò@û iûjòZýe KâcaòKûg : cjû«ò iêue!â, @Mâ\ìZ, KUK
12. @^êaû\ iûjòZýe ZZß I _âùdûM : _â]û^ cû^ûeõR^, IWÿògû aêKp ùÁûe, KUK
13. iûjòZý ìPú_Zâ : _...^ûdK aòbìZò, ^ûf!û, KUK
14. CZe @û]ê^òKZû ZZß I _âùdûM : iõ. gZ_[ú ù\au _âiû\, @Mâ\ìZ, KUK
15. @û]ê^òKaû\ I CZe @û]ê^òKaû\ : e[_â\ú_ Kêcûe, iZý^ûeûdY aêKpùÁûe, KUK
16. IWÿò@û Kûaý ùKøgk : @ûPû~đý iê\gđ^, aâjà_êe
17. K[ûiûjòZýe K[^òKû : IZû aò¾ê_òâdû, _âûPú iûjòZý _âZòÂû^, KUK
18. iûekû cjûbûeZ iéÁòe bìcò_ađ : iûjê C\d^û[, Pò^àd _âKûg^, KUK
19. iaêReê iûõ_âZòK : gZ_[ú ^òZýû^!, Mâ^Úc!òe, KUK
20. IWÿò@û iûjòZýe _âMZòâû\ú]ûeû : gZ_[ú aòRd Kêcûe, IWÿògû aêKp ùÁûe, KUK
21. IWÿò@û C_^ýûi : ùaùjeû Ké¾PeY, RM^Üû[e[, KUK
22. @ûùfûP^û cûkû : cògâ KûjÜëPeY, ù`âŠip _aäögđip, KUK
23. IWÿò@û iûjòZýe AZòjûi : @û\ý _âdûi - cjû«ò _âi^Ü Kêcûe, KUK

ZéZúd _~đýûd (Semester-III)

_â]û^ _ûVýûõg-5 (Core Course-5): **IWÿò@û bûhûe HZòjûiòK aòKûgKâc_õPc_Zâ**

1c GKK / dê^òUp-1 : IWÿò@û bûhûe C_ôZò I KâcaòKûg

2d GKK / dê^òUp-2 : IWÿò@û fò_òe HZòjûiòK aòâZđ^ I fly

3d GKK / dê^òUp-3 : IWÿò@û gòkûùfLe bûhû

4[đ GKK / dê^òUp-4 : P~đýû_ I iûekû iûjòZýe bûhû

5c GKK / dê^òUp-5 : IWÿò@û bûhû ijòZ @^ý bûhûe iµKđ (\âûaòWÿ, @ÁòK, ~ûa^òK, AõeûRú)

_â]û^ _ûVýûõg-6 (Core Course-6): **IWyò@û bûhûe ùcøkòK Êeì_ I fLY**

hÂ _Zâ

1c GKK / dê^òUp-1 : gûÊúd bûhû, IWyò@û bûhûe gûÊúd fLY, IWyò@û bûhûe ùcøkòK I ùa÷gòÁý

2d GKK / dê^òUp-2 : IWyògûe J_bûhòKú bûhûùlZâ I IWyò@û @ûõPkòK bûhû-C_bûhû-ùâûfòö

3d GKK / dê^òUp-3 : IWyò@û cû^K bûhû I K[ôZ bûhû

4[õ GKK / dê^òUp-4 : IWyò@û M\ý bûhûe àòâZõ^

5c GKK / dê^ò~p-5 : IWyò@û g± aòba I Gjûe @[õ ^ò¿Zò cìkK ùa÷gòÁý (@bò]ûcìkK, fLYûcìkK, áý~^ûcìkK)

_â]û^ _ûVýûõg-7 (Core Course-7): **IWyò@û bûhûe _âùdûM I áýûajûeòK áýûKeY**

1c GKK / dê^òUp-1 : IWyò@û iûcûRòK I iûõÄéZòK]ûeûùe iêbûhY I @_bûhY

2d GKK / dê^òUp-2 : IWyò@û iûcûRòK - ùfûKûPûecìkK g± I Zû'e _âùdûM

3d GKK / dê^òUp-3 : @gêi a^û^ I bîfþ fòL^e KûeY I Zû'e gêi ^òeûKeY

4[GKK / dê^òUp-4 : IWyò@û @leZZß I a%õ aòbûR^

5c GKK / dê^òUp-5 : IWyò@û aûKýe MXÿY, _âKûe I _âùdûMPûZêeú, aòeûcPòjÿe áýajûe, cê\âY ZîUò iõùgû]^ _jZò, aòmû_^e bûhû, ùNûhYû Kkû (@ûueòõ@ûUõ) I bûhòK C_ûd

PZê[õ _~õýûd (Semester-IV)

_â]û^ _ûVýûõg-8 (Core Course-8): **(ùfûK]ûeû/IWyò@û bûhûe ùcøLòK _eõ_eû)**

1c GKK / dê^òUp-1: ùfûK iõÄéZò I ùfûKiûjòZý (iõmû, Êeì_, _âKûeùb\)

2d GKK / dê^òUp-2 : IWyò@û ùfûKMúz, Gjûe _âKûeùb\ I ùa÷gòÁý

3d GKK / dê^òUp-3 : IWyò@û ùfûKKûjûYú I R^gîZò

4[õ GKK / dê^òUp-4 : IWyò@û ùfûùKûqò, _âKûeùb\, iûcûRòK-iûõÄéZòK @ûùâ\^

5c GKK / dê^òUp-5 : ùfûK^ûUK

bòZò _ûVýûõg-1 (Core Course-9): **IWÿò@û iûjòZýe Êeì_, ZZß I iûjòZòýK g±**
 1c GKK / dê^òUþ-1 : KaòZû, C_ ^ýûi, @ûcôRúa^ú
 2d GKK / dê^òUþ-2 : @û]ê^òKZû, C_ ^òùagaû\, eiaû\
 3d GKK / dê^òUþ-3 : _âûùdûMòK icúlû, ùg÷kúZûZßòK icúlû
 4[đ GKK / dê^òUþ-4 : Zêk^ûcôK iûjòZýe _eòbûhû I C_ ù~ûMòZû
 5c GKK / dê^òUþ-5 : @^êaû\ZZß I @^êaû\e _âKûeùb\

cìk / _â]û^ _ûVýûõg-10 (Core Course-10): **IWÿò@û iûjòZýe iaòùgh @xđ^**
ùfLKúd _ûV

1c GKK / dê^òUþ-1 : RM^Üû[\ûi, C_ ! â b-
 2d GKK / dê^òUþ-2 : búcùbûA, iyò\û^!
 3d GKK / dê^òUþ-3 : MûlòK gû«^ê Kêcûe @ûPû~đý, J_ ^ýûiòK ùMû_ú^û[
 cjû«ò
 4[đ GKK / dê^òUþ-4 : ^ûUýKûe RMù^àûj^ fûf I eùcg _âiû\ _ûYòMâûjú
 5c GKK / dê^òUþ-5 : _âûaşòK PòZeõR^ \ûi I icûùfûPK ^Uae iûc«eûd

_?c _~đýûd (Semester-V)

cìk / _â]û^ _ûVýûõg-11 (Core Course-11): **IWÿò@û iûjòZýe iaòùgh @xđ^**
Kûaý KaòZû _ûV

1c GKK / dê^òUþ-1 : cjûbûeZ-M\û_ađ (iûekû \ûi)
 2d GKK / dê^òUþ-2 : Kòùgûûe P! âû^^ Põ_ì (K-N @^ê_âûi)- Kaòì~đý akù\ae[
 3d GKK / dê^òUþ-3 : PòfòKû-eû]û^û[
 4[đ GKK / dê^òUþ-4 : _âûPú^ cæKûkú^ IWÿò@û KaòZû, _âûPú iûjòZý
 _âZòÂû^, KUK
 * gâúeûc ùKûAfò-akeûc \ûi
 * cjûaûjê - a^cûkò
 * @û\ý cûMđgúe - @PêýZû^! \ûi
 * c^ùaû] PCZògû - bqPeY
 5c GKK / dê^òUþ-5 : @û]ê^òK IWÿò@û KaòZû - iõ_û\^û iÜûZùKûZe gòlû
 _eòh\, C}k aògßaò\ýûkd, iê]û _âKûg^ú, KUK
 * @céZcd- Mwû]e ùcùje
 * ^cÄûe - cûdû]e cû^iòõj
 * Mûşûeúe @ûgúađû\ - Kûkò! úPeY _ûYòMâûjú

* IWÿògû - iúZûKû« cjû_ûZâ

* bd - ecûKû« e[

cik / _â]û^ _ûVýûõg-12 (Core Course-12): **IWÿò@û iûjòZý @xd^ - K[ûiûjòZý / ^ûUýiûjòZý**

1c GKK / dê^òUp-1 : @ûKûge Aiûeû (C_ ^ýûi)- cù^ûR \ûi

2d GKK / dê^òUp-2 : @cûaûiýûe P! â (C_ ^ýûi) - ùMûaò! iû

3d GKK / dê^òUp-3 : lê\âMì

_ûVýMì : * eûšò_ê@ @^«û - `Kúeùcûj^

* ^úkcûÁâûYú-ùMû\ûaeúg cjû_ûZâ

* gâúKé¾u ùgh jûi - iêùe! â cjû«ò

* ùcûl - _âZòbû eûd

4[đ GKK / dê^òUp-4 : cwk @cwk aòkß cwk (^ûUK) - aòRd Kêcûe gZ_ú,
@Mâ\iZ, KUK

@[aû

* iaûùgh ùfûK (^ûUK) - ^eûdY iûjê

5c GKK / dê^òUp-5 : GKûuòKû _ûV

_ûVý_âiw : * @ûaòÃûe - _âûYaşê Ke

* Q\àùagú - aògßRòZp \ûi

* cKÿcû - ùMû_ûk ùQûUeûd

hÂ _~đýûd (Semester-VI)

_â]û^ _ûVýûõg-13 (Core Course-13): **IWÿò@û iûjòZý @xd^ - M\ý iûjòZý**

1c GKK / dê^òUp-1 : ùcû icde IWÿògû-WKÖe Ké¾P! â _ûYòMâûjú (30
_éÂûe _ûVýûõg _V^úd)

2d GKK / dê^òUp-2 : \êA \òM«e @ûKûg (bâcY KûjûYú)-Kê-aòjûeú \ûg _â[c
4Uò @xûd / 1c bûM

3d GKK / dê^òUp-3 : Kûaý í'û\ (icûùfûP^û-1/2d @xûd) - \ûge[ô \ûi

4[đ GKK / dê^òUp-4 : e[i_ K (1c, 2d @xûd)-P! âùgLe e[

5c GKK / dê^òUp-5 : _âaş : @û]ê^òK IWÿò@û _âaş, iê]û _âKûg^ú,

_ûVý_âiw : cjûùiaûZ - aògß^û[Ke

* ^òR \ûdòZß - cûdû]e cû^iòđj

* _âkd iõùKZ - geZ Kêcûe cjû«ò

cik / _â]û^ _ûVýûõg-14 (Core Course-14): **IWyò@û bûhûe aýûajûeòK**
_âùdûM

1c GKK / dê^òUp-1 : aýûajûeòK fòL^Kkû - _eòbûhû, Êeì_, ùa÷PòZâý

2d GKK / dê^òUp-2 : Kû~đýûkd fòL^ @^êaò]ô (^[ô _âÉêZò I fòL^ / Uò®Yú
fòL^ / _âÉûa fòL^ I @^êùcû\^ / PòVû _âÉêZò I fòL^ / @]ôìP^û, aòm`ò
I ùNûhYû fòL^)

3d GKK / dê^òUp-3 : iûjòZý I cê\òâZ MYcûæc (iûjòZý I iû'û\òKZû / iûjòZý I
iõ_û\Kúd fòL^ PûZêeú / É, aû `òPe eP^û / cê\òâZ MYcûæce bûhû)

4[đ GKK / dê^òUp-4 : _êÉK eP^û ùKøgk

5c GKK / dê^òUp-5 : iõ_û\^û Kkû (_Zâ/_ZòâKû)

_â]û^ _ûVýûõg-5eê _ûVýûõg 14 ^òcù« ijûdK Mâ^ÚìPú:

1. IWyò@û bûhûe C_ôZò I KâcaòKûg : cjû«ò aõgú]e, ù`âŞip _aäògđip, KUK
2. IWyò@û bûhûe Cù^àh I aòKûg : iûjê aûiêù\, ù`âŞip _aäògđip, KUK
3. IWyò@û bûhûZZß I fò_òe aòKûg : Zòâ_ûVú Kê-aòjûeú, eûRý_ûVý
_êÉK _âYd^ I _âKûg^ iõiÚû, bêaù^gße
4. aéZò G ùcû ù_ûùh KêUê' : cjû«ò _õPû^^, bêaù^gße
5. iûekû cjûbûeZe bûhûZûZßòK @^êgúk^ : cjû_ûZâ]ù^gße, ù`âŞip
_aäògđi, KUK
6. IWyò@û bûhû aòba : cjû_ûZâ aòRd _âiû\, aò\ýû_êeú, KUK
7. aýûajûeòK IWyò@û bûhû I _âùdûMûcôK aýûKeY : Zòâ_ûVú iù«ûh,
^ûk'û, KUK
8. aýûajûeòK IWyò@û aýûKeY : cògâ je_âiû\, _âûPú iûjòZý _âZòÂû^,
KUK
9. IWyò@û ùfûKiûjòZý I ùfûK iõÄéZò : _â]û^ Ké¾P'â, aò\ýû_êeú, KUK
10. IWyò@û ùfûKiûjòZý icúlû : cjû_ûZâ gýûciê'e, aò\ýû_êeú, KUK
11. a%õđ _eòPd : UòKûdZeûd ùK÷kûi P'â, iêfb _âKûg^ú, _êeú
12. ùfûK^ûUK : \ûi ùjc« Kêcûe, Mâ^Úc'òe, KUK
13. IWyò@û @ûiuc I aõMkûe ùfûK^ûUý : iûjê ^ûeûdY, iZý^ûeûdY aêKp
ùÁûe, KUK
14. IWyò@û ùfûKiõÄéZò I ùfûKiûjòZý : cògâ cùj'â Kêcûe, Mâ^Úc'òe, KUK
15. IWyò@û fò_ò I bûhû : cjû_ûZâ LùMgße, Mâ^Úc'òe, KUK
16. _âùdûMòK bûhû aòmû_^e \òMaò\òM : _...^ûdK ùK.aò., IWyò@û

- _ûVý_êÉK_âYd^ I _âKûg^ iõiÚû, bêaù^gße
17. aòPòZâ KaòZß : Zòâ_ûVú iù«ûh, ^ûk!û, KUK
 18. _âûùdûMòK IWÿò@û bûhû : cògâ @Rd, KûjûYú, KUK
 19. g±MV^ ùKûh : Zòâ_ûVú _â`êfä, bêaù^gße
 20. @û]ê^òK K[û iùjòZý : _...^ûdK aòbìZò, Mâ^Úc!òe, KUK
 21. IWÿò@û _âa§ iùjòZý : Ke aûCeòa§ê, cjûaúe _âKûg^, bêaù^gße
 22. _âûùdûMòK IWÿò@û bûhû : eûRý _ûVý_êÉK_âYd^ I _âKûg^ iõiÚû, bêaù^gße
 23. _âPkòZ IWÿò@û bûhûe aýûKeY : cjû_ûZâ aòRd _âiû\, aò\ýû_êeú, KUK
 24. IWÿò@û iùjòZý ùKûh : aògßûk aõgú]e, jòcûõgê _âKûg^, KUK
 25. IWÿò@û iùjòZýe iûcûRòK I iûõÄéZòK AZòjûi : \ûi PòZeõR^, eûRý _ûVý_êÉK_âYd^ I _âKûg^ iõiÚû, bêaù^gße
 26. IWÿò@û bûhûZûZßòK _âa§ I icûùfûP^û : cògâ je_âiû\, @Mâ\ìZ, KUK
 27. IWÿò@û ùføKòK _\ (1c/2d bûM) : _âjeûR ùMû_ûk P!â, KUK ùUâWòõ Kõ_û^ú
 28. C}k MâûcýMúZ I Kkû : cjû_ûZâ PKâ]e, IWÿògû iùjòZý GKûùWcú
 29. iùjòZýe eì_ùeL : jeòP!^ ^úku\òâ bìhY

@û«üicÁòcìkK Azû]ú^ _ûV - IWÿò@û GENERIC ELECTIVES (GE)- COURSE

ìP^û

- * _ZâiõLýû - 4/8 ùMûUò _ûV \ò@û~òâ - 4ùMûUò _ûV 4Uò _Zâ_ûAñ aûQòâûKê ùjaõ
- * _âùZýK _Zâ - 100 ^'e aògòÁ / ùcûU - 400
- * _âùZýK _Zâùe 5ùMûUò GKK ejòâõ
- * _âùZýK _Zâe @ûiÚûcìfýûu (Credits) 6 / ùcûU cìfýûu 6 " 4 = 24
- * ahđûjđ _~đýûd 1, 2, 3, 4 (ùicòÁûe 1-2-3-4) _âùZýK _~đýûd aû ùicòÁûeùe ùMûUòG ùMûUòG _ûV_Zâ ejòâõ ~[û-
 - * aûhđûjđ _~đýûd-1 (Sem-I) _â[c_Zâ / _ûV-1
 - * aûhđûjđ _~đýûd-2 (Sem-II)\ßòZúd_Zâ / _ûV-2
 - * aûhđûjđ _~đýûd-3 (Sem-III) _â[c_Zâ / _ûV-3
 - * aûhđûjđ _~đýûd-4 (Sem-IV) _â[c_Zâ / _ûV-4
- _âùZýK _Zâ _ûAñ ahđKê @ZòKcpùe 50Uò ùgâYú _ûV\û^ ùja Gaõ 10 ùMûUò ÊKúdùâû]^ cìkK ùgâYú gòlû\û^ (UêýùUûeû@ûfb Kâûip) ùjaõ

^'e aòbûR^ aò]ô

(K) ùcûU ^'e - 100

(L) @û«ü_eúlû - 20 / cêLý_eúlû - 80

(M) cêLý_eúlûe _âùZýK GKKeê ùMûUòG ùfLûGñ _i|cìkK ùaû]mû^ cû_K
5Uò \úNđ _âgÛ _Wÿòäö 5Uò \úNđ _âgÛeê 3Uòe CZe 600 g± cæùe
ù\âûKê ùjaö 3"12=36

(N) _âùZýK GKKeê ùMûUòG ùfLûGñ f²mû^cìkK iöìò~ _âgÛ _Wòäö ùcûU
5ùMûUò _âgÛeê 3ùMûUò _âgÛe CZe 400 g± cæùe ù\âûKê ùjaö
3"8=24

(O) _ûöùPûUò GKKeê ùcûU 8Uò @Zò iöìò~cìkK _âgÛ _Wÿòäö 5Uòe CZe
ùMûUòG aûKýùe ù\âûKê ùjaö
1"5=5

iaòùgh _ûVýKâc

_â[c _~đýûd (Semester-1) (ùMûUòG aûQ)

_ûV-2 / _Zâ-1 (Core Course-2) : **iRđ^ûgúk Kkû**

1c GKK : iRđ^gúkZûe iöìò, Êeì_ I fIY

2d GKK : iRđ^gúkZûe @û]ûe

3d GKK : ^ûUK iöìò_ eP^û / M_-C_ ^ýûiKê ^ûUý eì_û«e

4[đ GKK : fòL^ Kkû I bûa iö_âiûeY _jZò

5c GKK : Mì eP^û ùKøgk

@[aû

_ûV-4 / _Zâ-2 (Core Course-4) : **iûjòZý @xd^**

1c GKK : _âa§ Pd^ (iö. C}k aògßaò\ýûkd)

_ûVý : * @^« ù_âc - aògß^û[Ke

* iûekû iûjòZý - aögú]e cjû«ò

* cêñ iZý[cđû KjêQò - P|âùgLe e[

2d GKK : KaòZû Pd^ (iö. C}k aògßaò\ýûkd)

_ûVý : * KõPêKòe bûa^û - eû]û^û[eûd

* Zòù^ûUò iù^U - cûdû]e cû^iòöj

* icê\â I cêñ - ùiøbûMý Kêcûe cògâ

3d GKK : @aùaû] _eúlY - (ùMûUòG _\ý _eòùz\ 200 g± cæùe @]aû lê\â
KaòZûUòG _Wÿòäö Zjòeê 5Uò _âgÛ @aùaû] _eúlYcìkK CZe _ûAñ

@ûMZ ùjaö)
 4[đ GKK : _âaP^ / ìqò @ûgòâZ iRđ^ûcôK fòL^ (ùMûUòG _âaP^ / XM / ìqò
 @ûMZ Keû~òäö Zû'e bûaûhđKê 200Uò g± cæùe iõ_âiûeY Keò
 ùfLôaûKê gòlû \ò@û~òäö)
 5c GKK : g± @gêjò | Zûjûe gêj fòL^ (iđòcìkK @gêjò / _âZýdcìkK
 @gêjò / aP^MZ @gêjò / icûi-fòw-a^û^MZ @gêjò Gaõ ùiiaêe
 ^òeûKeY)

SYLLABUS FOR B.A. (HONORS) PHILOSOPHY UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY, BHUBANESWAR

GENERAL PHILOSOPHY

Unit-I	:	Definition, Nature and Function of Philosophy, Philosophy in relation to other modes of thinking like science and Religion
Unit – II	:	Problems of Being : Monism and Pluralism Realism: (a) Naive Realism (b) Representative Realism (Locke), Idealism : Meaning, Esse est Percipi (Berkeley)
Unit – III	:	Problems of Knowledge: What is Knowledge? Sources of Knowledge : Empiricism, Rationalism
Unit –IV	:	Problems of Ethics : (1) Theories of Goodness : The Good and the Evil (2) Theories of Conduct : Egoism and Altruism
Unit-V	:	Problems of Metaphysics: (1) Substance and Universal (2) Mind and Body

Basic Study Materials:

1. John Hospers - An Introduction to Philosophical Analysis

2. G. T. W. Patrick - Introduction to Philosophy
3. G. W. Cunningham - Problems of Philosophy
4. B. Russell - Problems of Philosophy
5. D. W. Hamlyn - Metaphysics
6. Richard Taylor - Metaphysics

FIRST YEAR U. G. CORE COURSE

Semester – I

Paper – II: Logic & Scientific Method

Full Marks: 20 + 80 = 100

Credit Points: 04

Unit-I	:	Definition of Logic, Deductive & Inductive Arguments, Validity & Soundness of Arguments, Laws of Thought
Unit – II	:	Classification of Propositions (from Quality & quantity stand point) Distribution of terms, Square of Oppositions, Existential Import of Propositions, Interpretation of Categorical Propositions
Unit-III	:	Inference – Immediate Inference (Conversion & Observation) Mediate Inference (Syllogism) : Figure & Moods, Testing Validity of Arguments by syllogistic Rules
Unit-IV	:	Inductive Reasoning & Scientific Enquiry (a) Laws of Causation – Meaning & Definition cause and condition, Qualitative & Quantitative Marks of Causation (b) Mills Experimental Methods
Unit-V	:	Science & Probability : (a) Scientific Explanation and Unscientific explanation (b) Hypothesis & Confirmation

Recommended Books:

1. Copi, Cohen & MacMahan – Introduction to Logic (14th Edition)
2. Cohen & Nagel – Introduction to Logic & Scientific Method
3. Alex Rosenberg – Philosophy of Science : A Cont. Introduction
4. W. Kneale – Probability & Introduction
5. John Hospers – Philosophical Analysis

SYSTEMS OF INDIAN PHILOSOPHY (I)

Full Mark: 20 + 80 = 100

Credit Points: 04

- Unit-I** : Salient Features of Indian Philosophy, Astika & Nastika systems,
Basic concepts like Rta, Rna, Purusartha, Law of Karma
- Unit – II** : Carvakas – Epistemology and Metaphysics (Lokayatamata)
- Unit-III** : Jainism – Syadvada, Anekantavada Jaina ethics (concept of Triratna)
- Unit-IV** : Buddhism – Four Noble Truths, Doctrine of Momentariness,
Dependant Origination, No Soul Theory, Nirvana
- Unit-V** : Samkhya Dualistic System : Purusa, Prakriti, Theory of Causation,
Theory of Evolution

Books Recommended:

1. G. C. Nayak (ODIA) - Bharatiya Darshana
2. B. B. Choudhury (ODIA) - Bharatiya Darshanara Ruparekha (Trans.) of M. Hiriyana's Outline of Indian Philosophy
3. Dutta & Chatterjee – An Introduction to Indian Philosophy
4. C. D. Sharma – A Critical Survey of Indian Philosophy
5. R. K. Puligandla – Fundamentals of Indian Philosophy
6. S. Radhakrishnan – Indian Philosophy, Vol. I / II
7. J. N. Sinha – Indian Philosophy

Semester-II / Paper-IV / Phil. Core

SYMBOLIC LOGIC

Full Mark: 20 + 80 = 100

Credit Points: 04

Books Prescribed: Basson & O' Corner: Introduction to Symbolic Logic

Unit-I	Chapter-I	Introduction
	Chapter-II	The Calculus of Propositions
Unit – II	Chapter-III	Calculus of Propositions (Sec 1 to 60)
Unit-III	Chapter – III	Calculation of Propositions (Sec 7 to 9)
Unit-IV	Chapter-V	The Elements of Predicate Calculus (Section 1 to 9)
Unit-V	Appendix	(Sec-1 to Sec-4)

2nd Year U. G. Philosophy (Core)

Semester-III / Paper-VI / Ethics

Full Mark: 20 + 80 = 100

Credit Points: 04

Unit-I	: Definition, Nature & Scope of Ethics. Ethics in relation to Politics, Sociology and Religion
Unit – II	: Distinction between moral and non-moral action Moral Judgement and factual judgement, subject or Moral judgement
Unit-III	: Utilitarianism, Hedonism
Unit-IV	: Rigorism, Perfectionism
Unit-V	: Theories of punishment; Retributive, Reformative and Preventive theory

Books for Reference:

1. J. N. Sinha – A Manual of Ethics
2. W. Frankena – Ethics

Semester – II Paper

– VII / Phil. (Core)

HISTORY OF GREEK PHILOSOPHY

F. M.: 20 + 80 = 100

Credits: 04

- Unit-I** : Nature of Greek Philosophy: What is Philosophy? Origin, development and salient features of early Greek Thought
- Unit – II** : Pre-Socratic Thought : The Being of Thales, Becoming of Heraclitus and Atomism of Democritus
- Unit-III** : Socrates : Problem before Socrates, Dialectical method, epistemology of Socrates and ethics
- Unit-IV** : Plato : Theory of Idea, Theory of Knowledge and Theory of Soul
- Unit-V** : Aristotle : A Critique of Plato, Theory of Form and Matter, Theory of Causation

Suggested Readings:

- (1) W. T. Stace - Greek Philosophy
- (2) Burnet - Greek Philosophy
- (3) Y. Masih - A Critical History of Philosophy
- (4) F. Thilly - A History of Philosophy
- (5) B. Russell - A History of Western Philosophy
- (6) B. A. G. Fuller - A History of Greek Philosophy

Semester – III

Paper – V / Phil. (Core)

SYSTEMS OF INDIAN PHILOSOPHY (II)

F. M.: 20 + 80 = 100

Credits: 04

- Unit-I** : Yoga system of Patanjali: Citta Vriti Nirodha and Astanga Yoga
- Unit – II** : Nyaya: Pramanas
Vaisesika: Categories (Padarthas)
- Unit-III** : Upanisadic view of Atman and Brahman Vidya & Avidya, Para Vidya & Apra Vidya
- Unit-IV** : Sankara's View on Maya, Jiva, Isvara & Brahman and Liberation (Jivanmukti & Videhamukti)
- Unit-V** : Ramanuja – Refutation of Sankara's view of Maya, Concept of Brahman, Jiva and Liberation

Books Recommended:

- (1) G. C. Nayak (ODIA) - Bharatiya Darshana
- (2) B. B. Choudhury (ODIA) (Trans.) - Bharatiya Darshanara Ruparekha
- (3) Dutta & Chatterjee – An Introduction to Indian Philosophy
- (4) J. N. Sinha – Indian Philosophy
- (5) R. K. Puligandla – Fundamentals of Indian Philosophy
- (6) S. Radhakrishnan – Indian Philosophy (Vol. I & II)
- (7) J. N. Sinha – Indian Philosophy

Semester – IV

U. G. Arts Core (Philosophy)

Paper - VII

CONTEMPORARY INDIAN PHILOSOPHY

F. M.: 20 + 80 = 100

Credits: 04

- Unit-I** : R. N. Tagore : God and Reality, Nature of Religion Man and his destiny
- Unit – II** : Swami Vivekananda : Concept of Man and his Destiny, Practical Vedanta, Universal Religion
- Unit-III** : Sri Aurovindo: Nature of World, Maya, Theory of Evolution, Satchidananda, Integral Yoga
- Unit-IV** : M. K. Gandhi: Truth, God, Non-violence, Satyagraha and Sarvodaya
- Unit-V** : S. Radhakrishnan : Concept of Man, Reality, Intellect & Institution Religion

Basic Study Materials:

- (1) B. K. Lal – Contemporary Indian Philosophy
- (2) T. M. P. Mahadevan & V. Saroja – Contemporary Indian Philosophy
- (3) H. Sahoo (ed.) – Contemporary Indian Philosophy

Semester – IV

Paper – IX

(HISTORY OF MODERN EUROPEAN PHILOSOPHY)

F. M. : 20 + 80 = 100

Credits : 04

- Unit-I** : Bacon – Theory of Idola, Inductive Method
Descartes – Universal Doubt, Cogito-ergo-sum, Existence of God,
Interactionism
- Unit – II** : Spinoza – Substance, Attribute and Modes Psycho-physical parallelism
Leibnitz – Theory of Monads, pre-established Harmony
- Unit-III** : Locke : Refutation of Innate Ideas, Sources of Knowledge
Berkeley : Subjective Idealism, Esse-est-Percipi
- Unit-IV** : Hume – Impression & Ideas, Scepticism, Theory of Causality
- Unit-V** : Kant – Reconciliation between Empiricism and Rationalism, Possibility
of Synthetic Apriority Judgement Space & Time

Books Prescribed

1. Y. Masih – History of Western Philosophy
2. H. Ray & G. Das – (O) Paschatya Darshanara Itihasa
3. Fran Thilly – A History of Philosophy
4. Ira Sengupta – A History of Western Philosophy
5. B. Russell – History of Western Philosophy
6. Barlingay & Kulkarni – A critical survey of Western Philosophy

Semester – IV

(Philosophy Core)

Paper – X

(PHILOSOPHY OF LANGUAGE)

F. M.: 20 + 80 = 100

Credits: 04

Textual Study	: John Hospers – An Introduction to Philosophical Analysis
Unit-I	: Word – Meaning : Meaning of the word “Meaning” Ambiguity and vagueness
Unit – II	: Definitions : Denotative, Connotative, & Ostensive Defining and Accompanying characteristics stipulate & Reparative Definition, Persuasive definition
Unit-III	: Sentence – Meaning : Proposition and sentence word-meaning and sentence – meaning, criteria of sentence – meaning/
Unit –IV	: Analytic – synthetic, a priori – a posteriori, distinction, logical possibility and impossibility.
Unit – V	: Concept ; Nature and source Truth : Correspondence, Coherence and Truth as it “Works”

[Meditations of Rene Descartes]

Unit-I	Meditation – I	Sceptical Doubts
	Meditation – II	Cogito ergo sum, Sum res cogitans The wax Argument
Unit – II	Meditation – III	Clear and distinct perceptions Theory of Ideas, Existence of God
Unit-III	Meditation – IV	God is no Deceiver, Will, Intellect and Possibility of Error
Unit – IV	Meditation – V	Essence of Material Things, Existence of God
Unit – V	Meditation – VI	Mind-body Dualism, Primary & Secondary Quality

Book Recommended

1. Rene Descartes - Meditations on First Philosophy
2. Rae Langton - A study guide to Descartes Meditations
3. Amelie Rorty - Essays on Descartes Meditations

ISA UPANISADS WITH SANKARA’S COMMENTARY

Unit-I	What are Upanisads, place of Upanisads in Indian Philosophy and Culture – Isa Upanisad
Unit – II	Mantra 1 to 44
Unit-III	Mantra 5 to 9
Unit – IV	Mantra 10 to 14
Unit – V	Mantra 15 to 18

Basic Study Materials:

1. The Isa Upanisad with Sankara’s Commentary
2. S. Radhakrishnan - The Principal Upanisad
3. Satyavadi Mishra - Central Philosophy of the Upanisads

SOCIAL & POLITICAL PHILOSOPHY

Unit-I	Sociality, Social Science & Social Laws Philosophy of Social Science – Relation between Individual society (Mechanical, Organic and Idealistic view)
Unit – II	Political Ideals – Justice, Liberty, Equality, Equality Political Doctrines – Humanism, Secularism Feminism, Philosophy Ecology
Unit-III	Democratic Ideals: Democratic Government, Conditions for successful functioning of Democracy.
Unit – IV	Political Ideologies (a) Anarchism (b) Marxism (C) Sarvodaya
Unit – V	Social progress: Human Rights: Origin and development, Declaration of Human Rights : Theory and Practice

Basic for Suggested Readings:

1. O.P. Gauba – An Introduction to Political Philosophy
2. J. Sinha – Outlines of Political Philosophy
3. D.D. Raphael – Problems of Political Philosophy
4. Krishna Ray & Chhanda Gupta – Essays in Social & Political Philosophy
5. M.K. Gandhi – Hind Swaraj

APPLIED ETHICS

- Unit – I** What is Applied Ethics : Nature & Scope of applied ethics – Ethical Theories – Deontology, Utilitarianism, Relativism and Subjectivism
- Unit – II** **Taking Life : Animals** – Animals Rights, Reverence for life, killing of animals
- Unit – III** **Taking Life : Humans** – Euthanasia : Types Abortion
- Unit – IV** Environmental Ethics : Relation between man and nature, Anthropocentrism, Non-Anthropocentrism
Western Tradition – Responsibility for Future Generation, Deep Ecology
- Unit – V** Professional Ethics : (a) Business ethics – Rights and obligations, justice & honesty in ethics.
(b) Bio-medical Ethics – Hippocratic Oath, Rights and obligations of Health – care Professionals, Doctor- Patient-Relationship

Books Recommended

1. Peter Singer – Practical Ethics
2. J. Jagadev – Biomedical Ethics
3. Tom Regan – Animal Rights
4. J.P. Thirou – Ethics : Theory & Practice

Discipline Specific Elective (DSE)

Semester – V

(Credits 4/F.M. 100)

Paper – I

THE PHILOSOPHY OF BHAGBAD GITA

- Unit – I** The Bhagabad Gita: Concept of Yoga, Concept of life and death.
- Unit – II** Karma & Karmaphala in the Bhagabad Gita, classification of Karma :
Karma, Akarma, Vikarma
- Unit- III** Concepts like Jnana & Vijnana, Ksara and Aksara, Uttama Purusa in Bhagabad Gita.
- Unit – IV** Chapter XVIII (Verse 1 to 36) with Sankara's commentary

Basic Study Materials:

1. S.Radhakrishnan (Trans. & Ed) - The Bhagabad Gita
2. S.C. Panigrahi - Concept of Yoga in the Gita
3. A.G.K. Warrior (Trans.) - Srimad Bhagabad Gita Bhasya of Sri Sankaracharya
4. K.M. Munshi & R.R. Diwakar - Bhagabad Gita & Modern Life
5. P.N. Srinivasachari - The Ethical Philosophy of the Gita

Paper – II Philosophy

of Religion (DSE-II)

- Basic Text** John Hick – Philosophy of Religion
- Unit – I** Introduction to Philosophy of Religion Judaism – Christian Concept of God (Chapter – 1)
- Unit – II** Grounds for belief in existence of God (Chapter – 2)
- Unit – III** Grounds for belief against existence of God (Chapter – 3)
- Unit – IV** The Problem of Evil (Chapter – 4)
- Unit- V** Conflicting Truth Claims of different Religions (Chapter – 9)
Religious Pluralism

Books for Reference

1. Y. Masih- Introduction to Religious Philosophy
2. Arvind Sharma – Philosophy of Religion

Paper – III

Philosophy of Mind (DSE-3)

Unit – I	Nature and Scope of Philosophy of Mind, Mind and Soul, Nature of Mental Phenomena Consciousness – Theories of Mental Phenomena
Unit – II	The Third Person Account: Merits and Limitations. The First Person Account, Theory of intentionality.
Unit – III	Some theories of Mind – Dualism, Materialism, Identity Theory, Double Aspect Theory.
Unit – IV	The Concept of a person and the problem of personal Identity.
Unit – V	Some theories of Mind – Interactionism, Parallelism, Epiphenomenalism, The Problem of Free will.

Basic Study Materials

1. J.A. Shaffer – Philosophy of Mind
2. S. Shoemaker – Self knowledge & self- identity
3. S. Hampshire – Philosophy of Mind
4. T.E. Wilkerson – Minds brains and people

SEMESTER – VI

PAPER - I

Project Compulsory

(Dissertation 60 + Viva 40 Marks)

The student has to prepare a project of his own selecting a topic from Philosophical perspective in consultation with a teacher. He / She has to prepare a dissertation of 60 marks which will be evaluated by an external examiner and he / she will face a viva-voice test (40 marks) by an external examiner along with his / her supervisor of the concerned project.

Paper – II

Gandhian Studies

- Unit – I Political Thought of Gandhi :** Gandhi's concept of Politics – goals and methods of action; concept and claim of spiritualizing politics, Satyagraha
- Unit – II Economic Thought of Gandhi :** Gandhi's ideas and efforts in the field of economics; Gandhi's critique of industrialization – evils and consequences; philosophy of work & employment, need and greed
- Unit – III Gandhi's Social Thought and Social Work:** Philosophy of Sarvodaya, concept of Gram Swaraj, Varnashrama Versus Caste system untouchability.
- Unit- IV Gandhi on Education:** Meaning and aims of education Basic education (Nai Talim), Duties of Students, Parents and Teachers in education and their interrelationship.
- Unit – V Gandhi's idea of Peace:** Meaning of peace and violence; peace and Disarmament; Non-violent way to world peace. Combating terrorism through non-violence; Gandhian Approach to conflict Resolution – Shanti Sena

Basic Study Materials :

1. Mahatma Gandhi - Autobiography
2. Mahatma Gandhi - Hind- Swaraj
3. Mahatma Gandhi - Towards Non-violent Socialism
4. Mahatma Gandhi - Towards New Education
5. S. Radhakrishnan (ed.) - Mahatma Gandhi: Essays & Reflect
6. R.K. Prabhu & U.R. Rao- The mind of Mahatma Gandhi
7. Sarat Mahanty (ODIA) - Gandhi Manisha

Semester – VI DSE**Study of Major Religions of the World****Paper –III**

unit– I	Sanatan Dharma: Basic features of Sanatan Dharma, The Conception of Man (amritasya Putra), His Pursuits: Dharma , Artha, Kama & Moksa
Unit – II	Buddhism: Basic features of Buddhism, Four noble truths, Eight-fold Path, Nirvana
Unit – III	Jainism: Three Gems, Five Vows, Liberation
Unit – IV	Christianity: Basic features, God, World ,Salvation
Unit – V	Islam: Basic features, Man ,God & Human Destiny

Suggested Readings:

- 1.Y. Masih - A Comparative Study of Religions
2. Lloyd Ridgeon - Major World Religions
3. K. N.Tiwary - Comparative Religion

First Year	GENERIC ELECTIVE (GE)	F.M. 100
		(20+80)

First Semester	Paper – I (Symbolic Logic)	Credits: 04
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Text - (Basson & O. Conner)
Introduction to Symbolic Logic

Unit – I	Ch- Introductory
	Ch-II The Calculus of Propositions
Unit – II	Ch-III The Calculus of Propositions (Sec 1 to 6)
Unit – III	Ch-III The Calculus of Propositions (Sec 7 to 9)
Unit – IV	Ch- V The Elements of Predicate Calculus
Unit- V	Appendix Sec 1 to Sec - 4

First Year	Paper- II	F.M. 100
		(20+80)

Second Sem.	INDIAN PHILOSOPHY	Credits 04
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Unit – I	Salient features of Indian Philosophy and key concepts Carvaka – Epistemology, Metaphysics Jainism – Syadvada & Anekantavada
Unit – II	Buddhism – Four Noble Truth, Doctrine of Dependent Origination, No Soul Theory, Nirvana
Unit – III	Samkhya – Purusa, Prakriti, Evolution Yoga – Patanjali's Citta Vritti Nirodha, Astanga Yoga
Unit – IV	Nyaya – Theory of Inference Vaisesika – Padarthas (Categories)
Unit- V	Samkara – Brahman, Atman, Maya & Liberation Ramanyan – Brahman, Atman, Maya & Liberation

Books Recommended:

1. Dutta & Chatterjee – An Introduction to Indian Philosophy
2. C. D. Sharma – A Critical Survey of Indian Philosophy
3. G. C. Nayak (O) Bharatiya Darshana
4. B. B. Choudhury (O) (Trs.) – Bharatiya Darshanara Ruparekha

Second Year

GENERIC ELECTIVE (GE)

F.M: 100

(20+80)

Third Sem.

Paper – I

Credits 04

History of Modern European Philosophy

Unit – I

Bacon: Theory of Idola, Inductive Method.

Descartes: Methods of Doubt, Cogito ergo sum, Innate Ideas.

Unit – II

Spinoza: Substance, Attributes and Modes

Leibnitz: Theory of Monads, Pre-established Harmony

Unit – III

Locke: Refutation of Innate Ideas, Theory of Knowledge

Berkeley: Esse est percipi, Subjective Idealism

Unit – IV

Hume: Ideas & Impressions, Idea of No Self, Theory of Causality,
Scepticism

Unit- V

Kant: Reconciliation of Empiricism and Rationalism, Theory of
space and Time Deduction of Categories of Understanding

Basic Study Materials

1. Ira Sengupta – A History of Western Philosophy
2. Barlingay & Kulkarni – A History of Western Philosophy
3. Ray & Das (ODIA) - Paschatya Darshanara Itihasa
4. Y. Masih A Critical History of Western Philosophy
5. R.K. Pati - A History of Modern European Philosophy
6. R. Falkenberg – A History of Philosophy

Ethics: Theory & Practice

Unit – I	Definition, Nature & Scope of Ethics , Distinction between moral & non-moral action, stages of development of voluntary Action.
Unit – II	Distinction between factual and moral judgment, objects of moral judgment.
Unit – III	Moral Standards : Hedonism, Mill’s Utilitarianism, Kant’s Rigorism & Perfectionism
Unit – IV	Environmental Ethics : Relation between Man & Nature, Anthropocentrism and Non - Anthropocentrism
Unit- V	Concept of Bio-centric, Egalitarianism, Deep Ecology – Man’s Responsibility for the future generation

Recommended Study Materials :

1. William Franken – Ethics
2. J.N. Sinha – A Manual of Ethics
3. Peter Singer – Practical Ethics

SKILL ENHANCEMENT COURSE

Paper – I

F.M 50

Critical Thinking

- Unit – I Introduction to Critical Thinking : Standards of Critical thinking, benefits and limitations
- Unit – II Arguments & Recognising arguments : Definition & Contents of argument premises, hidden premises, conclusions intermediate conclusions

Book Recommended :

1. Hurley, Patrick. J. – A concise Introduction to Logic (2015) 12th Ed.
2. Madhuchhanda Sen - An Introduction to Critical Thinking (2010)

SKILL ENHANCEMENT COURSE

Paper – II

F.M 50

Applied Reasoning

- Unit – I Fallacies: Introduction, fallacies of Relevance, fallacies of Presumption, Fallacies of Ambiguity, Illicit Transference, fallacies in Ordinary language
- Unit – II Types of Reasoning: Analogical, Legal and Moral
- Unit – III Science & Superstition: Distinction, Evidentiary Support, Objectivity Integrity

Book Recommended :

1. H. Patrick, J. – A Concise Introduction to Logic (2015) 12th Edition
2. M. Sen - An Introduction to Critical Thinking (2010)

**SYLLABUS FOR B.A. (HONORS) POLITICAL SCIENCE
UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL
UNIVERSITY, BHUBANESWAR**

1.1

Paper I- Understanding Political Theory

Course Objective: This course is divided into two sections. Section A introduces the studentsto the idea of political theory, its history and approaches, and an assessment of its critical and contemporary trends. Section B is designed to reconcile political theory and practice through reflections on the ideas and practices related to democracy.

I: Introducing Political Theory (30 Lectures)

- 1.** What is Politics: Theorizing the 'Political'
- 2.** Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
- 3.** Approaches to Political Theory: Normative, Historical and Empirical
- Critical and Contemporary Perspectives in Political Theory: Feminist and Postmodern

II: Political Theory and Practice (30 Lectures)

The Grammar of Democracy

- 1.** Democracy: The history of an idea
- 2.** Procedural Democracy and its critique
- 3.** Deliberative Democracy
- 4.** Participation and Representation

Essential Readings

I: Introducing Political Theory

Bhargava, R. (2008) 'What is Political Theory', in Bhargava, R and Acharya, A. (eds.) *PoliticalTheory: An Introduction*. New Delhi: Pearson Longman, pp. 2-16.

Bellamy, R. (1993) 'Introduction: The Demise and Rise of Political Theory', in Bellamy, R. (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 1-14.

Glaser, D. (1995) 'Normative Theory', in Marsh, D. and Stoker, G. (eds.) *Theory and Methodsin Political Science*. London: Macmillan, pp. 21-40.

Sanders, D. (1995) 'Behavioral Analysis', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 58-75.

Chapman, J. (1995) 'The Feminist Perspective', in Marsh, D. and Stoker, G. (eds.) *Theory and Methods in Political Science*. London: Macmillan, pp. 94-114.

Bhargava, R. 'Why Do We Need Political Theory', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 17-36.

Bannett, J. (2004) 'Postmodern Approach to Political Theory', in Kukathas, Ch. and Gaus, G. F. (eds.) *Handbook of Political Theory*. New Delhi: Sage, pp. 46-54.

Vincent, A. (2004) *The Nature of Political Theory*. New York: Oxford University Press, 2004, pp. 19-80.

II: The Grammar of Democracy

Srinivasan, J. (2008) 'Democracy', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 106-128.

Owen, D. (2003) 'Democracy', in Bellamy, R. and Mason, A. (eds.) *Political Concepts*. Manchester and New York: Manchester University Press, pp. 105-117.

Christiano, Th. (2008) 'Democracy', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 80-96.

Arblaster, A. (1994) *Democracy*. (2nd Edition). Buckingham: Open University Press.

Roy, A. 'Citizenship', in Bhargava, R. and Acharya, A. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 130-146.

Brighouse, H. (2008) 'Citizenship', in Mckinnon, C. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 241-258.

1.2 Paper II- Constitutional Government and Democracy in India

Course objective: This course acquaints students with the constitutional design of state structures and institutions, and their actual working over time. The Indian Constitution accommodates conflicting impulses (of liberty and justice, territorial decentralization and a strong union, for instance) within itself. The course traces the embodiment of some of these conflicts in constitutional provisions, and shows how these have played out in political practice. It further encourages a study of state institutions in their mutual interaction, and in interaction with the larger extra-constitutional environment.

I. The Constituent Assembly and the Constitution (16 lectures)

- a. Philosophy of the Constitution, the Preamble, and Features of the Constitution (2 weeks or 8 lectures)
- b. Fundamental Rights and Directive Principles (2 weeks or 8 lectures)

II. Organs of Government (20 lectures)

- a. The Legislature: Parliament (1.5 weeks or 6 lectures)
- b. The Executive: President and Prime Minister (2 weeks or 8 lectures)
- c. The Judiciary: Supreme Court (1.5 weeks or 6 lectures)

III. Federalism and Decentralization (12 lectures)

- a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules (2 weeks or 8 lectures)
- b. Panchayati Raj and Municipalities (1 week or 4 lectures)

READING LIST

I. The Constituent Assembly and the Constitution

a. Philosophy of the Constitution, the Preamble, and Features of the Constitution

Essential Readings:

G. Austin, (2010) 'The Constituent Assembly: Microcosm in Action', in *The Indian Constitution: Cornerstone of a Nation*, New Delhi: Oxford University Press, 15th print, pp.1-25.

R. Bhargava, (2008) 'Introduction: Outline of a Political Theory of the Indian Constitution', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 1-40.

Additional Reading:

D. Basu, (2012) *Introduction to the Constitution of India*, New Delhi: Lexis Nexis.

S. Chaube, (2009) *The Making and Working of the Indian Constitution*, Delhi: National Book Trust.

b. Fundamental Rights and Directive Principles

Essential Readings:

G. Austin, (2000) 'The Social Revolution and the First Amendment', in *Working a Democratic Constitution*, New Delhi: Oxford University Press, pp. 69-98.

A. Sibal, (2010) 'From Niti to Nyaya,' *Seminar*, Issue 615, pp 28-34.

Additional Reading:

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp. 4-16.

II. Organs of Government

a. The Legislature: Parliament

Essential Readings:

B. Shankar and V. Rodrigues, (2011) 'The Changing Conception of Representation: Issues, Concerns and Institutions', in *The Indian Parliament: A Democracy at Work*, New Delhi: Oxford University Press, pp. 105-173.

V. Hewitt and S. Rai, (2010) 'Parliament', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 28-42.

b. The Executive: President and Prime Minister

Essential Readings:

J. Manor, (2005) 'The Presidency', in D. Kapur and P. Mehta P. (eds.) *Public Institutions in India*, New Delhi: Oxford University Press, pp.105-127.

J. Manor, (1994) 'The Prime Minister and the President', in B. Dua and J. Manor (eds.) *Nehruto the Nineties: The Changing Office of the Prime Minister in India*, Vancouver: University of British Columbia Press, pp. 20-47.

H. Khare, (2003) 'Prime Minister and the Parliament: Redefining Accountability in the Age of Coalition Government', in A. Mehra and G. Kueck (eds.) *The Indian Parliament: A Comparative Perspective*, New Delhi: Konark, pp. 350-368.

c. The Judiciary: Supreme Court

Essential Readings:

U. Baxi, (2010) 'The Judiciary as a Resource for Indian Democracy', *Seminar*, Issue 615, pp. 61-67.

R. Ramachandran, (2006) 'The Supreme Court and the Basic Structure Doctrine' in B. Kirpal et.al (eds.) *Supreme but not Infallible: Essays in Honour of the Supreme Court of India*, New Delhi: Oxford University Press, pp. 107-133.

Additional Reading:

L. Rudolph and S. Rudolph, (2008) 'Judicial Review Versus Parliamentary Sovereignty', in *Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006: Volume 2: The Realm of Institutions: State Formation and Institutional Change*. New Delhi: Oxford University Press, pp. 183-210.

III. Federalism and Decentralization

a. Federalism: Division of Powers, Emergency Provisions, Fifth and Sixth Schedules

Essential Readings:

M. Singh, and R. Saxena (eds.), (2011) 'Towards Greater Federalization,' in *Indian Politics: Constitutional Foundations and Institutional Functioning*, Delhi: PHI Learning Private Ltd., pp.166-195.

V. Marwah, (1995) 'Use and Abuse of Emergency Powers: The Indian Experience', in B. Arora and D. Verney (eds.) *Multiple Identities in a Single State: Indian Federalism in a Comparative Perspective*, Delhi: Konark, pp. 136-159.

B. Sharma, (2010) 'The 1990s: Great Expectations'; 'The 2000s: Disillusionment Unfathomable', in *Unbroken History of Broken Promises: Indian State and Tribal People*, Delhi: Freedom Press and Sahyog Pustak Kuteer, pp. 64-91.

The Constitution of India: Bare Act with Short Notes, (2011) New Delhi: Universal, pp 192-213.

Additional Readings:

R. Dhavan and R. Saxena, (2006) 'The Republic of India', in K. Roy, C. Saunders and J. Kincaid (eds.) *A Global Dialogue on Federalism*, Volume 3, Montreal: Queen's University Press, pp. 166-197.

R. Manchanda, (2009) *The No Nonsense Guide to Minority Rights in South Asia*, Delhi: Sage Publications, pp. 105-109.

b. Panchayati Raj and Municipalities

Essential Readings:

P. deSouza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, pp. 370-404.

M. John, (2007) 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), pp. 3986-3993.

Raghunandan, J. R (2012) *Decentralization and local governments: The Indian Experience*, Orient Black Swan, New Delhi

Baviskar, B.S and George Mathew (eds) 2009 *Inclusion and Exclusion in local governance: Field Studies from rural India*, New Delhi, Sage

2.1 Paper III – Political Theory-Concepts and Debates

Course Objective: This course is divided into two sections. Section A helps the student familiarize with the basic normative concepts of political theory. Each concept is related to a crucial political issue that requires analysis with the aid of our conceptual understanding. This exercise is designed to encourage critical and reflective analysis and interpretation of social practices through the relevant conceptual toolkit. Section B introduces the students to the important debates in the subject. These debates prompt

us to consider that there is no settled way of understanding concepts and that in the light of new insights and challenges, besides newer ways of perceiving and interpreting the world around us, we inaugurate new modes of political debates.

Section A: Core Concepts

I. Importance of Freedom (10 Lectures)

a) Negative Freedom: Liberty

b) Positive Freedom: Freedom as Emancipation and Development

Important Issue: Freedom of belief, expression and dissent

II. Significance of Equality (12 lectures)

a) Formal Equality: Equality of opportunity

b) Political equality

c) Egalitarianism: Background inequalities and differential treatment

Important Issue: Affirmative action

III. Indispensability of Justice (12 Lectures)

a) Procedural Justice

b) Distributive Justice

c) Global Justice

Important Issue: Capital punishment

IV. The Universality of Rights (13 Lectures)

a) Natural Rights

b) Moral and Legal Rights

c) Three Generations of Rights

d) Rights and Obligations

Important Issue: Rights of the girl child

Section B: Major Debates (13 Lectures)

I. Why should we obey the state? Issues of political obligation and civil disobedience.

II. Are human rights universal? Issue of cultural relativism.

III. How do we accommodate diversity in plural society? Issues of multiculturalism andtoleration.

Essential Readings Section

A: Core Concepts

I. Importance of Freedom

Riley, Jonathan. (2008) 'Liberty' in Mckinnon, Catriona (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 103-119.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 69- 132.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 51-88.

Carter, Ian. (2003) 'Liberty', in Bellamy, Richard and Mason, Andrew (eds.). *PoliticalConcepts*. Manchester: Manchester University Press, pp. 4-15.

Sethi, Aarti. (2008) 'Freedom of Speech and the Question of Censorship', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 308-319.

II. Significance of Equality

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*. Cambridge: Polity Press, pp. 91-132.

Casal, Paula & William, Andrew. (2008) 'Equality', in McKinnon, Catriona. (ed.) *Issues in PoliticalTheory*. New York: Oxford University Press, pp. 149- 165.

Acharya, Ashok. (2008) 'Affirmative Action', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 298-307.

III. Indispensability of Justice

Menon, Krishna. (2008) 'Justice', in Bhargava, Rajeev and Acharya, Ashok. (eds.) *PoliticalTheory: An Introduction*. New Delhi: Pearson Longman, pp. 74-86.

Wolf, Jonathan. (2008) 'Social Justice', in McKinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 172-187.

Swift, Adam. (2001) *Political Philosophy: A Beginners Guide for Student's and Politicians*.

Cambridge: Polity Press, pp. 9-48.

Knowles, Dudley. (2001) *Political Philosophy*. London: Routledge, pp. 177-238.

McKinnon, Catriona. (ed.) (2008) *Issues in Political Theory*. New York: Oxford University Press, pp. 289-305.

Bedau, Hugo Adam. (2003) 'Capital Punishment', in LaFollette, Hugh (ed.). *The Oxford Handbook of Practical Ethics*. New York: Oxford University Press, pp. 705-733.

IV. The Universality of Rights

Seglow, Jonathan. (2003) 'Multiculturalism' in Bellamy, Richard and Mason, Andrew (eds.). *Political Concepts*. Manchester: Manchester University Press, pp. 156-168.

Tulkdar, P.S. (2008) 'Rights' in Bhargava, Rajeev and Acharya, Ashok. (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman, pp. 88-104.

McKinnon, Catriona. (2003) 'Rights', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*. Manchester: Manchester University Press, pp. 16-27.

Menlowe, M.A. (1993) 'Political Obligations', in Bellamy Richard.(ed.) *Theories and Concepts of Politics*. New York: Manchester University Press, pp. 174-194.

Amoah, Jewel. (2007) 'The World on Her Shoulders: The Rights of the Girl-Child in the Context of Culture & Identity', in *Essex Human Rights Review*, 4(2), pp. 1-23.

Working Group on the Girl Child (2007), *A Girl's Right to Live: Female Foeticide and Girl Infanticide*, available on [http://www.crin.org/docs/Girl's infanticide CSW 2007.txt](http://www.crin.org/docs/Girl's%20infanticide%20CSW%202007.txt)

Section B: Major Debates

Hyums, Keith. (2008) 'Political Authority and Obligation', in Mckinnon, Catriona. (ed.) *Issues in Political Theory*, New York: Oxford University Press, pp. 9-26

Martin, Rex. (2003) 'Political Obligation', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 41-51.

Campbell, Tom. (2008) 'Human Rights' in Mckinnon, Catriona. (ed.) *Issues in Political Theory*. New York: Oxford University Press, pp. 194-210.

Mookherjee, Monica, 'Multiculturalism', in Mckinnon, Catriona. (ed.) *Issues in*

Political Theory. New York: Oxford University Press, pp. 218- 234.

Seglow, Jonathan, 'Multiculturalism', in Bellamy, Richard and Mason, Andrew. (eds.) *Political Concepts*, Manchester: Manchester University Press, pp. 156-168.

2.2 Paper IV- Political Process in India

Course objective: Actual politics in India diverges quite significantly from constitutional legal rules. An understanding of the political process thus calls for a different mode of analysis - that offered by political sociology. This course maps the working of 'modern' institutions, premised on the existence of an individuated society, in a context marked by communitarian solidarities, and their mutual transformation thereby. It also familiarizes students with the working of the Indian state, paying attention to the contradictory dynamics of modern state power.

I. Political Parties and the Party System (1.5 weeks or 6 lectures)

Trends in the Party System; From the Congress System to Multi-Party Coalitions

II. Determinants of Voting Behaviour (2 weeks or 8 lectures)

Caste, Class, Gender and Religion

III. Regional Aspirations (2 weeks or 8 lectures)

The Politics of Secession and Accommodation

IV. Religion and Politics (2 weeks or 8 lectures)

Debates on Secularism; Minority and Majority Communalism

V. Caste and Politics (1.5 weeks or 6 lectures)

Caste in Politics and the Politicization of Caste

VI. Affirmative Action Policies (1.5 weeks or 6 lectures)

Women, Caste and Class

VII. The Changing Nature of the Indian State (1.5 weeks or 6 lectures)

Developmental, Welfare and Coercive Dimensions

READING LIST

I. Political Parties and the Party System: Trends in the Party System; From the Congress System to Multi-Party Coalitions

Essential Readings:

R. Kothari, (2002) 'The Congress System', in Z. Hasan (ed.) *Parties and Party Politics in India*, New Delhi: Oxford University Press, pp 39-55.

E. Sridharan, (2012) 'Introduction: Theorizing Democratic Consolidation, Parties and Coalitions', in *Coalition Politics and Democratic Consolidation in Asia*, New Delhi: Oxford University Press.

Additional Reading:

Y. Yadav and S. Palshikar, (2006) 'Party System and Electoral Politics in the Indian States, 1952-2002: From Hegemony to Convergence', in P. deSouza and E. Sridharan (eds.) *India's Political Parties*, New Delhi: Sage Publications, pp. 73-115.

II. Determinants of Voting Behaviour: Caste, Class, Gender and Religion

Essential Readings:

Y. Yadav, (2000) 'Understanding the Second Democratic Upsurge', in F. Frankel, Z. Hasan, and R. Bhargava (eds.) *Transforming India: Social and Political Dynamics in Democracy*, New Delhi: Oxford University Press, pp. 120-145.

C. Jaffrelot, (2008) 'Why Should We Vote? The Indian Middle Class and the Functioning of World's Largest Democracy', in *Religion, Caste and Politics in India*, Delhi: Primus, pp. 604-619.

R. Deshpande, (2004) 'How Gendered was Women's Participation in Elections 2004?', *Economic and Political Weekly*, Vol. 39, No. 51, pp. 5431-5436.

S. Kumar, (2009) 'Religious Practices Among Indian Hindus,' *Japanese Journal of Political Science*, Vol. 10, No. 3, pp. 313-332.

III. Regional Aspirations: The Politics of Secession and Accommodation

Essential Readings:

M. Chadda, (2010) 'Integration through Internal Reorganisation', in S. Baruah (ed.) *Ethnonationalism in India: A Reader*, New Delhi: Oxford University Press, pp. 379-402.

P. Brass, (1999) 'Crisis of National Unity: Punjab, the Northeast and Kashmir', in *The Politics of India Since Independence*, New Delhi: Cambridge University Press and Foundation Books, pp. 192-227.

IV. Religion and Politics: Debates on Secularism: Minority and Majority Communalism

Essential Readings:

T. Pantham, (2004) 'Understanding Indian Secularism: Learning from its Recent Critics', in R. Vora and S. Palshikar (eds.) *Indian Democracy: Meanings and Practices*, New Delhi: Sage, pp. 235-256.

N. Menon and A. Nigam, (2007) 'Politics of Hindutva and the Minorities', in *Power and Contestation: India since 1989*, London: Fernwood Publishing, Halifax and Zed Books, pp. 36-60.

Additional Reading:

N. Chandhoke, (2010) 'Secularism', in P. Mehta and N. Jayal (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp. 333-346.

V. Caste and Politics: Caste in Politics and the Politicization of Caste

Essential Readings:

R. Kothari, (1970) 'Introduction', in *Caste in Indian Politics*, Delhi: Orient Longman, pp.3-25. M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in Atul Kohli (ed.) *The Success of India's Democracy*, New Delhi: Cambridge University Press, pp. 193-225.

G. Omvedt, (2002) 'Ambedkar and After: The Dalit Movement in India', in G. Shah (ed.) *Social Movements and the State*, New Delhi: Sage Publications, pp. 293-309.

VI. Affirmative Action Policies: Women, Caste and Class

Essential Readings:

M. Galanter, (2002) 'The Long Half-Life of Reservations', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices, Controversies*, New Delhi: Permanent Black, pp. 306-318.

C. Jaffrelot, (2005) 'The Politics of the OBCs', in *Seminar*, Issue 549, pp. 41-45.

M. John, (2011) 'The Politics of Quotas and the Women's Reservation Bill in India', in M. Tsujimura and J. Steele (eds.) *Gender Equality in Asia*, Japan: Tohoku University Press, pp. 169-195.

VII. Changing Nature of the Indian State: Developmental, Welfare and Coercive Dimensions

Essential Readings:

S. Palshikar, (2008) 'The Indian State: Constitution and Beyond', in R. Bhargava (ed.) *Politics and Ethics of the Indian Constitution*, New Delhi: Oxford University Press, pp. 143-163.

R. Deshpande, (2005) 'State and Democracy in India: Strategies of Accommodation and Manipulation', Occasional Paper, Series III, No. 4, Special Assistance Programme, Department of Politics and Public Administration, University of Pune.

M. Mohanty, (1989) 'Duality of the State Process in India: A Hypothesis', *Bhartiya Samajik Chintan*, Vol. XII (1-2)

Additional Readings:

T. Byres, (1994) 'Introduction: Development Planning and the Interventionist State Versus Liberalization and the Neo-Liberal State: India, 1989-1996', in T. Byres (ed.) *The State, Development Planning and Liberalization in India*, New Delhi: Oxford University Press, 1994, pp.1-35.

A. Verma, (2007) 'Police Agencies and Coercive Power', in S. Ganguly, L. Diamond and M. Plattner (eds.) *The State of India's Democracy*, Baltimore: John Hopkins University Press, pp. 130-139.

3.1 Paper V- Introduction to Comparative Government and Politics

Course objective: This is a foundational course in comparative politics. The purpose is to familiarize students with the basic concepts and approaches to the study of comparative politics. More specifically the course will focus on examining politics in a historical framework while engaging with various themes of comparative analysis in developed and developing countries.

I. Understanding Comparative Politics (8 lectures)

- a. Nature and scope
- b. Going beyond Eurocentrism

II. Historical context of modern government (16 lectures)

- a. Capitalism: meaning and development: globalization
- b. Socialism: meaning, growth and development
- c. Colonialism and decolonization: meaning, context, forms of colonialism; anti-colonialism struggles and process of decolonization

III. Themes for comparative analysis (24 lectures)

A comparative study of constitutional developments and political economy in the following countries: Britain, Brazil, Nigeria and China.

I. Understanding Comparative Politics

Essential Readings:

J. Kopstein, and M. Lichbach, (eds), (2005) *Comparative Politics: Interests, Identities, and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp.1-5; 16-36; 253-290.

M. Mohanty, (1975) 'Comparative Political Theory and Third World Sensitivity', in *Teaching Politics*, Nos. 1 and 2, pp. 22-38

Additional Readings:

A. Roy, (2001) 'Comparative Method and Strategies of Comparison', in *Punjab Journal of Politics*. Vol. xxv (2), pp. 1-15.

J. Blondel, (1996) 'Then and Now: Comparative Politics', in *Political Studies*. Vol. 47 (1), pp. 152-160.

N. Chandhoke, (1996) 'Limits of Comparative Political Analysis', in *Economic and Political Weekly*, Vol. 31 (4), January 27, pp. PE 2-PE2-PE8

II Historical context of modern government a. Capitalism

Essential Readings:

R. Suresh, (2010) *Economy & Society -Evolution of Capitalism*, New Delhi, Sage Publications, pp. 151-188; 235-268.

G. Ritzer, (2002) 'Globalization and Related Process I: Imperialism, Colonialism, Development, Westernization, Easternization', in *Globalization: A Basic Text*. London: Wiley-Blackwell, pp. 63-84.

Additional Readings:

M. Dobb, (1950) 'Capitalism', in *Studies in the Development of Capitalism*. London: Routledge and Kegan Paul Ltd, pp. 1-32.

E. Wood, (2002) 'The Agrarian origin of Capitalism', in *Origin of Capitalism: A Long View*. London: Verso, pp. 91-95; 166-181.

A. Hoogvelt, (2002) 'History of Capitalism Expansion', in *Globalization and Third World Politics*. London: Palgrave, pp. 14-28.

b. Socialism

Essential Readings:

A. Brown, (2009) 'The Idea of Communism', in *Rise and Fall of Communism*, Harpercollins (e-book), pp. 1-25; 587-601.

J. McCormick, (2007) 'Communist and Post-Communist States', in *Comparative Politics in Transition*, United Kingdom: Wadsworth, pp. 195-209

Additional Readings:

R. Meek, (1957) 'The Definition of Socialism: A Comment', *The Economic Journal*. 67 (265), pp. 135-139.

c. Colonialism, decolonization& postcolonial society

Essential Readings:

P. Duara, (2004) 'Introduction: The Decolonization of Asia and Africa in the Twentieth Century', in P. Duara, (ed), *Decolonization: Perspective From Now and Then*. London: Routledge, pp. 1-18.

J. Chiryanandath, (2008) 'Colonialism and Post-Colonial Development', in P. Burnell, et. al, *Politics in the Developing World*. New Delhi: Oxford University Press, pp. 31-52.

Additional Reading:

M. Mohanty, (1999) 'Colonialism and Discourse in India and China', Available at http://www.ignca.nic.in/ks_40033.html http, Accessed: 24.03.2011.

III. Themes for Comparative Analysis

Essential Reading:

L. Barrington et. al (2010) *Comparative Politics - Structures & Choices*, Boston, Wadsworth, pp. 212-13; 71-76; 84-89.

M. Grant, (2009) 'United Kingdom Parliamentary System' in *The UK Parliament*. Edinburgh: Edinburgh University Press, pp. 24-43

J. McCormick, (2007) *Comparative Politics in Transition*, UK: Wadsworth, pp. 260-270 (China)

M. Kesselman, J. Krieger and William (2010), *Introduction to Comparative Politics: Political Challenges and Changing Agendas*, UK: Wadsworth. pp. 47-70 (Britain); 364-388 (Nigeria); 625-648 (China); 415-440 (Brazil).

Additional Reading:

P. Rutland, (2007) 'Britain', in J. Kopstein and M. Lichbach. (eds.) *Comparative Politics: Interest, Identities and Institutions in a Changing Global Order*. Cambridge: Cambridge University Press, pp. 39-79.

3.2 PERSPECTIVES ON PUBLIC ADMINISTRATION

Objective: The course provides an introduction to the discipline of public administration. This paper encompasses public administration in its historical context with an emphasis on the various classical and contemporary administrative theories. The course also explores some of the recent trends, including feminism and ecological conservation and how the call for greater democratization is restructuring public administration. The course will also attempt to provide the students a comprehensive understanding on contemporary administrative developments.

I. PUBLIC ADMINISTRATION AS A DISCIPLINE [15 lectures]

- ☐ Meaning, Dimensions and Significance of the Discipline
- ☐ Public and Private Administration
- ☐ Evolution of Public Administration

II. THEORETICAL PERSPECTIVES [25 lectures]

CLASSICAL THEORIES

- ☐ Scientific management (F.W.Taylor)
- ☐ Administrative Management (Gullick, Urwick and Fayol)
- ☐ Ideal-type bureaucracy (Max Weber)

NEO-CLASSICAL THEORIES

- ☐ Human relations theory (Elton Mayo)
- ☐ Rational decision-making (Herbert Simon)

CONTEMPORARY THEORIES

- ☐ Ecological approach (Fred Riggs)
- ☐ Innovation and Entrepreneurship (Peter Drucker)

III. PUBLIC POLICY [10 lectures]

- ☐ Concept, relevance and approaches
- ☐ Formulation, implementation and evaluation

IV. MAJOR APPROACHES IN PUBLIC ADMINISTRATION [20 lectures]

- ☐ New Public Administration
- ☐ New Public Management
- ☐ New Public Service Approach
- ☐ Good Governance
- ☐ Feminist Perspectives

READINGS

I. Public Administration as a Discipline

Meaning, Dimensions and Significance of the Discipline.

Nicholas Henry, *Public Administration and Public Affairs*, Prentice Hall, 1999

D. Rosenbloom, R. Kravchuk. and R. Clerkin, (2009) *Public Administration: Understanding Management, Politics and Law in Public Sector*, 7th edition, New Delhi: McGraw Hill, pp. 1-40

W. Wilson, (2004) 'The Study of Administration', in B. Chakrabarty and M. Bhattacharya (eds), *Administrative Change and Innovation: a Reader*, New Delhi: Oxford University Press, pp. 85-101

b. Public and Private Administration.

M. Bhattacharya, (2008) *New Horizons of Public Administration*, 5th Revised Edition. New Delhi: Jawahar Publishers, pp. 37-44.

G. Alhson, (1997) 'Public and Private Management', in Shafritz, J. and Hyde, A. (eds.) *Classicsof Public Administration*, 4th Edition. Forth Worth: Hartcourt Brace, TX, pp. 510-529.

Evolution of Public Administration

N. Henry, *Public Administration and Public Affairs*, 12th edition. New Jersey: Pearson, 2013

M. Bhattacharya, *Restructuring Public Administration: A New Look*, New Delhi: Jawahar Publishers, 2012

P. Dunleavy and C. Hood, "From Old Public Administration to New Public Management", *Public Money and Management*, Vol. XIV No-3, 1994

M. Bhattacharya, *New Horizons of Public Administration*, New Delhi: Jawahar

Publishers, 2011

Basu, Rumki, Public Administration : Concepts and Theories Sterling Publishers, New Delhi 2014

II. Theoretical Perspectives Scientific Management

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

F. Taylor, 'Scientific Management', in J. Shafritz, and A. Hyde, (eds.) *Classics of PublicAdministration*, 5th Edition. Belmont: Wadsworth, 2004

P. Mouzelis, 'The Ideal Type of Bureaucracy' in B. Chakrabarty, And M. Bhattacharya, (eds), *Public Administration: A Reader*, New Delhi: Oxford University Press, 2003

Administrative Management

H. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, [eds.], *Administrative Thinkers*, Sterling Publishers, 2010

I. J. Ferreira, A. W. Erasmus and D. Groenewald , *Administrative Management*, Juta Academics, 2010

Ideal Type-Bureaucracy

R. Weber, 'Bureaucracy', in C. Mills, and H. Gerth, *From Max Weber: Essays in Sociology*. Oxford: Oxford University Press, 1946

Warren. G. Bennis, *Beyond Bureaucracy*, Mc Graw Hill, 1973

Human Relations Theory

D. Gvishiani, *Organisation and Management*, Moscow: Progress Publishers, 1972

B. Miner, 'Elton Mayo and Hawthorne', in *Organisational Behaviour 3: Historical Origins and the Future*. New York: M.E. Sharpe, 2006

Rational-Decision Making

S. Maheshwari, *Administrative Thinkers*, New Delhi: Macmillan, 2009

Fredrickson and Smith, 'Decision Theory', in *The Public Administration Theory Primer*. Cambridge: Westview Press, 2003

Ecological approach

R. Arora, 'Riggs' Administrative Ecology' in B. Chakrabarty and M. Bhattacharya (eds), *PublicAdministration: A reader*, New Delhi, Oxford University Press, 2003

A. Singh, *Public Administration: Roots and Wings*. New Delhi: Galgotia Publishing Company, 2002

F. Riggs, *Administration in Developing Countries: The Theory of Prismatic Society*. Boston: Houghton Mifflin, 1964

Innovation and Entrepreneurship

Peter Drucker, *Innovation and Entrepreneurship*, Harper Collins, 1999

Peter F. Drucker , *The Practice of Management*, Harper Collins, 2006

III. Public Policy

Concept, Relevance and Approaches

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall, pp. 1- 44
The Oxford Handbook of Public Policy ,OUP,2006

Xun Wu, M.Ramesh, Michael Howlett and Scott Fritzen ,*The Public Policy Primer: ManagingThe Policy Process*, Rutledge, 2010

Mary Jo Hatch and Ann .L. Cunliffe Organisation Theory : *Modern, Symbolicand Postmodern Perspectives*, Oxford University Press,2006

Michael Howlett, *Designing Public Policies : Principles And Instruments*, Rutledge, 2011 *The Oxford Handbook Of Public Policy*, Oxford University Press, 2006

Formulation, implementation and evaluation

Prabir Kumar De, *Public Policy and Systems*, Pearson Education, 2012

R.V. Vaidyanatha Ayyar, *Public Policy Making In India*, Pearson,2009

Surendra Munshi and Biju Paul Abraham [Eds.] *Good Governance, Democratic Societies AndGlobalisation*, Sage Publishers, 2004

IV. Major Approaches in Public Administration a. Development administration

M. Bhattacharya, 'Chapter 2 and 4', in *Social Theory, Development Administration andDevelopment Ethics*, New Delhi: Jawahar Publishers, 2006

F. Riggs,*The Ecology of Public Administration, Part 3*, New Delhi: Asia Publishing House, 1961

c. New Public Administration

Essential Reading:

M. Bhattacharya, *Public Administration: Issues and Perspectives*, New Delhi: Jawahar Publishers, 2012

H. Frederickson, 'Toward a New Public Administration', in J. Shafritz, & A. Hyde, (eds.) *Classics of Public Administration*, 5th Edition, Belmont: Wadsworth, 2004

d.New Public Management

U. Medury, *Public administration in the Globalization Era*, New Delhi: Orient Black Swan, 2010

A. Gray, and B. Jenkins, 'From Public Administration to Public Management' in E. Otenyo and N. Lind, (eds.) *Comparative Public Administration: The Essential Readings*: Oxford University Press, 1997

C. Hood, 'A Public Management for All Seasons', in J. Shafritz, & A. Hyde, (eds.) *Classics ofPublic Administration*, 5th Edition, Belmont: Wadsworth, 2004

d. New Public Service Approach

R.B.Denhardt & J.V.Denhardt [Arizona State University] “ The New Public Service: Serving Rather Than Steering”, in Public Administration Review ,Volume 60, No-6,November-December 2000

e. Good Governance

A. Leftwich, ‘Governance in the State and the Politics of Development’, in *Development and Change*. Vol. 25,1994

M. Bhattacharya, ‘Contextualizing Governance and Development’ in B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press,1998 B. Chakrabarty, *Reinventing Public Administration: The India Experience*. New Delhi: Orient Longman, 2007

U. Medury, *Public administration in the Globalisation Era*, New Delhi: Orient Black Swan, 2010

f. Feminist Perspective

Camila Stivers, *Gender Images In Public Administration*, California : Sage Publishers,2002 Radha Kumar, *The History of Doing*, New Delhi: Kali For Women, 1998

Sylvia Walby, *Theorising Patriarchy*, Oxford, Basil Blackwell.1997

Amy. S. Wharton, *The Sociology Of Gender*, West Sussex : Blackwell-Wiley Publishers,2012 Nivedita Menon [ed.], *Gender and Politics*, Delhi: Oxford University Press, 1999

Simone De Beauvoir, *The Second Sex*, London: Picador, 1988

Alison Jaggar, *Feminist Politics And Human Nature*, Brighton: Harvester Press,1983

Maxine Molyneux and Shahra Razavi , *Gender, Justice, Development and Rights* ,Oxford: Oxford University Press, 2002

3.3 Paper VII- Perspectives on International Relations and World History

Course Objective: This paper seeks to equip students with the basic intellectual tools for understanding International Relations. It introduces students to some of the most important theoretical approaches for studying international relations. The course begins by historically contextualizing the evolution of the international state system before discussing the agency-structure problem through the levels-of-analysis approach. After having set the parameters of the debate, students are introduced to different theories in International Relations. It provides a fairly comprehensive overview of the major political developments and events starting from the twentieth century. Students are expected to learn about the key milestones in world history and equip them with the tools to understand and analyze the same from different perspectives. A key objective of the course is to make students aware of the implicit Euro - centricism of International Relations by highlighting certain specific perspectives from the Global South.

A. Studying International Relations (15 Lectures)

- i. How do you understand International Relations: Levels of Analysis (3 lectures)
- ii. History and IR: Emergence of the International State System (2 Lectures)
- iii. Pre-Westphalia and Westphalia (5 lectures)
- iv. Post-Westphalia (5 lectures)

D. Theoretical Perspectives (25 Lectures)

- i. Classical Realism & Neo-Realism (6 lectures)
- ii. Liberalism & Neoliberalism (5 lectures)
- iii. Marxist Approaches (5 lectures)
- iv. Feminist Perspectives (4 lectures)
- v. Eurocentricism and Perspectives from the Global South (5 Lectures)

C. An Overview of Twentieth Century IR History (20 Lectures)

- i. World War I: Causes and Consequences (1 Lecture)
- ii. Significance of the Bolshevik Revolution (1 Lecture)
- iii. Rise of Fascism / Nazism (2 Lectures)
- iv. World War II: Causes and Consequences (3 Lectures)
- v. Cold War: Different Phases (4 Lectures)
- vi. Emergence of the Third World (3 Lectures)
- vii. Collapse of the USSR and the End of the Cold War (2 Lectures)
- viii. Post Cold War Developments and Emergence of Other Power Centers of Power (4 Lectures)

Essential Readings:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 1-4.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 2-7

S. Joshua. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, 2007, pp. 29-35

C. Brown and K. Ainley, (2009) *Understanding International Relations*, Basingstoke: Palgrave, pp. 1-16.

Additional Readings:

K. Mingst and J. Snyder, (2011) *Essential Readings in International Relations*, New York: W.W. Norton and Company, pp. 1-15.

M. Smith and R. Little, (eds) (2000) 'Introduction', in *Perspectives on World Politics*, New York: Routledge, 2000, 1991, pp. 1-17.

J. Baylis and S. Smith (eds), (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 1- 6.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 2-32.

Rumki Basu, (ed)(2012) *International Politics: Concepts, Theories and Issues* New Delhi, Sage.

History and IR: Emergence of the International State System:

Essential Readings:

R. Mansbach and K. Taylor, (2012) *Introduction to Global Politics*, New York: Routledge, pp. 33-68.

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 16-63.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Additional Readings:

J. Baylis, S. Smith and P. Owens, (2008) *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 36- 89.

R. Mansbach and K. Taylor, (2008) *Introduction to Global Politics*, New York: Routledge, pp. 70-135.

J Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 50-69.

E. Hobsbawm, (1995) *Age of Extremes: The Short Twentieth Century 1914-1991*, Vikings.

S. Lawson, (2003) *International Relations*, Cambridge: Polity Press, pp. 21-60.

How do you Understand IR (Levels of Analysis):

Essential Readings:

J. Singer, (1961) 'The International System: Theoretical Essays', *World Politics*, Vol. 14(1), pp. 77-92.

B. Buzan, (1995) 'The Level of Analysis Problem in International Relations Reconsidered,' in K. Booth and S. Smith, (eds), *International Relations Theory Today*, Pennsylvania: The Pennsylvania State University Press, pp. 198-216.

Additional Readings:

K. Mingst, (2011) *Essentials of International Relations*, New York: W.W. Norton and Company, pp. 93-178.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 35-49.

K. Waltz, (1959) *Man, The State and War*, Columbia: Columbia University Press.

Theoretical Perspectives:

Classical Realism and Neorealism

Essential Readings:

E. Carr, (1981) *The Twenty Years Crisis, 1919-1939: An Introduction to the Study of International Relations*, London: Macmillan, pp. 63-94.

H. Morgenthau, (2007) 'Six Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 7-14.

T. Dunne and B. Schmidt, (2008) 'Realism', in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 90-107.

K. Waltz, (2007) 'The Anarchic Structure of World Politics', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 29-49.

Additional Readings:

M. Nicholson, (2002) *International Relations: A Concise Introduction*, New York: Palgrave, pp. 6-7.

H. Bull, (2000) 'The Balance of Power and International Order', in M. Smith and R. Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 115-124.

Liberalism and Neoliberalism

Essential Readings:

T. Dunne, (2008) 'Liberalism', in J. Baylis and S. Smith (eds.), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 108-123.

R. Keohane and J. Nye, (2000) 'Transgovernmental Relations and the International Organization', in M. Smith and R. Little (eds.), *Perspectives on World Politics*, New York: Routledge, pp. 229-241.

Additional Readings:

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 127-137.

R. Jackson and G. Sorensen, (2007) *Introduction to International Relations: Theories and Approaches*, 3rd Edition, Oxford: Oxford University Press, pp. 97- 128.

Marxist Approaches

Essential Readings:

I. Wallerstein, (2000) 'The Rise and Future Demise of World Capitalist System: Concepts for Comparative Analysis', in Michael Smith and Richard Little (eds), *Perspectives on World Politics*, New York: Routledge, pp. 305-317.

S. Hobden and R. Jones, (2008) 'Marxist Theories of International Relations' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 142-149; 155-158.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson Longman, pp. 494-496; 500-503.

Additional Readings:

J. Galtung, (2000) 'A Structural Theory of Imperialism', in M. Smith and R. Little, (eds), *Perspectives on World Politics*, New York: Routledge, pp. 292-304.

A. Frank, (1966) 'The Development of Underdevelopment' *Monthly Review*, pp. 17-30.

P. Viotti and M. Kauppi (2007), *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, pp. 40-85.

Modern History Sourcebook: Summary of Wallerstein on World System Theory, Available at <http://www.fordham.edu/halsall/mod/Wallerstein.asp>, Accessed: 19.04.2013

Feminist Perspectives

Essential Readings:

J. Tickner, (2007) 'A Critique of Morgenthau's Principles of Political Realism', in R. Art and R. Jervis, *International Politics*, 8th Edition, New York: Pearson Longman, pp. 15-28.

F. Halliday, (1994) *Rethinking International Relations*, London: Macmillan, pp. 147-166. Additional Readings:

M. Nicholson, *International Relations: A Concise Introduction*, New York: Palgrave, 2002, pp. 120-122.

J. Goldstein and J. Pevehouse, (2007) *International Relations*, New York: Pearson

Longman, pp. 138-148.

S. Smith and P. Owens, (2008) 'Alternative Approaches to International Theory' in J. Baylis and S. Smith (eds), *The Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 181-184.

IR, Eurocentricism and Perspectives from the Global South on Eurocentricism

Essential Readings:

A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific*, Vol 7(3), pp. 285-286.

T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.

Additional Readings:

O. Weaver and A. Tickner, (2009) 'Introduction: Geocultural Epistemologies', in A. Tickner and O. Waever (eds), *International Relations: Scholarship Around The World*, London: Routledge, pp. 1-31.

R.Kanth (ed), (2009) *The Challenge of Eurocentrism: Global Perspectives, Policy & Prospects*, New York: Palgrave-McMillan.

S. Amin, (2010) *Eurocentrism: Modernity, Religion & Democracy*, New York: Monthly Review Press.

An Overview of Twentieth Century IR History

(a) World War I: Causes and Consequences

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 22-35.

(b) Significance of the Bolshevik Revolution

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 54-78.

(c) Rise of Fascism / Nazism

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 108-141.

Carr, E.H. (2004) *International Relations between the Two World Wars: 1919-1939*. New York: Palgrave, pp. 197-231 and 258-278.

(d) World War II: Causes and Consequences

Taylor, A.J.P. (1961) *The Origins of the Second World War*. Harmondsworth: Penguin,

pp.29-65.

Carruthers, S.L. (2005) 'International History, 1900-1945' in Baylis, J. and Smith, S. (eds.) (2008)

The Globalization of World Politics. An Introduction to International Relations. 4th edn. Oxford: Oxford University Press, pp. 76-84.

(e) Cold War: Different Phases

Calvocoressi, P. (2001) *World Politics: 1945—2000*. Essex: Pearson, pp. 3-91.

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations.* 4th edn. Oxford: Oxford University Press, pp. 93-101.

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 225-226.

(f) Emergence of the Third World

Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*. London: Abacus, pp. 207-222.

(g) Collapse of the USSR and the End of the Cold War

Scott, L. (2005) 'International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations.* 4th edn. Oxford: Oxford University Press, pp. 93-101.

(h) Post Cold War Developments and Emergence of Other Power Centres of Power: Japan, European Union (EU) and Brazil, Russia, India, China (BRIC)

Brezekski, Z. (2005) *Choice: Global Dominance or Global Leadership*. New York: Basic Books, pp. 85-127.34

Gill, S. (2005) 'Contradictions of US Supremacy' in Panitch, L. and Leys, C. (eds.) *Socialist Register: The Empire Reloaded*. London: Merlin Press. 2004, London, Merlin Press and New York, Monthly Review Press. *Socialist Register*, pp.24-47.

Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London: Routledge, pp.23-37.

4.1 Paper VIII- Political Processes and Institutions in Comparative Perspective

Course objective: In this course students will be trained in the application of comparative methods to the study of politics. The course is comparative in both what we study and how we study. In the process the course aims to introduce undergraduate students to some of the range of issues, literature, and methods that cover comparative political.

I. Approaches to Studying Comparative Politics (8 lectures)

a. Political Culture
b. New Institutionalism

II. Electoral System (8 lectures)

Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)

III. Party System (8 lectures)

Historical contexts of emergence of the party system and types of parties

IV. Nation-state (8 lectures)

What is nation–state? Historical evolution in Western Europe and postcolonial contexts
'Nation' and 'State': debates

V. Democratization (8 lectures)

Process of democratization in postcolonial, post- authoritarian and post-communist countries

VI. Federalism (8 lectures)

Historical context Federation and Confederation: debates around territorial division of power.

READING LIST

I: Approaches to Studying Comparative Politics

Essential Readings:

M. Pennington, (2009) 'Theory, Institutional and Comparative Politics', in J. Bara and Pennington. (eds.) *Comparative Politics: Explaining Democratic System*. Sage Publications, New Delhi, pp. 13-40.

M. Howard, (2009) 'Culture in Comparative Political Analysis', in M. Lichback and A. Zuckerman, pp. 134- S. (eds.) *Comparative Political: Rationality, Culture, and Structure*. Cambridge: Cambridge University Press.

B. Rosamond, (2005) 'Political Culture', in B. Axford, et al. *Politics*, London: Routledge, pp. 57-81.

Additional Readings:

P. Hall, Taylor and C. Rosemary, (1996) 'Political Science and the Three New Institutionalism', *Political Studies*. XLIV, pp. 936-957.

L. Rakner, and R. Vicky, (2011) 'Institutional Perspectives', in P. Burnell, et .al. (eds.) *Political in the Developing World*. Oxford: Oxford University Press, pp. 53-70.

II: Electoral System

Essential Readings:

A. Heywood, (2002) 'Representation, Electoral and Voting', in *Politics*. New York: Palgrave, pp. 223-245.

A. Evans, (2009) 'Elections Systems', in J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications, pp. 93-119.

Additional Reading:

R. Moser, and S. Ethan, (2004) 'Mixed Electoral Systems and Electoral System Effects: Controlled Comparison and Cross-national Analysis', in *Electoral Studies*. 23, pp. 575-599.

III: Party System

Essential Readings:

A. Cole, (2011) 'Comparative Political Parties: Systems and Organizations', in J. Ishiyama, and M. Breuning, (eds) *21st Century Political Science: A Reference Book*. Los Angeles: Sage Publications, pp. 150-158.

A. Heywood, (2002) 'Parties and Party System', in *Politics*. New York : Palgrave, pp. 247-268.

Additional Readings:

- B. Criddle, (2003) 'Parties and Party System', in R. Axtmann, (ed.) *Understanding Democratic Politics: An Introduction*. London: Sage Publications, pp. 134-142.

IV: Nation-state

Essential Readings:

W. O'Conner, (1994) 'A Nation is a Nation, is a Sate, is a Ethnic Group, is a ...', in J. Hutchinson and A. Smith, (eds.) *Nationalism*. Oxford: Oxford University Press, pp. 36-46.

K. Newton, and J. Deth, (2010) 'The Development of the Modern State ', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 13-33.

Additional Reading:

A. Heywood, (2002), 'The State', in *Politics*. New York: Palgrave, pp. 85-102

V. Democratization

Essential Readings:

T. Landman, (2003) 'Transition to Democracy', in *Issues and Methods of Comparative Methods: An Introduction*. London: Routledge, pp. 185-215.

K. Newton, and J. Deth, (2010) 'Democratic Change and Persistence', in *Foundations of Comparative Politics: Democracies of the Modern World*. Cambridge: Cambridge University Press, pp. 53-67.

J. Haynes, (1999) 'State and Society', in *The Democratization*. Oxford: Blackwell, pp. 20-38; 39-63.

Additional Reading:

B. Smith, (2003) 'Democratization in the Third World', in *Understanding Third World Politics: Theories of Political Change and Development*. London: Palgrave Macmillan, pp. 250-274.

VI: Federalism

Essential Readings:

M. Burgess, (2006) *Comparative Federalism: Theory and Practice*. London: Routledge, pp. 135-161.

R. Watts, (2008) 'Introduction', in *Comparing Federal Systems*. Montreal and Kingston: McGill Queen's University Press, pp. 1-27

Additional Reading:

R. Saxena, (2011) 'Introduction', in Saxena, R (eds.) *Varieties of Federal Governance: Major Contemporary Models*. New Delhi: Cambridge University Press, pp. xii-x1.

4.2 Paper-IX PUBLIC POLICY AND ADMINISTRATION IN INDIA

Objective: The paper seeks to provide an introduction to the interface between public policy and administration in India. The essence of public policy lies in its effectiveness in translating the governing philosophy into programs and policies and making it a part of the community living. It deals with issues of decentralization, financial management, citizens and administration and social welfare from a non-western perspective.

I. Public Policy [10 lectures]

a. Definition, characteristics and models

b. Public Policy Process in India

II. Decentralization [10 lectures]

- g. Meaning, significance and approaches and types
- h. Local Self Governance: Rural and Urban

III. Budget [12 lectures]

- h. Concept and Significance of Budget
- i. Budget Cycle in India
- j. Various Approaches and Types Of Budgeting

IV. Citizen and Administration Interface [15 lectures]

- a. Public Service Delivery
- b. Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and E-Governance

V. Social Welfare Administration [20 lectures]

- a. Concept and Approaches of Social Welfare
- b. Social Welfare Policies:
 - ☐ **Education:** Right To Education,
 - ☐ **Health:** National Health Mission,
 - ☐ **Food:** Right To Food Security
 - ☐ **Employment:** MNREGA

READINGS

Public Policy

T. Dye, (1984) *Understanding Public Policy*, 5th Edition. U.S.A: Prentice Hall

R.B. Denhardt and J.V. Denhardt, (2009) *Public Administration*, New Delhi: Brooks/Cole

J. Anderson, (1975) *Public Policy Making*. New York: Thomas Nelson and sons Ltd.

M. Howlett, M. Ramesh, and A. Perl, (2009), *Studying Public Policy: Policy Cycles and Policy subsystems*, 3rd edition, Oxford: Oxford University Press

T. Dye, (2002) *Understanding Public Policy*, New Delhi: Pearson

Y. Dror, (1989) *Public Policy Making Reexamined*. Oxford: Transaction Publication

Decentralization

Satyajit Singh and Pradeep K. Sharma [eds.] *Decentralisation: Institutions And Politics In Rural India*, OUP, 2007

D. A. Rondinelli and S. Cheema, *Decentralisation and Development*, Beverly Hills: Sage Publishers, 1983

N.G. Jayal, *Democracy and The State: Welfare, Secular and Development in Contemporary India*, Oxford : Oxford University Press, 1999

Bidyut Chakrabarty, *Reinventing Public Administration: The Indian Experience*, Orient Longman, 2007

Noorjahan Bava, *Development Policies and Administration in India*, Delhi: Uppal Publishers, 2001

Gabriel Almond and Sidney Verba, *The Civic Culture*, Boston: Little Brown, 1965 M.P. Lester,

Political Participation- How and Why do People Get Involved in Politics
Chicago: McNally, 1965

III. Budget

Erik-Lane, J. (2005) *Public Administration and Public Management: The Principal Agent Perspective*. New York: Routledge

Henry, N. (1999) *Public Administration and Public Affairs*. New Jersey: Prentice Hall

Caiden, N. (2004) 'Public Budgeting Amidst Uncertainty and Instability', in Shafritz, J.M. & Hyde, A.C. (eds.) *Classics of Public Administration*. Belmont: Wadsworth

IV Citizen And Administration Interface

R. Putnam, *Making Democracy Work*, Princeton University Press, 1993

Jenkins, R. and Goetz, A.M. (1999) 'Accounts and Accountability: Theoretical Implications of the Right to Information Movement in India', in *Third World Quarterly*. June

Sharma, P.K. & Devasher, M. (2007) 'Right to Information in India' in Singh, S. and Sharma, P. (eds.) *Decentralization: Institutions and Politics in Rural India*. New Delhi: Oxford University Press

Vasu Deva, *E-Governance In India: A Reality*, Commonwealth Publishers, 2005

World Development Report, World Bank, Oxford University Press, 1992.

M.J. Moon, *The Evolution of Electronic Government Among Municipalities: Rhetoric or Reality*, American Society For Public Administration, *Public Administration Review*, Vol 62, Issue 4, July –August 2002

Pankaj Sharma, *E-Governance: The New Age Governance*, APH Publishers, 2004

Pippa Norris, *Digital Divide: Civic Engagement, Information Poverty and the Internet*

in Democratic Societies, Cambridge: Cambridge University Press, 2001.

Stephan Goldsmith and William D. Eggers, *Governing By Network: The New Shape of the Public Sector*, Brookings Institution [Washington], 2004

United Nation Development Programme, *Reconceptualising Governance*, New York, 1997
Mukhopadhyay, A. (2005) 'Social Audit', in *Seminar*. No.551.

V. Social Welfare Administration

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford: Oxford University Press, 1995

J.Dreze and Amartya Sen, *Indian Development: Selected Regional Perspectives*, Oxford: Clareland Press, 1997

Reetika Khera- Rural Poverty And Public Distribution System, EPW, Vol-XLVIII, No.45-46, Nov 2013

Pradeep Chaturvedi [ed.], *Women And Food Security: Role Of Panchayats*, Concept Publishers, 1997

National Food Security Mission: nfsm.gov.in/Guidelines/XIIPlan/NFSMXII.pdf

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford: Oxford University Press, 1983

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Delhi: Akansha Publishers, 2012.

Marma Mukhopadhyay and Madhu Parhar(ed.) *Education in India: Dynamics of Development*, Delhi: Shipra Publications, 2007

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors'*, International Institute For Educational Planning, UNESCO: Paris, 2001

Surendra Munshi and Biju Paul Abraham [eds.] *Good Governance, Democratic Societies and Globalisation*, Sage Publishers, 2004

Basu Rumki (2015) *Public Administration in India Mandates, Performance and Future Perspectives*, New Delhi, Sterling Publishers

www.un.org/millenniumgoals
<http://www.cefsindia.org>
www.righttofoodindia.org

4.3 Paper X- Global Politics

Course objective: This course introduces students to the key debates on the meaning and nature of globalization by addressing its political, economic, social, cultural and technological dimensions. In keeping with the most important debates within the globalization discourse, it imparts an understanding of the working of the world economy, its anchors and resistances offered by global social movements while analyzing the changing nature of relationship between the state and trans-national actors and networks. The course also offers insights into key contemporary global issues such as the proliferation of nuclear weapons, ecological issues, international terrorism, and human security before concluding with a debate on the phenomenon of global governance.

I. Globalization: Conceptions and Perspectives (23 lectures)

- a. Understanding Globalization and its Alternative Perspectives (6 lectures)
- b. Political: Debates on Sovereignty and Territoriality (3 lectures)
- c. Global Economy: Its Significance and Anchors of Global Political Economy: IMF,
- d. World Bank, WTO, TNCs (8 lectures)
- e. Cultural and Technological Dimension (3 lectures)
- f. Global Resistances (Global Social Movements and NGOs) (3 lectures)

II. Contemporary Global Issues (20 lectures)

- a. Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate (7 lectures)
- b. Proliferation of Nuclear Weapons (3 lectures)
- c. International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments (4 lectures)
- d. Migration (3 lectures)
- e. Human Security (3 lectures)

III. Global Shifts: Power and Governance (5 lectures)

READING LIST

I. Globalization – Conceptions and Perspectives Understanding Globalization and its Alternative Perspectives

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.
M. Strager, (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.
R. Keohane and J. Nye Jr, (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.

Additional Reading:

A. McGrew, (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.
A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 1-24.
W. Ellwood, (2005) *The No-nonsense Guide to Globalization*, Jaipur: NI-Rawat Publications, pp. 12-23.

Political: Debates on Sovereignty and Territoriality

Essential Readings:

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 112-134.
R. Keohane, (2000) 'Sovereignty in International Society', in D. Held and A. McGrew (eds.) *The Global Trans-Formations Reader*, Cambridge: Polity Press, pp. 109-123.

Additional Reading:

K. Shimko, (2005) *International Relations: Perspectives and Controversies*, New York: Houghton Mifflin, pp. 195-219.

Global Economy: Its Significance and Anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

Essential Readings:

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 454-479.
T. Cohn, (2009) *Global Political Economy: Theory and Practice*, pp. 130-140 (IMF), 208-218 (WTO).
R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: LynneReinner, pp. 341-351.
A. Narlikar, (2005) *The World Trade Organization: A Very Short Introduction*, New York: Oxford University Press, pp. 22-98.
J. Goldstein, (2006) *International Relations*, New Delhi: Pearson, pp. 392-405 (MNC).
P. Hirst, G. Thompson and S. Bromley, (2009) *Globalization in Question*, Cambridge: Polity Press, pp. 68-100 (MNC).

Additional Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 180-190.
F. Lechner and J. Boli (ed.), (2004) *The Globalization Reader*, London: Blackwell, pp. 236-239 (WTO).
D. Held et al, (1999) *Global Transformations: Politics, Economics and Culture*,

California: Stanford University Press, pp. 242-282 (MNC).

T. Cohn, (2009) *Global Political Economy*, New Delhi: Pearson, pp. 250-323 (MNC).

Cultural and Technological Dimension

Essential Readings:

D. Held and A. McGrew (eds.), (2002) *Global Transformations Reader: Politics, Economics and Culture*, Cambridge: Polity Press, pp. 1-50; 84-91.

M. Steger, (2009) 'Globalization: A Contested Concept', in *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

A. Appadurai, (2000) 'Grassroots Globalization and the Research Imagination', in *Public Culture*, Vol. 12(1), pp. 1-19.

Additional Reading:

J. Beynon and D. Dunkerley, (eds.), (2012) *Globalisation: The Reader*, New Delhi: Rawat Publications, pp. 1-19.

A. Vanaik, (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

Global Resistances (Global Social Movements and NGOs)

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 487-504.

R. O'Brien et al., (2000) *Contesting Global Governance: Multilateral Economic Institutions and Global Social Movements*, Cambridge: Cambridge University Press, pp. 1-23.

J. Fisher, (1998) *Non-Governments: NGOs and Political Development in the Third World*, Connecticut: Kumarian Press, pp. 1-37 (NGO).

Additional Readings:

G. Laxter and S. Halperin (eds.), (2003) *Global Civil Society and Its Limits*, New York: Palgrave, pp. 1-21.

A. Heywood, (2011) *Global Politics*, New York: Palgrave-McMillan, pp. 150-156 (NGO).

P. Willets, (2011) 'Trans-National Actors and International Organizations in Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 334-342. (NGO)

II. Contemporary Global Issues

Ecological Issues: Historical Overview of International Environmental Agreements, Climate Change, Global Commons Debate

Essential Readings:

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362.

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

N. Carter, (2007) *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, pp. 13-81.

Additional Readings:

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*,

Vol.46, No. 53, December, pp. 10-12.

K.Shimko, (2005) *International Relations Perspectives and Controversies*, New York: Hughton-Mifflin, pp. 317-339.

Proliferation of Nuclear Weapons

Essential Readings:

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

P. Viotti and M. Kauppi, (2007) *International Relations and World Politics: Security, Economy and Identity*, New Delhi: Pearson, pp. 238-272.

Additional Reading:

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 264-281.

International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

Essential Readings:

P. Viotti and M. Kauppi, (2007) *International Relations*, New Delhi: Pearson, pp. 276-307.

A.Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 282-

301. Additional Readings:

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366- 380.

A.Vanaik, (2007) *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

Migration

Essential Readings:

G. Ritzer, (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 298-322.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

Human Security

Essential Readings:

A. Acharya, (2011) 'Human Security', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 480-493.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123-127; 236-243.

Additional Reading:

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no. 3, pp. 442-460.

III. Global Shifts: Power and Governance

Essential Readings:

J. Rosenau, (1992) 'Governance, Order, and Change in World Politics', in J. Rosenau, and

E. Czempiel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press, pp. 1-29.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance: Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press.

J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

5.1

Paper XI- Classical Political Philosophy

Course objective: This course goes back to Greek antiquity and familiarizes students with the manner in which the political questions were first posed. Machiavelli comes as an interlude inaugurating modern politics followed by Hobbes and Locke. This is a basic foundation course for students.

I. Text and Interpretation (2 weeks)

II. Antiquity Plato (2 weeks)

Philosophy and Politics, Theory of Forms, Justice, Philosopher King/Queen, Communism Presentation theme: Critique of Democracy; Women and Guardianship, Censorship

Aristotle (2 weeks)

Forms, Virtue, Citizenship, Justice, State and Household
Presentation themes: Classification of governments; man as *zoon politikon*

III. Interlude:

Machiavelli (2 weeks)

Virtu, Religion, Republicanism
Presentation themes: morality and statecraft; vice and virtue

IV. Possessive

Individualism Hobbes (2 weeks)

Human nature, State of Nature, Social Contract, State
Presentation themes: State of nature; social contract; Leviathan; atomistic individuals.

Locke (2 weeks)

Laws of Nature, Natural Rights, Property,
Presentation themes: Natural rights; right to dissent; justification of property

READING LIST

I. Text and Interpretation

Essential Readings:

T. Ball, (2004) 'History and Interpretation' in C. Kukathas and G. Gaus, (eds.) *Handbook of Political Theory*, London: Sage Publications Ltd. pp. 18-30.

B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed), (1997) *The Libertarian Reader*, New York: The Free Press.

Additional Readings:

J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.

Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume I*, Cambridge: Cambridge University Press pp. ix-xv.

II.

Antiquity:

Plato

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.

R. Kraut, (1996) 'Introduction to the study of Plato', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 1-50.

C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

Additional Readings:

S. Okin, (1992) 'Philosopher Queens and Private Wives', in S. Okin *Women in Western Political Thought*, Princeton: Princeton University Press, pp. 28-50

R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337

T. Saunders, (1996) 'Plato's Later Political Thought', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 464-492.

Aristotle

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 53-64.

T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From*

Socrates to the Present. Oxford: Oxford University Press, pp.81-99.

C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Additional Readings:

J. Coleman, (2000) 'Aristotle', in J. Coleman *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp.120-186

D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle* Cambridge: Cambridge University Press, pp. 195-232.

III. Interlude:

Machiavelli

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 124-130

Q. Skinner, (2000) 'The Adviser to Princes', in *Machiavelli: A Very Short Introduction*, Oxford: Oxford University Press, pp. 23-53

J. Femia, (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

Additional Reading:

Q. Skinner, (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.

IV. Possessive

Individualism Hobbes

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education pp. 131-157.

D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 17-29.

Additional Readings:

I. Hampsher-Monk, (2001) 'Thomas Hobbes', in *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 1-67.

A. Ryan, (1996) 'Hobbes's political philosophy', in T. Sorell, (ed.) *Cambridge Companion to Hobbes*. Cambridge: Cambridge University Press, pp. 208-245.

Locke

Essential Readings:

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 181-209.

J. Waldron, (2009) 'John Locke', in D. Boucher and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 207-224

C. Macpherson, (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario, pp. 194-214.

Additional Readings:

R. Ashcraft, (1999) 'Locke's Political Philosophy', in V. Chappell (ed.) *The Cambridge Companion to Locke*, Cambridge. Cambridge University Press, pp. 226-251.

I. Hampsher-Monk, (2001) *A History of Modern Political Thought: Major Political Thinkers from Hobbes to Marx*, Oxford: Blackwell Publishers, pp. 69-116

5.2 Paper XII- Indian Political Thought-I

Course objective: This course introduces the specific elements of Indian Political Thought spanning over two millennia. The basic focus of study is on individual thinkers whose ideas are however framed by specific themes. The course as a whole is meant to provide a sense of the broad streams of Indian thought while encouraging a specific knowledge of individual thinkers and texts. Selected extracts from some original texts are also given to discuss in class. The list of additional readings is meant for teachers as well as the more interested students.

I. Traditions of Pre-colonial Indian Political Thought (8 lectures)

- a. Brahmanic and Shramanic
- b. Islamic and Syncretic.

II. Ved Vyasa (Shantiparva): Rajadharma (5 lectures)

III. Manu: Social Laws (6 lectures)

IV. Kautilya: Theory of State (7 lectures)

V. Aggannasutta (Digha Nikaya): Theory of kingship (5 lectures)

VI. Barani: Ideal Polity (6 lectures)

VII. Abul Fazal: Monarchy (6 lectures)

VIII. Kabir: Syncretism (5 lectures)

READING LIST

I .Traditions of Pre-modern Indian Political Thought:

Essential Readings:

B. Parekh, (1986) 'Some Reflections on the Hindu Tradition of Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 17- 31.

A. Altekar, (1958) 'The Kingship', in *State and Government in Ancient India*, 3rd edition, Delhi: Motilal Banarsidass, pp. 75-108.

M. Shakir, (1986) 'Dynamics of Muslim Political Thought', in T. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage Publications, pp. 142- 160

G. Pandey, (1978) *Sraman Tradition: Its History and Contribution to Indian Culture*, Ahmedabad: L. D. Institute of Indology, pp. 52-73.

S. Saberwal, (2008) 'Medieval Legacy', in *Spirals of Contention*, New Delhi: Routledge, pp.1-31

II. Ved Vyasa (Shantiparva): Rajadharma

Essential Readings:

The Mahabharata (2004), Vol. 7 (Book XI and Book XII, Part II), Chicago and London:University of Chicago Press.

V. Varma, (1974) *Studies in Hindu Political Thought and Its Metaphysical Foundations*, Delhi: Motilal Banarsidass, pp. 211- 230.

B. Chaturvedi, (2006) 'Dharma-The Foundation of Raja-Dharma, Law and Governance', in
The Mahabharata: An Inquiry in the Human Condition, Delhi: Orient Longman, pp. 418- 464.

III. Manu: Social Laws

Essential Readings:

Manu, (2006) 'Rules for Times of Adversity', in P. Olivelle, (ed. & trans.) *Manu's Code of Law:A Critical Edition and Translation of the Manava- Dharamsastra*, New Delhi: OUP, pp. 208-213.

V. Mehta, (1992) 'The Cosmic Vision: Manu', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 23- 39.

R. Sharma, (1991) 'Varna in Relation to Law and Politics (c 600 BC-AD 500)', in *Aspects of Political Ideas and Institutions in Ancient India*, Delhi: Motilal Banarsidass, pp. 233-251.

P. Olivelle, (2006) 'Introduction', in *Manu's Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra*, Delhi: Oxford University Press, pp. 3- 50.

IV. Kautilya: Theory of State

Essential Readings:

Kautilya, (1997) 'The Elements of Sovereignty' in R. Kangle (ed. and trns.), *Arthashastra of Kautilya*, New Delhi: Motilal Publishers, pp. 511- 514.

V. Mehta, (1992) 'The Pragmatic Vision: Kautilya and His Successor', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 88- 109.

R. Kangle, (1997) *Arthashastra of Kautilya-Part-III: A Study*, Delhi: Motilal Banarsidass, rpt., pp. 116- 142.

Additional Reading:

J. Spellman, (1964) 'Principle of Statecraft', in *Political Theory of Ancient India: A Study of Kingship from the Earliest time to Circa AD 300*, Oxford: Clarendon Press, pp. 132-170.

V. Agganna Sutta (Digha Nikaya): Theory of Kingship

Essential Readings:

S. Collins, (ed), (2001) *Agganna Sutta: An Annotated Translation*, New Delhi: Sahitya Academy, pp. 44-49.

S. Collins, (2001) 'General Introduction', in *Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali)*, Delhi: Sahitya Akademi, pp. 1- 26.

B. Gokhale, (1966) 'The Early Buddhist View of the State', in *The Journal of Asian Studies*, Vol. XXVI, (1), pp. 15- 22.

Additional Reading:

L. Jayasurya, 'Budhism, Politics and Statecraft', Available at ftp.buddhism.org/Publications/.../Voll1_03_Laksiri%20Jayasuriya.pdf, Accessed: 19.04.2013.

VI. Barani: Ideal Polity

Essential Reading:

I. Habib, (1998) 'Ziya Barani's Vision of the State', in *The Medieval History Journal*, Vol. 2,

(1), pp. 19- 36.

Additional Reading:

M. Alam, (2004) 'Sharia Akhlaq', in *The Languages of Political Islam in India 1200- 1800*, Delhi: Permanent Black, pp. 26- 43

VII. Abul Fazal: Monarchy

Essential Readings:

A. Fazl, (1873) *The Ain-i Akbari* (translated by H. Blochmann), Calcutta: G. H. Rouse, pp. 47-57.

V. Mehta, (1992) 'The Imperial Vision: Barni and Fazal', in *Foundations of Indian Political Thought*, Delhi: Manohar, pp. 134- 156.

Additional Readings:

M. Alam, (2004) 'Sharia in Naserean Akhlaq', in *Languages of Political Islam in India 1200-1800*, Delhi: Permanent Black, pp. 46- 69.

I. Habib, (1998) 'Two Indian Theorist of The State: Barani and Abul Fazal', in *Proceedings of the Indian History Congress*. Patiala, pp. 15- 39.

VIII. Kabir: Syncreticism

Essential Readings:

Kabir. (2002) *The Bijak of Kabir*, (translated by L. Hess and S. Singh), Delhi: Oxford University Press, No. 30, 97, pp. 50- 51 & 69- 70.

V. Mehta, (1992) *Foundation of Indian Political Thought*, Delhi: Manohar, pp. 157- 183.

G. Omvedt, (2008) 'Kabir and Ravidas, Envisioning Begumpura', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectual*, Delhi: Navayana, pp. 91- 107.

Additional Reading:

L. Hess and S. Singh, (2002) 'Introduction', in *The Bijak of Kabir*, New Delhi: Oxford University Press, pp. 3- 35.

6.1 Paper XIII- Modern Political Philosophy

Course objective: Philosophy and politics are closely intertwined. We explore this convergence by identifying four main tendencies here. Students will be exposed to the manner in which the questions of politics have been posed in terms that have implications for larger questions of thought and existence.

I. Modernity and its discourses (8 lectures)

This section will introduce students to the idea of modernity and the discourses around modernity. Two essential readings have been prescribed.

II. Romantics (16 lectures)

a. Jean Jacques Rousseau (8 Lectures)

Presentation themes: General Will; local or direct democracy; self-government; origin of inequality.

b. Mary Wollstonecraft (8 Lectures)

Presentation themes: Women and paternalism; critique of Rousseau's idea of education; legal rights

III. Liberal socialist (8 lectures)

a. John Stuart Mill

Presentation themes: Liberty, suffrage and subjection of women, right of minorities; utility principle.

IV. Radicals (16 lectures)

a. Karl Marx (8 Lectures)

Presentation themes: Alienation; difference with other kinds of materialism; class struggle

b. Alexandra Kollontai (8 Lectures)

Presentation themes: Winged and wingless Eros; proletarian woman; socialization of housework; disagreement with Lenin

Reading List

I. Modernity and its discourses

Essential Readings:

I. Kant. (1784) 'What is Enlightenment?,' available at <http://theliterarylink.com/kant.html>, Accessed: 19.04.2013

S. Hall (1992) 'Introduction', in *Formations of Modernity* UK: Polity Press pages 1-16

II. Romanticism

Essential Readings:

B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman, pp. 221- 255.

M. Keens-Soper, (2003) 'Jean Jacques Rousseau: The Social Contract', in M. Forsyth and M. Keens-Soper, (eds) *A Guide to the Political Classics: Plato to Rousseau*. New York: Oxford University Press, pp. 171-202.

C. Jones, (2002) 'Mary Wollstonecraft's *Vindications* and their Political Tradition' in C. Johnson, (ed.) *The Cambridge Companion to Mary Wollstonecraft*, Cambridge: Cambridge University Press, pp. 42-58.

S. Ferguson, (1999) 'The Radical Ideas of Mary Wollstonecraft', in *Canadian Journal of Political Science* XXXII (3), pp. 427-50, Available at <http://digitalcommons.ryerson.ca/politics>, Accessed: 19.04.2013.

III. Liberal Socialist

Essential Readings:

H. Magid, (1987) 'John Stuart Mill', in L. Strauss and J. Cropsey, (eds), *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 784-801.

P. Kelly, (2003) 'J.S. Mill on Liberty', in D. Boucher, and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 324- 359.

IV. Radicals

Essential Readings:

J. Cropsey, (1987) 'Karl Marx', in L. Strauss and J. Cropsey, (eds) *History of Political Philosophy*, 2nd Edition. Chicago: Chicago University Press, pp. 802-828.

L. Wilde, (2003) 'Early Marx', in D. Boucher and P. Kelly, P. (eds) *Political Thinkers: From Socrates to the Present*. New York: Oxford University Press, pp. 404-435.

V. Bryson, (1992) 'Marxist Feminism in Russia' in *Feminist Political Theory*, London: Palgrave Macmillan, pp. 114-122

C. Sypnowich, (1993) 'Alexandra Kollontai and the Fate of Bolshevik Feminism' *Labour/Le Travail* Vol. 32 (Fall 1992) pp. 287-295

A. Kollontai (1909), *The Social Basis of the Woman Question*, Available at <http://www.marxists.org/archive/kollonta/1909/social-basis.htm>, Accessed: 19.04.2013

Additional Readings:

A. Bloom, (1987) 'Jean-Jacques Rousseau', in Strauss, L. and Cropsey, J. (eds.) *History of Political Philosophy*, 2nd edition. Chicago: Chicago University Press, pp. 559-580.

Selections from *A Vindication of the Rights of Woman*, Available at <http://oregonstate.edu/instruct/phl302/texts/wollstonecraft/woman-a.html#CHAPTER%20II>, Accessed: 19.04.2013.

A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 328-354.

B. Ollman (1991) *Marxism: An Uncommon Introduction*, New Delhi: Sterling Publishers.

G. Blakely and V. Bryson (2005) *Marx and Other Four Letter Words*, London: Pluto

A. Skoble, and T. Machan, (2007) *Political Philosophy: Essential Selections*, New Delhi: Pearson Education, pp. 286-327.

A. Kollontai, (1977) 'Social Democracy and the Women's Question', in *Selected Writings of Alexandra Kollontai*, London: Allison & Busby, pp. 29-74.

A. Kollontai, (1977) 'Make Way for Winged Eros: A Letter to the Youth', in *Selected Writings of Alexandra Kollontai* Allison & Busby, pp. 201-292.

C. Porter, (1980) *Alexandra Kollontai: The Lonely Struggle of the Woman who defied Lenin*, New York: Dutton Children's Books.

6.2 Paper XIV- Indian Political Thought-II

Course objective: Based on the study of individual thinkers, the course introduces a wide span of thinkers and themes that defines the modernity of Indian political thought. The objective is to study general themes that have been produced by thinkers from varied social and temporal contexts. Selected extracts from original texts are also given to discuss in the class. The list of additional readings is meant for teachers as well as the more interested students.

I. Introduction to Modern Indian Political Thought (4 lectures)

II. Rammohan Roy: Rights (4 lectures)

III. Pandita Ramabai: Gender (4 lectures)

IV. Vivekananda: Ideal Society (5 lectures)

V. Gandhi: Swaraj (5 lectures)

VI. Ambedkar: Social Justice (5 lectures)

VII. Tagore: Critique of Nationalism (4 lectures)

VIII. Iqbal: Community (5 lectures)

IX. Savarkar: Hindutva (4 lectures)

X. Nehru: Secularism (4 lectures)

XI. Lohia: Socialism (4 lectures)

Reading List

I. Introduction to Modern Indian Political Thought

Essential Readings:

V. Mehta and T. Pantham (eds.), (2006) '*A Thematic Introduction to Political Ideas in Modern India: Thematic Explorations, History of Science, Philosophy and Culture in Indian civilization*'

Vol. 10, Part: 7, New Delhi: Sage Publications, pp. xxvii-ixi.

D. Dalton, (1982) 'Continuity of Innovation', in *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi*, Academic Press: Gurgaon, pp. 1-28.

II. Rammohan Roy: Rights

Essential Readings:

R. Roy, (1991) 'The Precepts of Jesus, the Guide to Peace and Happiness', S. Hay, (ed.) *Sources of Indian Tradition*, Vol. 2. Second Edition. New Delhi: Penguin, pp. 24-29.

C. Bayly, (2010) 'Rammohan and the Advent of Constitutional Liberalism in India 1800-1830', in Sh. Kapila (ed.), *An intellectual History for India*, New Delhi: Cambridge University Press, pp. 18- 34.

T. Pantham, (1986) 'The Socio-Religious Thought of Rammohan Roy', in Th. Panthom and K. Deutsch, (eds.) *Political Thought in Modern India*, New Delhi: Sage, pp.32-52.

Additional Reading:

S. Sarkar, (1985) 'Rammohan Roy and the break With the Past', in *A Critique on colonial India*, Calcutta: Papyrus, pp. 1-17.

III. Pandita Ramabai: Gender

Essential Readings:

P. Ramabai, (2000) 'Woman's Place in Religion and Society', in M. Kosambi (ed.), *Pandita Ramabai Through her Own Words: Selected Works*, New Delhi: Oxford

University Press, pp.150-155.

M. Kosambi, (1988) 'Women's Emancipation and Equality: Pandita Ramabai's Contribution to Women's Cause', in *Economic and Political Weekly*, Vol. 23(44), pp. 38-49.

Additional Reading:

U. Chakravarti, (2007) *Pandita Ramabai - A Life and a Time*, New Delhi: Critical Quest, pp. 1-40.

G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi: Navayana. pp. 205-224.

IV. Vivekananda: Ideal Society

Essential Readings:

S. Vivekananda, (2007) 'The Real and the Apparent Man', S. Bodhasarananda (ed.), *Selections from the Complete Works of Swami Vivekananda*, Kolkata: Advaita Ashrama, pp.126-129.

A. Sen, (2003) 'Swami Vivekananda on History and Society', in *Swami Vivekananda*, Delhi: Oxford University Press, pp. 62- 79.

H. Rustav, (1998) 'Swami Vivekananda and the Ideal Society', in W. Radice (ed.), *Swami Vivekananda and the Modernisation of Hinduism*, Delhi: Oxford University Press, pp. 264-280.

Additional Reading:

Raghuramaraju, (2007) 'Swami and Mahatma, Paradigms: State and Civil Society', in *Debates in Indian Philosophy: Classical, Colonial, and Contemporary*, Delhi: Oxford University Press, pp. 29-65.

V. Gandhi: Swaraj

Essential Readings:

M. Gandhi, (1991) 'Satyagraha: Transforming Unjust Relationships through the Power of the Soul', in S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2. Second Edition, New Delhi: Penguin, pp. 265-270.

A. Parel, (ed.), (2002) 'Introduction', in *Gandhi, freedom and Self Rule*, Delhi: Vistaar Publication.

D. Dalton, (1982) *Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Mahatma Gandhi and Rabindranath Tagore*, Gurgaon: The Academic Press, pp. 154- 190.

Additional Reading:

R. Terchek, (2002) 'Gandhian Autonomy in Late Modern World', in A. Parel (ed.), *Gandhi, Freedom and Self Rule*. Delhi: Sage.

VI. Ambedkar: Social Justice

Essential Readings:

B. Ambedkar, (1991) 'Constituent Assembly Debates', S. Hay (ed.), *Sources of Indian Tradition*, Vol. 2, Second Edition, New Delhi: Penguin, pp. 342-347.

V. Rodrigues, (2007) 'Good society, Rights, Democracy Socialism', in S. Thorat and Aryama (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications.

B. Mungekar, (2007) 'Quest for Democratic Socialism', in S. Thorat, and Aryana (eds.), *Ambedkar in Retrospect - Essays on Economics, Politics and Society*, Jaipur: IIDS and Rawat Publications, pp. 121-142.

Additional Reading:

P. Chatterjee, (2005) 'Ambedkar and the Troubled times of Citizenship', in V. Mehta and Th. Pantham (eds.), *Political ideas in modern India: Thematic Explorations*, New Delhi: Sage, pp. 73-92.

VII. Tagore: Critique of Nationalism

Essential Readings:

R. Tagore, (1994) 'The Nation', S. Das (ed.), *The English Writings of Rabindranath Tagore*, Vol. 3, New Delhi: Sahitya Akademi, pp. 548-551.

R. Chakravarty, (1986) 'Tagore, Politics and Beyond', in Th. Panthams and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 177-191.

M. Radhakrishnan, and Debasmita, (2003) 'Nationalism is a Great Menace: Tagore and Nationalism' in P. Hogan, Colm and L. Pandit, (eds.) *Rabindranath Tagore: Universality and Tradition*, London: Rosemont Publishing and Printing Corporation, pp. 29-39.

Additional Reading:

A. Nandy, (1994) 'Rabindranath Tagore & Politics of Self', in *Illegitimacy of Nationalism*, Delhi: Oxford University Press, pp. 1-50.

VIII. Iqbal: Community

Essential Readings:

M. Iqbal, (1991) 'Speeches and Statements', in S. Hay (ed.), *Sources of Indian Tradition*, Vol.2, Second Edition, New Delhi: Penguin, pp. 218-222.

A. Engineer, (1980) 'Iqbal's Reconstruction of Religious Thought in Islam', in *Social Scientist*, Vol.8 (8), pp. 52-63.

Madani, (2005) *Composite Nationalism and Islam*, New Delhi: Manohar, pp. 66-91.

Additional Reading:

L. Gordon-Polonskya, (1971) 'Ideology of Muslim Nationalism', in H. Malik (ed.), *Iqbal: Poet-Philosopher of Pakistan*, New York: Columbia University Press, pp. 108- 134.

IX. Savarkar: Hindutva

Essential Readings:

V.Savarkar, 'Hindutva is Different from Hinduism', available at <http://www.savarkar.org/en/hindutva-/essentials-hindutva/hindutva-different-hinduism>, Accessed: 19.04.2013

J. Sharma, (2003) *Hindutva: Exploring the Idea of Hindu Nationalism*, Delhi: Penguin, pp. 124-172.

Additional Reading:

Dh. Keer, (1966) *Veer Savarkar*, Bombay: Popular Prakashan, pp. 223-250.

X. Nehru: Secularism

Essential Readings:

J. Nehru, (1991) 'Selected Works', in S. Hay (ed.), *Sources of Indian Tradition, Vol. 2*, Second Edition, New Delhi: Penguin, pp. 317-319.

R. Pillai, (1986) 'Political thought of Jawaharlal Nehru', in Th. Pantham, and K. Deutsch (eds.), *Political Thought in Modern India*, New Delhi: Sage, pp. 260- 274.

B. Zachariah, (2004) *Nehru*, London: Routledge Historical Biographies, pp. 169-213.

Additional Reading:

P. Chatterjee, (1986) 'The Moment of Arrival: Nehru and the Passive Revolution', in *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books, pp.131-166

XI. Lohia: Socialism

Essential Readings:

M. Anees and V. Dixit (eds.), (1984) *Lohia: Many Faceted Personality*, Rammanohar Lohia Smarak Smriti.

S. Sinha, (2010) 'Lohia's Socialism: An underdog's perspective', in *Economic and Political Weekly*, Vol. XLV (40) pp. 51-55.

- A. Kumar, (2010) 'Understanding Lohia's Political Sociology: Intersectionality of Caste, Class, Gender and Language Issue', in *Economic and Political Weekly*, Vol. XLV (40), pp. 64-70.

B) Generic Elective (Interdisciplinary): 4

1.

Feminism: Theory and Practice

Course Objective: The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the paper covers history of feminism in the west, socialist societies and in anti-colonial struggles. Part III focuses a gendered analysis of Indian society, economy and polity with a view to understanding the structures of gender inequalities. And the last section aims to understand the issues with which contemporary Indian women's movements are engaged with.

I. Approaches to understanding Patriarchy (22 Lectures)

- Feminist theorising of the sex/gender distinction. Biologism versus social constructivism
- Understanding Patriarchy and Feminism
- Liberal, Socialist, Marxist, Radical feminism, New Feminist Schools/Traditions

II. History of Feminism (22 Lectures)

- Origins of Feminism in the West: France, Britain and United States of America
- Feminism in the Socialist Countries: China, Cuba and erstwhile USSR
- Feminist issues and women's participation in anti-colonial and national liberation movements with special focus on India

III. The Indian Experience (16 Lectures)

- Traditional Historiography and Feminist critiques. Social Reforms Movement and position of women in India. History of Women's struggle in India
- Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- Understanding Woman's Work and Labour – Sexual Division of Labour, Productive and Reproductive labour, Visible - invisible work – Unpaid (reproductive and

care), Underpaid and Paid work,- Methods of computing women's work , Female headed households

Essential Readings

I. Approaches to understanding Patriarchy

Geetha, V. (2002) *Gender*. Calcutta: Stree.

Geetha, V. (2007) *Patriarchy*. Calcutta: Stree.

Jagger, Alison. (1983) *Feminist Politics and Human Nature*. U.K.: Harvester Press, pp. 25-350.

Supplementary Readings:

Ray, Suranjita. *Understanding Patriarchy*. Available at:

http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf

Lerner, Gerda. (1986) *The Creation of Patriarchy*. New York: Oxford University Press.

II. History of Feminism

Rowbotham, Shiela. (1993) *Women in Movements*. New York and London: Routledge, Section I, pp. 27-74 and 178-218.

Jayawardene, Kumari. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Forbes, Geraldine (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Supplementary Readings:

Eisentein, Zillah. (1979) *Capitalist Patriarchy and the Case for Socialist Feminism*. New York: Monthly Review Press, pp. 271-353.

Funk, Nanette & Mueller, Magda. (1993) *Gender, Politics and Post-Communism*. New York and London: Routledge, Introduction and Chapter 28.

Chaudhuri, Maiyatri. (2003) 'Gender in the Making of the Indian Nation State', in Rege, Sharmila. (ed.) *The Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage.

Banarjee, Sikata. (2007) 'Gender and Nationalism: The Masculinisation of Hinduism and

Female Political Participation', in Ghadially, Rehana. (ed.) *Urban Women in Contemporary India: A Reader*. New Delhi: Sage.

III. Feminist Perspectives on Indian Politics

Roy, Kumkum. (1995) 'Where Women are Worshipped, There Gods Rejoice: The Mirage of the Ancestress of the Hindu Women', in Sarkar, Tanika & Butalia, Urvashi. (eds.) *Women and the Hindu Right*. Delhi: Kali for Women, pp. 10-28.

Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', *Social Scientist*, Volume 16, No. 8.

Banerjee, Nirmala. (1999) 'Analysing Women's work under Patriarchy' in Sangari, Kumkum & Chakravarty, Uma. (eds.) *From Myths to Markets: Essays on Gender*. Delhi: Manohar.

Additional Readings

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Shinde, Tarabai (1993) 'Stri-Purush Tulna', in Tharu, Susie & Lalita, K. (eds.) *Women Writing in India, 600 BC to the Present. Vol. I*. New York: Feminist Press.

Desai, Neera & Thakkar, Usha. (2001) *Women in Indian Society*. New Delhi: National Book Trust.

2 . Gandhi and the Contemporary World

Course objective: Locating Gandhi in a global frame, the course seeks to elaborate Gandhian thought and examine its practical implications. It will introduce students to key instances of Gandhi's continuing influence right up to the contemporary period and enable them to critically evaluate his legacy.

I. Gandhi on Modern Civilization and Ethics of Development (2 weeks)

- a. Conception of Modern Civilisation and Alternative Modernity
- b. Critique of Development: Narmada Bachao Andolan

II. Gandhian Thought: Theory and Action (4 weeks)

- a. Theory of Satyagraha
- b. Satyagraha in Action
 - i. Peasant Satyagraha: Kheda and the Idea of Trusteeship
 - ii. Temple Entry and Critique of Caste
 - iii. Social Harmony: 1947 and Communal Unity

III. Gandhi's Legacy (4 weeks)

- a) Tolerance: Anti - Racism Movements (Anti - Apartheid and Martin Luther King)
- b) The Pacifist Movement
- c) Women's Movements
- d) *Gandhigiri*: Perceptions in Popular Culture

IV. Gandhi and the Idea of Political (2 weeks)

- a) Swaraj
- b) Swadeshi

READINGS

I. Gandhi on Modern Civilization and Ethics of Development

Essential Readings:

B. Parekh, (1997) 'The Critique of Modernity', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 63-74.

K. Ishii, (2001) 'The Socio-economic Thoughts of Mahatma Gandhi: As an Origin of Alternative Development', *Review of Social Economy*. Vol. 59 (3), pp. 297-312.

D. Hardiman, (2003) 'Narmada Bachao Andolan', in *Gandhi in his Time and Ours*. Delhi: Oxford University Press, pp. 224- 234.

A Baviskar, (1995) 'The Politics of the Andolan', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp.202-228.

R Iyer, (ed) (1993) 'Chapter 4' in *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press.

R. Ramashray, (1984) 'Liberty Versus Liberation', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

II. Gandhian Thought: Theory and Action

Essential Readings:

B. Parekh, (1997) 'Satyagrah', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company, pp. 51-63.

D. Dalton, (2000) 'Gandhi's originality', in A. Parel (ed) *Gandhi, Freedom and Self- Rule*, New Delhi: Lexington Books, pp.63-86.

D. Hardiman, (1981) 'The Kheda Satyagraha', in *Peasant Nationalists of Gujarat: Kheda District, 1917-1934*, Delhi: Oxford University Press, pp. 86-113.

J. Brown, (2000) 'Gandhi and Human Rights: In search of True humanity', in A. Parel

(ed) *Gandhi, Freedom and Self-Rule*, New Delhi: Lexington Books, pp. 93- 100.

R. Iyer, (2000) 'Chapter 10 and 11', in *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 251-344

I. Knudegaard, (2010), *Gandhi's Vision for Indian Society: Theory and Action*, Master Thesis in History, University of Oslo, Available at
https://docs.google.com/viewer?a=v&q=cache:Eqj9br1n3_oJ:https://www.duo.uio.no/bi/tst/ream/handle/123456789/23275/IngfridxKnudegaardxmasteroppgavexixhistorie.pdf?sequence%3D1+gandhi+and+temple+entry&hl=en&gl=in&pid=bl&srcid=ADGEESiKGssA7q2z1kxiuttm3bciHPH_HI3chWKbJIVo9HE4LcWCLmKdKXCirPalzh7Tp47fyoBQJHX9GUesefn8YCAQeaQSKMRdrwvYT2Q8c7XV95tQhSGuO9bNCGEdlYGoBjzoVdJc&sig=AHIEtbQ78zwxGvh92AnwmRHiA7t2wWXXJQ, Accessed: 14.04.2013, pp.27-38.

P. Rao, (2009) 'Gandhi, Untouchability and the Postcolonial Predicament: A Note'. *SocialScientist*. Vol. 37 (1/2). Pp. 64-70.

B. Parekh, (1999) 'Discourse on Unsociability', in *Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse*, New Delhi: Sage Publication.

D. Hardiman, (2003) 'Fighting Religious Hatreds', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press.

III. Gandhi's Legacy

Essential Readings:

D. Hardiman, (2003) 'Gandhi's Global Legacy', in *Gandhi in His Time and Ours*. Delhi: Oxford University Press, pp. 238-283.

Manimala, (1984) 'Zameen Kenkar? Jote Onkar: Women's participation in the Bodhgaya struggles', in M. Kishwar and R. Vanita (eds) *In Search of Answers: Indian Women's Voices from Manushi*, London: Zed Press.

M. Shah, (2006) 'Gandhigiri; A Philosophy of Our Times', *The Hindu* Available at
<http://www.hindu.com/2006/09/28/stories/2006092802241000.htm>,
Accessed: 14.04.2013.

A. Ghosh and T. Babu, (2006) 'Lage Raho Munna Bhai: Unravelling Brand 'Gandhigiri'', *Economic and Political Weekly*, 41 (51), pp. 5225 – 5227.

H. Trivedi (2011) 'Literary and Visual Portrayal of Gandhi', in J Brown and A Parel (eds) *Cambridge Companion to Gandhi*, Cambridge University Press 2011, pp. 199-218.

IV. Gandhi and the Idea of Political

Essential Readings:

P. Chatterjee, (1986) 'The Moment of Maneuver', in *Nationalist Thought and the Colonial World: A derivative discourse?*, Delhi: Zed Books.

Indian Council for Historical Research (1976) 'The Logic of Gandhian Nationalism: Civil Disobedience and the Gandhi – Irwin Pact, 1930-31', *Indian Historical Review*, Available at <http://www.ichrindia.org/journal.pdf>, Accessed: 18.04.2013.

D. Dalton, (1996) 'Swaraj: Gandhi's Idea of Freedom', in *Mahatma Gandhi: Selected Political Writings*, USA: Hackett Publishing, pp. 95-148.

A. Parel (ed.) (1997) 'Editor's Introduction', in *Gandhi, Hind Swaraj and Other Writings* Cambridge: Cambridge University Press.

Additional Readings:

A. Baviskar, (1995) 'National Development, Poverty and the environment', in *In the Belly of the River: Tribal Conflict Over Development in the Narmada Valley*, Delhi: Oxford University Press, pp. 18-33.

B. Parekh, (1997) 'Religious Thought', in *Gandhi: A Brief Insight*, Delhi: Sterling Publishing Company.

R. Iyer, (1993) *The Essential Writings of Mahatma Gandhi*, New Delhi: Oxford University Press, pp. 299-344; 347-373.

S. Sarkar, (1982) *Modern India 1885-1947*, New Delhi: Macmillan, pp. 432-39.

R. Iyer, (2001) *The Moral and Political Thought of Mahatma Gandhi*, New Delhi: Oxford University Press. pp. 344-358.

H. Coward, (2003) 'Gandhi, Ambedkar, and Untouchability', in H. Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 41-66.

J. Lipner, (2003) 'A Debate for Our Times', in Harold Coward (ed) *Indian Critiques of Gandhi*, New York: State University of New York Press, pp. 239-58

M. Gandhi, (1941) 'Chapter 1, 2, 9, 15, and 16', in *Constructive Programme: Its Meaning and Place*, Ahmedabad: Navjivan Trust.

R. Terchek, (1998) *Gandhi: Struggling for Autonomy*, USA: Rowman and Littlefield Publishers.

N. Dirks, (2001), 'The Reformation of Caste: Periyar, Ambedkar and Gandhi', in *Castes of Mind: Colonialism and the making of Modern India*, Princeton: Princeton University

Press.

R. Mukharjee, (ed) (1995), *The Penguin Gandhi Reader*, New Delhi: Penguin.

T. Weber, (2006) 'Gandhi is dead, Long live Gandhi- The Post Gandhi Gandhian Movement in India', in *Gandhi, Gandhism and the Gandhians*, New Delhi: Roli.

A. Taneja, (2005) *Gandhi Women and the National Movement 1920-1947*, New Delhi: Haranand Publishers.

J. Brown, (2008) *Gandhi and Civil Disobedience: The Mahatma in Indian Politics*, Cambridge: Cambridge University Press, 2008

R. Ramashray, (1984) 'What Beyond the Satanic Civilization?', in *Self and Society: A Study in Gandhian Thought*, New Delhi: Sage Publication.

Activities

Topic 1

1. Reading of primary texts:- M K Gandhi Chapter VI and XIII "Hind Swaraj" Navjeevan Trust, Ahmedabad, 1910
2. A site visit to any on-going developmental project preferably in NCT Delhi by students and submission of report on Environmental law Violation and Resistance by People in a Gandhian Way.

Topic 2

1. Reading of primary texts:- M K Gandhi Chapter XII&XIII, "Satyagraha in South Africa, Navjivan Trust, Ahmedabad, 1928, pp. 95-107
2. A Report followed by presentation on functioning of Cooperative and Community engagement for example Amul and/or SEWA in Gujarat to understand Trusteeship and its relevance

Topic 3

1. Movie Screenings (Movies like Lage Raho Munna Bhai, Gandhi by Richard Attenborough and Student's Participation in reviewing/discussing the movie from a Gandhian perspective or Cultural engagement of Students with Gandhian Ideas through Staging of a street play.

Topic 4

Student Visit to Any Gandhian Institution in Delhi like, Gandhi Darshan and Smriti to understand on-going Gandhian work and programme and interacting with Gandhian activists.

3. GOVERNANCE: ISSUES AND CHALLENGES

Objectives: This paper deals with concepts and different dimensions of governance highlighting the major debates in the contemporary times. There is a need to understand the importance of the concept of governance in the context of a globalising world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

1. GOVERNMENT AND GOVERNANCE: CONCEPTS [12 lectures]

Role of State In The Era Of Globalisation State, Market and Civil Society

2. GOVERNANCE AND DEVELOPMENT [12 lectures]

Changing Dimensions of Development Strengthening Democracy through Good Governance

3. ENVIRONMENTAL GOVERNANCE [12 lectures]

Human-Environment Interaction

Green Governance: Sustainable Human Development

4. LOCAL GOVERNANCE [12 lectures]

Democratic

Decentralisation

n

People's Participation In Governance

5. GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES [20 lectures]

a. Public Service Guarantee Acts

b. Electronic Governance

c. Citizens Charter & Right to Information

d. Corporate Social Responsibility

READINGS

GOVERNMENT AND GOVERNANCE: CONCEPTS

B. Chakrabarty and M. Bhattacharya, (eds.) *The Governance Discourse*. New Delhi: Oxford University Press, 1998

Surendra Munshi and Biju Paul Abraham [eds.] , *Good Governance, Democratic Societies And Globalisation*, Sage Publishers, 2004

United Nation Development Programme , *Reconceptualising Governance*, New York, 1997

Carlos Santiso, *Good Governance and Aid Effectiveness: The World Bank and Conditionality*

Johns Hopkins University, The Georgetown Public Policy Review ,Volume VII, No.1, 2001

Vasudha Chotray and Gery Stroker , *Governance Theory: A Cross Disciplinary Approach* ,

Palgrave Macmillan ,2008

J. Rosenau, 'Governance, Order, and Change in World Politics', in J. Rosenau, and E. Czempel (eds.) *Governance without Government: Order and Change in World Politics*, Cambridge: Cambridge University Press ,1992

B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, 2007
pp. 218-240.

Smita Mishra Panda , *Engendering Governance Institutions: State, Market And Civil Society*, Sage Publications,2008

Neera Chandhoke, *State And Civil Society Explorations In Political Theory* , Sage Publishers,1995

GOVERNANCE AND DEVELOPMENT

B. C. Smith, *Good Governance and Development*, Palgrave, 2007

World Bank Report, *Governance And Development*, 1992

P. Bardhan, 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th edition, Delhi: Oxford University Press, 2005

J. Dreze and A. Sen, *India: Economic Development and Social Opportunity*. New Delhi: Oxford University Press, 1995

Niraja Gopal Jayal[ed.], *Democracy in India*, Oxford University Press, 2007

ENVIRONMENTAL GOVERNANCE

Ramachandra Guha, *Environmentalism: A Global History*, Longman Publishers, 1999

J.P. Evans, *Environmental Governance*, Routledge , 2012

Emilio F. Moran, *Environmental Social Science: Human - Environment interactions and Sustainability*, Wiley-Blackwell, 2010

Burns H Weston and David Bollier, *Green Governance: Ecological Survival, Human Rights, and the Law of the Commons*, Cambridge University Press, 2013

Bina Agarwal, *Gender And Green Governance* , Oxford University Press, Oxford, 2013

J. Volger, 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, 2011, pp. 348- 362.

A. Heywood, *Global Politics*, New York: Palgrave, 2011, pp. 383-411.

N. Carter, *The Politics of Environment: Ideas, Activism, Policy*, Cambridge: Cambridge University Press, 2007, pp. 13-81.

LOCAL GOVERNANCE

Pranab Bardhan and Dilip Mookherjee, *Decentralization And Local Governance In Developing Countries: A Comparative Perspective*, MIT Press, 2006

T.R. Raghunandan, *Decentralization And Local Governments: The Indian Experience, Readings On The Economy, Polity And Society*, Orient Blackswan, 2013

Pardeep Sachdeva, *Local Government In India*, Pearson Publishers, 2011

P. de Souza, (2002) 'Decentralization and Local Government: The Second Wind of Democracy in India', in Z. Hasan, E. Sridharan and R. Sudarshan (eds.) *India's Living Constitution: Ideas, Practices and Controversies*, New Delhi: Permanent Black, 2002

Mary John, 'Women in Power? Gender, Caste and Politics of Local Urban Governance', in *Economic and Political Weekly*, Vol. 42(39), 2007

GOOD GOVERNANCE INITIATIVES IN INDIA: BEST PRACTICES

Niraja Gopal Jayal, *Democracy and the State: Welfare, Secularism, and Development in Contemporary India*, Oxford University Press, 1999

Reetika Khera[ed.], *The Battle for Employment Guarantee*, Oxford University Press, 2011

Nalini Juneja, *Primary Education for All in the City of Mumbai: The Challenge Set By Local Actors*, International Institute For Educational Planning, UNESCO : Paris, 2001

Maxine Molyneux and Shahra Razavi, *Gender, Justice, Development, and Rights*, Oxford University Press, 2002

Jugal Kishore, *National Health Programs of India: National Policies and Legislations*, Century Publications, 2005

Jean Drèze and Amartya Sen, *India, Economic Development and Social Opportunity*, Oxford University Press, 1995

K. Lee and Mills, *The Economic Of Health In Developing Countries*, Oxford University Press, 1983

Marmar Mukhopadhyay and Madhu Parhar (eds.) *Education in India: Dynamics of Development*, Shipra Publications, 2007

K. Vijaya Kumar, *Right to Education Act 2009: Its Implementation as to Social Development in India*, Akansha Publishers, 2012

Amartya Sen and Jean Dreze, *Omnibus: Poverty and Famines, Hunger and Public Action, India- Economic Development and Social Opportunity*, Oxford University Press, 1998

Jean Dreze and Amartya Sen, *An Uncertain Glory: India And Its Contradictions*, Princeton University Press, 2013

Reetika Khera- *Rural Poverty And Public Distribution System*, EPW, Vol- XLVIII, No. 45-46, Nov 2013

Pradeep Chaturvedi, *Women And Food Security: Role Of Panchayats*, Concept Publishing House, 2002

Bidyut Mohanty, "Women, Right to Food and Role of Panchayats", *Mainstream*, Vol. LII, No. 42, October 11, 2014

D. Crowther, *Corporate Social Responsibility*, Deep and Deep Publishers, 2008

Sanjay K. Agarwal, *Corporate Social Responsibility in India*, Sage Publishers, 2008

Pushpa Sundar, *Business & Community: The Story of Corporate Social Responsibility in India*, New Delhi: Sage Publications, 2013

4. UNITED NATIONS AND GLOBAL CONFLICTS

Course Objective: This course provides a comprehensive introduction to the most important multilateral political organization in international relations. It provides a detailed account of the organizational structure and the political processes of the UN, and how it has evolved since 1945, especially in terms of dealing with the major global conflicts. The course imparts a critical understanding of the UN's performance until now and the imperatives as well as processes of reforming the organization in the context of the contemporary global system.

I. The United Nations (29 Lectures)

(a) An Historical Overview of the United Nations

(b) Principles and Objectives

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United

Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect (e) Millennium Development Goals

II. Major Global Conflicts since the Second World War (20 Lectures)

(a) Korean War

(b) Vietnam War

(c) Afghanistan Wars

(d) Balkans: Serbia and Bosnia

III. Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms (11 Lectures)

Essential Readings I. The United Nations (a) An Historical Overview of the United Nations

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 39-62.

Goldstein, J. and Pevehouse, J.C. (2006) *International relations*. 6th edn. New Delhi: Pearson, pp. 265-282.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 1-20.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: an introduction*. Basingstoke: Palgrave, pp. 1-40.

Gowan, P. (2010) 'US: UN', in Gowan, P. 'A calculus of power: grand strategy in the twenty-first century. London: Verso, pp. 47-71.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 405-422.

Thakur, R. (1998) 'Introduction', in Thakur, R. (eds.) *Past imperfect, future uncertain: The UN at Fifty*. London: Macmillan, pp. 1-14.

Basu, Rumki (2014) *United Nations: Structure and Functions of an international organization*, New Delhi, Sterling Publishers

(b) Principles and Objectives

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 15-21.

(c) Structures and Functions: General Assembly; Security Council, and Economic and Social Council; the International Court of Justice and the specialised agencies (International Labour Organisation [ILO], United Nations Educational, Scientific and Cultural Organisation [UNESCO], World Health Organisation [WHO], and UN programmes and funds: United Nations Children's Fund [UNICEF], United Nations Development Programme [UNDP], United Nations Environment Programme [UNEP], United Nations High Commissioner for Refugees [UNHCR])

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 21-141.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 119-135.

(d) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect

Nambiar, S. (1995) 'UN peace-keeping operations', in Kumar, S. (eds.) *The United Nations at fifty*. New Delhi, UBS, pp. 77-94.

Whittaker, D.J. (1997) 'Peacekeeping', in *United Nations in the contemporary world*. London: Routledge, pp. 45-56.

White, B. et al. (eds.) (2005) *Issues in world politics*. 3rd edn. New York: Macmillan, pp. 113-132.

(e) Millennium Development Goals

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 264-266.

Sangal, P.S. (1986) 'UN, peace, disarmament and development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp. 109-114.

Baxi, U. (1986) 'Crimes against the right to development', in Saxena, J.N. et.al. *United Nations for a better world*. New Delhi: Lancers, pp. 240-248.

Ghali, B.B. (1995) *An agenda for peace*. New York: UN, pp. 5-38.

United Nations Department of Public Information. (2008) *The United Nations Today*. New York: UN.

II. Major Global Conflicts since the Second World War (a) Korean War

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 116-124.

Armstrong, D., Lloyd, L. and Redmond, J. (2004) *International organisations in world politics*. 3rd edn. New York: Palgrave Macmillan, pp. 42-43.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 64-65 and 172-173.

(b) Vietnam War

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 528-546.

Baylis, J. and Smith, S. (eds.) (2008) *The globalization of world politics. an introduction to international relations*. 4th edn. Oxford: Oxford University Press, pp. 562-564.

(c) Afghanistan Wars

Achcar, G. (2004) *Eastern cauldron*. New York: Monthly Review Press, pp. 29-45 and 234-241.

Achcar, G. (2003) *The clash of barbarisms: Sept. 11 and the making of the new world disorder*. Kolkata: K.P. Bachi & Co., pp. 76-81.

Prashad, V. (2002) *War against the planet*. New Delhi: Leftword, pp. 1-6. Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 203-216.

Calvocoressi, P. (2001) *World Politics: 1945-200*. 3rd edn. Harlow: Pearson Education, pp. 570-576.

(d) Balkans: Serbia and Bosnia Ali, T. (ed.) (2000) *Masters of the Universe*. London: Verso, pp. 230-245 and 271-284.

Kaldor, M. and Vashee, B. (eds.) (1997) *New wars*. London: Wider Publications for the UN University, pp. 137-144 and 153-171.

Viotti, P.R. and Kauppi, M.V. (2007) *International relations and world politics-security, economy, identity*. 3rd edn. New Delhi: Pearson Education, pp. 470-471.

Goldstein, J.S. (2003) *International relations*. 3rd edn. Delhi: Pearson Education, pp. 43-51.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 24-27.

III. Political Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

Roberts, A. and Kingsbury, B. (eds.) (1994) *United Nations, Divided World*. 2nd edn. Oxford: Clarendon Press, pp. 420-436.

Taylor, P. and Groom, A.J.R. (eds.) (2000) *The United Nations at the millennium*. London: Continuum, pp. 196-223 and 295-326.

Gareis, S.B. and Varwick, J. (2005) *The United Nations: An introduction*. Basingstoke: Palgrave, pp. 214-242.

Moore, J.A. Jr. and Pubantz, J. (2008) *The new United Nations*. Delhi: Pearson Education, pp. 91-112.

Additional Readings

Claude, I. (1984) *Swords into plowshares: the progress and problems of international organisation*. 4th edn. New York: Random House.

Dodds, F. (ed.) (1987) *The way forward: beyond the agenda 21*. London: Earthscan.

Rajan, M.S., Mani, V.S and Murthy, C.S.R. (eds.) (1987) *The nonaligned and the United Nations*. New Delhi: South Asian Publishers.

South Asia Human Rights Documentation Centre. (2006) *Human rights: an overview*. New Delhi: Oxford University Press.

Anan, K. (1997) *Renewing the United Nations: A Programme for Survival*. General Assembly Document: A/51/950; 14 July 1997. Available from:

[http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf,Open Element](http://daccessdds.un.org/doc/UNDOC/GEN/N97/189/79/1MG/n9718979.pdf?OpenElement) (accessed on 13 October 2011).

(C) DISCIPLINE SPECIFIC ELECTIVE -4 (DSE)

1.

Human Rights in a Comparative Perspective

Course objective: This course attempts to build an understanding of human rights amongst students through a study of specific issues in a comparative perspective. It is important for students to see how debates on human rights have taken distinct forms historically and in the contemporary world. The course seeks to anchor all issues in the Indian context, and pulls out another country to form a broader comparative frame. Students will be expected to use a range of resources, including films, biographies, and official documents to study each theme. Thematic discussion of sub-topics in the second and third sections should include state response to issues and structural violence questions.

I. Human Rights: Theory and Institutionalization (3 weeks)

- a. Understanding Human Rights: Three Generations of Rights
- b. Institutionalization: Universal Declaration of Human Rights
- c. Rights in National Constitutions: South Africa and India

II. Issues (5 weeks)

- a. Torture: USA and India
- b. Surveillance and Censorship: China and India

c. Terrorism and Insecurity of Minorities: USA and India

III. Structural Violence (4 weeks)

a. Caste and Race: South Africa and India

b. Gender and Violence: India and Pakistan

c. Adivasis/Aboriginals and the Land Question: Australia and India

READING LIST

I. Human Rights: Theory and Institutionalization

Essential Readings:

J. Hoffman and P. Graham, (2006) 'Human Rights', *Introduction to Political Theory*, Delhi, Pearson, pp. 436-458.

SAHRDC (2006) 'Introduction to Human Rights'; 'Classification of Human Rights: An Overview of the First, Second, and Third Generational Rights', in *Introducing Human Rights*, New Delhi: Oxford University Press.

The Constitution of the Republic of South Africa, Chapter 2: Bill of Rights.

The Constitution of India, Chapter 3: Fundamental Rights

II. Issues

a. Torture: USA and India

Essential Readings:

M. Lippman, (1979) 'The Protection of Universal Human Rights: The Problem of Torture' *Universal Human Rights*, Vol. 1(4), pp. 25-55

J. Lokaneeta, (2011) 'Torture in the TV Show 24: Circulation of Meanings'; 'Jurisprudence on Torture and Interrogations in India', in *Transnational Torture Law, Violence, and State Power in the United States and India*, Delhi: Orient Blackswan,

D. O'Byrne, (2007) 'Torture', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 164-197.

b. Surveillance and Censorship: China and India

Essential Readings:

D. O'Byrne, (2007) 'Censorship', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 106-138.

D. Lyon, (2008) *Surveillance Society*, Talk for Festival del Diritto, Piacenza, Italia, September 28, pp.1-7.

Fu Hualing, (2012) 'Politicized Challenges, Depoliticized Responses: Political Monitoring in China's Transitions', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the

University of New South Wales, Sydney, 13-14 December.

U. Singh, (2012) 'Surveillance Regimes in India', paper presented at a conference on States of Surveillance: Counter-Terrorism and Comparative Constitutionalism, at the University of New South Wales, Sydney, 13-14 December.

c. Terrorism and Insecurity of Minorities: USA and India

Essential Readings:

E. Scarry, (2010) 'Resolving to Resist', in *Rule of Law, Misrule of Men*, Cambridge: Boston Review Books, MIT, pp.1-53.

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

U. Singh, (2007) 'The Unfolding of Extraordinariness: POTA and the Construction of Suspect Communities', in *The State, Democracy and Anti-terror Laws in India*, Delhi: Sage Publications, pp.165-219

3. Structural Conflicts

a. Caste and Race: South Africa and India

Essential Readings:

A. Pinto, (2001) 'UN Conference against Racism: Is Caste Race?', in *Economic and Political Weekly*, Vol. 36(30)

D. O'Byrne, (2007) 'Apartheid', in *Human Rights: An Introduction*, Delhi: Pearson, pp. 241-262.

R. Wasserstorm, (2006), 'Racism, Sexism, and Preferential Treatment: An approach to the Topics', in R. Goodin and P. Pettit, *Contemporary Political Philosophy: an Anthology*, Oxford: Blackwell, pp-549-574

R. Wolfrum, (1998) 'Discrimination, Xenophobia and Racism' in J. Symonides, *Human Rights: New Dimensions and Challenges*, Aldershot, Ashgate/UNESCO, pp.181-198.

b. Gender and Violence: India and Pakistan

Essential Readings:

A. Khan and R. Hussain, (2008), 'Violence Against Women in Pakistan: Perceptions and Experiences of Domestic Violence', *Asian Studies Review*, Vol. 32, pp. 239 – 253

K. Kannabiran (2012) 'Rethinking the Constitutional Category of Sex', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi, Routledge, pp.425-443

N. Menon (2012) 'Desire', *Seeing Like a Feminist*, New Delhi: Zubaan/Penguin, pp. 91-146

c. Adivasis/Aboriginals and the Land Question: Australia and India

Essential Readings:

H. Goodall, (2011) 'International Indigenous Community Study: Adivasi Indigenous People in India', in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.254-259.

K. Kannabiran, (2012) 'Adivasi Homelands and the Question of Liberty', in *Tools of Justice: Non-Discrimination and the Indian Constitution*, New Delhi: Routledge, pp.242-271.

N. Watson (2011) 'Aboriginal and Torres Strait Islander Identities' in A. Cadzow and J. Maynard (eds.), *Aboriginal Studies*, Melbourne: Nelson Cengage Learning, pp.43-52.

W. Fernandes (2008) 'India's Forced Displacement Policy and Practice. Is Compensation up to its Functions?', in M. Cernea and H. Mathus (eds), *Can Compensation Prevent Impoverishment? Reforming Resettlement through Investments and Benefit-Sharing*, pp.181-207, New Delhi: Oxford University Press.

Additional Readings:

A. Laws and V. Iacopino, (2002) 'Police Torture in Punjab, India: An Extended Survey', in *Health and Human Rights*, Vol. 6(1), pp. 195-210

D. O'Byrne, (2007) 'Theorizing Human Rights', in *Human Rights: An Introduction*, Delhi, Pearson, pp.26-70.

J. Morsink, (1999) *The Universal Declaration of Human Rights: Origins, Drafting and Intent*, Philadelphia: University of Pennsylvania Press, pp. ix-xiv

J. Nickel, (1987) *Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights*, Berkeley: University of California Press.

J. Goldman, (2005) 'Of Treaties and Torture: How the Supreme Court Can Restrain the Executive', in *Duke Law Journal*, Vol. 55(3), pp. 609-640.

K. Tsutsui and C. Wotipka, (2004) Global Civil Society and the International Human Rights Movement: Citizen Participation in Human Rights International Nongovernmental Organizations, in *Social Forces*, Vol. 83(2), pp. 587-620.

L. Rabben, (2001) Amnesty International: Myth and Reality, in *Agni*, No. 54, Amnesty International Fortieth Anniversary pp. 8-28

M. Mohanty, (2010) 'In Pursuit of People's Rights: An Introduction', in M. Mohanty et al., *Weapon of the Oppressed: Inventory of People's Rights in India*, New Delhi: Danish Books, pp.1-11

M. Cranston, (1973) *What are Human Rights?* New York: Taplinger

M. Ishay, (2004) *The History of Human Rights: From Ancient Times to the Globalization Era*, Delhi: Orient Blackswan.

R. Sharan, (2009) 'Alienation and Restoration of Tribal Land in Jharkhand in N Sundar (ed.) *Legal Grounds*, New Delhi: Oxford University Press, pp. 82-112

Text of UDHR available at <http://www.un.org/en/documents/udhr/index.shtml>

U. Baxi, (1989) 'From Human Rights to the Right to be Human: Some Heresies', in S. Kothari and H. Sethi (eds.), *Rethinking Human Rights*, Delhi: Lokayan, pp.181-166

2. Development Process and Social Movements in Contemporary India

Course objective: Under the influence of globalization, development processes in India have undergone transformation to produce spaces of advantage and disadvantage and new geographies of power. The high social reproduction costs and dispossession of vulnerable social groups involved in such a development strategy condition new theatres of contestation and struggles. A variety of protest movements emerged to interrogate and challenge this development paradigm that evidently also weakens the democratic space so very vital to the formulation of critical consensus. This course proposes to introduce students to the conditions, contexts and forms of political contestation over development paradigms and their bearing on the retrieval of democratic voice of citizens.

I. Development Process since Independence (2 weeks)

a. State and planning

b. Liberalization and reforms

II. Industrial Development Strategy and its Impact on the Social Structure (2 weeks)

a. Mixed economy, privatization, the impact on organized and unorganized labour

b. Emergence of the new middle class

III. Agrarian Development Strategy and its Impact on the Social Structure (2 weeks)

a. Land Reforms, Green Revolution

b. Agrarian crisis since the 1990s and its impact on farmers

IV. Social Movements (6 weeks)

a. Tribal, Peasant, Dalit and Women's movements

b. Maoist challenge

c. Civil rights movements

READING LIST

I. The Development Process since Independence

Essential Readings:

A.Mozoomdar, (1994) 'The Rise and Decline of Development Planning in India', in T. Byres (ed.) *The State and Development Planning in India*. Delhi: Oxford University Press, pp. 73-108.

A.Varshney, (2010) 'Mass Politics or Elite Politics? Understanding the Politics of India's Economic Reforms' in R. Mukherji (ed.) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press, pp 146-169.

P. Chatterjee, (2000) 'Development Planning and the Indian State', in Zoya Hasan (ed.), *Politics and the State in India*, New Delhi: Sage, pp.116-140.

P. Patnaik and C. Chandrasekhar, (2007) 'India: Dirigisme, Structural Adjustment, and the Radical Alternative', in B. Nayar (ed.), *Globalization and Politics in India*. Delhi: Oxford University Press, pp. 218-240.

P. Bardhan, (2005) 'Epilogue on the Political Economy of Reform in India', in *The Political Economy of Development in India*. 6th impression, Delhi: Oxford University Press.

T. Singh, (1979) 'The Planning Process and Public Process: a Reassessment', *R. R. Kale Memorial Lecture*, Pune: Gokhale Institute of Politics and Economics.

II. Industrial development strategy and its impact on social structure

Essential Readings:

A. Aggarwal, (2006) 'Special Economic Zones: Revisiting the Policy Debate', in *Economic and Political Weekly*, XLI (43-44), pp.4533-36.

B. Nayar (1989) *India's Mixed Economy: The Role of Ideology and its Development*, Bombay: Popular Prakashan.

F. Frankel, (2005) 'Crisis of National Economic Planning', in *India's Political Economy (1947-2004): The Gradual Revolution*, Delhi: Oxford University Press, pp. 93-340.

L. Fernandes, (2007) *India's New Middle Class: Democratic Politics in an Era of Economic Reform*, Delhi: Oxford University Press.

S. Shyam, (2003) 'Organizing the Unorganized', in *Seminar*, [Footloose Labour: A Symposium on Livelihood Struggles of the Informal Workforce, 531] pp. 47-53.

S. Chowdhury, (2007) 'Globalization and Labour', in B. Nayar (ed.) *Globalization and Politics in India*, Delhi: Oxford University Press, pp.516-526.

V. Chibber, (2005) 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy' in R. Ray, and M.F. Katzenstein (eds.) *Social Movements in India*, Delhi: Oxford University Press, pp 32-60.

III. Agrarian development strategy and its impact on social structure

Essential Readings:

A. Desai, (ed.), (1986) *Agrarian Struggles in India After Independence*, Delhi: Oxford University Press, pp. xi-xxxvi

F. Frankel, (1971) *India's Green Revolution: Economic Gains and Political Costs*, Princeton and New Jersey: Princeton University Press.

F. Frankel, (2009) *Harvesting Despair: Agrarian Crisis in India*, Delhi: Perspectives, pp. 161-169.

J. Harriss, (2006) 'Local Power and the Agrarian Political Economy' in Harriss, J. (ed) *Power Matters: Essays on Institutions, Politics, and Society in India*, Delhi. Oxford University Press, pp. 29-32.

K. Suri, (2006) 'Political economy of Agrarian Distress', in *Economic and Political Weekly*, XLI(16) pp. 1523-1529.

P. Joshi, (1979) *Land Reforms in India: Trends and Perspectives*, New Delhi: Allied publishers.

P. Appu, (1974) 'Agrarian Structure and Rural Development', in *Economic and Political Weekly*, IX (39), pp.70 – 75.

P. Sainath, (2010) 'Agrarian Crisis and Farmers', Suicide', *Occasional Publication 22*, New Delhi: India International Centre (IIC).

M. Sidhu, (2010) 'Globalisation vis-à-vis Agrarian Crisis in India', in R. Deshpande and S. Arora, (eds.) *Agrarian Crises and Farmer Suicides (Land Reforms in India Series)*, New Delhi: Sage, pp. 149-174.

V. Sridhar, (2006) 'Why Do Farmers Commit Suicide? The Case Study of Andhra Pradesh', in *Economic and Political Weekly*, XLI (16).

IV. Social Movements

Essential Readings:

G. Haragopal, and K. Balagopal, (1998) 'Civil Liberties Movement and the State in India', in M. Mohanty, P. Mukherji and O. Tornquist, (eds.) *People's Rights: Social Movements and the State in the Third World* New Delhi: Sage, pp. 353-371.

M. Mohanty, (2002) 'The Changing Definition of Rights in India', in S. Patel, J. Bagchi, and K. Raj (eds.) *Thinking Social Sciences in India: Essays in Honour of Alice Thorner*

Patel, New Delhi: Sage.

G. Omvedt, (2012) 'The Anti-caste Movement and the Discourse of Power', in N. Jayal (ed.) *Democracy in India*, New Delhi: Oxford India Paperbacks, sixth impression, pp.481-508.

P. Ramana, (2011) 'India's Maoist Insurgency: Evolution, Current Trends and Responses', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.29-47.

A.Ray, (1996) 'Civil Rights Movement and Social Struggle in India', in *Economic and Political Weekly*, XXI (28). pp. 1202-1205.

A.Roy, (2010) 'The Women's Movement', in N.Jayal and P. Mehta (eds.) *The Oxford Companion to Politics in India*, New Delhi: Oxford University Press, pp.409-422.

N. Sundar, (2011) 'At War with Oneself: Constructing Naxalism as India's Biggest Security Threat', in M. Kugelman (ed.) *India's Contemporary Security Challenges*, Woodrow Wilson International Centre for Scholars Asia Programme, Washington D.C., pp.46-68.

M. Weiner, (2001) 'The Struggle for Equality: Caste in Indian Politics', in A.Kohli. (ed.) *The Success of India's Democracy*, Cambridge: CUP, pp.193-225.

S. Sinha, (2002) 'Tribal Solidarity Movements in India: A Review', in G. Shah. (ed.) *Social Movements and the State*, New Delhi: Sage, pp. 251-266.

Additional Readings:

S. Banerjee, (1986) 'Naxalbari in Desai', in A.R. (ed.) *Agrarian Struggles in India After Independence*. Delhi: Oxford University Press, pp.566-588.

B. Nayar, (ed.), (2007) *Globalization and Politics in India*. Delhi: Oxford University Press. S. Roy and K. Debal, (2004) *Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity*, Delhi: Sage.

G. Omvedt, (1983) *Reinventing Revolution, New Social Movements and the Socialist Tradition in India*, New York: Sharpe.

G. Shah, (ed.), (2002) *Social Movements and the State*. New Delhi: Sage Publications.

G. Shah, (2004) *Social Movements in India: A Review of Literature*, New Delhi: Sage Publications.

G. Rath, (ed.), (2006) *Tribal development in India: The Contemporary Debate*,

New Delhi: Sage Publications.

J. Harris, (2009) *Power Matters: Essays on Institutions, Politics, and Society in India*. Delhi: Oxford University press.

K. Suresh, (ed.), (1982) *Tribal Movements in India*, Vol I and II, New Delhi: Manohar (emphasis on the introductory chapter).

M. Mohanty, P. Mukherji and O.Tornquist, (1998) *People's Rights: Social Movements and the State in the Third World*. New Delhi: Sage Publications.

M. Rao, (ed.), (1978) *Social Movements in India*, Vol. 2, Delhi: Manohar.

N. Jayal, and P. Mehta, (eds.), (2010) *The Oxford Companion to Politics in India*, Delhi: Oxford University Press.

P. Bardhan, (2005) *The Political Economy of Development in India*, 6th impression, Delhi: Oxford University Press.

R. Mukherji, (ed.), (2007) *India's Economic Transition: The Politics of Reforms*, Delhi: Oxford University Press.

R, Ray and M. Katzenstein, (eds.), (2005) *Social Movements in India*, Delhi: Oxford University Press.

S. Chakravarty, (1987) *Development Planning: The Indian Experience*, Delhi: Oxford University Press.

3.

India's Foreign Policy in a globalizing world

Course objective: This course's objective is to teach students the domestic sources and the structural constraints on the genesis, evolution and practice of India's foreign policy. The endeavour is to highlight integral linkages between the 'domestic' and the 'international' aspects of India's foreign policy by stressing on the shifts in its domestic identity and the corresponding changes at the international level. Students will be instructed on India's shifting identity as a postcolonial state to the contemporary dynamics of India attempting to carve its identity as an 'aspiring power'. India's evolving relations with the superpowers during the Cold War and after, bargaining strategy and positioning in international climate change negotiations, international economic governance, international terrorism and the United Nations facilitate an understanding of the changing positions and development of India's role as a global player since independence.

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power (7 lectures)

II. India's Relations with the USA and USSR/Russia (9

lectures) III. India's Engagements with China (6 lectures)

IV. India in South Asia: Debating Regional Strategies (9 lectures)

V. India's Negotiating Style and Strategies: Trade, Environment and Security Regimes (11 lectures)

VI. India in the Contemporary Multipolar World (6 lectures)

READING LIST

I. India's Foreign Policy: From a Postcolonial State to an Aspiring Global Power

Essential Readings:

S. Ganguly and M. Pardesi, (2009) 'Explaining Sixty Years of India's Foreign Policy', in *IndiaReview*, Vol. 8 (1), pp. 4–19.

Ch. Ogden, (2011) 'International 'Aspirations' of a Rising Power', in David Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp.3-31

W. Anderson, (2011) 'Domestic Roots of Indian Foreign Policy', in W. Anderson, *Trusts with Democracy: Political Practice in South Asia*, Anthem Press: University Publishing Online.

Additional Reading:

J. Bandhopadhyaya, (1970) *The Making Of India's Foreign Policy*, New Delhi: Allied Publishers.

II: India's Relations with the USA and USSR/Russia

Essential Readings:

S. Mehrotra, (1990) 'Indo-Soviet Economic Relations: Geopolitical and Ideological Factors', in *India and the Soviet Union: Trade and Technology Transfer*, Cambridge University Press: Cambridge, pp. 8-28.

R. Hathaway, (2003) 'The US-India Courtship: From Clinton to Bush', in S. Ganguly (ed.), *India as an Emerging Power*, Frank Cass: Portland.

A. Singh, (1995) 'India's Relations with Russia and Central Asia', in *International Affairs*, Vol. 71 (1): 69-81.

M. Zafar, (1984), 'Chapter 1', in *India and the Superpowers: India's Political Relations with the Superpowers in the 1970s*, Dhaka, University Press.

Additional Readings:

H. Pant, (2008) 'The U.S.-India Entente: From Estrangement to Engagement', in H. Pant, *Contemporary Debates in Indian Foreign and Security Policy: India Negotiates Its Rise in the International System*, Palgrave Macmillan: London.

D. Mistry, (2006) 'Diplomacy, Domestic Politics, and the U.S.-India Nuclear Agreement', in *Asian Survey*, Vol. 46 (5), pp. 675-698.

III: India's Engagements with China

Essential Readings:

H. Pant, (2011) 'India's Relations with China', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 233-242.

A. Tellis and S. Mirski, (2013) 'Introduction', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

S. Raghavan, (2013) 'Stability in Southern Asia: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

Additional Reading:

Li Li, (2013) 'Stability in Southern Asia: China's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

IV: India in South Asia: Debating Regional Strategies

Essential Readings:

S. Muni, (2003) 'Problem Areas in India's Neighbourhood Policy', in *South Asian Survey*, Vol. 10 (2), pp. 185-196.

S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press. V. Sood, (2009) 'India and regional security interests', in Alyssa Ayres and C. Raja Mohan (eds), *Power realignments in Asia: China, India, and the United States*, New Delhi: Sage.

Additional Readings:

M. Pardesi, (2005) 'Deducing India's Grand Strategy of Regional Hegemony from Historical and Conceptual Perspectives', IDSS Working Paper, 76, Available at <http://www.rsis.edu.sg/publications/WorkingPapers/WP76.pdf>, Accessed: 19.04.2013.

D. Scott, (2009) 'India's "Extended Neighbourhood" Concept: Power Projection for a Rising Power', in *India Review*, Vol. 8 (2), pp. 107-143

V: India's Negotiating Style and Strategies: Trade, Environment and Security Regimes

Essential Readings:

S. Cohen, (2002) 'The World View of India's Strategic Elite', in S. Cohen, *India: Emerging Power*, Brookings Institution Press, pp. 36-65.

A. Narlikar, (2007) 'All that Glitters is not Gold: India's Rise to Power', in *Third World Quarterly*, Vol. 28 (5) pp. 983 – 996.

N. Dubash, (2012) 'The Politics of Climate Change in India: Narratives of Enquiry and Co-benefits', Working Paper, New Delhi: Centre for Policy Research.

N. Jayaprakash, (2000) 'Nuclear Disarmament and India', in *Economic and Political Weekly*, Vol. 35 (7), pp. 525-533.

Additional Readings:

P. Bidwai, (2005) 'A Deplorable Nuclear Bargain', in *Economic and Political Weekly*, Vol. 40 (31), pp. 3362-3364.

A. Anant, (2011) 'India and International Terrorism', in D. Scott (ed.), *Handbook of India's International Relations*, London: Routledge, pp. 266-277.

VI: India in the Contemporary Multipolar World

Essential Readings:

R. Rajgopalan and V. Sahni (2008), 'India and the Great Powers: Strategic Imperatives, Normative Necessities', in *South Asian Survey*, Vol. 15 (1), pp. 5– 32.

C. Mohan, (2013) 'Changing Global Order: India's Perspective', in A. Tellis and S. Mirski (eds.), *Crux of Asia: China, India, and the Emerging Global Order*, Carnegie Endowment for International Peace: Washington.

A. Narlikar, (2006) 'Peculiar Chauvinism or Strategic Calculation? Explaining the Negotiating Strategy of a Rising India', in *International Affairs*, Vol. 82 (1), pp. 59-76.

Additional Reading:

P. Mehta, (2009) 'Still Under Nehru's Shadow? The Absence of Foreign Policy Frameworks in India', in *India Review*, Vol. 8 (3), pp. 209–233.

Online Resources:

Government of India's Ministry of External Relations website at <http://www.mea.gov.in/> and specially its library which provides online resources at <http://mealib.nic.in/>

The Council of Foreign Relations has a regularly updated blog on India's foreign policy: <http://www.cfr.org/region/india/ri282> Centre for Policy Research's blog on IR and strategic affairs though it is not exclusively on India's foreign policy. <http://www.cprindia.org/blog/international-relations-and-security-blog>

Institute for Defence Studies and Analyses: <http://www.idsa.in/>
Research and Information System: www.ris.org.in/

Indian Council of World Affairs: www.icwa.in/
Institute of Peace and Conflict Studies:
www.ipcs.org/

Indian Council for Research on International Economic Relations: www.icrier.org/

4. Women, Power and Politics

Course objective: This course opens up the question of women's agency, taking it beyond 'women's empowerment' and focusing on women as radical social agents. It attempts to question the complicity of social structures and relations in gender inequality. This is extended to cover new forms of precarious work and labour under the new economy. Special attention will be paid to feminism as an approach and outlook. The course is divided into broad units, each of which is divided into three sub-units.

I. Groundings (6 weeks)

1. Patriarchy (2 weeks)
 - a. Sex-Gender Debates
 - b. Public and Private
 - c. Power
2. Feminism (2 weeks)
3. Family, Community, State (2 weeks)
 - a. Family
 - b. Community
 - c. State

II. Movements and Issues (6 weeks)

1. History of the Women's Movement in India (2 weeks)
2. Violence against women (2 weeks)
3. Work and Labour (2 weeks)
 - a. Visible and Invisible work
 - b. Reproductive and care work
 - c. Sex work

Reading List

I. Groundings

1. Patriarchy

Essential Readings:

T.Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234

U.Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)

Naarivaadi Rajneeti: Sangharsh evam Muddey, University of Delhi: Hindi Medium Implementation Board, pp.1-7

a. Sex Gender Debates

Essential Reading:

VGeetha, (2002) *Gender*, Kolkata, Stree, pp. 1- 20 **b.**

Public and Private

Essential Reading:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40-46 **c.**

Power

Essential Reading:

N. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson, pp.148-157

2. Feminism

Essential Readings:

B.Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57

R. Delmar, (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds)

Feminist Theory: A Reader, pp. 27-37

3. Family, Community and State

a. Family

Essential Readings:

R. Palriwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423

b. Community

Essential Reading:

U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139-159.

c. State

Essential Reading:

C. MacKinnon, 'The Liberal State' from *Towards a Feminist Theory of State*, Available at <http://fair-use.org/catharine-mackinnon/toward-a-feminist-theory-of-the-state/chapter-8>, Accessed: 19.04.2013.

Additional Readings:

K. Millet, (1968) *Sexual Politics*, Available at <http://www.marxists.org/subject/women/authors/millett-kate/sexual-politics.htm>, Accessed: 19.04.2013.

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, New Delhi: Pearson, pp. 224-233

R.Hussain, (1988) 'Sultana's Dream', in *Sultana's Dream and Selections from the Secluded Ones – translated by Roushan Jahan*, New York: The Feminist Press

S.Ray 'Understanding Patriarchy', Available at http://www.du.ac.in/fileadmin/DU/Academics/course_material/hrge_06.pdf, Accessed: 19.04.2013.

S.de Beauvoir (1997) *Second Sex*, London: Vintage.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph

II. Movements and Issues

1. History of Women's Movement in India

Essential Readings:

I. Agnihotri and V. Mazumdar, (1997) 'Changing the Terms of Political Discourse: Women's Movement in India, 1970s-1990s', *Economic and Political Weekly*, 30 (29), pp. 1869-1878.

R. Kapur, (2012) 'Hecklers to Power? The Waning of Liberal Rights and Challenges to Feminism in India', in A. Loomba *South Asian Feminisms*, Durham and London: Duke University Press, pp. 333-355

2. Violence against Women

Essential Readings:

N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165

3. Work and Labour

a. Visible and Invisible work

Essential Reading:

P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan, pp.1-17

b. Reproductive and care work

Essential Reading:

J. Tronto, (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156

c. Sex work

Essential Readings:

Darbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India Should be Repealed', in P. Kotiswaran, *Sex Work*, New Delhi, Women Unlimited, pp. 259-262

N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Additional Readings:

C. Zetkin, 'Proletarian Woman', Available at <http://www.marxists.org/archive/zetkin/1896/10/women.htm>, Accessed: 19.04.2013.

F. Engels, *Family, Private Property and State*, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

J. Ghosh, (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited

Justice Verma Committee Report, Available at <http://nlrd.org/womens-rights-initiative/justice-verma-committee-report-download-full-report>, Accessed: 19.04.2013.

N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.

V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan, pp. 175- 180; 196-200

M. Mies, (1986) 'Colonisation and Housewifisation', in *Patriarchy and Accumulation on a World Scale* London: Zed, pp. 74-111, Available at

<http://caringlabor.wordpress.com/2010/12/29/maria-mies-colonization-and-housewifization/>, Accessed: 19.04.2013.

R. Ghadially, (2007) *Urban Women in Contemporary India*, Delhi: Sage Publications.

S. Brownmiller, (1975) *Against our Wills*, New York: Ballantine.

Saheli Women's Centre (2001) 'Reproductive Health and Women's Rights, Sex Selection and feminist response' in S Arya, N. Menon, J. Lokneeta (eds), *Nariwadi Rajneeti*, Delhi, pp. 284-306
V. Bryson (2007) *Gender and the Politics of Time*, Bristol: Polity Press

Readings in Hindi:

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur Kal*, Delhi: Books for Change

G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.

S. Arya, N. Menon and J. Lokneeta (eds.) (2001) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.

(D) Ability Enhancement (Skill Based)-2 1.

Legislative Practices and Procedures

Course objective: To acquaint the student broadly with the legislative process in India at various levels, introduce them to the requirements of people's representatives and provide elementary skills to be part of a legislative support team and expose them to real life legislative work. These will be, to understand complex policy issues, draft new legislation, track and analyse ongoing bills, make speeches and floor statements, write articles and press releases, attend legislative meetings, conduct meetings with various stakeholders, monitor media and public developments, manage constituent relations and handle inter-office communications. It will also deepen their understanding and appreciation of the political process and indicate the possibilities of making it work for democracy.

I. Powers and functions of people's representative at different tiers of governance (6 lectures)

Members of Parliament, State legislative assemblies, functionaries of rural and urban local self-government from Zila Parishad, Municipal Corporation to Panchayat/ward.

II. Supporting the legislative process (2 lectures)

How a bill becomes law, role of the Standing committee in reviewing a bill, legislative consultants, the framing of rules and regulations.

III. Supporting the Legislative Committees (6 lectures)

Types of committees, role of committees in reviewing government finances, policy, programmes, and legislation.

IV. Reading the Budget Document (6 lectures)

Overview of Budget Process, Role of Parliament in reviewing the Union Budget, Railway Budget, Examination of Demands for Grants of Ministries, Working of Ministries.

V. Support in media monitoring and communication (4 lectures)

Types of media and their significance for legislators; Basics of communication in print and electronic media.

READING LIST

I. Powers and functions of people's representative at different tiers of governance

Essential Readings:

M. Madhavan, and N. Wahi, (2008) *Financing of Election Campaigns* PRS, Centre for Policy Research, New Delhi, Available at: http://www.prsindia.org/uploads/media/conference/Campaign_finance_brief.pdf, Accessed: 19.04.2013

S. Vanka, (2008) *Primer on MPLADS*, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/mplads-487/>, Accessed: 19.04.2013

H. Kalra, (2011) *Public Engagement with the Legislative Process* PRS, Centre for Policy Research, New Delhi, Available at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Public%20Engagement%20with%20the%20Legislative%20Process.pdf>, Accessed: 19.04.2013.

Government of India (Lok Sabha Secretariat), (2009) *Parliamentary Procedures (Abstract Series)*, Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, Accessed: 19.04.2013

II. Supporting the legislative process

Essential Readings:

Government of India, (Ministry of Parliamentary Affairs), (2009) *Legislation, Parliamentary Procedure*, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-09.htm, Accessed: 19.04.2013

Government of India, (Ministry of Parliamentary Affairs) (2009), *Subordinate Legislation, Parliamentary Procedure*, Available at: http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-11.htm Accessed: 19.04.2013

D. Kapur and P. Mehta, (2006) 'The Indian Parliament as an Institution of Accountability', *Democracy, Governance and Human Rights*, Programme Paper Number 23, United Nations Research Institute for Social Development, Available at: [http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/\\$FILE/KapMeht.pdf](http://www.unrisd.org/UNRISD/website/document.nsf/240da49ca467a53f80256b4f005ef245/8e6fc72d6b546696c1257123002fcceb/$FILE/KapMeht.pdf), Accessed: 19.04.2013

O. Agarwal and T. Somanathan, (2005) '*Public Policy Making in India: Issues and Remedies*', Available at: http://www.cprindia.org/admin/paper/Public_Policy_Making_in_India_14205_TV_SO_MANA_THAN.pdf, Accessed: 19.04.2013

B. Debroy, (2001) 'Why we need law reform' *Seminar* January.

III. Supporting the Legislative Committees

Essential Readings:

P. Mehta, 'India's Unlikely Democracy: The Rise of Judicial Sovereignty', *Journal of Democracy*, Vol. 18(2), pp.70-83.

Government link: <http://loksabha.nic.in/>; <http://rajyasabha.nic.in/>; <http://mpa.nic.in/>

K. Sanyal, (2011) *Strengthening Parliamentary Committees* PRS, Centre for Policy Research, New Delhi, Available at: <http://www.prsindia.org/administrator/uploads/media/Conference%202011/Strengthening%20Parliamentary%20Committees.pdf>, Accessed: 19.04.2013

IV. Reading the Budget Document

Essential Readings

A. Celestine, (2011) *How to Read the Union Budget* PRS, Centre for Policy Research, New Delhi, Available at <http://www.prsindia.org/parliamenttrack/primers/how-to-read-the-union-budget-1023/>, Accessed: 19.04.2013

V. Support in media monitoring and communication

Essential Reading:

G. Rose, (2005) 'How to Be a Media Darling: There's No getting Away From It', *State Legislatures*, Vol. 31(3).

Additional Readings:

N. Jayal and P. Mehta (eds), (2010) *The Oxford Companion to Politics in India*, Oxford University

Press: New Delhi,

B. Jalan, (2007) *India's Politics*, New Delhi: Penguin.

Initiating Discussion on Various Type of Debates in *Rajya Sabha*, Available at http://rajyasabha.nic.in/rsnew/publication_electronic/75RS.pdf, Accessed: 19.04.2013. *Praxis of Parliamentary Committees: Recommendations of Committee on Rules* published by *Rajya Sabha*, available at: http://rajyasabha.nic.in/rsnew/publication_electronic/Praxis.pdf, Accessed: 19.04.2013.

S.J. Phansalkar, *Policy Research in the Indian Context*

N. Singh, '*Some Economic Consequences of India's Institutions of Governance: A Conceptual Framework*', Available at: http://econ.ucsc.edu/faculty/boxjenk/wp/econ_conseq_2003_rev2.pdf, Accessed: 19.04.2013.

R. Guha, (2007), *India After Gandhi*, Macmillan: New Delhi. *Parliamentary Procedures (Abstract Series)* published by *Lok Sabha*, Available at <http://164.100.47.132/LssNew/abstract/index.aspx>, website: www.loksabha.nic.in, Accessed: 19.04.2013.

Committees of Lok Sabha, Available at: http://164.100.47.134/committee/committee_list.aspx Accessed: 19.04.2013. *Ethics Committee of Rajya Sabha*, available at: http://rajyasabha.nic.in/rsnew/publication_electronic/ethics_committee.pdf, Accessed: 19.04.2013.

Committees of Parliament, Parliamentary Procedure, Ministry of Parliamentary Affairs, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-12.htm, Accessed: 19.04.2013.

Nomination of Members of Parliament on Committees, Councils, Boards and Commissions, etc., set up by the Government, Ministry of Parliament Affairs, Available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-14.htm, Accessed: 19.04.2013.

Parliamentary Procedures: Problems and Perspectives 2009 Published by *Rajya Sabha*, Available at http://rajyasabha.nic.in/rsnew/publication_electronic/parl_procedure2009.pdf, Accessed: 19.04.2013.

Primer on the Budget Process published by PRS, Available at <http://www.prsindia.org/parliamenttrack/primers/the-budget-process-484/>, Accessed: 19.04.2013.

Background note on Financial Oversight by Parliament published by PRS, Available at <http://www.prsindia.org/administrator/uploads/media/Conference%20note/Conference%20note%20on%20financial%20oversight.pdf>, Accessed: 19.04.2013.

P. Keefer and S Khemani, (2009) 'When Do Legislators Pass On "Pork"? The Determinants of Legislator Utilization of a Constituency Development Fund in India', in *World Bank Policy Research Working Paper Series* 4929, pp. 1-45, Available at SSRN: <http://ssrn.com/abstract=1405160>, Accessed: 19.04.2013.

Parliamentary Procedures (Abstract Series), Lok Sabha, Available at <http://164.100.47.132/LssNew/abstract/process.htm>
Budget, Parliamentary Procedure, Ministry of Parliamentary Affairs, available at http://mpa.nic.in/Manual/Manual_English/Chapter/chapter-07.htm, Accessed: 19.04.2013. <http://mpa.nic.in/mpahandbook/parlia13.pdf>

2. Peace and Conflict Resolution

Course Objective: The objective of an undergraduate application course for common students in Peace and Conflict Studies will cover in-depth knowledge of conflict analysis, conflict resolution, conflict prevention, as well as the historical and cultural context of organized violence. Peace and Conflict Resolution addresses the sources of war, social oppression and violence and the challenges of promoting peace and justice internationally and domestically. It also introduces more equitable, cooperative and nonviolent methods that can be used to transform unjust, violent or oppressive world situations. This course provides students with an overview of the Peace and Conflict Studies discipline, including key concepts and related theories. The course is designed to familiarize students with the historical background of various peace movements, to analyze principles used to resolve conflict, and to provide a view of how peace and conflict resolution are being pursued today. The course will also cover extensive understanding of current research and development within the field of peace and conflict studies and perspective of the environment, gender, migration, and ethnicity.

Unit-1 International Peace and Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Unit-2-What is Conflict: Introduction to International Conflict Resolution

Unit-3 International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Unit-4-Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to resolve conflict

Unit-5-Cross-boarder relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Unit-6 -Conflict Transformation: is Peace Possible? Resolve problems through conflict analyses and instrumentation of peace concepts

Unit-7 -Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace

READING LIST

Essential Readings

International Conflict Resolution: Sources of War: International and Domestic Issues and Trends

Kriesberg, Louis, *Constructive Conflicts: From Escalation to Resolution*, Rowman & Littlefield, Maryland, 1998, pp. 58-150

Starkey, Boyer, and Wilkenfield, *Negotiating a Complex World*. Rowman & Littlefield, Maryland, 1999, pp. 1-74

Desirable Readings:

Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post- Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996, pp. 445-461

Essential Readings

What is Conflict: Introduction to International Conflict Resolution

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), *Elusive Peace: Negotiating an End to Civil Wars*, The Brookings Institution, Washington, 1995, pp. 3-29

Desirable Readings

Zartman, William (ed.), *Collapsed States: The Disintegration and Restoration of Legitimate Authority*, Reiner, Boulder, 1995, pp. 1-14 and 267-273

Zartman, William & Touval, Saadia "International Mediation in the Post- Cold War Era", in Crocker et al., *Managing Global Chaos*, USIP, 1996, pp. 445-461

Essential Readings

International Conflict Resolution Theory: Models developed by Johan Galtung, Joseph Montville, Morton Deutsch, William Zartman, Levy Jack

Levy, Jack, "Contending Theories of International Conflict: A Levels-of- Analysis Approach" in Crocker et al, *Managing Global Chaos*, USIP, 1995, pp. 3-24

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

Desirable Readings

Carr, Edward H., "Realism and Idealism," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

Waltz, Kenneth N., "Structural Causes and Economic Effects," Richard Betts (ed), *Conflict After the Cold War*, Boston: Simon & Schuster, 1994.

Conflict resolution: Back ground of Various Peace Movements and Concepts, Principles used to

resolve conflict

Essential Readings

Hampson, Fen Osler, Nurturing Peace, USIP, 1996, pp. 3-25

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

Desirable Readings

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

Cross-boarder relationships between the world's peaceful and war-torn zones (migration and information flows, economic transactions, international rules and regulations, normative concepts and political decisions)

Essential Readings

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74

Kritz, Neil J., "The Rule of Law in the Post-conflict Phase: Building a Stable Peace", in Crocker et al, Managing Global Chaos, USIP, 1996, pp. 587-606

Desirable Readings

Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

Saunders, Harold H., A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, New York, 1999, pp. 1-80

Conflict Transformation: is Peace Possible: Resolve problems through conflict analyses and instrumentation of peace concepts

Essential Readings

Galtung, Johan, There Are Alternatives: Four Roads to Peace and Security, Nottingham, Spokesman, 1984, pp. 162-205

Galtung, Johan, "The Basic Need Approach", in Human Needs: a Contribution to the Current Debate, Verlag, Cambridge, 1980, pp. 55-126

Desirable Readings

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Galtung, Johan, The True Worlds: A Transnational Perspective, New York, Free Press, 1980, pp. 107-149

1980, pp. 107-149

Current perspective of peace and conflict resolution: Grass-roots level perspective on war and Peace: Grass-roots level perspective on war and Peace

Essential Readings

Deutsch, Morton, The Resolution of Conflict: Constructive and Destructive Processes, New Haven, Yale University Press, 1973, pp. 1-123

Galtung, Johan, Peace by Peaceful Means: Peace and conflict, Development and Civilization, Sage, London, 1996, pp. 9-114

Desirable Readings

Zartman, William, "Dynamics and Constraints in Negotiations in Internal Conflicts", in Zartman, William (ed), Elusive Peace: Negotiating an End to Civil Wars, The Brookings Institution, Washington, 1995, pp. 3-29

Kelman, Herbert C., "Interactive Problem Solving", in Fisher, Ronald J. (ed.) Interactive Conflict Resolution, Syracuse University Press, 1997, pp. 56-74

PSYCHOLOGY(HONOURS)

SEMESTER-I

C:1-INTRODUCTORY PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to give the student a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology.

Learning Objectives:

1. To help the students to know the sources and processes of development of modern scientific psychology.
2. To help the students to develop a scientific temperament in studying and understanding human behavior.

Expected outcomes: Students will be able to

1. Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
2. Gain knowledge of scientific methodologythe variety of ways in which psychological data are gathered and evaluated / interpreted.
3. Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
4. Understand the physiological and biochemical links of human behavior.

UNIT-I: Introducing Psychology

- (i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
- (ii) Key Perspectives in Psychology- Behavioral, Cognitive, Humanistic, Psychodynamic, and Sociocultural

UNIT-II: Methods in Psychology

- (i) Natural Observation, Survey and Case Study- Nature, advantages and limitations.
- (ii) Experimental and Correlational methods-Nature, advantages and limitations.

UNIT-III: Biological Bases of Behavior

- (i) Structure and functions of the neurons, Communication within and between neurons, Chemical regulation of the endocrine glands.
- (ii) Structure and functions of the Central nervous system and Autonomic nervous system.

UNIT-IV: States of Mind

- (i) Nature of consciousness; changes in consciousness- sleep-wake schedules
- (ii) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

PRACTICAL

(i) R.L. by Method of Limits: To find out the R. L. of volar surface of the right arm of a subject by method of limits.

(ii) D.L. by Method of Constant Stimuli: To find out the D.L. for lifted weight of your subject by method of constant stimuli.

Recommended Books

1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.
4. Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
5. Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.
6. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
7. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
8. Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
9. Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour (3rd Ed.). New Delhi: Tata McGraw-Hill
10. Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

C:2-BASIC DEVELOPMENTAL PROCESSES

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to expose students to a basic understanding about the fundamental concerns of developmental psychology and provide examples of the following three dimensions of development: growth, differentiation, and orderly progression.

Learning Objectives:

1. To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
2. To help the students to understand the significance of prenatal period for human development.
3. To help the students to understand the developmental preparations of the childhood and the implications of developmental milestones for the normal human development.

Expected outcomes: Students will be able to

1. Understand the nature, types, and principle of development.
2. Understand the processes of formation of life and development during pre- and post-natal periods.
3. Understand about the different aspects of preparation for future life.

UNIT-I: Basics of development

- (i) Meaning, nature, and types of development; Principles of development; Factors influencing development
- (ii) Perspectives of development- Psychoanalytic; Mechanistic; Organismic; Humanistic

UNIT-II: Life in formation

- (i) Fertilization, determination of sex, multiple birth; Prenatal development- germinal stage, embryonic stage, fetal stage; Factors influencing prenatal development
- (ii) Physical and motor developments, Social and emotional developments during childhood.

UNIT-III: Life in preparation

- (i) Physical and motor developments, Social and emotional developments during adolescence.
- (ii) Piagets stage of cognitive development; Kohlbergs stages of moral development

UNIT-IV: Self and identity

- (i) Emergence of self; Structure of the self; Development of personal identity

- (ii) Development of self control; Development of gender differences and gender roles

PRACTICAL

- (i) **Locus of Control:** To assess the Locus of Control of four college students by using Rotters Locus of Control Scale.
- (ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schuttles Emotional Intelligence Scale

Recommended Books

1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
2. Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
3. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
4. Hurlock, E. Developmental Psychology (1995). IV Edition. New Delhi: Tata McGraw Hill.
5. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
6. Papilia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill
7. Santrock, J. W. (2008). Child Development (11th Ed.). New Delhi: Tata McGraw Hill.
8. Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California

GE:1-INTRODUCTORY PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to give the student a basic understanding of the psychology of human behavior. The students will be given exposure to concepts, terminology, principles, and theories that comprise an introductory course in psychology.

Learning Objectives:

1. To help the students to know the sources and processes of development of modern scientific psychology.
2. To help the students to develop a scientific temperament in studying and understanding human behavior.

Expected outcomes: Students will be able to

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2. Gain knowledge of scientific methodologythe variety of ways in which psychological data are gathered and evaluated / interpreted.
3. Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
4. Understand the physiological and biochemical links of human behavior.

UNIT-I: Introducing Psychology

- (i) Concept and definition of psychology, Roots of psychology, Psychology as a scientific discipline.
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UNIT-II: Methods in Psychology

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- (ii) Experimental and Correlational methods-Nature, advantages and limitations.

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- (ii) Structure and functions of the Central nervous system and Autonomic nervous system.

UNIT-IV: States of Mind

- (i) Nature of consciousness; changes in consciousness- sleep-wake schedules
- (ii) Extended states of Consciousness- Hypnosis, Meditation and Hallucinations

PRACTICAL

- (i) **R.L. by Method of Limits:** Students are required to find out the R. L. of volar surface of the right arm of a subject by method of limits
- (ii) **D.L. by Method of Constant Stimuli:** To find out the D.L. for lifted weight of your subject by method of constant stimuli.

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1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.

2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.
4. Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
5. Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.
6. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.
7. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
8. Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
9. Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behaviour (3rd Ed.). New Delhi: Tata McGraw-Hill
10. Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

SEMESTER-II

C:3-BASIC PSYCHOLOGICAL PROCESSES

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to provide the student a basic understanding of the psychological processes from sensation to thought and communication. The student will be given exposure to the concepts, terminology, principles, and theories relating to each of the mental processes that constitute human psychology.

Learning Objectives:

1. To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
2. To help the students gather knowledge about the structural and functional dynamics of each of the mental processes and their interconnectedness.

Expected outcomes: Students will be able to

1. Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.

2. Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
3. Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

UNIT-I: Sensation and Perception

- (i) Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation
- (ii) Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.

UNIT-II: Learning and Memory

- (i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning
- (ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

UNIT-III: Language and Communication

- (i) Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication
- (ii) Stages of language development; critical period controversy; speech error and its implications

UNIT-IV: Thinking and Reasoning

- (i) Thinking process; concepts, categories and prototypes, Decision making and factors of influencing decision making.
- (ii) Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving

PRACTICAL

- (i) Learning Curve:** To demonstrate the Learning Curve as a function of Learning trials using Nonsense Syllables.
- (ii) Serial Position Effect:** To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

Recommended Books

1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill.
4. Gallotti, K.M.: Cognitive Psychology In and Out of the Laboratory. 3rd Ed, Int. Thomson Pub. Co. Bangalore, 2004

5. Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
6. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
7. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
8. Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
9. Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior (3rd Ed.). New Delhi: Tata McGraw-Hill
10. Solso, R.L. (2000). Cognitive Psychology (6th Edition), USA, Allyn Bacon.
11. Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

C:4-PROCESSES OF HUMAN EMPOWERMENT

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Human empowerment is ultimately an individual condition of gaining the power to control and modulate changes in one's own life those are considered important to one's identity and adjustment. The purpose of the course is to introduce students to the basics of human empowerment and how the empowerment processes are strengthened and improved.

Learning Objectives:

1. To help students gain ideas about intelligence and personality as foundations of human empowerment.
2. To make students understand how motivation and emotion are empowering processes to human development.
3. To help students gain insight into human behavior as products of empowerment

Expected outcomes: Students will be able to

1. Know the structural components and functional dynamics of both intelligence and personality.
2. Understand the significance of emotion and motivation in behavior management.
3. Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth.

UNIT-I: Basics of empowerment

- (i) Intelligence- Theories of Gardner, and Stenberg; Heredity, environment, and intelligence

- (ii) Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence

UNIT-II: Sources of Power (1)

- (i) Personality- Freuds theory, Humanistic theories, and Social cognitive theory
- (ii) Personality-Trait and type approach, Biological and sociocultural determinants, Psychometric and projective assessment.

UNIT-III: Sources of Power(2)

- (i) Motivation-Drive theory, Arousal theory, Expectancy theory, Maslows need hierarchy
- (ii) Emotion-Theories of James-Lange, Cannon-Bard, Schachter-Singer, and Opponent-Process

UNIT-IV: Proving empowered

- (i) Social behavior- Meaning of attribution and errors in attribution, Meaning of social cognition and processing of social information Motivation-Drive theory, Arousal theory, Expectancy theory, Maslows need hierarchy
- (ii) Positive Psychology-Scope and aims, Nature and characteristics of happiness, Subjective well-being and personal growth

PRACTICAL

- (i) Intelligence test-** To test the non-verbal intelligence of Two college students using Ravens Standard Progressive Matrices
- (ii) Personality Type-** To assess the personality type of a student obtaining responses from the student and two other significant persons in his /her life by using Glazers test of Personality Type

Recommended Books

1. Baron, R. A. & Byrne, D. (2003). Social Psychology, 10th Edition, Prentice Hall
2. Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
3. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
4. Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
5. Hilgard & Atkinson. Introduction to Psychology (2003). 14th Edition Thomson Learning Inc.
6. Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson

7. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
8. Sigelman, G.K. & Schaffer, D.R. (1995 Eds.) Lifespan Human Development, Brooks/ Cole Publishing Co. , Pacific Group
9. Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University Press.

GE:2-BASIC PSYCHOLOGICAL PROCESSES

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to provide the student a basic understanding of the psychological processes from sensation to thought and communication. The student will be given exposure to the concepts, terminology, principles, and theories relating to each of the mental processes that constitute human psychology.

Learning Objectives:

1. To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
2. To help the students gather knowledge about the structural and functional dynamics of each of the mental processes and their interconnectedness.

Expected outcomes: Students will be able to

1. Understand the bases sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
2. Gain knowledge of the important processes and principles of human learning as well as the structural functional attributes of human memory to help conserve the learning outcomes.
3. Understand the structural and functional properties of language and the way it helps thought, communication, problem solving and decision making through development of concepts, ideas, images, and so on.

UNIT-I: Sensation and Perception

- (i) Basics of sensation- Sensory receptors (eye and ear), transduction, sensory thresholds, and sensory adaptation
- (ii) Nature of perceptual process- Figure and ground, Grouping (Gestalt laws), Perceptual constancies, and illusions, Perception of distance and depth.

UNIT-II: Learning and Memory

- (i) Nature and principles of Classical conditioning, Operant conditioning, and Observational learning
- (ii) The Atkinson and Shiffrin Model of Memory; Types of Memory- episodic, semantic and procedural; Causes of Forgetting- interference, repression, and amnesia

UNIT-III: Language and Communication

- (i) Properties and structure of language, Linguistic hierarchy, Language acquisition-predisposition, Nature of effective communication
- (ii) Stages of language development; critical period controversy; speech error and its implications

UNIT-IV: Thinking and Reasoning

- (i) Thinking process; concepts, categories and prototypes, Decision making and factors of influencing decision making.
- (ii) Inductive and deductive reasoning; Problem solving approaches; Steps in problem solving

PRACTICAL

(i) Learning Curve: To demonstrate the Learning Curve as a function of Learning trials using Non-sense Syllables.

(ii) Serial Position Effect: To demonstrate the serial position effect on memory in learning a list of nonsense syllables.

Recommended Books

1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill.
4. Gallotti, K.M.: Cognitive Psychology In and Out of the Laboratory. 3rd Ed, Int. Thomson Pub. Co. Bangalore, 2004
5. Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon.
6. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
7. Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
8. Morris, C. G. (1990). Psychology: An Introduction. New Delhi: Prentice Hall.
9. Passer, M.W. & Smith, R.E. (2007). Psychology: The Science of Mind and Behavior (3rd Ed.). New Delhi: Tata McGraw-Hill
10. Solso, R.L. (2000). Cognitive Psychology (6th Edition), USA, Allyn Bacon.
11. Zimbardo, P.G. & Weber, A.L. (1997 Ed.)- Psychology- New York, Harper Collins College Publishers

SEMESTER-III

C:5-PSYCHOLOGICAL STATISTICS

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to equip students with knowledge in the fundamentals of statistics and research methods so that they understand the application of statistics to different research problems in psychology.

Learning Objectives:

1. To help students develop knowledge and understanding of the application of Statistics within Psychology
2. To help students develop Critical Thinking for application of appropriate statistical analysis in Psychological research

Expected outcomes: Students will be able to

1. The nature psychological variables and how to measure them with appropriate scale.
2. The processes of describing and reporting statistical data.
3. The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

UNIT-I: Fundamentals of statistics

- (i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio
- (ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.

UNIT-II: Measures of Statistics

- (i) Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
- (ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

UNIT-III: Sources and Applications

- (i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
- (ii) Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation, Chi-square test (Contingency Table)

UNIT-IV: Hypothesis Testing

(i) Level of significance; Type I and Type II error; Computation of t for independent and dependent samples, The Mann-Whitney U test

(ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA; Kruskal-Wallis H test

PRACTICAL

(i) **Reporting of Statistical Results:** To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.

(ii) **Computer Awareness:** To be familiar with software packages of statistics and their applications.

Recommended Books

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
4. Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
5. Mangal, S.K. (2002) Statistics in Psychology and Education. (2ndedt). New Delhi: Prentice Hall of India.
6. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
7. Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi
8. Singh, A.K. (1986). Tests, Measurements, & Research Methods in Behavioral Sciences, Tata McGraw Hill Publishing Company, New Delhi
9. Walaram, G. Statistics for Behavioral Sciences

C:6-SOCIAL PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Social psychology is the scientific study of the nature and causes of human behavior in a social context. This course is designed to introduce the students to the field of social psychology, to explain how social psychologists think about and study human behavior; to introduce the body of knowledge and underlying principles that currently exist in the field and to encourage reflection about the implications of social psychology for the situations we encounter in everyday life.

Learning Objectives:

1. To help students develop awareness of the concepts, problems and issues in the discipline of social psychology

2. To make students understand the individuals and groups in respect to patterns of social behavior and attitudes
3. To help students gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.

Expected outcomes: Students will be able to

1. Know the scope of studying social psychology and the methods to gather data in the social context to explain them.
2. Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.
3. Understand the significant aspects group behavior and social influence that constitute the core of human relationships.

UNIT-I: Introduction

- (i) Nature, goal, and scope of Social Psychology; Methods of Social Psychology- Observation; Questionnaire, Interview, and Experiment
- (ii) Social Cognition- Perceiving ourselves: self-concept, self-esteem, self-presentation and self expression; Perceiving others and forming impressions

UNIT-II: Attitude, Prejudice and Stereotypes

- (i) Attitudes- Nature, characteristics and functions of attitude; Attitude formation and change; Attitude measurement
- (ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

UNIT-III: Group and Leadership

- (i) Group- Group structure and function, Task performance: Social facilitation, Social loafing; Conformity, Obedience and social modeling; Group cohesiveness-
- (ii) Leadership- Definitions and functions, Trait, situational, interactional and contingency approaches to leadership; Leadership effectiveness, The charismatic leadership

UNIT-IV: Social Behavior

- (i) Prosocial behavior-Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of prosocial behavior.
- (ii) Aggression- Theoretical perspectives, Trait, situational and social learning approaches, social and personal determinants of aggression, prevention and control of aggression.

PRACTICAL

- (i) **Ethical Values:** To assess the ethical values of five adolescents by using Donelsons Ethical Position Questionnaire (EPQ)
- (ii) **Attitude towards Women:** To measure the attitude of three boys and three girls towards Women by using Spence, Helmrich & Stapps Attitude towards Women scale.

Recommended Books

1. Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, Prentice Hall
2. Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
3. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
4. Developments (ICSSR survey of advances in research). New Delhi: Pearson.
5. Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
6. Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological
7. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
8. Myers, David G. (2002). Social Psychology. 7th Edition, McGraw Hill Book Co.
9. Taylor, S.E., Peplau, L.A. & Sears, D.O. (2006). Social Psychology (12th Ed). New Delhi: Pearson

C:7-ENVIRONMENTAL PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Environmental psychology is an interdisciplinary field focused on the interplay between individuals and their surroundings. The field defines the term environment broadly, encompassing natural environments, social settings, built environments, learning environments, and informational environments. The course is designed to introduce to the students about all these aspects of environment.

Learning Objectives:

1. To highlight the simultaneous mutual interaction of environment and behavior.
2. To delineate psychological approaches to the study of environment.
3. To discuss the impact of ecological degradation and the need for enhanced awareness programs

Expected outcomes: Students will be able to

1. understand the interactional relationships between environment and behavior
2. understand the problems occurring to ecology and environment at the present time
3. understand different psychological approaches to the study of man-environment relationship.

UNIT-I: Environment and Behavior

- (i) Earth as a living system: The gala hypothesis, Deep ecology; Man-environment relationship-physical, social, cultural, orientation and product.
- (ii) Effects of Environment on behavior: Noise pollution, Air pollution, Crowding and population explosion.

UNIT-II: Ecology and Development

- (i) Human behavior Environmental Problems: Global warming, Greenhouse effect, energy depletion; Pro-environmental behaviors.
- (ii) Ecosystem and their components; Sustainable development; Resource use: Common property resources. Ecology: Acculturation and psychological adaptation

UNIT-III: Psychological Approaches to environment

- (i) Field theory approach; Eco-cultural Psychology (Berry); Biosocial Psychology (Dawson);
- (ii) Person environment transaction (Sokols & Ittelson); Ecological Psychology (Barker); Ecological system approach (Bronfenbrenner)

UNIT-IV: Environmental Assessment

- (i) Socio-psychological dimensions of environmental impact; Environmental deprivation-nature and consequences.
- (ii) Creating environmental awareness; Social movements- Chipko, Tehri, Narmada.

PRACTICAL

- (i) To assess the environmental literacy of 4 college students using Bob Simpsons Environment literacy and awareness survey questionnaire.
- (ii) To assess the environmental attitude, concern and sensitivity of 4 college students using Bob Simpsons Environment literacy and awareness survey questionnaire.

Recommended Books

1. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
2. Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
3. Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
4. Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhala
5. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

GE:3-PSYCHOLOGICAL STATISTICS

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to equip students with knowledge in the fundamentals of statistics and research methods so that they understand the application of statistics to different research problems in psychology.

Learning Objectives:

1. To help students develop knowledge and understanding of the application of Statistics within Psychology
2. To help students develop Critical Thinking for application of appropriate statistical analysis in Psychological research

Expected outcomes: Students will be able to

1. The nature psychological variables and how to measure them with appropriate scale.
2. The processes of describing and reporting statistical data.
3. The methods of drawing inferences and conclusions for hypothesis testing by using appropriate statistical analysis.

UNIT-I: Fundamentals of statistics

- (i) Meaning and scope of statistics, Nature of variables- Categorical and Continuous, Levels of Measurement- Nominal, Ordinal, Interval, and Ratio
- (ii) Drawing frequency distribution; Graphical representation of grouped data-Polygon, Histogram, Ogive.

UNIT-II: Measures of Statistics

- (i) Measures of Central Tendency- Characteristics of mean, median and mode; Computation of mean, median, and mode
- (ii) Measures of Variability- Concept of variability, computation of semi-inter quartile range, Standard deviation and variance, Co-efficient of variation

UNIT-III: Sources and Applications

- (i) Concept of Probability; Characteristics of Normal Probability curve, Applications of NPC, Deviation from NPC- Skewness and Kurtosis
- (ii) Concept of correlation, Product-moment correlation (ungrouped data), Rank order correlation, Chi-square test (Contingency Table)

UNIT-IV: Hypothesis Testing

- (i) Level of significance; Type I and Type II error; Computation of t for independent and dependent samples, The Mann-Whitney U test
- (ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA; Kruskal-Wallis H test

PRACTICAL

- (i) **Reporting of Statistical Results:** To collect data of 60 (30 boys and 30 girls) High School students about their Annual examination marks in four subjects and to report by descriptive statistical analyses.

(ii) Computer Awareness: To be familiar with software packages of statistics and their applications.

Recommended Books

1. Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
4. Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
5. Mangal, S.K. (2002) Statistics in Psychology and Education. (2ndedt). New Delhi: Prentice Hall of India.
6. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
7. Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi
8. Singh, A.K. (1986). Tests, Measurements, & Research Methods in Behavioral Sciences, Tata McGraw Hill Publishing Company, New Delhi
9. Walaram, G. Statistics for Behavioral Sciences

C:8-PSYCHOPATHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Psychopathology refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders.

Learning Objectives:

1. To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology.
2. To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.

3. To guide students to gain specific knowledge about different types of mental disorders.

Expected outcomes: Students will be able to

1. Understand the differences between normality and abnormality along with the perspectives explaining them.
2. Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
3. Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

UNIT-I: Basics of Pathology

- (i) Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural
- (ii) Classification of maladaptive behavior-DSM-IV; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests

UNIT-II: Anxiety and Mood disorder

- (i) Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive-Compulsive disorder
- (ii) Depressive disorder Symptoms, causes and treatment of Bipolar affective disorder, and Dysthymia

UNIT-III: Personality Disorders

- (i) Paranoid, Schizoid, Dissociative, Impulsive
- (ii) Borderline, Anxious, Avoidance, Dependent personality

UNIT-IV: Schizophrenia and Therapies

- (i) Characteristics, Major subtypes, Causes and treatment of Schizophrenia
- (ii) Psychodynamic, and Cognitive Behavior therapy.

PRACTICAL

(i) Anxiety: Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS)

(ii) Depression: Assessment of Depression Profile of a subject by Becks Depression Inventory (BDI)

Recommended Books

1. Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee

2. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.).Wadsworth: New York.
3. Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
4. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
5. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
6. Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
7. James C. Coleman (1981). Abnormal Psychology and Modern Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai
8. Kring,A.M.,Johnson,S.L.,Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.).NY: John Wiley
9. Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.
10. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

C:9-EDUCATIONAL PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

This course provides an introduction to concepts, theories, and research in educational psychology. The topics covered include cognitive development during the school years, classroom management, instructional approaches, motivation, assessment, and individual differences.

Learning Objectives:

1. To provide students with an overview of the purposes and uses of educational psychology.
2. To help students understand human development focusing mainly on the years of formal education including those with ability differences
3. To make students understand the ways that educators motivate their students to learn and strive for excellence
4. To make students explore the ways that educators manage learning environments to maximize learning and social cohesion

Expected outcomes: Students will be able to

1. Define educational psychology and give examples of the different topics educational psychologists study.
2. Describe the developmental issues faced by school age children.
3. Describe the challenges presented by children with ability differences.
4. Explain the role of motivation on learning and classroom behavior.
5. Describe classroom management techniques.
6. Identify commonly used standardized tests, their strengths and limitations, and use in school settings.

UNIT-I Foundations of Educational Psychology

- (i) Concepts and principles of educational psychology, The teaching-learning process, Goals of teaching and objectives for learning.
- (ii) Theories of cognitive development-Piaget, Bruner and Vygotsky.

UNIT- II Motivation and Classroom Management

- (i) Meaning of motivation, Intrinsic and extrinsic motivation, Approaches to understand classroom motivation, Motivational techniques in classroom teaching.
- (ii) The goals of classroom management, Creating a positive learning environment, Characteristics of an effective teacher, Teacher expectation and students performance.

UNIT III Creativity and Aptitude

- (i) Nature and characteristics of creativity; Theories of creativity; Fostering creativity among children.
- (ii) Nature and characteristics of aptitude; Types of aptitude; Measurement of aptitude; Utility of aptitude tests.

UNIT -IV Dealing with ability differences and Testing

- (i) Teaching children with mental retardation, learning disability, social class differences, and attention deficit Hyperactive disorder.
- (ii) Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

PRACTICAL

- (i) Academic Behavior: To assess the academic attitude and behavior of college students by using Sias Academic Behavior Scale.
- (ii) Academic Stress: To assess the academic stress of two higher Secondary students using Raos Academic Stress Scale.

Recommended Books

1. Agrawal, J.C. (2009). Essentials of Educational Psychology (2ndEdn.) Vikas Publishing House, New Delhi.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar

3. Gage, N. L., & Berliner, D. C. (2009) Educational psychology (5th ed.). Boston, MA: Houghton Mifflin.
4. Mangal, S.K. (2013). Advanced Educational Psychology (2ndEdn.) PHI Learning Pvt. Ltd., New Delhi
5. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
6. Slavin, Robert E. (2012). Educational Psychology: Theory and Practice. Delhi, Pearson,
7. Woolfolk, A.E. (2004). Educational Psychology (9th Ed.), Allyn & Bacon, London / Boston.

C:10-PSYCHOLOGICAL ASSESSMENT

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to expose students to a basic understanding about approaches to psychological assessment and develop skill in the administration and interpretation of psychological tests.

Learning Objectives:

1. To train students in various psychological assessment techniques
2. To impart skills necessary for selecting and applying different tests for different purposes such as evaluation, training, rehabilitation etc.

Expected outcomes: Students will be able to

1. Understand the basic facts about psychological assessment.
2. Understand the processes of test construction and standardization.
3. Understand about the assessment of different types of skills and abilities.

UNIT-I Introduction

- (i) Nature and Scope of human assessment;Parameters of assessment.
- (ii) Psychological scaling, Methods of scaling.

UNIT- II Psychological Tests

- (i) Principles of test construction and standardization- Item analysis, reliability, validity and development of norms.
- (ii) Types of psychological tests- Individual, group, performance, verbal, nonverbal.

UNIT III Assessment of Ability

- (i) Assessment of general abilities- Intelligence, interest, interpersonal interaction.
- (ii) Assessment of personality- Use of self report inventories, interview, projective and non-projective tests.

UNIT IV Classroom Assessment

- (i) Classroom as assessment context, Traditional tests, Alternative assessment.
- (ii) Grading and reporting of performance, Computer and assessment.

PRACTICAL

(i) Empathy: To assess the empathy behavior of Five college students using Sprengs Empathy questionnaire.

(ii) Sense of Humor: To assess the Sense of Humor of 4 College Students Using McGhees Scale of Sense of Humor (MSSH).

Recommended Books

1. Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
2. Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
3. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
4. Hurlock, E. Developmental Psychology (1995). IV Edition. New Delhi: Tata McGraw Hill.
5. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
6. Papilia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill
7. Santrock, J. W. (2008). Child Development (11th Ed.). New Delhi: Tata McGraw Hill.
8. Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California

GE:6-PSYCHOPATHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Psychopathology refers to the study of mental illness. This course is designed to expose students to the key concepts in psychopathology as well as the major theories associated with the etiology and treatment of psychological disorders and disabilities. Students will be able to understand the distinction between normal and abnormal and the qualities that are used to differentiate what is typical versus atypical through citations of different disorders

Learning Objectives:

1. To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology.
2. To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
3. To guide students to gain specific knowledge about different types of mental disorders.

Expected outcomes: Students will be able to

1. Understand the differences between normality and abnormality along with the perspectives explaining them.
2. Know the importance and the use of assessment techniques in identifying different forms of maladaptive behavior.
3. Learn the symptoms, causes and treatment of anxiety disorders, mood disorders and schizophrenia.

UNIT-I Basics of Pathology

- (i) Concept of abnormality; Perspectives of abnormal behavior- Psychodynamic, Behavioral, Cognitive, Humanistic-Existential, and Sociocultural.
- (ii) Classification of maladaptive behavior-DSM-IV; Assessment techniques- Diagnostic tests, Rating scales, History taking interview, Projective tests.

UNIT- II Anxiety and Mood disorder

- (i) Symptoms, causes and treatment of Generalized anxiety disorder, Phobic disorder, Obsessive-Compulsive disorder.
- (ii) Depressive disorder Symptoms, causes and treatment of Bipolar affective disorder, and Dysthymia.

UNIT III Personality Disorders

- (i) Paranoid, Schizoid, Dissociative, Impulsive. (ii) Borderline, Anxious, Avoidance, Dependent personality.

UNIT IV Schizophrenia and Therapies

- (i) Characteristics, Major subtypes, Causes and treatment of Schizophrenia.
- (ii) Psychodynamic, and Cognitive Behavior therapy.

PRACTICAL

- (i) Anxiety: Assessment of Anxiety of a subject by Hamilton Anxiety Rating Scale (HARS).
- (ii) Depression: Assessment of Depression Profile of a subject by Becks Depression Inventory (BDI).

Recommended Books

1. Ahuja N. (2011). A Short Textbook of Psychiatry (7th Ed). New Delhi: Jaypee.
2. Barlow D.H. and Durand V.M. (2005). Abnormal Psychology: An Integrated Approach (4th Ed.). Wadsworth: New York.
3. Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
4. Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.). ND: Pearson Education.
5. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar.
6. Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication.
7. James C. Coleman (1981). Abnormal Psychology and Modern Life. D.B. Taraporevala with Scott, Foresman and Company, Mumbai.
8. Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley.
9. Mohanty, N. (2008). Psychological Disorders: Text and Cases. New Delhi: Neelkamal Publications Pvt. Ltd.

10. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
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SEMESTER-V

C:11-ORGANIZATIONAL BEHAVIOR

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course provides an overview of the main fields of organizational and personnel psychology. It focuses on topics such as organizational system; work behavior, attitudes and motivation as related to organizational set up; management of power and politics in the organizations; and finally development and evaluation of human resources for sustainable growth of an organizations. **Learning Objectives:**

1. To help students able to understand the structure, functions, and designs of different organizations.
2. To make students understand the processes of group decision making and leadership functions in different organizations.
3. To make students understand the theories of work motivation and related issues of power and politics in the organizational set up.
4. To help students demonstrate professional skills in the evaluation, management, and development of human resources in the organizations.

Expected outcomes: Students will be able to

1. Understand different concepts and dynamics related to organizational system, behavior, and management.
2. Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
3. Understand the tricks of power and politics management in the organizations.
4. Understand significance of human resource development, evaluation and management for the interest and benefit of the organization.

UNIT-I Historical context of organizational behavior

- (i) Contributions of Taylor, Weber and Fayoll; Challenges, Scope and opportunities for OB.
- (ii) OB perspectives-Open system approach, Human relations perspective, Socio-technical approach, OB model responsive to Indian realities.

UNIT- II Organization System

- (i) Structure and functions of organization, Common organizational designs, Management roles, functions and skills.
- (ii) Group decision making processes in organizations, Organizational leadership and types of leadership in organizations.

UNIT III Work, Power and Politics

- (i) Contemporary theories of work motivation- ERG theory, McClelland's theory of needs, Cognitive evaluation theory, Goal-setting theory, Reinforcement theory.
- (ii) Defining power in organization, Bases of power, Power tactics, Nature of organizational politics, Impression management, and defensive behavior.

UNIT IV Human resource development and Evaluation

- (i) Human Skills and Abilities, Selection Practices for Optimal Use of Human Resources; Training Programs for the Development of Human Resources.
- (ii) Performance Evaluation- Purpose, Methods, Potential Problems and methods to overcome them.

PRACTICAL

- (i) **Leadership Style:** To measure his basic leadership style of 4 college students by using Green- berg Basic Leadership Style scale.
- (ii) **Conflict-Handling:** To measure the conflict-handling style of 4 college students by using Rahims scale to identify their conflict handling style.

Recommended Books

1. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar.
2. Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.
3. Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
4. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
5. Pareek, U. (2010). Understanding organizational behaviour. Oxford: Oxford University Press.
6. Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). Organizational Behavior, 15th Edn. Pearson Education: New Delhi
7. Schultz, D. and Schultz, S.E. (2004). Psychology and Work Today. Delhi: Pearson Inc.
8. Singh, K. (2010). Organizational Behaviour: Texts & Cases. India: Dorling Kindersley.

C:12-HEALTH PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Health psychology is a specialty area that focuses on how biology, psychology, behavior and social factors influence health and illness. This course is designed to provide an introduction to the area of health psychology to help students understand how Health Psychology as a specialty within psychology addresses the role of behavioral factors in health and illness. Basic theories, models and applications are also included.

Learning Objectives:

1. To help the students understand the issues of Health Psychology and how to address them by the bio-psychosocial model of health and illness.
2. To help the students to describe behavioral factors that influence health and illness.
3. To guide the students understand about health enhancing behaviors including coping with illness.

Expected outcomes: Students will be able to

1. Know the basics of health and illness from the Bio-psychosocial perspectives.
2. Understand the significance of behavioral and psychological correlates of health and illness.
3. Understand the significant aspects coping and importance of health enhancing behavior.

UNIT-I Introduction

- (i) Goals of Health Psychology, , Biopsychosocial model of health and illness.
- (ii) Basic nature of stress, Cognitive appraisal of stressors, Some major causes of stress, Management of stress.

UNIT- II Health and Illness

- (i) Behavioral and psychological correlates of illness, Approaches to promoting wellness, Some common health beliefs and their implications.
- (ii) Models of health- The cognition models- The health belief model, The protection motivation model, Leventhals self regulatory model.

UNIT III Health and Coping

- (i) Individual differences in symptom perception, Coping with the crises of illness; Compliance behavior and improving compliance.
- (ii) Health enhancing behavior- Diet management, Yoga and Exercise.

UNIT IV Health Issues

- (i) Children health issues- Malnutrition, Immunization, Autism, ADHD.
- (ii) Health issues of women and elderly:Diabetes,Osteoporosis, Alzheimers Disease, Depression.

PRACTICAL

- (i) **Sleep Quality:** To assess the Sleep quality of 4 college students The Pittsburgh Sleep Quality Index (PSQI).
- (ii) **Coping Strategies:** To assess of the Coping Strategies of 4 college students by Tobins Coping Strategy Inventory (TCSI).

Recommended Books

1. Baron, R.A. (1995 Edition)-Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
2. Brannon and Feist. Health Psychology.
3. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
4. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
5. Edward P.Sarafino (1994). Health Psychology. John Wiley and Sons
6. Khatoon, N. (2012). Health Psychology, Dorling Kindersley (India) Pvt. Ltd. New Delhi
7. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
8. Sarafino, E.P. (2002). Health psychology: Bio psychosocial interactions (4th Ed.).NY: Wiley.
9. Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.
10. Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill

DISCIPLINE SPECIFIC ELECTIVES

DSE-1: PSYCHOLOGICAL RESEARCH & MEASUREMENT

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The research methods course is among the most frequently required in the psychology and with good reason. It helps the students know about the difference between an experiment and a correlational study, the function of independent and dependent variables, the importance of reliability and validity in psychological measurement, and the need for replication in psychological research. In other words, psychologists research methods are at the very core of their discipline. The course is designed to train the students in psychological research and measurement. **Learning Objectives:**

1. To provide an overview of scientific approaches to psychological research in term of sampling techniques, scientific method, and experimental designs.
2. To acquaint the students with respect to psychometric, projective techniques and non-testing approaches like interview.

Expected outcomes: Students will be able to

UNIT-I Psychological Research

- (i) Assumptions of science, Characteristics of scientific methods, Psychological research: Correlational and experimental.
- (ii) Sampling frame: probability and non-probability samples, sample size, sampling error.

UNIT- II Psychological Scaling and Construction of test

- (i) Purpose of scaling and types of psychological data, Psychological scaling methods: Familiarity with Thurstone, Likert and Guttman scale.
- (ii) Construction of test: Theory of measurement error; Operationalizing a concept, Generating items, Item analysis, Item response theory.

UNIT III Experimental Designs

- (i) Pretest- post-test design, Factorial designs, RandomizedBlock design Standardization of tests.
- (ii) Reliability and validity of tests, Development of norms and interpreting test scores.

UNIT IV Assessment of Personality

- (i) Psychometric and projective techniques, Familiarity with MMPI, Rorachs, WAT, and TAT Interviewing.
- (ii) Principles and procedures of interviewing, gaining cooperation, motivating respondents, training of interviewers, ethics of interviewing.

PRACTICAL

- (i) **TAT**: To administer the TAT on a subject and give summary report.
- (ii) **Word Association test**: To administer the Jung / Kent-Rosanoff list of WAT on a subject and report on his areas of emotional difficulties.

Recommended Books

1. Anastasi, A. (1988). Psychological Testing. New York: MacMillan.
2. Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Willey.
3. Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications.
4. Freeman, F.S. (1972). Theory and Practice of Psychological Testing. New Delhi: Oxford & IBH.

DSE-2: PSYCHOLOGY & SOCIAL ISSUES

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Psychologists can play a larger role in the solution of important social problems. Psychology brings two important qualities to the study of social problems: attention to psychological process and rigorous methodology. The key task in the designed course is to define social problems in part as psychological problems.

Learning Objectives:

1. The course will provide social psychological analysis of some major social issues in India.

Expected outcomes: Students will be able to

UNIT-I Understanding Social Systems

- (i) Indian Family System; Social stratification; caste, class, power, Religious ethics Poverty and Deprivation.
- (ii) Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

UNIT- II Health and wellbeing

- (i) Role of behavior in health problems, Shortcomings of the biomedical model, Behavioral sciences in disease prevention and control, India's health scenario.

Political Behavior

- (ii) Development of ideology, Use of small groups in politics, Issues of human and social development, Quality of life and development.

UNIT III Antisocial Behavior

- (i) Corruption and bribery, Juvenile delinquency, terrorism, Crime and criminal behavior, Alcoholism and drug abuse.

- (ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath.

UNIT IV Social integration

(i) The concept of social integration; Causal factors of social conflicts and prejudices; Psychological strategies for handling the conflicts and prejudices; Measures to achieve social integration.

Violence

(ii) Nature and categories of violence, violence in family and marriage, rape, Collective violence for social change.

PRACTICAL

(i) **Quality of Life:** To assess the quality of life family of 4 families using Beach Center Family Quality of Life Scale.

(ii) **Community Integration:** To assess the community integration of a village by using Community integration questionnaire (CIQ) of Barry Willer.

Recommended Books

1. Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi Prachi Prakashan
2. Dube, S.C. (1987) Modernization and Development. ND: Sage
3. Fonseca, M. (1998). Family and Marriage in India. Jaipur: Sachin
4. Mishra, G. (1990). Applied Social Psychology in India. ND: Sage
5. Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
6. Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, Divya Prakashani, Bhubaneswar
7. Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
8. Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International
9. Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied.

SEMESTER-VI

C:13-COUNSELING PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The course is designed to develop entry level counseling psychologists who will be capable of understanding and demonstrating behavior and attitudes in the basic areas of professional counseling.

Learning Objectives:

1. To help students able to understand and integrate current scientific knowledge and theory into counseling practice.
2. To make students learn the history and professional issues related to counseling psychology.
3. To help students integrate and convey information in the core areas of counseling practice.
4. To help students demonstrate professional behavior in their various roles as counseling psy

chologists.

Expected outcomes: Students will be able to

1. Understand the purpose of counseling and practice counseling ethically following different approaches.
2. Understand the basics of counseling process and use them for counseling students, families, couples, distressed, and handicaps.

UNIT-I Basics of Counseling

- (i) Meaning, scope and purpose of counseling with special reference to India; The counseling process, counseling relationship, counseling interview.
- (ii) Characteristics of a good counselor, Ethics and values in counseling; Education and training of the counselor.

UNIT- II Theories and Techniques of Counseling

- (i) Psychodynamic approach-Freud and Neo Freudians; Humanistic approach-Existential and Client centered. (ii) Cognitive approach- Rational-emotive and transaction analysis; Behavioral approach- Behavior modification; Indian contribution- yoga and meditation.

UNIT III Counseling Programs

- (i) Working in a counseling relationship, transference and counter transference, termination of counseling relationship, Factors influencing counseling.
- (ii) Student counseling, Emphases, roles and activities of the school, and college counselor.

UNIT IV Counseling application

- (i) Family and Marriage Counseling, Family life and family cycle, Models and methods of family counseling.
- (ii) Alcohol and drug abuse counseling; Counseling the persons with Suicidal tendencies, and Victims of Harassment and Violence.

PRACTICAL

- (i) **Marital Relationship-** To assess the marital relationship of 2 couples using Lerner's Couple adjustment scale.
- (ii) **Case Reporting:** To complete four case studies of high school students with problem behavior in the appropriate case record proforma.

Recommended Books

1. Burnard Philip. (1995). Counselling Skills Training A sourcebook of Activities. New Delhi: Viva Books Private Limited.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage.
4. Gibson, R.L & Mitchell M.H. (2003). Introduction to counseling and Guidance. 6th edn. Delhi: Pearson Education
5. Gladding, S.T. (2009). Counselling: A comprehensive profession (6th Ed.). New Delhi: Pearson India
6. Mishra, H.C. & Varadwaj, K. (2009). Counseling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha

7. Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health Psychology. New Delhi: Pearson India.
8. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
9. Nelson-Jones. (1995). The theory and practice of counseling. 2ndEdn. London: Holt, Rinehart and Winston Ltd
10. Rao, S. (2002). Counselling and Guidance (2nd Ed.). New Delhi: McGraw Hill.

C:14-POSITIVE PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Positive psychology is the scientific study of optimal human functioning to help people flourish. This is a foundation course in positive psychology to help students not only to understand the core themes of positive psychology, but also to equip them with the helpful positive interventions in various areas of professional psychology, such as clinical, health, education, organization and community.

Learning Objectives:

1. To help students to understand the rationale behind positive psychology.
2. To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.
3. To encourage students to appreciate the contributions of scholars from a range of disciplines and their influence on developing a positive approach to mental health.
4. To make students understand and apply a strengths-based approach to mental health issues.

Expected outcomes: Students will be able to

1. The goal of positive psychology and the basic behavior patterns that result in positive human growth from the point of view of leading positive psychologists
2. The concepts of flow and happiness and the related theories and models explaining happiness behavior and its consequences.
3. All the precursors to positive psychology from character strength and altruism to resilience.

UNIT-I: Foundations

- (i) Historical roots and goals of positive psychology, Positive emotions, Positive Individual traits, and positive subjective experience.
- (ii) Contribution of Martin Seligman, Albert Bandura, Carol Dweck and Abraham Maslow to positive psychology

UNIT-II: Flow and Happiness

- (i) Components of flow, Conditions and mechanisms of flow, Positive and negative consequences of flow experience.
- (ii) Meaning and nature of happiness, Sources of happiness, Theories of happiness- Set-point theory, Life satisfaction and Affective state theories.

UNIT-III: Precursors to Positive Psychology

- (i) Character strength, Altruism, Hope and Optimism, Positive thinking, Resilience
- (ii) Psychology of well-being: Meaning of well-being, The well-being models, Factors affecting well-being, Promoting well-being among people

UNIT-IV: Ways to Positive Psychology

- (i) Discovering strength, Increasing optimism, Self-direction, Purpose, gratitude, Mindfulness, and Activities and experience
- (ii) Effects of exercise, Yoga, meditation and spiritual intelligence on development of positive psychology; Positive psychology in building relationship

PRACTICAL

(i) Happiness: To measure the happiness of 4 adults using Oxford Happiness questionnaire

(ii) Spiritual Intelligence: To measure the spiritual intelligence of 4 adults using Kings Spiritual Intelligence test.

Recommended Books

1. Carr, A. (2004). Positive Psychology: The science of happiness and human strength.UK: Routledge.
2. Dash, U.N., Dash, A.S., Mishra, H.C., Nanda, G.K. & Jena, N. (2004). Practical Exercises in Psychology: Learning about Yourself and Others. Panchasila, Bhubaneswar
3. Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
4. Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press
5. Seligman, M.E. (2002).Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment: Oxford University Press
6. Seligman, M.E. (2012). Flourish:A Visionary New Understanding of Happiness and Well-being. Oxford University Press
7. Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. .Oxford University Press
8. Snyder, C.R., & Lopez,S.J.(2007).Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

DSE-3: CONTEMPORARY APPLIED PSYCHOLOGY

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

Applied psychology is the use of psychological principles and theories to overcome problems in real life situations. Mental health,organizational psychology, counseling psychology, clinical psychology, business management, education, and law are just a few of the areas that have been influenced by the application of psychological principles and findings. Some of the current areas of applied psychology include community psychology, Psychology of the disadvantaged, psychology of economic development, population psychology, gender psychology, and defense psychology. The course is designed to help students understand the application of psychology to these new fields.

Learning Objectives:

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Expected outcomes: Students will be able to

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UNIT-I: Community Psychology:

- (i) Definition and concept of Community Psychology; Use of small groups in social action, Arousing community consciousness, Effective strategies for social change.
- (ii) **Rehabilitation Psychology:** Primary, secondary, tertiary rehabilitation programs, Rehabilitation of physically, mentally and socially challenged persons including the old persons

UNIT-II:

- (i) **Helping the disadvantaged:** Concept of disadvantaged and deprivation, social, physical, cultural and economic consequences of disadvantaged groups, Educating and motivating the disadvantaged
- (ii) **Psychology and IT:** Psychological consequences of the developments in IT; Role of psychologists in the present scenario of IT

UNIT-III:

- (i) **Psychology in economic development:** Achievement motivation and Economic development; Characteristics of entrepreneurial behavior, Consumer rights and awareness
- (ii) **Population psychology:** Psychological consequences of population explosion and high population density; Psychosocial effects of crowding; motivating for small family norms

UNIT-IV

- (i) **Psychology of Gender:** Issues of discrimination; Glass ceiling effect, Self-fulfilling prophecy, Management of diversity
- (ii) **Defense psychology:** Psychological tests for defense personnel; Promoting positive mental health of defense personnel, Human engineering in defense

PRACTICAL

- (i) To assess the sense of gender equality of 8 college students by using Student Gender equality Questionnaire
- (ii) To assess the attitude and knowledge of 4 women towards family planning using the Family Planning Knowledge Attitude Survey Questionnaire.

Recommended Books

1. Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi Prachi Prakashan
2. Dalton, J.H. (2006). Community Psychology: Linking Individuals and Communities: :Oxford University Press
3. Dube, S.C. (1987) Modernization and Development. ND: Sage
4. Fonseca, M. (1998). Family and Marriage in India. Jaipur: Sachin

5. Mishra, G. (1990). Applied Social Psychology in India. ND: Sage
6. Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
7. Mishra, H.C. , Mishra, G.C. & Varadwaj , K. (2014). Fundamentals of Applied Psychology, Divya Prakashani, Bhubaneswar
8. Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, Divya Prakashani, Bhubaneswar
9. Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
10. Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International
11. Srinivas, M.N. (1966). Social change in modern India. Bombay: Allied
12. Swain, S. Applied Psychology

DSE-4: RESEARCH PROJECT

(Credits:6, Theory-4, Practical-2) Lectures:
60 (Theory:40, Practical:20) Max.
Marks:100(Theory:70, Practical:30)

Introduction:

The research experience of students is greatly enriched by early exposure to conducting research. There are numerous benefits of undergraduate students who get involved in research. They are better off in understanding published works, determine an area of interest, can discover their passion for research and may start their career as a researcher. Further students will be able develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication of psychology. This course is included to promote above mentioned abilities among the students.

Learning Objectives:

1. To help students to learn how to develop scientific research designs in the study of psychology.
2. To guide students to understand the previous research in their field of interest and review them to arrive at a research problem
3. To encourage the students to learn ways to describe and measure human behavior.
4. To help students understand the logic of hypothesis testing and application of appropriate statistical analysis.
5. To make students to learn the methods of writing a research report.

Expected outcomes: Students will be able to

1. Independently prepare a research design to carry out a research project
2. Review the related research papers to find out a research problem and relevant hypotheses
3. Understand the administration, scoring and interpretation of the appropriate instrument for measurement of desired behavior
4. Learn the use of statistical techniques for interpretation of data.
5. Learn the APA style of reporting a research project.

UNIT-I: A student is required to carry out a project on an issue of interest to him / her under the guidance and supervision of a teacher. In order to do so s/he must have the knowledge in research methodology and of steps in planning and conducting a research. The supervisors may help the students to go on field study / study tour relevant to their work. Thirty hours of class may be arranged in the routine to help students understand research methodology, and planning, conduction and reporting on the research. An external examiner with the supervisor as the internal examiner will evaluate the research project on the basis of scientific methodology in writing the report, and presentation skill and performance in the viva.

Format

1. **Abstract** 150 words including problem, method and results.
2. **Introduction** Theoretical considerations leading to the logic and rationale for the present research
3. **Review-** Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
4. **Method** Design, Sample, Measures, Procedure
5. **Results-** Quantitative analysis of group data (Raw data should not be attached in Appendix) Graphical representation of data wherever required. Qualitative analysis wherever done should indicate the method of qualitative analysis.
6. **Discussion**
7. **References (APA Style) & Appendices**
 1. Project should be in Soft binding. It should be typed in Times New Roman 14 letter size with 1.5 spacing on one sides of the paper. Total text should not exceed 50 pages (References & Appendices extra).
 2. Two copies of the project should be submitted to the College.
 3. **Project - American Psychological Association (APA) Publication Manual 2006 to be followed for project writing**

**SYLLABUS FOR B.A. (HONORS) SANSKRIT UNDER
CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY,
BHUBANESWAR**

1st YEAR

SEMESTER-I

CC- 1 MORAL TEACHINGS AND BASICS OF SANSKRIT

- | | |
|--|----------|
| 1. <i>Hitopadeśa Mitralabha</i> (From <i>Kathāmukha</i> to <i>Gr̥dhravidalakatha</i>) | 30Marks |
| 2. <i>Yaksaprasna of Mahabharata</i> (<i>Aranyakaparva</i> , ch.313
from Verses no. 41 to 133) | 30Marks |
| 3. <i>Śabdarupa&Dhaturupa</i> | 20 Marks |

('a' karanta, 'i' karanta, 'ī'karanta, 'u'karanta, 'ū' karanta, 'in' bhaganta, *Mātr̥*, *Pitr̥*, *Asmad*, *Yusmad*, *Tad*(*sabdarupas*).*Lat*, *Lañ*, *Vidhiliñ*, *Lrt*, *Lot* and *Litlakaras* *Path*, *Ni*, *Kr̥*, *Sev*, *Han*, *Pā*, *Dā*, *Śru*, *Śī* and *Krīñ* in the form of *Ātmanepada*, *Parasmaipada* or *Ubhayapada* whichever is applicable. (*Dhaturupas*)

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|---|--------------|
| Unit-I & II <i>Hitopadeśa Mitralabha</i> (From <i>Kathamukha</i> to <i>Gr̥dhravidalakatha</i>) | 30 Marks |
| Long Questions -1 | 15 Marks |
| Short Questions -3 | 5×3=15 Marks |
| Unit-III & IV <i>Yaksaprasna of Mahabharata</i> | 30 Marks |
| Long Questions-1 | 15 Marks |
| Explanation - 1 | 8 Marks |

Translation of a textual Verse	7 Marks
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|---------------------------------------|---------------|
| Unit-V <i>Śabdarupa&Dhaturupa</i> | 20 Marks |
| <i>Śabdarupa</i> - 5 | 2×5= 10 Marks |
| <i>Dhaturupa</i> - 5 | 2×5= 10 Marks |

Books for Reference:

3. *Hitopadesah*(*Mitralabhah*) (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
4. *Hitopadesah* (*Mitralabhah*) (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
5. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013
6. Critical edition of the *Mahabharata*, (Ed.) V.S. Sukthankar, BORI, Pune
7. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
8. *Yaksaprasna*, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala

CC-2 . DRAMA-I & HISTORY OF SANSKRIT LITERATURE - I

- | | |
|--|----------|
| 1. <i>Abhijnanasakuntalam</i> (Act I-IV) | 50 Marks |
| 2. History of Sanskrit Literature-I | 30 Marks |

(*Ramayana*, *Mahabharata*, General out lines of *Puranas* and Sanskrit Drama)

1. **Abhijnanasakuntalam** (Act I-IV)

Unit-I	Long Questions -1	14 Marks
Unit- II	Short Questions -2	7×2=14 Marks
	Explanation of Verse- 1	8 Marks
Unit-III	Textual Grammar	14 Marks
	i) <i>Sandhi</i>	1×2= 2 Marks
	ii) <i>Prakṛti- Pratyaya</i>	2×2= 4 Marks
	iii) <i>Karaka&Vibhakti</i>	2×2= 4 Marks
	iv) <i>Samasa</i>	2×2= 4 Marks

2. History of Sanskrit Literature-I

30 Marks

Unit- IV *Ramayana & Mahabharata*

Long Questions -1	10 Marks
Short Questions -1	05 Marks

3. General Outlines of *Puranas* and Sanskrit Drama

Unit- V General Outlines of *Puranas* and Sanskrit Drama

(Definition and Classification of *Puranas*, *Bhasa*, *Kalidasa*, *Sudraka*, *Visakhadatta*, *Bhavabhuti*, *Bhattacharya*)

Long Questions -1	10 Marks
Short Questions -1	05 Marks

Books for Reference:

1. *Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta
2. *Abhijnanasakuntalam* (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi- 11007, 8th Reprint-2010
3. *Abhijnanasakuntalam* (Ed.) R.M. Mohapatra, Books & Books, Cuttack
4. *Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Students Store, Cuttack
4. *History of Sanskrit literature*, Baladev Upadhyay, Chaukhamba Publications, Varanasi.
5. *Sanskrit Drama*, A.B. Keith, Oxford University Press, London
6. *Samskrta Sahitya Itihasa*, (Odia) H.K. Satapathy, Kitab Mahal, Cuttack- 753003.

SEMESTER-II

CC - 3 DRAMA - II & DRAMATURGY

1. *Abhijnanasakuntalam* (Acts V-VII) 50 Marks

2. *Dramaturgy* 30 Marks

(*Nandi*, *Prastavana*, *Purvaranga*, *Pancha-arthaprakṛti*, *Panchasandhi*, *Pancha-arthopaksepaka*, *Nataka*, *Prakarana*.)

1. *Abhijnanasakuntalam* (Acts V-VII)

Unit-I	Long Questions - 1	14 Marks
Unit- II	Short Questions - 2	8×2= 16 Marks
Unit-III	i) Explanation of Verse- 1	8 Marks
	ii) Verse/ Dialogue Translation-1	7 Marks
	iii) Translation from Prakṛit to Sanskrit	5 Marks

2. Dramaturgy (Sahityadarpana, Chapter- VI)**30 Marks**

Unit-IV

Nandi, Prastavana, Purvaranga, Nataka, Prakarana, Pancasandhi

Short Notes on any three

5× 3= 15 Marks

Unit-V

Panca - arthaprakrti and Panca- arthopaksepaka

(Short Notes on any three))

5×3= 15Marks

Books for Reference:

4. *Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta
5. *Abhijnanasakuntalam* (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., NewDelhi-11007, 8th Reprint-2010
6. *Abhijnanasakuntalam* (Ed.) R.M Mohapatra, Books & Books, Cuttack
4. *Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Students Store, Cuttack
4. For Dramaturgy- *Sahitya Darpana* (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
5. *Odia Translation of Sahityadarpana* by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
6. *Sahitya Darpana* with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M.Sastri, Chaukhamba Publications, Varanasi.
7. *Sahityadarpana* evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack
9. *Sahityadarpanao Chanda* (Ed.) Niranjan Pati, Vidyapuri, Cuttack

CC- 4 AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR & PROSODY**1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar**

15 Marks

2. Samjna-prakaranam

45 Marks

3. Chanda

20 Marks

1. Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar

Unit- I

15 Marks

(Astadhyayi, Siddhantakaumudi, Ganapatha, Dhatupatha, Dhatu, Antaranga, Bahiranga, Apavada, Agama, Adesa, Nadi, Nistha, Krdanta, Taddhita, Tinanta, Nijanta, Sananta, Yananta, Namadhatu, Vikarana, Luk, Lopa, Sarvadhataka, Ardhadhatuka, ti & Upadha = 26)

Short Notes on any – 5

3×5= 15Marks

2. Samjnaprakaranam

45Marks

Unit- II

Two Sutras / Vrttis out of 1st 10 Sutras (Upto *tulyasyaprayatnam savarnam*) to be explained.

7½ ×2=15 Marks

Unit- III

Two Sutras / Vrttis out of 2nd 10Sutras (From *a a* upto *cadayo'sattve*) to be explained.

7½ ×2= 15 Marks

Unit- IV

Two Sutras / Vrttis out of rest Sutras (From *pradayah* upto *dirgham ca*) to be explained.

7½ ×2= 15 Marks

3. **Chanda (Prosody)-Srutabodhah**

20Marks

Unit- V Definition and Examples of 4 Chandas - out of 7

5×4=20 marks

(Chandas such as -: Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula-vikridita, Sragdhara.)

Books for Reference:

1. *Siddhanta-kaumudi* with *Balamananorana* and *Tattvabodhini*, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. *Siddhanta-kaumudi* with *Mitabhasini* Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
3. *Siddhanta-kaumudi* with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995
4. *Vaiyakarana Siddhanta Kaumudi* (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.
5. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.
6. *Siddhanta-kaumudi* (Ed.) Minati Mishra, Vidyapuri, Cuttack
7. *Siddhanta-kaumudi* (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi
8. *Siddhanta-kaumudi* (Ed.) P.R.Ray, Sailabala Womens College, (Skt.Deptt.) Cuttack.
9. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013
10. *Shrutabodha*, Hari Prasad Sharma, Nirnaya Sagar Press
11. *Sahityadarpana* Evam Chhanda (Ed.) Dr. Brajasundar Mishra, Satyanarayana Book Store, Cuttack.

2nd YEAR

SEMESTER-III

CC-5 POETRY & HISTORY OF SANSKRIT LITERATURE- II

1. *Meghadutam- (Purvamegha)* 50 Marks
 2. *History of Sanskrit Literature-II* 30 Marks
- (*Gitikavyas, Khandakavyas, Gadyakavyas and Kathasahitya*)

1. *Meghadutam- (Purvamegha)*

50 Marks

- | | | |
|----------|------------------------------|------------------|
| Unit-I | Long Questions - 1 | 15 Marks |
| Unit- II | Short Questions - 2 | 7 ½ × 2= 15Marks |
| Unit-III | i) Explanation of One Verse | 12 Marks |
| | ii) Translation of One Verse | 8 Marks |

2. *History of Sanskrit Literature-II*

30 Marks

Unit-IV (*Gitikavyas&Khandakavyas*)

- | | | |
|-----------------|----|----------|
| Long Questions | -1 | 10 Marks |
| Short Questions | -1 | 05 Marks |

Unit- V (*Gadyakavyas, Kathasahitya*)

- | | | |
|-----------------|----|----------|
| Long Questions | -1 | 10 Marks |
| Short Questions | -1 | 05 Marks |

Books for Reference:

1. *Meghadutam* (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
2. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
3. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
4. *Meghadutam* (Ed.) Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 1st Edn-1999
5. *Samskrta Sahitya ka Itihasa*, Baladeva Upadhyaya, Choukhamba, Varanasi.
6. *Samskrta Sahitya ka Ruparekha*, Vacaspati Goreilla, Choukhamba Vidyabhavan, Varanasi.
4. *Samskrta Sahitya Itihasa*, H.K. Satapathy, Kitab Mahal, Cuttack
5. *Samskrta Sahitya Itihasa*, Text Book Bureau, Govt. of Odisha, Bhubaneswar

CC-6 META - RULES OF PANINIAN GRAMMAR, POETICS & FIGURES OF SPEECH

1. *Paribhasaprakaranam* of *Siddhanta-kaumudi* 30 Marks
2. *Sahityadarpana* (Ch. I & II) 30 Marks
3. *Sahityadarpana* (Selected *Alamkaras* from Ch. X) 20 Marks

1. ***Paribhasaprakaranam*** 30 Marks
 - Unit- I Four *Sutras* to be explained. 5×4= 20 Marks
 - Unit- II Two *Vrttis/ Vartikas* to be explained. 5×2= 10 Marks

2. Poetics

- Unit- III *Sahityadarpana* Ch. I
- Long Questions -1 10 Marks
- Short Questions -1 05 Marks
- Unit- IV *Sahityadarpana* Ch. II (*Vakya, Pada, Abhidha, Laksana, Vyanjana*)
- Long Questions -1 10 Marks
- Short Questions -1 05 Marks

3. Figures of speech (without Sub-division)

- Unit- V *Sahityadarpana* (Ch. X) 5×4= 20 Marks

(*Alamkaras* such

as *Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utpreksa, Bhrantiman, Nidarsana, Arthantaranyasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesakti, Samasakti, Svabhavakti*)

Definition and Examples of **Four Alamkaras** (figures of speech) out of **seven**.

Books for Reference:

1. *Siddhanta-kaumudi* with *Balamananorana* and *Tattvabodhini*, Vol. I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. *Siddhanta-kaumudi* with *Mitabhasini Com.*, (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
3. *Siddhanta-kaumudi* with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995
4. *Vaiyakarana Siddhanta Kaumudi* (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.
5. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr (Mrs) K. Dash with *Navanita tika*, A.K. Mishra Publishers Pvt. Ltd, Cuttack.

4. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
5. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi
6. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.
7. Sahitya Darpana (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
8. Odia Translation of Sahityadarpana by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
9. Sahitya Darpana with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M. Sastri, Chaukhamba Publications, Varanasi.
10. Sahityadarpana evam Chhanda (Ed.) Braja Sundar Mishra, Satyanarayan Book Store, Cuttack
11. Sahityadarpana o Chhanda (Ed.) Niranjan Pati, Vidyapuri, Cuttack
12. Samskrta Kavyatattva Vicara, Ketaki Nayak, Odisha Text Book Bureu, Bhubaneswar.

CC-7 CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION - I

1. **Siddhantakaumudi(Karaka-Vibhakti I-IV)** 50 Marks
2. **Translation from Sanskrit unseen passage to Odia/ English** 30 Marks

1. Siddhantakaumudi(Karaka-Vibhakti I-IV) 50 Marks

Unit- I & II (Prathama&Dvitiya)

Four Sutrās/ Vrtti/ Vartika to be explained. 5×4= 20 Marks

Unit- III (Trtiya)

Two Sutrās/ Vrtti/ Vartika to be explained 5×2= 10 Marks

Unit- IV (Caturthi)

Four Sutrās/ Vrtti/ Vartika to be explained. 5×4= 20 Marks

Unit -V Translation from Sanskrit unseen passage into Odia/ English

One unseen Sanskrit Passage is to be given for Translation into Odia/ English
(At least 10 sentences) 10×3= 30 Marks

Books for Reference:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. Siddhanta-kaumudi with Mitabhasini Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
3. Siddhanta-kaumudi with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi- 110007, Rpt-1995
4. Vaiyakarana Siddhanta Kaumudi (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.
5. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
7. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi
8. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.
9. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013
- A Guide to Sanskrit Composition and Translation*, M.R.Kale, Motilal Banarsidass, New Delhi
11. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi

CC-8 INSCRIPTIONS , UPANISAD&BHAGAVADGITA

1. <i>Inscriptions</i>	30 Marks
2. <i>Kathopanisad</i> (Vallis-I,II&III)	30 Marks
3. <i>Bhagavadgita</i> (Chap.XV)	20 Marks

1. *Inscriptions* 30 Marks

(*Girnar inscription of Rudradaman, Allahabad Stone Pillar Inscription of Samudragupta and Mandasore Inscription of Yasodharman*)

Unit- I	Long Questions -1	15 Marks
Unit- II	Short Questions -3	5×3= 15 Marks

2. *Kathopanisad*(Adhyaya I, Vallis-I,II&III) 30 Marks

Unit- III	Long Questions	-1	15 Marks
Unit- IV	i) Explanation - 1 Mantra		08 Marks
	ii) Translation- 1 Mantra		07 Marks

3. *Bhagavadgita*(Ch.XV) 20 Marks

Unit- V	Long Questions	-1	12 Marks
	Translation- 1 Verse		08 Marks

Books for Reference:

1. *Selected Sanskrit Inscriptions* (Ed.) D.B. Pusalkar, Classical Publishers, New Delhi
2. *Abhilekhamala* (Ed.) Sarojini Bhuyan, Cuttack
3. *Abhilekhamala* (Ed.) Sujata Dash, Cuttack
4. *Abhilekhacayana*(Ed.) Jayanta Tripathy, Vidyapuri, Cuttack
5. *Isadi Nau Upanisad* with Sankarabhasya - Gita Press, Gorakhpur
6. *Kathopanisad* with *Sankarabhasya*(Ed.) V.K. Sharma, Sahitya Bhandar, SubhasBazar, Meerut
7. *The Message of the Upanisad* , Swami Ranganathananda, Bharatiya VidyaBhavan,K.M. Munsii Marg Mumbai.
8. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
9. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission
10. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur

CC-9 CASE AND CASE ENDINGS OF PANINIAN GRAMMAR, TRANSLATION- I AND LEXICON

1. <i>Siddhantakaumudi</i> (<i>Karaka-Vibhakti</i> V-VII)	40 Marks
2. <i>Translation of an unseen Odia/ English passage into Sanskrit</i>	30Marks
3. <i>Amarakosa</i>	10 marks

1. *Siddhantakaumudi*(*Karaka- Vibhakti* V-VII)

Unit-I (CASE-V)	Answer any two <i>Sutras/ Vrtti/ Vartika</i>	5×2= 10 Marks
Unit-II (CASE-VI)	Answer any four <i>Sutras/ Vrtti/ Vartika</i>	5×4= 20 Marks
Unit-III (CASE-VII)	Answer any two <i>Sutras/ Vrtti/ Vartika</i>	5×2= 10 Marks

2. *Translation- II* 30 Marks

Unit-IV	30 Marks
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One unseen Passage of Odia is to be translated into Sanskrit.

(At least Ten sentences)

3. *Amarakosa* (*Devata, Svarga, Visnu, Laksmi, Durga, Surya, Brahma,Siva, Kartikeya, Ganesa, Sarasvati from Svargavarga*)

Unit- V	Answer any Two Questions	5×2= 10 Marks
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Books for Reference:

1. Siddhanta-kaumudi with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. Siddhanta-kaumudi with Mitabhasini Com., (Ed.) S.R. Ray, Sanskrit Pustak Bhandar, 38 Cornwallis St., Calcutta
3. Siddhanta-kaumudi with Eng Tr. (Ed.), S.C. Basu, Motilal Banarsidass, New Delhi-110007, Rpt-1995
4. Vaiyakarana Siddhanta Kaumudi (Ed.) M.V. Mahashabde, Dadar Book depot, Bombay.
5. Siddhanta-kaumudi (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
6. Siddhanta-kaumudi (Ed.) Minati Mishra, Vidyapuri, Cuttack
7. Siddhanta-kaumudi (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi
8. Siddhanta-kaumudi (Ed.) P.R.Ray, Sailabala Womens College,(Skt.Deptt.) Cuttack.
9. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013
10. *A Guide to Sanskrit Composition and Translation*, M.R.Kale, Motilal Banarsidass, New Delhi
11. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi
12. *Namalinganuasanam (Amarakosa)*, D.G. Padhye et al. Choukhamba Sanskrit Series, New Delhi
13. *Amarakosa* with Ramasrami tika, Choukhamba Sanskrit Series office, Varanasi

CC-10 ORNATE PROSE & PROSE WRITING

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|---|-----------------|
| 1. <i>Dasakumaracaritam(Purvapithika,DvitiyaUcchvasa)</i> | 25 Marks |
| 2. <i>Sukanasopadesa</i> | 25 Marks |
| 2. Essay in Sanskrit | 20 Marks |
| 3. Expansion of Idea in Sanskrit | 10 Marks |
|
 | |
| 1. <i>Dasakumaracaritam(PurvapithikaDvitiyaUcchvasa)</i> | 25 Marks |
| Unit-I Long Questions – 1 | 15 Marks |
| Unit-II Short Questions – 2 | 5×2=10Marks |
|
 | |
| 2. <i>Sukanasopadesa</i> | 25 Marks |
| Unit-III One Long Question | 15 Marks |
| Unit-IV One Explanation | 10Marks |
|
 | |
| 3. <i>Essay in Sanskrit</i> | 20 Marks |
| Unit-V Essay in Sanskrit (One) | 20 Marks |
| 4. <i>Expansion of Idea in Sanskrit</i> | 10 Marks |
|
 | |
| Expansion of Idea in Sanskrit- One | 10 Marks |

Books for Reference:

1. *Dasakumaracarita* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
2. *Dasakumaracarita*, Chaukhamba Publications, Varanasi.
3. *Samskrta-nibandha-shatakam*, Kapila Dev Dvivedi
4. *Brhat Anuvada Shiksha*. Chakradhara Hansa Nautiyal, MLBD, Delhi
5. *Samskrta-nibandhadarshah*, Ramamurti Sharma, Sahitya Niketan, Kanpur
6. *Sukanasopadesa*, (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi
7. *Sukanasopadesa* (Ed.) Nimal Sundar Mishra, Kalyani Publishers, New Delhi
8. *Kadambari (Purvardham)* with the Com. of Bhanuchandra Siddhanjani, MLBD, New Delhi

3rd YEAR**SEMESTER-V****CC-11 ORNATE POETRY IN SANSKRIT & HISTORY OF SANSKRIT****LITERATURE -III**

1. <i>Sisupalabadham</i> (Canto-I Verses 01-48)	30 Marks
2. <i>Kiratarjuniyam</i> (Canto-I)	30 Marks
3. History of Sanskrit literature- III (<i>Mahakavya and Campu</i>).	20 Marks
1. <i>Sisupalabadham</i> (Canto-I Verses 01-48)	30 Marks
Unit-I Long Questions -1	15 Marks
Unit- II i) Explanation of One Verse	10 Marks
ii) Translation of One Verse	05 Marks
2. <i>Kiratarjuniyam</i> (Canto-I)	30 Marks
Unit-III Long Questions -1	15 Marks
Unit- IV i) Explanation of One Verse	10 Marks
ii) Translation of One Verse	05 Marks
3. History of Sanskrit literature- III (<i>Mahakavya and Campu</i>)	20 Marks
Unit- V i) Long Questions -1	12 Marks
ii) Short Notes- 2	4×2= 8 Marks

Books for Reference:

1. *Sisupalabadham* (Ed.) S.R. Ray/ Vallabhatika, Bharatiya Vidya Prakashan, New Delhi.
2. *Sisupalabadham - Canto-I* (Ed.), Devanarayan Mishra, (With *Sarvankasa-tika* of Mallinatha) Sahitya Bhandar, Meerut
3. *Kiratarjuniyam* (Cantos I-III) (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., Delhi, 4th Edn-1966, Rpt-1993
4. *Kiratarjuniyam* (Canto- I) (Ed.) Niranjan Pati, Vidyapuri, Cuttack.
4. *History of Sanskrit Literature*, H.R. Agarwal, Mohanlal Munsiram, Delhi
5. *History of Indian Literature* (Vol.III) M.Winternitz, Motilal Banarsidass Publishers Pvt.Ltd.

CC- 12 VEDA,VEDIC GRAMMAR & HISTORY OF VEDIC LITERATURE

- | | |
|---------------------------------------|----------|
| 1. <i>Vaidika Suktas</i> | 30 Marks |
| 2. <i>Vedic Grammar</i> | 20 Marks |
| 3. <i>History of Vedic Literature</i> | 30 Marks |

1. *Veda*

30 Marks

Vedic Suktas from different *Samhitas*

Agni (RV- I.1), Indra (RV- II.12) , Savitr (RV- I.35), Usas (RV- I.48), Purusa-sukta (YV XXXI.1.16), Siva-samkalpa (YV-XXX.1.6), Samjnana(RV X.191), Vak(RV X.125)

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|----------|--|------------------------------|
| Unit-I | i) Long Questions -1 | 12 Marks |
| | i) Explanation - 1 Mantra | 08 Marks |
| Unit- II | i) Translation -1 Mantra | 05 Marks |
| | ii) Grammar from the text- 2 Questions | 2 ^{1/2} ×2=05 Marks |

2. *Vedic Grammar*

20 Marks

The following Sutras are to be taught:

Chandasi pare'pi, Vyavahitasca, Caturthyarthe bahulam chandasi, Chandasi lun-lan-litah, Linarthe let,Leto'datau, Sibbahulam leti, Itasca lopah parasmaipadesu, Sa uttamasya, Ata ai, Vaito'nyatra, Hr-grahor bhaschandasi, Chandasi ubhayatha, Tumarthe se-sen-ase-asen- kse-kasen-adhyai-adhyain-kadhyai-kadhyain-shadhyai-shadhyain-tavai-taven-tavenah, Va chandasi, Ses chandasi bahulam, Prakrtya'ntapadam avyapare, Nipatasya ca, Supam suluk purva-savarnac che-ya-da-dya- ya-jalah, Idanto masi, Ajjaserasuk, Dirghadati samanapade

- | | | |
|-----------|--------------------------------|--------------|
| Unit- III | Two sutras to be explained | 5×2=10Marks |
| | Two <i>sadhanas</i> to be done | 5×2=10 Marks |

3. *History of Vedic Literature*

30Marks

(*Samhita, Brahmana, Aranyaka, Upanisad*)

- | | | |
|---------|---------------------|------------------|
| Unit-IV | Long Questions -1 | 15 Marks |
| Unit- V | Short Questions - 2 | 7 ½ ×2= 15 Marks |

Books for Reference:

1. *New Vedic Selection* (Part-I) (Ed.) Telang and Chaubey, Bharatiya Vidya Prakashan, NewDelhi
2. *Veda O Vaidika Prakarana*,(Ed) Niranjan Pati, Vidyapuri, Cuttack.
- 3.*History of Indian Literature* Vol. I, M.Winternitz, MLBD, New Delhi
4. *Vaidika Sahitya aur Samskriti*, Baladeva Upadhyaya, Chaukhamba, Varanasi
- 5.*Vaidik sahityaki Ruparekha*,Umashankar Sharma Rsi,Chawkhamba Vidyaprakashan, Varanasi
6. *Vaidika sahitya o Samskriti* , A.C. Das, Grantha Mandira, Cuttack
7. *Vaidika Sahitya O Samskriti*, Bholanath Rout, Chitrotpala Publication, Salipur

SEMESTER-VI

CC-13 ARTHASASTRA, DHARMASASTRA AND AYURVEDA

- | | |
|--|----------|
| 1. <i>Arthasastra</i> (<i>Vinayadhikarana</i> Ch., II - VIII) | |
| from Vidyasamuddesa to Amatyotpatti. | 30Marks |
| 2. <i>Manusmṛti</i> (Chap- II. Verses from 1 to 52) | 30 Marks |
| 3. <i>Ayurveda</i> (<i>Carakasamhita, Dirghamjivitiyadhyaya</i> -Verses 53-103) | 20 Marks |
| 1. <i>Arthasastra</i> (<i>Adhikarana</i> I. II–VIII) | 30 Marks |

- | | |
|-------------------|--|
| Unit I & Unit- II | <i>Arthasastra</i> from the beginning up to <i>Vinayadhikarana, Adhikarana</i> I.1-4 |
| | Short Notes-4 7½ ×4= 30 Marks |

2. Manusmṛti (Chap- II. Verses from 1 to 52)**30 Marks**Unit- III & IV **Manusmṛti Chap.II, Verses 1-52**

Short Notes-4

7½ ×4=30 Marks

3.Ayurveda(Carakasamhita, Dirghajivitiyadhyaya-Verses 53-103)**20 marks**

Unit- V Long Questions -1

10 Marks

Short Questions -2

5 ×2= 10 Marks

Books for reference:

1. *Kautilya Arthashastra*, (Ed. &Trans.) R.P. Kangle, 3 Vols., Motilal Banarsidass, New Delhi

2. *TheArthashastra*. (Ed.& Trans),L.N. Rangarajan, Penguin Classics, India, 1992

3. *TheArthashastra*. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi

4. *Arthashastra* (Odia Trans.) Anantarma Kar, Odisha Sahitya Academy, Bhubaneswar

- *Manu's Code of Law: A Critical Edition and Translation of the Mānava-Dharmaśāstra*. (Ed. Olivelle, Patrick, Oxford: Oxford University Press

- *Kautilya Arthashastra*, (Ed.) Vachaspati Gairala, Chaukhamba publication, Varansi

7. *Manusmṛti*, (Ed.) Braja Kishor Swain, Sadgrantha Niketan, Srimandira, Puri

8. *The Charaka Samhita*, (Trans.) A.C. Kaviratna and P. Sharma, 5 Vols., Indian Medical Science Series, Sri Sadguru Publications, a division of Indian Books Centre, Delhi 81

9. *Caraka-Samhitā*: Agniveśa's Treatise Refined and annotated by Caraka and Redacted by Drdhabala (text with English translation), Sharma, P. V. , Chaukhambha Orientalia, 1981--1994.

10. *Agniveśa's Caraka Samhitā* (Text with English Translation & Critical Exposition

Based on Cakrapāṇi Datta's *Āyurveda Dīpikā*), R.K. Sharma & Bhagwan Dash, Chowkhamba Sanskrit Series Office, 1976--2002. Another good English translation of the whole text, with paraphrases of the commentary of Cakrapāṇidatta.

CC – 14 TECHNICAL LITERATURE IN SANSKRIT (JYOYISA & VASTU)**1. Jyotisa (Jyotihsara-ratnavali, Chap I)****40 Marks****(Graha-naksatra-paricaya-prakaranam)****2. Vastu (Vasturatnakara, Chap-I)****40 Marks****(Bhuparigraha-prakaranam)****1. Jyotisa****40 Marks**

Unit-I, II & III Four Questions

10×4= 40 Marks

2. Vastu**40 Marks**

Unit-IV & V Four Questions

10 ×4= 40 Marks

Books for Reference:

1. *Jyotihsara-ratnavali* (Part-I) (Ed.) Pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur, Ganjam, Odisha

2. *Vasturatnakar* (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi

DETAILS OF ABILITY ENHANCEMENT COMPULSORY COURSE (AECC)

50 Marks /02 Credits each

SEMESTER-II

AECC-2 M.I.L.(SANSKRIT) (10 Mid+40 End) 02 Credits

M.I.L. (ALTERNATIVE SANSKRIT) 40 Marks 3 Credits

UNIT- I : SANSKRIT PROSE

10 Marks

- ☐ *Shri-bhojarajasya rajyapraaptih* from the text *Bhojaprabandhah, Samskrta Pravesa*, Utkal University
- ☐ *Yasya bhavah tasya devah* from the text *Madhurah kathah*, Samskrtabharati, Bangaluru
- ☐ *Ambarisha-charitam, Samskrta pravesa*, Utkal University

2 Questions to be answered out of 4 asked

5 ×2= 10 Marks

UNIT-II: SANSKRIT POEMS (The following Poems)

10 Marks

1. *Canakyanitih* 3rd Chapter from the text *Chanakya-niti-darpanah*, Swami JagadishaParananda Saraswati, Vijaya Kumar Govindaram Ashananda, 4408, Newsadak, Delhi- 110006, 2014. (Prescribed Text)
2. *Raksa raksa bharatam* by Prof. Srinivasa Rath from the Anthology *Tadeva gaganam saiva dhara*, Rashtriya Sanskruta Samsthan, New Delhi, 1995
3. *Samyogah* by Prof. Radhavallabh Tripathi, from the Anthology *Kavyagodavari*, (Ed.)P.K. Mishra, Rashtriya Sanskrit Sansthan, New Delhi, 2011
4. *Krusakasyakatha (Verses 1-15)* by Prof. Prafulla Kumar Mishra from the anthology *Kavita bhuvanesvari*, P.G. Dept. of Sanskrit, Utkal University, Vanivihar, Bhubaneswar
5. *Jangama-dura-bhasini* by Sri Sundararaja from the anthology *Kavita bhuvanesvari*, P.G. Dept. of Sanskrit, Utkal University, Vanivihar, Bhubaneswar
6. *Dhanurbhanga* by Sri Bhubaneswar Kar, from the anthology *Kavya-vaitarani*, Vidyapuri, Cuttack
7. *Arunapranamah (Verses 10-21 of Kargil Kavyam)* by Dr. Braja Sundar Mishra, Adisaila Publications, Kendrapada, 2008.

2 Questions to be answered out of 4 asked

5×2= 10 Marks

UNIT-III : TRANSLATION

20 Marks

Translation from Odia/ English to Sanskrit

5 sentences to be translated out of 8 asked

4 × 5 =20 Marks

DETAILS OF SKILL ENHANCEMENT COURSES (50 Marks /02 Credits each) (A Students has to choose any two Papers out of these four groups namely P, Q, R & S)
Group- P YOGA (10 Mid +40 End)

(Patanjalayogasutram ch.I sutra 1-25)	
Unit-I& II (Sutra 1-15) 03 Questionss	8×3= 24 Marks
Unit-III (Sutra 16-25) 02 Questions	8×2= 16 Marks

Books for References

1. *Pātañjalayogadarśanam* (Ed.) Narayana Mishra, Choukhamba Prakashan, NewDelhi
2. *Yogasūtra of Patañjali*, (Ed.) M.R. Yardi, BORI, Poona
3. *Pātañjalayogadarśana* (Odia Tr.) Priyabratya Das, Arya samaj, Bhubaneswar

Group- Q PRIESTLY TRAINING IN SANSKRIT LITERATURE (KARMAKĀṆḌA)
(10 Mid +40 End)

	4'2= 8 Marks
Unit-I Ācamanavidhi, Saṁkalpa, Snāna, Tarpaṇa, Aṅganyāsa and Karanyāsa	
<u>Two</u> Questions s	4*2= 8 Marks
<i>Sandhyā (Gāyatrī, Prāṇāyāma), Dhyāna,mantras of Gaṇeśa, Viṣṇu, Śiva, Bhāskara, Durgā, Sarasvatī and Lakṣmī</i>	
<u>Two</u> Questions s	4*2= 8 Marks
Unit-II Śoḍaśopacārapūjā	
<u>Two</u> Questions	4*2= 8 Marks
<i>Vivāhapaddhati</i> from <i>Biharilal Karmakāṇḍa</i> –topics such as <i>Vivāha-bheda</i> (Verse 378), <i>Vivāha-lakṣaṇa</i> (416), <i>Svikaraṇavidhi</i> (417), <i>Varunapuja</i> (419)	
<u>Two</u> Questions	4*2= 8 Marks
Unit-III <i>Vivāhapaddhati</i> from <i>Biharilal Karmakāṇḍa</i> - <i>Mahāvākya</i> (422), <i>Kanyādāṇa</i> (442) <i>Hastagranthi</i> (443), <i>Lajāhoma</i> (461) and <i>Saptapadi</i> (465) <u>Two</u> Questions	

Books for References

1. *Nityakarma-pujā-prakasa*, Sriramabhabanji Mishra and Lalbihariji Mishra, Gitapress,Gorakhpur
2. *Śoḍaśa-upacāra*, Gitapress, Gorakhpur
3. *Biharilal Karmakāṇḍa*, Dharmagrantha Store, Cuttack

Group- R VASTU (VASTU RATNAKAR) (10 Mid +40 End)

(<i>Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta, Prakosthasthananirupana, Jalasayakhodana</i>)	
Unit-I & II(<i>Vastupurusa, Vastuyantra, Subhasubhavrksanirupana, Grhacchadanavyavasta</i>)	
03 Questions.	8×3=2 4 Marks
Unit-III (<i>Prakosthasthananirupana, Jalasayakhodana</i>)	
02 Questions.	8×2=16 Marks

Books for References

1. *Vasturatnakar* (Ed.) Vindhreshwari Prasad Dwivedi, Chowkhamba KrishnadasAcademy, Varanasi
2. *Brhatsamhita* varahmihira,(Ed.) N. Chidambaram Iyer, Divine Books, New Delhi.

Group- S TRANSLATION AND EDITING SKILL

(10 Mid +40 End)

- Unit-I Anuvada Kala- 10 Marks
Translation of one Odia/ English Paragraph in to Sanskrit
- Unit-II Precises Writing- 10 Marks
One Sanskrit Paragraph is to be precised in 1/3rd words and a suitable title is to be suggested.
- Unit-III Proof Correction and Transliteration 20 Marks
i. Proof Correction-
Two wrongly printed Sanskrit Verses from the Prescribe text are to set for necessary Proof Correction- 5*2= 10 Marks
ii. Two Sanskrit Verses from Prescribe text are to be written in Roman/ Italic script with diacritical marks. 5*2= 10 Marks

Books for References

1. Samskrta Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar

DETAILS OF THE DSE COURSES (80 Term-end + 20 Mid-Term)

(A Student has to choose two DSE Papers in 5th Semester and two DSE Papers in 6th Semester including one Project work)

SEMESTER-V (A Student has to opt two DSE papers out of Groups- A, B, C & D)

Group- A

THE SCIENCE OF VĀSTU AND VṚKṢĀ

80+20 = 100

1. Vāstuvidyā in Bṛhatsamhitā (Chap-53) 50 Marks
2. Vṛkṣāyurveda in Bṛhatsamhitā (Chap- 52) 30 Marks
- Units I, II & III – (Vāstuvidyā in Bṛhatsamhitā) Five Questions s 10*5= 50 Marks
- 2.Vṛkṣāyurveda in Bṛhatsamhitā (Chap- 52) 30 Marks
- Units IV & V - Three Questions 10*3= 30 Marks

Books for References

1. Bṛhatsamhitā of Varāhamihira, (Ed.) N. Chidambaram Iyer, Divine Books, New Delhi
2. Bṛhatsamhitā with Vattapaliya vivṛti (Ed.) Sudhakar Dwivedi and (re-edited by) Krushnachandra Dwivedi, Sampurnananda Samskrta Viswavidyalaya, Varanasi
3. Bṛhatsamhitā (Hindi Trans.), Achyutananda Jha, Choukhamba Prakashan, Varanasi
4. Vṛkṣāyurveda in Ancient India (with original text and translation), Lallanji Gopal, Sandeep Prakashan, New Delhi
5. Vṛkṣāyurveda of Bṛhatsamhitā, (Ed.), N.P. Dash, Vidyapuri, Cuttack

Group- B

SOCIO-POLITICAL THOUGHT IN ANCIENT INDIA

80+20 = 100

1. *Yājñavalkyasmṛti* (Vyavahārādhyāya verses 1-65) 40 marks
2. *Manusmṛti* (Chap- VII Verses 1-60) 40 marks
- Units- I & II - *Yājñavalkyasmṛti* Five Short Questions 7'5= 35 marks
- Units III & IV - *Manusmṛti* Five Short Questions 7'5=35 marks
- Unit- V Translation of Two verses from the above Units 5'2= 10 marks

Books for References

1. *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi
2. *Yājñavalkyasmṛti* (Vyavahārādhyāya), (Ed.) Kishore Chandra Mahapara, Jageswarilane, Balighat, Puri
3. *Manusmṛti*, (Ed.) Braja Kishore Swain, Sadgrantha Niketana, Puri
4. *Manu's Code of Law: A Critical Edition and Translation of the Mānava Dharmaśāstra*, (Ed.) Ollivele, Patrick, Oxford University Press

Group- C

YOGA : THEORY AND PRACTICE

80+20 = 100 MARKS

1. *Pātañjalayogadarśana* (Chap-I upto Iswara) 40marks
2. *Haṭhayogapradīpikā* of Svātmārāma (Chap-II) 40marks

1. Aṣṭāṅgayoga

Unit-I One Long Questions 15 marks

Unit-II Two Short Questions 7.5'2= 15 marks

2. Haṭhayogapradīpikā

Unit-III One Long Questions 15 marks

Unit-IV Two Short Questions 7.5'2= 15 marks

Unit-V Demonstration of Two Yogāsanas 10'2= 20 marks

Books for References

1. *Pātañjalayogadarśanam* (Ed.) Narayana Mishra, Choukhamba Prakashan, New Delhi
2. *Yogasūtra of Patañjali*, (Ed.) M.R. Yardi, BORI, Poona
3. *Pātañjalayogadarśana* (Odia Tr.) Priyabratya Das, Arya samaj, Bhubaneswar.
4. *Hathayogapradipika*, with jyotsna Vyakhya, chowkhamba Sanskrit series office, Varanasi.

Group- D

TRENDS OF INDIAN PHILOSOPHY

80+20 = 100 Marks

1. *Āstikas* 45 marks
2. *Nāstikas* 35 marks

1. Astikas

45 marks

Unit-I *Sāṃkhya* and *Yoga*

Twenty-five elements of *Sāṃkhya* and *Aṣṭāṅgayoga* of *Yogadarśana*

Two Short Questions s

7.5*2= 15 marks

Unit-II *Nyāya-Vaiśeṣika*
Asatkāryavāda, Saptapadārthas
Two Short Questions s

7.5*2= 15 marks

Unit-III *Vedānta* and *Mīmāṃsā*
Śaktidvaya of Māyā in Vedānta and Karma in Mīmāṃsā
Two Short Questions s

7.5*2= 15 marks

2. *Nāstikas*

35 marks

Unit-IV *Nāstikas* : *Cārvāk* and *Jaina*

Yadrcchāvāda and *Nairātmyavāda* of *Cārvāka*, *Sapta-bhaṅga-nyāya* of *Jaina*

Two Short Questions s

7.5*2= 15 marks

Unit-V *Bauddhadarśana Āryasatyas*

and Eight Noble-paths

Four Short Questions s

5*4= 20 marks

Books for References

1. *History of Indian Philosophy*, S.N. Dasgupta, MLBD, New Delhi
2. *Indian Philosophy*, S. Radhakrishnan, George Allen and Unwin Ltd., New York
3. *A Critical Survey of Indian Philosophy*, MLBD, New Delhi
4. *Outlines of Indian Philosophy*, M. Hiriyana, MLBD, New Delhi
5. *Bharatiya Darshana* (Odia), Gouranga Charan nayak, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar

SEMESTER-VI (A Student has to opt one DSE paper out of Groups- E, F, G and one project work of 100 marks)

Group- E

ETHICAL LITERATURE IN SANSKRIT

80+20 = 100 Marks

1. *Cāṇakyanīti* (Chaps- I, II and III from *Cāṇakyanītidarpaṇa*) 30 marks
 2. *Nītiśataka* of Bhartṛhari (Verses 1-30) 30 marks
 3. *Viduranīti* (Ch.I Verse 20-60) 20 marks
- Units-I & II *Cāṇakyanīti* -Four Verses are to be explained - $7\frac{1}{2} \times 4 = 30$ marks
- Units -III & IV *Nītiśataka* -Four Verses are to be explained - $7\frac{1}{2} \times 4 = 30$ marks
- Unit-V *Viduranīti* Short Questions - 4 $5 \times 4 = 20$ marks

Books for References

1. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba Surabharati Prakashan, Varanasi
2. *Nītiśataka* (Ed.) M.R. Kale, MLBD, New Delhi (Text)
3. *Nītiśataka* (Ed.) Naresh Jha, Choukhamba Prakashan, New Delhi
4. *Viduranīti*, Gunjeswar Choudhury, Choukhamba Surabharati Prakashan, Varanasi
5. *Viduranīti*, Gitapress, Gorakhpur, *Bhartrhari Satakatrāyam*, B. S. Mishra, Vidyapuri, Cuttack.

Group- F**SCIENTIFIC LITERATURE IN SANSKRIT****80+20 = 100 Marks**

Unit- I	(i) <i>Bhūmidevyāḥkimivayaḥ</i> by A.R. Vasudevamurty (ii) <i>Bhāratasya vaijñāniketiḥāsaḥ</i> by M.M. Joshi <u>One</u> long Questions	15 marks
Unit-II	(iii) <i>Mahābhārata vaijñānikaḥamśaḥ</i> by A.R. Vasudevamurti (iv) <i>Vaidika-saṁskṛteḥ jagadvyāpyatvam</i> by M.R. Rao <u>One</u> long Questions	15 marks
Unit-III	(v) <i>Vṛkṣāyurvedaḥ</i> -I by Aurobindo Ghose (vi) <i>Vṛkṣāyurvedaḥ</i> -I I by V. Nagraj <u>One</u> long Questions	15 marks
Unit-IV	(vii) <i>Pūrvajaiḥparigaṇitam āsīt paramāṇoḥ parimāṇam</i> by A.R. Vasudevamurti (viii) <i>Prācīnaṁ rasāyanaśāstram</i> by K. Venkatesha Murty <u>One</u> long Questions	15 marks
Unit-V	<u>Four</u> short Questions s from the above four units -	5*4= 20 marks

Books for References

1. *Bhāratasya vaijñānika-paramparā*, V. Nagraj & others, Samskratabharati, MataManira Gali, Jhandewalan, New Delhi, 110055
2. *Ancient Indian Science and its Relevance to the Modern World*, (Eds.) K.E.Govindan & Others, Rashtriya Sanskrit Vidyapitha, Tirupati- 517507
3. *Scientific Knowledge in the Vedas*, P.V. Vartak, Dharam Hinduja International Centre of Indic Research, Delhi, Nag Publishers, 11 A/UA, Jawahar Nagar, Delhi-110007
4. *Science in Sanskrit*, Samskratabharati, Mata Manira Gali, Jhandewalan, New Delhi, 110055
5. *Saṁskṛta-vijñāna-Dīpikā*, Nirmal Trikha, Eastern Book Linkers, 5825, NewChandrabala, Jawahar Nagar, Delhi- 110007

Group- G**GENERAL LINGISTICS AND PHILOLOGY****80+20 = 100 Marks**

Unit-I	Bhāṣā-lakṣaṇa, Bhāṣā-svarūpa, bhāṣā-prakārabheda, Bhaṣotpatti	One long Questions	15 marks
Unit-II	Bhāṣā-vijñānasya mukhyāṅgāni, Gauṇāṅgāni, Dhvanivijñānam, Rūpavijñānam, Vākyavijñānam, Arthavijñānam	One long Questions	15 marks
Unit-III	Dhvaniparivattanasya karaṇāni, Dhanivijñānasya prasiddha-niyamāḥ, Arthaparivarttanasya prakāraḥ, Arthaparivarttanasya karaṇāni	One Long Questions	15 marks

Unit-IV Bhāṣāṇām vargīkaraṇam- Parivārika, Rūpagata, Vividha-bhāṣā-parivārāḥ One long Questions

15 marks

Unit-V Bharopīya-bhāṣāparivārānam sāmānya-paricayaḥ, Āryabhāṣā-parivārasya bhedadvayam- bhāratīya-īrānīyau, Vaidika-laukika-saṁskṛtam, Avesta

Four short Questions

5*4= 20 marks

Books for References

1. Elements of Science of Language, I.J.S. Taraporewalla, Samskrta Pustaka Bhandara, Kolkata
2. An Introduction to Comparative Philology, Chapters-I, II and III, P.D. Gune,
3. Bhāṣāvijñāna o bhāṣāsastra, Kapildev Dwivedi, Vishvavidyalaya Prakashan, Varanasi, Fourth Edn 1994
4. Linguistic Introduction to Sanskrit Chaps I, II & IV, B.K. Ghosh
5. Dhvanivijñāna, G.B. Dhal, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar

DETAILS OF THE GENERIC ELECTIVE (G E) COURSES (80 Term - End + 20

Mid-Term) SEMESTER - I GE - I (A student has to opt one paper from group H & I)

Group: H Grammar, History of Sanskrit Literature, Drama & Prose - 100 Marks

(Mid Term 20 Marks + End Term 80 Marks)

Unit I-Śabdarūpa & Dhāturūpa-10 Marks

Śabda :Bālaka, Kavi, Bhānu, Piṭṛ, Latā, Mati, Nadī, Dhenū, Vadhū, Mātṛ, Phala, Karman, Vāri, Madhū, Marut, Ātman, Guṇin, Vāk, Sarit, Sarva, Tad, Etad, Yad, Idam, Jagat, Asmad and Yuṣmad.

Dhātu :Bhū, Paṭh, pac, Kṛ, As, Ad, Han, Śī Cur, Sev, Śī, Kṛi, Bhī, Dīś, Vad.

Form of 5 Śabda 5 Marks

Form of 5 Dhātu 5 Marks

Unit II- History of Sanskrit Literature (Rāmāyaṇa&Mahābhārata) - 20 Marks

One Long Questions 12 Marks

Two Short Questions 08 Marks

Unit III- Hitopadeśa Mitralābha 20 Marks

Hitopadeśa Mitralābha :Kathāmukha with the following Stories :

Vṛddhavyāghra pathika kathā, Mṛga kākā śṛgāla kathā , Gṛdhra mārjāra kathā,

Ati lobhi śṛgāla kathā , Hastī dhūrtta śṛgāla Kathā

One Long Questions 12 Marks

One Explanation

08 Marks

Unit IV & V - Abhijñānaśākuntalam (Act 1- 4) - 30 Marks

Unit IV - One Long Questions - 12 Marks

One Explanation - 06 Marks

Unit V - Two Short Questions 12

Marks

Books Recommended :

1. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
2. History of Indian Literature (Vol.III), M. Winternitz, MLBD, Delhi.
3. History of Classical Sanskrit Literature, M. Krishnamachariar, MLBD, Delhi.
4. Saṁskṛta Sāhitya kā Itihāsa, Baladev Upadhyaya, Sarada Niketan, Varanasi.
5. Saṁskṛta Sāhitya Itihāsa, Prof. Harekrushna Satapathy, Kitab Mahal, Cuttack.
6. Hitopadeśa of Nārāyaṇa, M.R. Kale, Motilal Banarsidass, Delhi.
7. Hitopadeśa Mitralābha, Kapil Dev Giri, Chowkhamba Publications, Varanasi, 1988.
8. Hitopadeśa Mitralābha, Dr. Braja Sundar Mishra, Vidyapuri, Cuttack.
9. Abhijñānaśākuntalam, M.R. Kale, MLBD, New Delhi.
10. Abhijñānaśākuntalam, R.M. Bose, Modern Book Agency Private Limited, Calcutta - 12, 1976.
11. Abhijñānaśākuntalam, Dr. Ganga Sagar Rai, Chowkhamba Sanskrit Bhawan, Varanasi, 2000.
11. Abhijñānaśākuntalam, Prof. Hare Krushna Satpathy, Kitab Mahal, Cuttack.

Group: I

Mastering Sanskrit Language - 100 Marks

(Mid Term 20 Marks + End Term 80 Marks)

Unit I : History of Sanskrit Literature (Mahākāvya & Gītikāvya)- 20 Marks

Origin and development of Sanskrit *Mahākāvyas* and *Gītikāvyas* with special reference to the following :

Mahākāvya: *Kumārasambhava, Raghuvaṁśa, Kirātārjunīya, Śīsupālavadha* and *Naiṣadhīyacarita*.

Gītikāvya : *Meghadūta, Rtusamhāra, Nitiśataka, Śṛṅgāraśataka, Vairāgyaśataka, Caṇḍīśataka, Sūryaśataka, Amaruśataka, Mohamudgara* and *Gītagovinda*.

One Long Questions from <i>Mahākāvya</i> -	12 Marks
Two short Questions from <i>Gītikāvya</i> -	08 Marks
Unit II- Śukanāśopadeśa from Kādambarī-	20 Marks
One Long Questions -	12 Marks
One Explanation	08
Marks	

Unit III & IV - Abhijñānaśākuntalam (Act5- 7) - 30 Marks

Unit III - One Long Questions	12 Marks
One Explanation	06 Marks
Unit IV - Two Short Questions	12 Marks
Unit V - Dramaturgy -	10 Marks

The following Portions to be studied from Sāhityadarpaṇa Chapter VI:

Nāṭaka , Prakaraṇa , Prastāvanā , Pūrvavaṇṇa , Nāndī and Pañca sandhi.

Two Short Notes -	2 X 5= 10 Marks
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Books Recommended :

- History of Indian Literature (Vol.III), M. Winternitz, MLBD, Delhi.
- History of Classical Sanskrit Literature, M. Krishnamachariar, MLBD, Delhi.
- Saṁskṛta Sāhitya kā Itihāsa, Baladev Upadhyaya, Sarada Niketan, Varanasi.
- Saṁskṛta Sāhitya Itihāsa, Prof. Harekrushna Satapathy, Kitab Mahal, Cuttack.
- Śukanāśopadeśaḥ, Mohandev Panth and Harishcandra Vidyalamkara, Motilal Banarsidass, Delhi, 2010.
- Kādambarī - Śukanāśopadeśaḥ, Ramakanta Jha and Harihara Jha, Chowkhamba Vidya Bhavan, Varanasi, 2011.
- Śukanāśopadeśaḥ, Dr. Nirmal Sundar Mishra, Kalyani Publishers, New Delhi.
- Abhijñānaśākuntalam, M.R. Kale, MLBD, New Delhi.
- Abhijñānaśākuntalam, R.M. Bose, Modern Book Agency Private Limited, Calcutta - 12, 1976.
- Abhijñānaśākuntalam, Dr. Ganga Sagar Rai, Chowkhamba Sanskrit Bhawan, Varanasi, 2000.
- Abhijñānaśākuntalam, Prof. Hare Krushna Satpathy, Kitab Mahal, Cuttack.
- Sāhityadarpaṇa, Sheshraja Sharma Regmi, Chowkhamba Krishnadasa Academy, Varanasi.
- Sāhityadarpaṇa, Odisha Sahitya Akademi, Bhubaneswar.

14. Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan BookStore, Binod Behari, Cuttack -2.

SEMESTER – II GE - 2 (A student has to opt one paper from group J & K)

Group: J Functional Sanskrit– 100 Marks

(Mid Term 20 Marks + End Term 80 Marks)

Unit I - Sanskrit conversation - 20 Marks

A Specific incident/ Occurrence will be given in the Questions Paper (in Sanskrit) and the students will be asked to present that in Sanskrit with Conversation style.

Unit II - General idea about Vācya. The divisions of Vācya like Karttṛvācya, Karma Vācya and Bhāvavācya. - 20 Marks

The students will be asked to change the voice (Vācya) of any 10 sentences as directed. 10 x 2 = 20 Marks

Unit III - Saṁjñā Prakaraṇam from Laghu Siddhānta kaumudī- 20 Marks

Four Sūtras. 4 x 5 = 20 Marks

Unit IV & V - Nītiśataka of Bhartṛhari (Verses 1 - 20) - 20

Marks Four Short Questions

4 x 5 = 20 Marks

Books Recommended :

1. Functional Sanskrit: Its Communicative Aspect, Dr. Narendra, Sri Aurovindo Ashram, Pondicherry.
2. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
3. Laghu Siddhānta Kaumudī , Sridharananda Sashtri , MLBD , New Delhi.
4. Laghu Siddhānta Kaumudī, Isvara Chandra, Samskrta Granthagara, New Delhi, 2007.
5. Laghu Siddhānta Kaumudī , Sadasiva Shastri, Chowkhamba Sanskrit Office, Varanasi.
6. The Nīti and Vairāgya Śataka of Bhartṛhari, M.R. Kale, MLBD, New Delhi.
7. Śatakatraya , Dr. Braja Sundar Mishra, Vidya puri, Cutack , 2010.

Group: K History of Sanskrit Literature, Poetry, Philosophy and Poetics. - 100 Marks

(Mid Term 20 Marks + End Term 80 Marks)

Unit I & II - History of Sanskrit Literature - 20 Marks

(Gadyakāvya, Fairy Tales & Fables, Campū)

Unit I - One Long Questions - 12 Marks

Unit II - Two Short Notes - 08 Marks

Unit III - Meghadūta :Pūrvamegha(Verses 1 - 39) - 20 Marks

One Long Questions - 12 Marks

Two Short Questions - 08 Marks

Unit IV - Śrīmad Bhagavad Gītā : (Chapter XV)- 20 Marks

One Long Questions - 12 Marks

Two Short Questions - 08 Marks

Unit V - Alamkāra (FromSāhityadarpaṇaCh -x) - 20 Marks

Anuprāsa, Yamaka, Śleṣa, Upamā, Rūpaka, Utprekṣā, Apahnuti, Samāsokti, Vyājastuti and Arthāntaranyāsa.

Lakṣa-lakṣaṇa-samanvaya of any four. 4x5 = 20 Marks

Books Recommended :

1. History of Indian Literature (Vol.III), M. Winternitz, MLBD, Delhi.
2. History of Classical Sanskrit Literature, M. Krishnamachariar, MLBD, Delhi.
3. Saṁskṛta Sāhitya kā Itihāsa, Baladev Upadhyaya, Sarada Niketan, Varanasi.
4. Saṁskṛta Sāhitya Itihāsa, Prof. Harekrushna Satapathy, Kitab Mahal, Cuttack.
5. Meghadūta of Kālidasa , M.R. Kale, MLBD, New Delhi.
6. Meghasandeśa, N. P. Unni, Bharatiya Vidya Prakashan, New Delhi.
7. Meghadūta, Dr. Braja Sundar Mishra, Vidyapuri, Cuttack.
8. Śrīmad Bhagavad Gītā (With Sāṅkara Bhāṣya), Gita Press, Gorakh Pur.
9. Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan Book Store, Binod Behari, Cuttack.
10. Sāhityadarpaṇa , P. V. Kane , MLBD , New Delhi.

SEMESTER - III GE - 3 (A student has to opt one paper from group L & M)

Group: L Poetry, Grammar and Composition - 10 Marks

(Mid Term 20 Marks + End Term 80 Marks)

Unit I -Kirātārjunīyam : Canto I- 20

Marks

One Long Questions - 12 Marks

One Explanation - 08 Marks

Unit II - Vibhaktyartha Prakaraṇa from Laghu Siddhāntakaumudī- 15Marks

Three *Sūtras*. 3 X 5 = 15 Marks

Unit III - Essay in Sanskrit - 20 Marks

Unit IV - Translation from Odia/ English to Sanskrit-15 Marks

Unit V - Retranslation from Sanskrit to Odia/ English - 10 Marks

Books Recommended :

1. Kirātārjunīyam (Canto - I- III), M.R.Kale, MLBD, Delhi.
2. Kirātārjunīyam (Canto - I) Kanta Bhatia and Amaldhari Singh, Bharatiya Vidya Prakashan, Delhi.
3. Kirātārjunīyam O Nātyatattava, Dr. Niranjan Pati, Kalyani Publishers, New Delhi.
4. Laghu Siddhānta Kaumudī , Sridharananda Sashtri , MLBD , New Delhi.
5. Laghu Siddhānta Kaumudī, Isvara Chandra, Samskrta Granthagara, New Delhi, 2007.
6. Laghu Siddhānta Kaumudī , Sadasiva Shastri, Chowkhamba Sanskrit Office, Varanasi.
7. Laghusiddhanta Kaumudi, Ghanashyama Dora, A.K.Mishra Agency, Cuttack.
8. Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.
9. Saṃskṛta nibandhaśatakam, Kapildev Dwivedi.

Group: M Darśana, Prosody and Poetics - 100 Marks

(Mid Term 20 Marks + End Term 80 Marks)

Unit I - Pātañjala Yogadarśana- 20 Marks

The following *sūtras* from *Samādhipāda* :

Atha yogānusāsanam (1), *Yogaścittavṛtti-nirodhaḥ* (2), *Pratyakṣānumānāgamāḥ pramāṇāni* (7), *Anubhūtaṣayāsaṃpramoṣaḥ smṛtiḥ* (11), *Abhyāsavairāgyābhyām tannirodhaḥ* (12), *dṛṣṭānuśravikaviśayavitr̥ṣṇasya vaśīkārasamjñā vairāgyam* (15), *tatparaṃ puruṣakhyāter guṇavaitr̥ṣṇyam* (16) and *kleśakarmavipākāśayair aparāmarśaḥ puruṣaviśeṣa īśvaraḥ* (24).

Four Sutras to be explained. 4 X 5 = 20 Marks

Unit II - Prosody - 20 Marks

The following Chandas from *Śrutabodha*.

Āryā, Śloka, Indravajrā, Upendra vajrā, Upajāti, Varṇastha, Vasanta tilakā, Mālinī, sikhariṇī and *Mandākrāntā*.

4 Chandas to be explained with exmpals. 4 X 5 = 20 Marks

Unit III - General idea about *Kāvya prayojana, Kāvyalakṣaṇa,*

Kāvya hetu and *Kāvya bheda* from *Sāhityadarpaṇa* - 10 Marks

Two Short Notes - 2 X 5 = 10 Marks

Unit IV - General idea about *Abhidhā,*

Lakṣaṇā and *Vyañjanā* from *Sāhityadarpaṇa* -10

Marks

Two Short Notes - 2 X 5 = 10

Marks Unit V - Comprehension - 20 Marks

One Sanskrit passage will be given and the students will be asked to answer five Questions s in Sanskrit that follow the passage. 5 X 4 = 20

Marks

Books Recommended :

- Pātañjala yogasutratīṭh, Vimala Karnataka, Krishnadas Academy, Varanasi.
- Siddhāntakaumudī, Dr. Minati Mishra, Vidyapuri, Cuttack.
- Siddhāntakaumudī, Dr. Gopal Krishna Dash & Dr. Kadambini Dash, A.K.Mishra Agency, Cuttack.
- Sāhityadarpaṇa, P.V.Kane, MLBD, New Delhi.
- Sāhityadarpaṇa evaṁ Chanda, Dr. Braja Sundar Mishra, Satyanarayan Book Store, Binod Behari, Cuttack.
- Vyākaraṇadarpaṇa, Published by Odisha State Bureau of Text Book Preparation and production, Pustak Bhavan, Bhubaneswar, 2013.

SEMESTER – IV GE - 4 (A student has to opt one paper from group N & O)

Group: N SOCIO-POLITICAL THOUGHT IN ANCIENT INDIA

80+20 = 100

1. *Yājñavalkyasmṛti* (Vyavahārādhyāya verses 1-65) 40 marks
2. *Manusmṛti* (Chap- VII Verses 1-60) 40 marks
- Units- I & II - *Yājñavalkyasmṛti* Five Short Questions 7*5= 35 marks
- Units III & IV - *Manusmṛti* Five Short Questions 7*5= 35 marks
- Unit- V Translation of Two verses from the above Units 5*2= 10 marks

Books for References

- D. *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi
- E. *Yājñavalkyasmṛti* (Vyavahārādhyāya), (Ed.) Kishore Chandra Mahapara, Jageswari lane, Balighat, Puri
- F. *Manusmṛti*, (Ed.) Braja Kishore Swain, Sadgrantha Niketana, Puri
- G. *Manu's Code of Law: A Critical Edition and Translation of the Mānava Dharmaśāstra*, (Ed.) Ollivele, Patrick, Oxford University Press

Group: O ETHICAL LITERATURE IN SANSKRIT

1. *Cāṇakyanīti* (Chaps- I, II and III from *Cāṇakyanītidarpaṇa*) 30 marks
 2. *Vairagyaśataka* of Bhartṛhari (Verses 1-30) 30 marks
 3. *Viduranīti* (Ch.I Verse 20-60)
- Units-I & II *Cāṇakyanīti*-Four Verses are to be explained - $7^{1/2} \times 4 = 30$ marks Units –
- III & IV *Nītiśataka*-Four Verses are to be explained - $7^{1/2} \times 4 = 30$ marks Unit-V Short
- Questions - 4 5x4= 20 marks

Books for References

- M. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba Surabharati Prakashan, Varanasi
- N. *Vairagyaśataka* (Ed.) M.R. Kale, MLBD, New Delhi (Text)
- O. *Viduranīti*, Gunjeswar Choudhury, Chawkhamba Surabharati Prakashan, Varanasi
- P. *Viduranīti*, Gitapress, Gorakh Pur
- Q. *Bhartrhari Satakattrayam* B.S. Mishra, Vidyapuri, Cuttack.

SYLLABUS FOR B.A. (HONORS) SOCIOLOGY UNDER CHOICE BASED CREDIT SYSTEM OF UTKAL UNIVERSITY, BHUBANESWAR

CORE PAPERS

(SOC-1) Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

Essential readings:

1. Bottommore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)
2. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jaaram, No. 1988 . What is Sociology .Madras:Macmillan, India :
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

(SOC-2) Indian Society

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

Objectives: After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family:Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste,Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

Unit-5 : Social Change in Modern India : Sanskritization, Westernization, Secularization, and Modernization

Essential readings:

1. Bose, N.K. 1967, Culture and Society in India. Bombay : Asia Publishing House
2. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
3. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
4. Dube, S.C. 1995, Indian Village (London : Routledge)
5. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
6. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan-College) :: Lannoy,
7. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
8. Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan - Publishing Corporation)
9. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
10. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

(SOC-3) Sociological Thought

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It deals with the contributions of the forerunners of the discipline and with the contributions of the founders who gave a systematic shape to the subject.

Objectives: After going through these two papers, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

Learning Outcomes: This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

Unit-1 : Auguste Comte : Law of the Three Stages, Hierarchy of Sciences, Positivism

Unit-2 : Herbert Spencer : Organismic Analogy, Theory of Social Evolution

Unit-3 : Karl Marx : Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism

Unit-4 : Emile Durkheim : Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Unit-5 : Max Weber : Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

Essential readings:

1. Aron, Ramond. 1967(1982 reprint) Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat
5. Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage
6. Ritzer, George. 1996. Sociological Theory New Delhi. Tata-McGraw Hill
7. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar
8. Zeitlin, Irving.1998 (Indian Edition). Rethinking Sociology: A critique of Contemporary Theory. Jaipur: Rawat.

(SOC-4) Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of change.
- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

Unit-1 : Social Change : Meaning and nature. Social Progress, Evolution and Development.

Unit-2 : Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3 : Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4 : Economic Growth and Social Development : Indicators of Social Development, Human Development Index, Gender Development Index

Unit-5 : Models of Development : Capitalist, Socialist, and Gandhian.

Essential readings:

1. Moore, W.E. 1965 Social Change, Prentice-Hall of India. New Delhi
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report

(SOC-5) Research Methodology

Since the days of August Comte, a debate and a deliberate attempt has been initiated to provide a scientific character to social sciences. In this attempt empirical research has been introduced as an integral part of observing social reality and generalising it objectively without any subjective predisposition. Gradually, research methods have been developed and introduced in social sciences to bring it in par with scientific observations. The essence of this paper lies in introducing the students with these methods of research to ensure objectivity as far as practicable in social research.

Objectives: By going through this paper, the student can

- Get an understanding of the nature of scientific methods, nature of social Phenomena and the way of attaining value neutrality.
- Have a grip over the basic steps involved in social research and the types of social research with their applicability
- Develop an insight into the need and types of research design and the use of sampling method for attaining objectivity and scientific study.

Learning Outcomes: This paper is designed and incorporated to acquaint the students with the scientific ways of studying social phenomena. This provides them with a research insight that will enable them to capture the most relevant data in an objective manner. The market demand of this paper will be very high as the students well versed with this paper will be highly demanded in academics, fundamental research, and policy research undertaken both by Government and Non- Government agencies.

Unit-1 : Meaning and Significance of Social Research, Nature of scientific Method, Applicability of scientific method to the study of social phenomena, Major steps in social research.

Unit-2 : Research Design, Types of Research Design: Exploratory, Diagnostic, Descriptive, and Experimental research Design.

Unit-3 : Hypothesis: Meaning, Characteristics, Types and sources of Hypothesis, Role of Hypothesis in Social Research

Sampling: Meaning, and characteristics, Types: Probability and Non-Probability Sampling. Role of Sampling in Social Research

Unit-4 : Qualitative social Research : Observation, Case Study, Content Analysis

Unit-5 : Quantitative methods in Social Research: Survey research, Questionnaires,

Recommended Readings:

1. Bajaj and Gupta 1972 Elements of Statistics. New Delhi: R.Chand and Co., New Delhi
2. Beteille, A. and T.N. Madan 1975 Encounter and experience: Personal Accounts of Fieldwork. Vikas Publishing House, New Delhi
3. Bryman, Alan 1988 Quality and Quantity in Social Research Unwin Hyman, London
4. Jayram, N. 1989. Sociology: Methods and Theory. Madras: MacMillan, Madras
5. Kothari, C.R. Research Methodology : Methods and Techniques, Bangalore, Wiley Eastern.
6. Punch, Keith. 1996. Introduction to Social Research, Sage, London
7. Shipmen, Martin, 1988 The Limitations of Social Research Sage, London
8. Young, P.V. 1988 Scientific Social Survey and Research Prentice Hall, New Delhi

(SOC-6) Gender and Society

The biological basis to the differences between the sexes does not explain the inequalities faced by the sex groups in the society. In the society variations are marked in the roles, responsibilities, rights of and relations between sex groups depending on the social prescriptions relating to sex affiliations. The differences, inequalities and the division of labour between men and women are often simply treated as consequences of 'natural' differences between male and female humans. But, in reality the social norms, institutions, societal expectations play a significant role in deciding and dictating the behaviour of each sex group. This is the fundamental of the study of Gender and Society.

Objectives: After studying this paper, the student can

- Conceptualize what is "Gender" and what is "Sex" and draw a line of distinction between the two.
- Note the difference in gender roles, responsibilities, rights and relations.
- Trace out the evolution and institutionalization of the institution of "Patriarchy".
- Get to know the theories of Feminism that brought women issues and demands to the forefront.
- Assess the initiatives undertaken for gender development with the paradigm shift from time to time.

Learning Outcomes: This paper is expected to generate ideas and sensitivity about gender in a student which he/she can put into practice in daily life. This will lead to change the prevalent biases and gender practices and create a gender neutral social world where both men and women can enjoy their basic rights and cherish to achieve their dreams.

Unit-1 : Social Construction of Gender : Sex and Gender, Gender stereotyping and socialization, Gender Role and Identity. Gender stratification and Inequality, Gender discrimination and Patriarchy.

Unit-2 : Feminism: Meaning, origin and growth of Feminist Theories. Theories of Feminism : Liberal, Radical, Socialist, and Eco-Feminism.

Unit-3 : Gender and Development: History and Approaches, WID,WAD and GAD. Women Empowerment: Meaning and Dimensions. World Conference of Women, Mexico, Copenhagen, Nairobi and Beijing. Gender- Related Development Index (GDI) and Gender Empowerment Index (GEM).

Unit-4: Status of Women in India : Ancient and Medieval period, women in pre-independence India, Social Reform movements, The Nationalist movement, Women in Independent India.

Unit-5 : Major Challenges and Issues Affecting Women in India: Women and Education, Women and Health, Women and Work. Policy provisions for women.

Recommended Readings:

1. Bhasin, Kamla, 2003 Understanding Gender, Kali for Women
2. Bhasin, Kamala , 1986 Khanv, Said Nighat Some Questions on Feminism and Its Relevance in Sourth Asia, Kali for Women, New Delhi
3. Chaudhuri, Maitrayee 2004 Feminism in India: Issues in Contemporary Indian Feminism Kali for Women, New Delhi
4. Kabeer, Naila 1994 Reversed Realities: Gender Hierarchies in Development Thought: Gender Hierarchies in Development
5. Srivastava Gouri, 2005 Women Education in India Issues and Dimensions, Academic Excellence Publishers & Distributors
6. Agarwal, S.P 2001 Women's Education in India, Concept Publishing Company
7. **Satia, J, Misra, M, Arora, R, Neogi, S**, ed. Innovations in Maternal Health - Case studies from India. New Delhi, India: SAGE Publications Pvt. Ltd.
8. Dube, Leela 1990 Structures and Strategies –Women, Work and Family, SAGE Publications, New Delhi
9. Kalia, Anil 1998 “Women Workers: Invisible and Unprotected”, Social Welfare, Vol.45, No.1, April
10. Cahwala, Monioca 2006 Gender Justice: Women and Law in India, Deep and Deep Publications

(SOC-7) Rural Sociology

Rural Sociology is a specialized branch of Sociology describing the society of villages and rural areas. As the rural areas or the villages mark the beginning of human civilization, this paper is designed to bring out the distinct features of the rural society with their typologies and typicalities. In the present paper an attempt is made to introduce the student with the development of this branch overtime with its focus on the typicality of Indian villages, their structures, changing features and social problems faced by the rural people.

Objectives: After studying this paper, the student can

- Get an impression about the emergence of the sub discipline Rural Sociology and the forces contributing for its origin.

- Learn about the nature of this branch of knowledge, its subject matter and significance.
- Collect information and knowledge about the mooring of the sub discipline in the Indian context.
- Generate an idea about the typicalities of the rural society and the institutions operating therein and their dynamics.
- Derive ideas about rural social problems of the country.

LearningOutcomes: India thrives in her villages. By going through this paper, the student can have a grip on the grass roots of Indian society. This will enable the student to understand the society in a better manner, to note the heterogeneities in culture, institutions and their functions, changes, the contrasts found between the rural urban societies and the problems faced by the people.

Unit-1 : Origin and Scope of Rural Sociology., Nature and Importance of Rural Sociology.

Unit-2 : Rural social Structure: Village Community, Agrarian Economy, Caste System, Mobility and Migration. Rural-Urban Contrast and Continuum

Unit-3: Rural Social problems: Poverty, Unemployment, , Food Security, Landlessness, Indebtedness, Health care and Sanitation

Unit-4 : History and Evolution: Community Development Programme, Land Reforms, Green Revolution. Cooperative Movement, Panchayati Raj Institutions- Constitutional provisions and Structure. Role of Panchayats in Rural Development

Unit-5 Rural Development Programmes: MGNREGA, SGSY, Indira Awas Yojana, Livelihood Mission, Health Mission

Recommended Books:

1. Doshi S.L. & P.C. Jain 2002 Rural Sociology, Jaipur, Rawat
2. Desai A.R. Rural Sociology in India 1997 Bombay Popular Prakasan
3. Dhanagare D.N. 1988 Peasant movements in India, New Delhi, Oxford
4. Gupta D.N. 2001 Rural development System New Delhi Books India International
5. Dube, S.C. 1988 India's changing Village: Human Factor in Community Development Himalayan Publishing House, Bombay
6. Maheshwari, S.R. 1985 Rural Development In India, Sage Publication, New Delhi
7. Vivek, R. & Bhattacharya 1985 The New Strategies of Development in Village India, Metropolitan
8. Jain, Gopal Lal 1985 Rural development Mangaldeep Publication, Jaipur
9. Joshi R P., and S. Narawam 1985 Panchayat Raj in India : Emerging Trends across the States Rawat, Jaipur
10. Singh, Katar 1995 Rural development: Principle policies and Management Sage, New Delhi

(SOC-8) Globalization and Society

Globalisation is the dominant process of social change in the contemporary world. It has resulted in the sinking of time and space and collapse of borders. It is a new coinage for an old process. It has its own dimensions, distinct features and impacts on society. It has given birth to new role players. All these are the focal points of discussion of this paper.

Objectives: Bygoing through this paper, the student can

- Collect information about the meaning and nature of this process, its historical mooring.
- Amass knowledge about its dimensions and impacts, both positive and negative.
- Get introduced to the agencies that manage the process.

Expected Outcomes: This paper is expected to acquaint the student with an ongoing social process bringing tremendous changes in the nations.

Unit-1 : Meaning and characteristics of Globalization. Historical context, Liberalization, Privatization and Globalization.

Unit-2: Dimensions of Contemporary Globalization: Economic, Technological, Political and Cultural.

Unit-3: Consequences of Globalization: Rising Inequality, Environmental impact, Consumerism, Health and Security. Emergence of Anti-Globalization movements.

Unit-4 Globalisation and Indian Society: Understanding the concepts of liberalization, privatization and globalization in the Indian context; Growth of information technology and communication and its impact manifested in everyday life

Unit-5 Impact of globalisation on Religion, Culture, Education, Family, Marriage, Women, Tribes

Essential Readings:

1. Appadurai, Arjun 1996, Modernity at Large, University of Minnesota Press
2. Applebaum, R. and Robinson, W., 2005, Critical Global Studies, Routledge, New York.
3. Bremen, Yan, 1993, Footlose Labour, Cambridge University Press, Cambridge
4. Browning, Halcli, Webster(ed), 1996, Understanding contemporary society: Theories of the present, SAGE Publications, London
5. Cohen Robin and Shirin M.(ed), Global Social Movements, The Athlone Press, London
6. Dubhashi P.R., 2002, Peoples Movement against Global Capitalism : EPW Feb.9

7. Giddens, Anthony, 2000, Runaway World : How globalization is reshaping our lives, Routledge, New York.
8. Jha, Avinash, 2000, Background to Globalization, Centre for Education and Documentation, Mumbai
9. Chander Sekhran Bal krishnana - Impact of Globalization on developing countries and India.
10. C, Rangarajan, 2002 Globalization and its impact

(SOC-9) Marriage, Family and Kinship

This course provides a brief account of the classical approaches to the study of family and kinship. It exposes the students to the distinct aspects of these three interrelated institutions in the Indian context. Finally, it discusses some contemporary issues that pose a challenge to the normative model of these institutions.

Objectives: By going through this paper, the student can

- Understand the three institutions that are the foundations of the society.
- Comprehend the theoretical perspectives on these institutions.
- Get to know the rules governing these institutions.
- Estimate the changes coming over these institutions with the process of social change.

Expected Outcomes: This paper is expected to instill knowledge about the foundational institutions, their governing principles and the continuity and change features of these institutions.

Unit-1: Theoretical Perspectives: Overview of theoretical developments Descent theory ,Alliance theory ,Recent theorizations and their implications

Unit-2: Marriage: Marriage as social Institutions, Functions of Marriage. Rules of Marriage: Endogamy, Exogamy; Monogamy and Polygamy; Levirate and Sororate; Hypogamy and Hypergamy. Dowry and Bride Price.

Unit-3: The Family: Types of Family on the basis of Rules of Authority, Descent and Residence. Functions of Family. Contemporary changes and problems: Divorce and Family Disintegration.

Unit-4: Contemporary Issues: Changing demographic patterns Migration, Diasporas and Impact on Family Implications of new reproductive technologies Domestic violence Challenges to the normative model of family

Unit-5 : The Kinship and Clan System: Meaning and Definition of Kinship and Clan. Types. Clan, Family, Lineage and Totemism and Taboos.

Essential Readings:

1. Fox Robin 1967 Kinship and Marriage: An Anthropological Perspective, Pelican.
2. Parkin, Robert 1997 Kinship: An Introduction to Basic Concepts, Blackwell, Oxford.
3. Parkin, Robert and Linda Stone(ed.) (2004) Kinship and Family : An

Anthropological Reader, Blackwell Publishing, USA.

4. Patel, Tulsi (ed.) (2005) The Family in India : Structure and Practice, Sage Publications, New Delhi.

5. Uberoi, Patricia (ed.) (1993) Family, Kinship and Marriage in India, Oxford University Press, Delhi

(SOC-10) Social Disorganization and Deviance

No society is fully organized in character. Disorganization is apt to occur from time to time. Disorganization is a manifestation of the deviant behavior found among some individuals. This deviance occurs when the individuals feel that the normative order of the society and its institutions are not need fulfilling in character. This present paper makes an attempt to provide an impression about the scenario of disorganization, its forms, causes and consequences with the theories explaining the situation.

Objectives: After going through this paper, the student can

- Understand the meaning, causes, consequences and forms of social disorganization.
- Learn about the theories explaining the disorganization situations.
- Comprehend the concept of crime and the existing theories of punishment.

Learning Outcomes: This paper is designed with an expectation to impress upon a student the concept of deviant behavior leading to social disorganization, forms, theoretical foundations and criminal activities which he encounters in real life situations.

Unit-1 : Social Disorganization: Meaning and Nature. Family Disorganization and Personality Disorganization Causes and Consequences.

Unit- 2: Theories of Deviant Behaviour : Contributions of Durkheim and Merton. Ecological theory, Delinquent Sub-Culture theory, Differential Association theory, Differential Opportunity theory.

Unit- 3 : Crime and Punishment : Concepts of Crime and Delinquency. Causes and consequences. Theories of Punishment: Retributive, Deterrent, Reformative.

Unit-4: Social Problems: Poverty, Unemployment, Alcoholism, Indebtedness, Terrorism

Unit-5 Atrocities against women, Domestic violence, Dowry, Divorce

Essential Readings:

1. Mamoria, C.B., 1981 Social Problems and Social Disorganization in India
2. Carrabine, Eamonn, Iganski, Paul, Lee, Maggy, Plummer Ken, South, Nigel (2004) [Criminology: A Sociological Introduction](#)
3. [Sutherland](#), Edwin Hardin Sutherland (1949) White Collar Crime, Dryden Press
4. Ahuja, Ram (2012) Social problems in India, Rawat
5. Chakraborty, Dipangshu (1999) Atrocities on Indian Women, APH

(SOC-11) Political Sociology

Polity constitutes a vital part of every society. It helps in the system of governance. But the social variables to a great extent determine the course of polity. They decide and detect the system of governance, distribution of power, political institutions like parties and pressure groups, nature of political participation, political socialization. In the same vein, the political institutions, political processes, political culture influence the society and the course of its progress. The present paper highlights the close nexus between society and polity and how dynamism in one brings dynamism in the other.

Objectives: After going through this paper, the student can

- Comprehend the existing forms of states and their relative merits and demerits.
- Differentiate between power, authority and influence which guide and govern the political processes.
- Get to know about the political processes, participation types and determinants and the political institutions.

Learning Outcomes: The very aim of this paper is to generate an insight in the student about the political institutions, political processes, political culture he/she encounters in his/her daily life as a member of the society.

Unit-1 State: Characteristics, Aristotle's classification of types of state: Theological, Monarchical, Aristocratic, Democratic and Totalitarian forms.

Unit-2 Influence, Power and Authority: Meaning and types of influence, characteristics of Power, distribution of power: the Constant sum and the Variable sum approach to power, theories of political elites, authority: Weberian classification of authority, different ways of acquiring legitimacy.

Unit-3 Political culture and political socialization: Meaning and dimensions of political culture, meaning and types of political socialization agencies of political socialization and their role.

Unit-4 Political participation: meaning and types of political participation, political apathy – reasons for political apathy, Determinants of political participation – psychological, social and political.

Unit-5 Political parties and pressure groups: Political parties – features and functions, structures of political parties; meaning of pressure groups and their relationship with political parties, types of pressure groups and their role.

Reference:

1. A.K. Mukhopadhyay 1980 Political Sociology, K.P. Begchi & Company. Calcutta, 1980
2. Ali Ashraf and Sharma B.N. 2001 Political Sociology, University Press, Hyderabad
3. Bhattacharya, D.C. Political Sociology
4. Baral, J.K. Political Sociology
5. T. Bottomore, Political Sociology, Blackie & Sons, Bombay, 1975
6. Lipset S.M. Modern Political Analysis, Printice Hall, New Delhi 1983
7. Dhal, Robert A, Who Governs

(SOC-12)Environment and Society

Environment and society are in constant interaction with each other. It is the environment which sustains life in society and it is the society that is responsible for the preservation and the degradation of the environment. In the recent years environmental challenges have posed a threat to the lives on the planet. Keeping this in view, the present paper tries to create awareness among the students about the major environmental issues and the efforts geared to tackle them.

Objectives: After going through this paper, the student can

- Derive knowledge about the close interaction between society and environment.
- Gain substantial idea about the environmental issues and their repercussions on humanity.
- Accumulate ideas about the ideological currents, issues that drive environment movements.
- Get aware about the global and national efforts to conserve environment.

Learning Outcomes: The very aim of this paper is to disseminate knowledge about the significance of environment for society, to change the practices that can protect and preserve the environment and to make the students participate in the mission to preserve, protect and promote the cause of environment.

UNIT – I Environment and its Concepts: Ecology, Eco-system, Environment and Society – their inter-relations; Eco-Feminism

UNIT – 2 Environmental Issues: Sustainable Development, Industrialization and Development, Urbanization and Development, Environmental Degradation

UNIT – 3 Environmental Movements: Chipko Movement, Narmada Bachao Andolan, Ganga Bachao Abhiyan; The Silent valley movement, Forest Rights.

UNIT – 4 Contemporary Environmental Problems: Problems of Water, Deforestation, Urban Wastes, Slums, Global-Warming and Climate Change.

Unit-5 Environment protection efforts at the global level and the national level in India.

Essential Readings:

1. Albrow, Martin & Elizabeth King (Ed.)1990, Globalisation, Knowledge and Society, Sage: London
2. Baviskar. Amita 1995, In the Valley of the River: Tribal Conflict over Development in the Narmada Valley, Delhi: OUP.
3. Bhatt, Anil 1989 Development and Social Justice: Micro Action by Weaker Section, Sage: New Delhi.
4. Chauhan, I.S 1998, Environmental Degradation, Delhi: Rawat Publications.
5. Desh Bandhu and Garg, R.K.(eds) 1986 Social Forestry and Tribal Development, Dehradun: Natraj Publishers.
6. Dubey, S.M. and Murdia, Ratno(ed)1980 Land Alienation and Restoration in Tribal Communities in India, Bombay: Himalaya Publishing House.
7. Gadgil, Madhav & Ram Chandra. Guha 1996 Ecology and Equity: The use and Abuse of Nature in contemporary India:: New Delhi: OUP.
8. Ghai, Dharam (ed) 1994 Development and Environment: Sustaining People

and Nature. UNRISD: Blackwell Publication.

9. Giddens, Anthony 1996 "Global Problems and Ecological Crisis", 2nd edition New York:W.W.Norton and Co.
10. Guha, Ramechandra 1995 The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, OUP: Delhi.
11. Mehta S.R. (ed) 1997 Poverty, Population and Sustainable Development, New Delhi: Rawat Publications.
12. Plumwood, Val 1992 Gender and Ecology: Feminism and Making of Nature, London: Routledge.

(SOC-13)Urban Sociology

Urbanisation is an important social process that changed the face of human civilization. It was initiated with the process of modernization, transport revolution, coming up of river valley civilizations, establishment of trade links and industrial revolution. Urbanisation has brought both prosperity and problems. It is one of the earnest tasks of Sociology to trace out the evolution of the process, social; problems associated with it and policy planning and measures undertaken to overcome these challenges. This paper Urban Sociology concentrates upon these tasks.

Objectives: After going through this paper, the student can

- Understand the specific traits of urban areas, its historical patterns of growth.
- Develop knowledge about urban social institutions and problems
- Gain insight into urban development plans, programmes and efforts.

Learning Outcomes: The very aim of this paper is to acquaint the students with the process of urbanization, to give an impression about the pattern of evolution of cities, urban institutions, their contrasts with rural institutions, urban problems and the responses developed to arrest them.

Unit-1 Meaning, Nature, Scope and importance of Urban Sociology, Rural Urban Differences: Specific traits of rural world vs. urban world- Socio-cultural differences ,urbanization,Urbanism as a way of life.

Unit-2 Theories of patterns of city growth: Concentric zone theory- Sector model- Multiple nuclei theory.

Unit-3 Social institutions of Indian urban communities: Family, marriage and kinships in urban India – Caste in urban India – Urban politics and urban economy

Unit-4 Urban social problems: Crime and Juvenile delinquency, Slums, Beggary , Prostitution

Unit-5 Urban development in Indian plans, Urban development programmes, Slum development programmes, Urban Basic Services

Essential readings:

1. Lin, Jan and Mele Christipher (edt.)2012The Urban Sociology Reader,

Routledge

2. Flanagan, W.,1993 *Contemporary Urban Sociology* Cambridge: University of Cambridge
3. Patel Sujata and Deb, Kushal(edt.) Urban Studies
4. Rao,M.S.A.1992Urban Sociology in India
5. Ramachandran,R 1997 Oxford University Press
6. Jayapalan, N 2002 Urban Sociology,Atlantic Publishers
7. Wilson, Robert,A Schultz,David, A1978 Urban Sociology, prentice Hall

(SOC-14)

Practical: Field Work and Dissertation

(Dissertation: 80 marks and Viva-voce: 20 marks)

- Dissertation may be written on any social institution, problem or may be an evaluative study.
- It should be based on empirical study.
- Size of the dissertation should be around 5000 words.
- Dissertation paper will be examined jointly by one Internal and one External Examiner to be appointed by the University. Marks will be awarded jointly by the Internal and External Examiners on the basis of the written Dissertation and Viva-voce.

(SOC-DSE-1)

Sociology of Movements

Movements reflect the voices raised against the prevailing practices of a society. Every society witnesses social movement in some form or the other. Movements bring social change and transformation. It is a collective effort that is driven by particular issues and brings forth changes. The present paper tries to provide a rudimentary impression to the students about the concept, nature and types of movements with a thrust on the movements witnessed by Indian society.

Objectives:

- To introduce to the students with the concept of social movements and their dynamics.
- To introduce the students to the role of social movements in social transformation .
- To help them understand the various approaches to the study of social movements.

Learning Outcomes:The very aim of this paper is to disseminate knowledge about the concept of social movements and its process and change making role in the society.

**Unit:1Social Movements:Nature, Definitions, Characteristics of social movement ,types: Revolutionary, Reform, Revival, Counter movements
Basis of social movements: Leadership, ideology, resource**

**Unit-2 Religious movements in India: The SNDP Movements in Kerala
The Brahmo Samaj and The Arya Samaj**

**Unit-3Peasants Movements in India: The Champaran Satyagraha
(1917), The Kheda Peasant Struggle, The Bardoli Movement in Gujarat.
The Peasant Revolt in Telangana ,TheTebhaga Movement in Bengal.**

**Unit-4Backward Class Movements in India:Mahar Movement in
Maharastra, Dalit Movement in Tamil Nadu, The Non Brahmin
Movement in Tamil Nadu**

**Unit-5Women's Movements in India: In the Pre independence era and
the post independence period**

Essential readings:

1. Foweraker Joe,1995 Theorising Social Movements, Pluto Press, London,
2. Buechler, S. 1997'New Social Movement Theories' in Buechler, S. and Cylke, F.K., Jr. (eds.) Social Movements: Perspectives and Issues. Mountain View: Mayfield Publishing Company
3. Rao, M.S.A. ed.1979Social Movements in India Vol. I and II, Manohar, New Delhi
4. Dhanagare,D.N.1983 Peasant Movements in India1920-1950,OUP, Delhi,1983
5. Kaur, Manmohan, 1968 "Role of Women in the Freedom Movement 1857-1947", Sterling, New Delhi
6. Basu, Aparna, 1976 "Role of Women in the Freedom Movement", in B.R.Nanda, ed, Indian Women From Purdah to Modernity, Vikas, Delhi.
7. Chattopadhyaya, Kamaladevi, 1983 "Indian Women's Battle for Freedom", Abhinav Publications, New Delhi

(SOC-DSE-2)

Industrial Sociology

Industrialisation as a social process has changed the face of humanity over the years. Industrialisation in its wake has brought several social problems and changes in social institutions, practices. The aim of this paper is to analyse the structure and process of industrial organisations from the sociological perspective. It also deals with the social effects of industrialization on Indian Social Systems and institutions.

Objectives: After going through this paper, the student can

- Understand the nature and scope of industrial sociology as branch of Sociology.
- The developmental stages of industry.
- The organizational structure of industries and employee and employer relations in the industry.

Learning Outcomes:The very aim of this paper is to impress upon the students of sociology the role they can play in creating effective industrial relations with their knowledge of sociology.

Unit-I Introduction:

Meaning and definition of Industrial sociology. Nature and scope of Industrial Sociology. Significance of Industrial Sociology in India.

Unit-2 Social – industrial Thought:

A. Classical Theories: Adam Smith, Karl Marx, Max Weber, Durkheim and Mayo

B. Sociological Theories: Likert, Herzberg, Maslow, McClelland.

Unit-3 The Development of Industry:

The Manorial system, the Guild system, Domestic system, the Factory system. Industrial evolution in India.

Unit-4 Industrial Organisation:

Formal Organisation: Its nature and features, problems build-in in the formal organization Informal Organisation: Origin and function of informal organization. Informal Organisation of Management.

Unit-5 Industrial and Labour Relations:

Industrial Relations, International Labour Organisation, Labour Legislation, Industrial Relations in India. Industrial Disputes/conflicts.

Workers' participation in Management (WPM): Industrial Democracy: Levels of participation of WPM: Objectives, WPM Models in India.

Reference:

1. Gisbert, Pascal, 1972 Fundamentals of Industrial Sociology, New Delhi, Tata McGraw Hill
2. Davis, Keith, 1984 Human Behaviour at work, New Delhi, McGraw Hill
3. Ramaswamy, E.A. 1978 Industrial Relations in India, Delhi, MacMillan
4. Schneider, Eugene 1971 Industrial Sociology, McGraw Hill- London

(SOC-DSE-3)

Population Studies

Demography is both an index and instrument of development and change. India as a country is plagued by population explosion which retards, the economy and blocks social progress. Irrespective of several positive attempts undertaken by the government, India has failed to control its population problem. This paper is designed to provide an idea to the students about population dynamics and its impact on society.

Objectives: After going through this paper, the student can

- Understand the various facets of population studies and the theories that depict population change.
- Develop specific idea on Indian population structure, policies adopted and programmes launched in the country to check population.
- Assess the role of various agencies in population control.

Learning Outcomes:The very aim of this paper is to acquaint the students with a perennial problem of the Indian society that is population growth and the measures introduced to control it.

Fertility, Mortality and Migration

UNIT – 2 Population Theories: Malthusian, Demographic Transition and Optimum

Population Theory

UNIT – 3 Population Compositions in India: Age Structure, Sex-Ratio, Rural-Urban Composition, Literacy in India

UNIT – 4 Population Planning and Policies: Needs and Objectives; Population Policy of India, National Rural Health Mission

Unit-5 Population Control: Role of technology, women's empowerment, voluntary organisations

Essential Readings:

1. Agarwal, S.N. 1989 Population Studies with Special Reference to India, New Delhi: Lok Surjeet Publication.
2. Bose, Ashish 1991 Demographic Diversity in India, Delhi: B.R.Publishing Corporation.
3. Banarjee, D. 1985 Health and Family Planning Services in India, New Delhi: Lok Parkshan.
4. Chandrasekhar, S. (ed.) 1974 Infant Mortality, Population Growth and Family Planning in India, London: George Alen and Unwin Ltd.
5. Dubey, Surendra Nath 2001 Population of India, Delhi: Authors Press.
6. Kohli, S. 1977 Family Planning in India, New Delhi.
7. Malthus, T.R. 1986 An Essay on the Principle of Population, London: William Pickering.
8. Premi, M.K. 2004 Social Demography, Delhi: Jawahar Publishers and Distributors.
9. Sharma, Rajendra 1997 Demography and Population Problems, New Delhi: Atlantic Publishers.
10. Srivastava, O.S. 1998 Demography and Population Studies, New Delhi: Vikas Publishing House.
11. National Rural Health Mission 2006 Govt. of India, New Delhi.

(SOC-DSE-4)

Sociology of Social Institutions

Social institutions play a significant role in the functioning of a society by regulating the activities of the individuals and fulfilling their needs. Though they are universal to every society, they are not uniform in their characteristics and in terms of the norms they prescribe. They vary from society to society and across cultures. The present paper is designed to introduce to the students the basic social institutions which are fundamental to the lives of the people and significant to the functioning of the society.

Objectives: After going through this paper, the student can

- Understand the basic institutions which are vital to the functioning of the society.
- Learn the variations in the structure and functioning of these institutions across time and societies.
- Get an idea about the emerging features of these institutions.

Learning Outcomes: The very aim of this paper is to impress upon the students the vital role played by the institutions in social life, their typologies and changing features and functions.

Unit-1 Community, Groups, Institutions and Organizations.

Unit-2 Family, Marriage and Kinship: Key concepts; Different forms of family and marriage; Changes in family pattern worldwide; Importance of Kinship.

Unit-3 Religion : Defining religion; Varieties of religion; Theories of religion.

Unit-4 Education : The development of literacy and schooling; Gender and the education system; Education and ethnicity; Theories of schooling; Education and cultural reproduction; Education and inequality

Unit-5 Economy : Importance of work; Organisation of work; Work and technology; Formal Economy and Informal Economy; Market and Society.

Polity: Modern State; Concepts of Power and Authority; Forms of social distribution of power : Marxist, Elitist, Pluralist

Essential readings:

1. Ken Browne : An Introduction to Sociology ,Polity, 3rd ed.
2. Anthony Giddens : Sociology (4th ed) : Human Societies
3. Bilton and others : Introductory Sociology ,Macmillan
4. G. Rocher : A General Introduction to Sociology
5. P. Worsely : New Introducing Sociology
6. Smelser, Neil.J Sociology
7. S.K.Pramanik & R.Ganguly(eds) : Globalization in India ,PHI Learning

(SOC-GE-1)

Introduction to Sociology

This introductory paper intends to acquaint the students with Sociology as a social science and the basic concepts used in the discipline. It also focuses on the social processes and the social institutions that man encounters as a member of the society.

Objectives: After studying these two papers, the student can

- Can get to know the convergence and divergence of Sociology with other social science disciplines in terms of the subject matter, nature and scope of the discipline and its approach.
- Develop knowledge about its historicity.
- Can get acquainted with the basic concepts used in the subject.
- Can generate ideas about the social processes and social institutions man encounters as a member of the society.

Learning Outcomes: This paper is expected to clarify and broaden the student's notion about the subject, the basic concepts used and some universal societal processes. This will provide a wholesome picture about what the subject is all about.

Unit-1: Sociology: Definition and Subject matter, Nature and Scope, Emergence of Sociology, Sociology and its relationship with Anthropology, Political Science, Economics, and History

Unit-2: Basic Concepts: Society, Culture, Community, Institutions, Association, Social Structure, Status and Role, Norms and Values, Folkways and Mores, Associative and Dissociative processes – Cooperation, Assimilation, Accommodation, Competition, and conflict

Unit-3 : Individual and Society : Individual and society, Socialization, Stages and Agencies of Socialization, Development of Self – Contributions of George Herbert Mead, C.H. Cooley's Looking Glass Self The Concept of Group : Types of Groups – Primary and Secondary groups, In-Group and Out-group, Reference Group

Unit-4: Social Stratification: Meaning and definition, Dimensions of Stratification, Theories of Stratification – Functionalist, Marxist, Weberian. Social mobility and its determinants.

Unit-5: Social Control: Meaning and types, Formal and Informal social control, Agencies of Social control

Essential readings:

1. Bottomore. T.B. 1972, Sociology: A guide to problems and literature. Bombay :George Allen and Unwin (India)
2. Harlambos, M.1998. Sociology: Themes and perspectives. New Delhi Oxford University Press
3. Inkeles, Alex, 1987. What is Sociology? New Delhi: Prentice-Hall of India
4. Jaikumar, No. 1988 . What is Sociology .Madras:Macmillan, India :
5. Johnson, Harry M. 1995. Sociology: A Systematic Introduction. New Delhi , Allied Publishers
6. Schaefer, Richard T. and Robert P. Lamm. 1999 Sociology. New Delhi Tata-Mac Graw Hill.

(SOC-GE-2) **Indian Society**

Every society has its own peculiar structure and there are some institutions universal to every society, but with their unique manifestations in each society. There are some change agents and initiatives that enable the society to change with the passage of time. This paper focuses on the structure of the Indian society and the changing aspects with the processes operating, change agents and initiatives.

Objectives: After studying these two papers on Indian society, the student can

- Get an impression about the basic composition of Indian society, its historical moorings, basic philosophical foundations of the society and the institutions.
- Learn about the changing institutions, the processes, the agents and the interventions that bring about change in the Indian society.

Learning Outcomes: This paper is expected to bring familiarity in a student about Indian society. It will present a comprehensive, integrated and empirically –based profile of Indian society. It is hoped that the structure and processes operative in the society, the change agents operating in Indian society presented in this course will also enable students to gain a better understanding of their own situation and region.

Unit-1 : Composition of Indian Society : Caste, Tribe, Religion, Language. Unity in Diversities, Threats to national integration

Unit-2 Hindu Social Organisation: Bases of Hindu Social Organization, Varna, Ashrama and Purushartha. Doctrine of Karma.

Unit-3 : Marriage and Family in India: Hindu marriage as Sacrament, Forms of Hindu Marriage. The Hindu joint family: Patriarchal and Matriarchal systems. Marriage and family among the Muslims. Changes in the institutions of Marriage and Family.

Unit-4 : The Caste system in India: Origin, Features and Functions. Caste and Class, The Dominant Caste, Changes in Caste system, Caste and Politics in India Constitutional and legal provisions for the Scheduled Castes, Scheduled Tribes.

**Unit-5 : Social Change in Modern India :
Sanskritization, Westernization, Secularization, and Modernization**

Essential readings:

11. Bose, N.K. 1967, Culture and Society in India. Bombay :

Asia Publishing House

12. Bose, N.K. 1975, Structure of Hindu Society. New Delhi
13. Dube, S.C. 1990, Society in India.(New Delhi: National Book Trust.)
14. Dube, S.C. 1995, Indian Village (London : Routledge)
15. Dube, S.C. 1958: India's changing Villages (London: Routledge and Kegan Paul).
16. Karve, Irawati, 1961 : Hindu Society : An Interpretation(Poona : Deccan- College) :: Lannoy,
17. Mandelbaum, D.G. 1970 : Society in India (Bombay: Popular Prakashan)
18. Srinivas, M.N. 1980 : India: Social Structure (New Delhi: Hindustan - Publishing Corporation)
19. Srinivas, M.N. 1963: Social Change in Modern India (California, Berkeley: University of California Press).
20. Singh, Yogendra, 1973: Modernization of Indian Tradition (Delhi: Thomson Press).

(SOC-GE-3)

Sociological Thought

Sociology originated as an intellectual response to the crisis confronting the mid nineteenth century European society. Its development over two centuries has been influenced by a variety of socio-economic and political conditions. It is now established as a multi-paradigmatic academic discipline, with its body of theoretical knowledge enriched and its methodological techniques and procedures systemized. This paper is intended to familiarize the students with the social, political, economic and intellectual contexts in which sociology emerged as a distinctive discipline. It deals with the contributions of the forerunners of the discipline and with the contributions of the founders who gave a systematic shape to the subject.

Objectives: After going through these two papers, the student can

- Gain an understanding of some of the classical contributions in Sociology, and their contemporary relevance.
- Learn about the methodological shift in the discipline over the years.

Learning Outcomes: This paper is expected to clarify and broaden the student's knowledge about the theoretical and methodological contributions of the classical contributors to the subject and the contemporary relevance of these theories.

Unit-1 : Auguste Comte : Law of the Three Stages, Hierarchy of

Sciences, Positivism Unit-2 : Herbert Spencer : Organismic

Analogy, Theory of Social Evolution

Unit-3 : Karl Marx : Dialectical Materialism, Class struggle, Alienation, Sociology of Capitalism

Unit-4 : Emile Durkheim : Division of Labour in Society, Rules of Sociological Method, Theory of Suicide.

Unit-5 : Max Weber : Social Action, Protestant ethic and the spirit of capitalism, Ideal type, Bureaucracy, Authority

Essential readings:

1. Aron, Ramond. 1967(1982 reprint) Main currents in sociological thoughts (2 volumes). Harmondsworth, Middlesex: Penguin Books
2. Barnes, H.E. 1959. Introduction to the history to the sociology The University of Chicago press
3. Coser, Lewis A. 1979. Masters of Sociological Thought. New York : Harcourt Brance Jovanovich
4. Fletcher, Ronald. 1994.The Making of Sociology (2 volumes) Jaipur-Rawat
5. Morrison, Ken.1995 Marx, Durkheim, Weber: Formation of Modern Social Thought. London; sage
6. Ritzer, George. 1996. Sociological Theory New Delhi. Tata-McGraw Hill
7. Singh, Yogendra. 1986 Indian Sociology: social conditioning and emerging Trends. New Delhi: Vistaar
8. Zeitlin, Irving.1998 (Indian Edition). Rethinking Sociology: A critique of Contemporary Theory. Jaipur: Rawat.

(SOC-GE-4)

Social Change and Development

Change is the law of nature and every society is subject to change. Social change has always been a central concern of Sociological study. Change takes different forms. Change has its pattern which is spelt out by various theories. Change is often propelled by various factors. This paper is designed to provide some ideas to the student about such process, theories and factors.

Objectives: After going through this paper, the student can

- Derive knowledge about the meaning, nature, forms and patterns of

change.

- Get an idea about the theories that explain change and their adequacy in explaining so.
- Get an impression about the factors that propel change in the society.

Learning Outcomes: This paper is expected to provide a wholesome idea to the students about the process of social change. They can relate their experience with the theoretical explanations.

Unit-1 : Social Change : Meaning and nature. Social Progress, Evolution and Development.

Unit-2 : Theories of Social Change : Evolutionary theory, Cyclical theory, Conflict Theory, Functionalist theory.

Unit-3 : Factors of Social Change: Cultural, Economic, Technological, Ideological, Demographic

Unit-4 : Economic Growth and Social Development : Indicators of Social Development, Human Development Index, Gender Development Index

Unit-5 : Models of Development : Capitalist, Socialist, and Gandhian.

Essential readings:

1. Moore, W.E. 1965 Social Change, Prentice-Hall of India. New Delhi
2. Gandhi M.K., Hind Swaraj
3. Schumacher, E.F., Small is Beautiful
4. Narain, Shreeman, Principles of Gandhian Planning
5. Mishra, B., Capitalism, Socialism and Planning.
6. UNDP, Human Development Report