

STATE MODEL SYLLABUS FOR UNDERGRADUATE COURSES IN ARTS (2019-2020)

UNDER CHOICE BASED CREDIT SYSTEM

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

Course structure of UG Economics Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I	Introductory Microeconomics	06	100
	C-II	Mathematical Methods for Economics I	06	100
	GE-I	Indian Economy	06	100
			22	
II	AECC-II	AECC-II	04	100
	C-III	Introductory Macroeconomics	06	100
	C-IV	Mathematical Methods for Economics II	06	100

	GE-II	Indian Economy II	06	100
			22	
III	C-V	Microeconomics I	06	100
	C-VI	Macroeconomics I	06	100
	C-VII	Statistical Methods for Economics	06	100
	GE-III	Introductory Microeconomics	06	100
	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	Microeconomics II	06	100
	C-IX	Macroeconomics II	06	100
	C-X	Research Methodology	06	100
	GE-IV	Introductory Macroeconomics	06	100
	SECC-II	SECC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Indian Economy I	06	100
	C-XII	Development Economics I	06	100

	DSE-I	1. Economic History of India (1857-1947) or 2. Public Economics	06	100
	DSE-II	1. Introductory Econometrics or 2. Odisha Economy or 3. Money and Banking	06	100
			24	
VI	C-XIII	Indian Economy II	06	100
	C-XIV	Development Economics II	06	100
	DSE-III	1. Environmental Economics or 2. History of Economic Thought	06	100
	DSE-IV	1. International Economics or 2. Agricultural Economics or 3. Project/Dissertation	06	100
			24	

ECONOMICS

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers (out of the 9 papers suggested)

Generic Elective for non Public Administration students – 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Marks per paper - Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

Dissertation : (content : 50; Seminar : 30; Viva Voce : 20)

Core Paper I INTRODUCTORY MICROECONOMICS

Introduction:

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.

Unit I: Exploring the Subject Matter of Economics, Markets and Welfare

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; Why economists disagree; Graphs in Economics

The Market Forces; Markets and Competition; The Demand and Supply curves – Market vs Individual curves, Shifts in Demand and Supply Curves; Market Equilibrium and changes there in; Price Elasticity of Demand – determinants and computation; Income and Cross Elasticity of Demand; The Price Elasticity of Supply – determinants and computation; Consumer and Producer Surplus.

Unit II: Theory of Consumer Choice

The Budget Constraint; Preferences – representing preferences with indifference curves; Properties of Indifference Curves; Two extreme examples of indifference curves; Optimization – 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.

Unit III: 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 maximization 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.

Unit IV: 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.

Text Book:

-] Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, New Delhi

Reference Book:

-] Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.

Core Paper II

MATHEMATICAL METHODS FOR ECONOMICS I

Introduction:

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.

Unit I: Preliminaries and Functions of one Real Variable

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

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

Unit II: 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.

Unit III: 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.

Unit IV: 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.

Text Book:

- A. C. Chiang and K. Wainwright (2005): *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition.

Reference Book:

-] K. Sydsaeter and P. J. Hammond (2002): *Mathematics for Economic Analysis*. Pearson Educational Asia

Core Paper III INTRODUCTORY MACROECONOMICS

Introduction:

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.

Unit I: Basic Concepts in Macroeconomics

Macro vs. Micro Economics; 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, factor cost, real and nominal; Disposable personal Income.

Unit 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.

Unit III: Money and Changes in its Value

Evolution and Functions of Money, Quantity Theory of Money – Cash Transactions, Cash Balances and Keynesian Approaches, Value of Money and Index Number of Prices
Inflation – Meaning, Causes, and Anti-Inflationary Measures; Classical, Keynesian, Monetarist and Modern Theories of Inflation, Inflationary Gap, Deflation- Meaning, Causes, and Anti-Deflationary Measures, Depression and Stagflation; Inflation vs. Deflation.

Unit IV: 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

Text Book:

-] N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi

Reference Book:

-] Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.

Core Paper IV MATHEMATICAL METHODS FOR

ECONOMICS II

Introduction:

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.

Unit 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.

Unit II: Second and Higher Order Derivatives and Integration:

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, Derivative of Implicit Function; Higher Order Partial Derivative.

Indefinite Integrals; Rules of Integration; Techniques of Integration: Substitution Rule, Integration by parts, and Partial Fractions; Definite Integral – Area Interpretation.

Unit III: Single and Multivariable Optimization:

Optimum values and extreme values; Relative maximum and minimum; Necessary versus sufficient conditions - First and Second derivative tests (using Hessian Determinants); Economic applications thereof, First and second order condition for extrema of multivariable functions; Convex functions and convex sets.

Unit IV: Optimization 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.

Text Book:

- A. C. Chiang and K. Wainwright (2005): *Fundamental Methods of Mathematical Economics*, McGraw Hill International Edition.

Reference Book:

-] K. Sydsaeter and P. J. Hammond (2002): *Mathematics for Economic Analysis*. Pearson Educational Asia

Core Paper V MICROECONOMICS I

Introduction:

The course is designed to provide a sound training in microeconomic theory to formally analyze the behavior 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 behavior of the consumer and the producer and also covers the behavior of a competitive firm.

Unit I: Consumer Theory I

Preferences and Utility, Axioms of Rational Choice, Utility, Trades and Substitutions, Indifference curves; Mathematics of Indifference curves, Utility functions for specific preferences, the many good case; Utility Maximization and choice: the 2-good case (graphical analysis), the n-good case, Indirect utility function, the Lump sum principle, Expenditure minimization, properties of expenditure function.

Unit II: Consumer Theory II

The Income and Substitution Effects: Demand function, changes in income, changes in a goods price- Direct and Indirect Approaches (Slutsky), the Individual's Demand Curve, Compensated (Hicksian) demand curves and functions, demand elasticity, Consumer Surplus, Demand relationships among goods, the 2-good case, substitutes and complements, Net (Hicksian) substitutes, and Complements, Substitutability with many goods.

Unit III: Production Theory and Costs

Production Functions: Marginal productivity, Production with One Variable Input (labour) and with Two-Variable Inputs, Isoquant Maps and the Rate of Technical Substitution, Returns to Scale, Elasticity of Substitution, Some Simple Production Functions: Linear, Fixed Proportions, Cobb-Douglas; Technical Progress.

Definition of Cost and its properties, Cost minimizing input choices (Optimization principles, Expansion Path), Cost Functions and Shift in Cost Curves, Long-Run versus Short-Run Cost Curves.

Unit IV: Profit Maximization

The Nature and Behavior of Firms, Marginal Revenue – Relationship between Average and marginal revenue, Short-Run Supply by a Price-Taking Firm, Profit Functions and its Properties, Profit maximization – General conditions, Input demands.

Text Book:

-] C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India.

Reference Books:

-] 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 Paper VI MACROECONOMICS I

Introduction:

This course introduces the students to formal modeling 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.

Unit I: Consumption and Investment

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

Unit II: Demand for and Supply of Money

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

Unit III: 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.

Unit IV: 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.

Text Book:

-] N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi.

Reference Book:

-] Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.

Core Paper VII**STATISTICAL METHODS FOR ECONOMICS**

Introduction:

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.

Unit I: Data Collection and Measures of Central Tendency and Dispersion

Basic concepts: population and sample, parameter and statistics; 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.

Unit II: Correlation and Regression 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. Two variable linear regression analysis - estimation of regression lines (Least square method) and regression coefficients - their interpretation and properties, standard error of estimate.

Unit III: 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.

Unit IV: Probability Theory and Sampling

Probability: Basic concepts, addition and multiplication rules, conditional probability; Meaning of Sampling, Types of Sampling: Probability Sampling versus Non-Probability Sampling; Simple Random Sampling and its selection, Systematic Sampling, Multi-stage Sampling, Quota Sampling; Error: Sampling and Non-sampling.

Text books:

- S. C. Gupta (2017): *Fundamentals of Statistics*, Himalaya Publishing House, Delhi

Reference Book:

- Murray R. Spiegel (2017): *Theory & Problems of Statistics*, Schaum's publishing Series.

Core Paper VIII MICROECONOMICS II

Introduction:

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.

Unit 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.

Unit II: General Equilibrium, Efficiency and Welfare

The Edge worth 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.

Unit III: Market Imperfections: Monopoly and Oligopoly

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 Views of Monopoly. Monopolistic competition; Price output determination; excess capacity under monopolistic competition .

Unit IV: 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. Oligopoly – Choosing a strategy; Quantity and price leadership; Simultaneous Quantity Setting; Example of Cournot Equilibrium; Simultaneous Price Setting; Collusion.

Text Book:

-] 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.

Reference Book:

-] C. Snyder and W. Nicholson (2012): Microeconomic Theory: Basic Principles and Extensions, 11th Edition, Cengage Learning, Delhi, India.
-] Pindyck, Robert and Daniel Rubinfeld (2018): Microeconomics, 9th Edition, Pearson Education Inc.

Core Paper IX MACROECONOMICS II

Introduction:

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.

Unit I: Modeling Economic Growth

Accumulation of Capital in the basic Solow Model; supply and demand for goods, growth in the capital stock and the steady state, Golden rule level of capital: Comparing steady states, transition to the golden rule steady state with too much and too little capital, Population Growth, Technological Progress- Solow version, Beyond Solow Model and Endogenous Growth.

Unit II: Open Economy and Macroeconomic Policy

Balance of payments- concept; meaning of equilibrium and disequilibrium in balance of payments; Determination of foreign exchange rate- the balance of payments theory; Fixed versus flexible exchange rates; Short-run open economy model- the basic Mundell-Fleming model; Macroeconomic Policies – Fiscal policy, Crowding –out and Crowding – in; Monetary policy and instruments, the Transmission Mechanism; Effectiveness of macroeconomic policies in open and closed economies.

Unit III: Classical and Keynesian Macroeconomics Thoughts

Keynes versus classics: Classical macroeconomics, Employment and output determination, Say's law, the quantity theory of money, Keynes's General theory: Keynes's main propositions; analysis of the labour market, Keynes's critique of Say's law and Quantity theory of money, the orthodox Keynesian school, underemployment equilibrium in the Keynesian model, the Phillips curve and orthodox Keynesian school.

Unit IV: Monetarist and New Classical Macroeconomic Thoughts

The orthodox monetarist school, the Quantity Theory of Money approach, the expectations augmented Phillips curve analysis, the orthodox monetarist school and stabilization policy. New Classical Economics: The influence of Robert e Lucas Jr, the structure of new classical models: the Rational Expectations hypothesis; and policy implications.

Text Book:

-] N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi

Reference Book:

-] Brian Snowdon and Howard R Vane (2005): *Modern Macroeconomics: Its Origins, Development and Current State*, Edward Elgar

Core Paper X Research Methodology

Introduction:

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.

Unit 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.

Unit 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.

Unit III: Issues in Research

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

Unit IV: 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

Text Book:

-] Kothari, C. R. (2004): Research Methodology: Methods and Techniques, New Age International Private Limited Publishers, New Delhi.

Reference Books:

-] Guthrie, G. (2010): Basic Research Methods, Sage Publications India Private Limited, New Delhi.

Core Paper XI INDIAN ECONOMY I**Introduction:**

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.

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

Indian Economy in the Pre-British Period; The Structure and Organization of Villages and Towns; Industries and Handicrafts in Pre-British India; Colonialism; Economic Consequences of British Rule; Decline of Handicrafts and Progressive Ruralization; The Land System and Commercialization of Agriculture; Industrial Transition; Colonial Exploitation and Impacts – Underdevelopment; Colonization and Modernization; State Policies and Economic Underdevelopment; The Current State of Indian Economy

Unit 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; Urbanization and Migration; Human Resource Development – Indicators and importance of Human Resource Development; Education policy; Health and nutrition.

Unit III: National Income in India – The Growth Story and Current Challenges

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

Unit 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.

Text Book:

-] Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai

Reference Books:

-] Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
-] Indian Economy Datt and Sundharam, Gaurav Datt and Ashwani Mahajan, S Chand Publications, 7th Revised Edition
-] Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09
-] Government of India (Current Year): Economic Survey, Ministry of Finance, New Delhi

Core Paper XII

DEVELOPMENT ECONOMICS I

Introduction:

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.

Unit I: Study of Economic Development

Development Economics as 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.

Unit II: 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.

Unit III: Poverty, Inequality, Agriculture, Industry and Development

Measuring poverty: Head Count Ratio, Poverty Gap Ratio, Squared Poverty Ratio, FGT Ratio; Measuring Inequality – Lorenz curve and Kuznets' inverted U hypothesis; Growth, poverty and inequality; Policy options – some basic considerations.

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.

Unit IV: 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 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.

Text book:

- Todaro, Michael P and Stephen C Smith (2006): *Economic Development*, 8th Edition, Pearson

Reference Books:

-] Debraj Ray (2009): *Development Economics*, Oxford University Press.
-] Thirlwall, A P (2011): *Economics of Development*, 9th Edition, Palgrave Macmillan

Core Paper XIII INDIAN ECONOMY II

Introduction:

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.

Unit 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.

Unit 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.

Unit III: Tertiary Sector, HRD and the External Sector

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.

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.

Unit 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.

Text Book:

-] Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai

Reference Books:

-] Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
-] Indian Economy Datt and Sundharam, Gaurav Datt and Ashwani Mahajan, S Chand Publications, 7th Revised Edition
-] Indian Economy Since Independence, ed by Uma Kapila, Academic Foundation, Revised Nineteenth Edition 2008-09
-] Government of India (Current Year): Economic Survey, Ministry of Finance, New Delhi

Core Paper XIV DEVELOPMENT ECONOMICS II

Introduction:

This is the second unit 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.

Unit I: 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; rural-urban migration – the Harris Todaro migration model and policy implications.

Unit II: Dualism and Economic Development

Dualism – geographic, social and technological; the theory of cumulative causation (Myrdal); 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.

Unit III: Environment and Development

Basic issues of environment and development – Development and environment inter-linkage; Poverty, environmental degradation and externalities; common property resources, renewable and non-renewable resources; concept of sustainable development; basics of climate change.

Unit IV: International Trade and Economic Development and Financing Economic Development

Trade and economic development; export led growth; 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.

Saving, capital formation and economic development; financial sector and economic development; taxation, public borrowing and economic development; inflation, foreign finance, investment and foreign aid – controversies and opportunities.

Text Book:

-] Todaro, Michael P and Stephen C Smith (2006): *Economic Development*, 8th Edition, Pearson

Reference Book:

-] Thirlwall, A P (2011): *Economics of Development*, 9th Edition, Palgrave Macmillan.

DSE Group I

Discipline Specific Elective Paper-1

ECONOMIC HISTORY OF INDIA 1857-1947

Introduction:

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.

Unit I: Introduction: Colonial India: Background and Introduction and Macro trends:

Overview of colonial economy, National Income; population; occupational structure.

Unit II: Agriculture

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

Unit III: Railways and Industry

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

Unit IV: 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.

Text Book:

- Tirthankar Roy, *The Economic History of India 1857-1947*, Oxford University Press, 3rd edition, 2011.

Discipline Specific Elective Paper-2

INTRODUCTORY ECONOMETRICS

Introduction:

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.

Unit I: Introduction

Definition, Nature and scope of econometrics; Theoretical Probability Distributions: Binomial, Poisson and Normal distributions: their properties
Theory of Estimation: Estimation of parameters; properties of estimators – small sample and asymptotic properties; point and interval estimation.

Unit II: 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; Test statistics: z, chi square, t and F.

Unit III: 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. Introduction to multiple regression models.

Unit IV: Violation of Classical Assumptions

Heteroscedasticity, Multicollinearity and Auto-correlation: Meaning, consequences, tests and remedies.

Text Book:

- Gujarati, D & Sangeetha (2007); “Basic Econometrics”, McGraw Hill Book Co.

Discipline Specific Elective Paper-3 ODISHA ECONOMY

Introduction:

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.

Unit 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).

Unit 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).

Unit III: Agriculture, Industry, Infrastructure and Environment 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)

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).

Unit IV: 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).

Text Book:

-] Nayak, P., Panda, S. C., Pattanaik, P. K. (2016): The Economy of Odisha: A Profile, Oxford University Press, New Delhi.

Reference Book:

-] GoO (Latest): Odisha Economic Survey, Planning and Convergence Department, Directorate of Economics and Statistics, Government of Odisha, Bhubaneswar.
-] GoO (2004): *Human Development Report 2004 Orissa*, Planning and Coordination

Department, Government of Odisha, Bhubaneswar.

] GoO (2018): 80 Years Odisha Budget: Commemorative Volume, Department of Finance, Bhubaneswar.

Discipline Specific Elective Paper-4

MONEY, BANKING AND FINANCIAL MARKET

Introduction:

This course exposes students to the theory and functioning of the monetary and financial sectors of the economy. It highlights the organization, structure and role of financial markets and institutions. It also discusses interest rates, monetary management and instruments of monetary control.

Financial and banking sector reforms and monetary policy with special reference to India are also covered.

Unit I: Money

Definition and functions of money; Types of money: legal tender money and bank money, near money; Value of money and index number; construction of index number; WPI, CPI, PPI, GDP deflator, Cost of living index

Demand for money- Classical and Keynesian approaches, Patinkin and the Real Balance Effect; Friedman's Quantity theory of money. Supply of Money- Measures of money supply: M_1 , M_2 , M_3 and M_4 ; High powered money and money multiplier.

Unit II: Commercial Banking

Meaning and types; Functions of commercial banks; the process of credit creation and its limitations; Balance sheet and portfolio management, Banking sector reforms in India; Lessons from Global Financial Crisis and Policy Response in India.

Unit III: Central Banking

Functions of a central bank; Quantitative and qualitative methods of credit control; Central Bank's Supervision and prudential measures for Financial stability; current monetary policy of India, liquidity adjustment facility (LAF) through Repo and reverse repo operation, MSF.

Unit IV: Financial Markets

Financial Market, Meaning, Types, Money market and Capital Market, Primary and Secondary Market, Stock Exchanges, SEBI; Role of Financial Markets for Economic Development.

Text Book

- L. M. Bhole and J. Mahukud, *Financial Institutions and Markets*, Tata McGraw Hill, 5th edition, 2011.

Discipline Specific Elective Paper-5 PUBLIC ECONOMICS

Introduction:

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.

Unit I: Introduction to Public Finance and Public Budgets

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

Unit 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.

Unit 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.

Unit IV: Public Debt

Sources, effects, debt burden – Classical/ Ricardian views, Keynesian and post-Keynesian views; shifting - intergenerational equity, methods of debt redemption, debt management, tax versus debt.

Text Books:

-] J. Hindriks and G. Myles (2006): *Intermediate Public Economics*, MIT Press.

Reference Book:

-] R. A. Musgrave and P. B. Musgrave(1989): *Public Finance in Theory and Practices*.
McGraw Hill
-] Bhatia H L (2018): *Public Finance*. Vikas Publishing House.

DSE Group II

Discipline Specific Elective

Paper- 1 Environmental

Economics

Introduction:

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.

Unit I: Economy and Environment

Nature and Scope of Environmental Economics- Environment and Economy interaction; Environment as a public good- Serious environmental problems of Developing Countries – Air pollution, water pollution and deforestation.

Global environmental problems, trade and environment, International Cooperation for Environmental Protections, Montreal and other protocols.

Unit II: The Economics of Pollution and Climate change

Pollution as externality, The market Approach to optimal pollution, Property rights and market bargain theorems, Coase theorem; Pigouvian Taxation, Subsidies and optimal pollution; Climate change – concept, causes, effects and management.

Unit III: Valuation of Environmental Damage

Methods and difficulties of environmental valuation, Economic value, Use value, Option value, Existence value; Direct and Indirect Valuation of Environmental Goods: The hedonic price approach, Contingent valuation, Travel cost approach.

Unit IV: Natural Resources and Sustainable Development

Natural resources- Renewable and exhaustible; Tragedy of commons, People's Participation in the management of common property resources; Sustainable Development Concepts, Sustainability rules, Indicators of sustainability, Solow/Hartwick, Natural capital stock, Safe Minimum Standard.

Text Book:

- ▮ Bhattacharya, R. N. (2002): Environmental Economics: An Indian Perspectives, OUP, New Delhi

Reference Book:

- ▮ Kolstad, C.D (1999); Environmental Economics Oxford University Press, New Delhi

Discipline Specific Elective Paper-2

INTERNATIONAL ECONOMICS

Introduction:

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.

UNIT I: Importance of Trade and Trade Theories

Importance of the study of International Economics; Inter-regional and international trade; Theories of Trade-absolute advantage (Adam Smith), comparative advantage (David Ricardo) and opportunity cost (Haberler); Heckscher-Ohlin theory of trade — its main features, assumptions and limitations (Leontief Paradox) Factor Price Equalization theorem.

UNIT II: Trade Policy and International Economic Institutions

Concepts of terms of trade and their importance; Doctrine of reciprocal demand – Offer curve technique; Gains from trade ;Trade as an Engine of Growth and Concept of immiserizing growth, Tariffs and quotas – their impact in partial equilibrium analysis; General Equilibrium analysis of tariff and the concept of optimum tariff, Functions of IMF (Conditional Clause), Role of IMF in international liquidity, Reforms for the emergence of international monetary system; World Bank and WTO; Their achievements and failures; Their Role from the point of view of India.

UNIT 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: Mint Parity Theory, Purchasing-Power Parity Theory, Fixed versus Flexible exchange rate.

UNIT IV: Balance of Trade and Payments

Concepts and components of balance of trade and balance of payments; Disequilibrium in balance of payments; Various measures to correct deficit in BOPs (Expenditure switching and expenditure reducing policies, Direct control), Depreciation Vs. Devaluation; Elasticity approach to devaluation, Foreign trade multiplier- Concept and implications.

Text Book:

-] Mannur H. G (Recent Edition) *International Economics*, Vikash Publishing

Reference Books:

-] SalvatoreDominick, *InternationalEconomics*,WileIndia.
-] SoderstenBo andReedJ, *InternationalEconomics*, McMillanPublisher

Discipline Specific Elective Paper-3 AGRICULTURAL

ECONOMICS

Course description

This course introduces students to the 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 liberalization.

UNIT I: Agriculture and Economic Growth

Role of Agriculture in Economic Development, 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; Schultz's hypothesis on traditional agriculture – its criticisms; Mechanization of Indian Agriculture; Case for and against farm mechanization; Green revolution and trends of mechanization in India.

UNIT II: Agricultural Price and Marketing

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.

UNIT III: 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.

UNIT IV: Agriculture in India

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

Text Book

-] Sony, R. N. (2006), Leading Issues in Agricultural Economics, Vishal Publishing, Jalandhar.

Reference Book:

-] Sadhu, A N and A Singh (2008), Fundamentals of Agricultural Economics, Himalaya Publishing House, Mumbai.

Discipline Specific Elective Paper-4

HISTORY OF ECONOMIC THOUGHT

Introduction:

This course provides a perspective to our intellectual history, development of economic thought and helps relate this thought to the current thinking. It introduces the students to the philosophers and economists who developed economic reasoning and modeling of economic activities. It also

helps create critical abilities and attitudes.

UNIT I: Introduction and Early Economic Thought

Mercantilism-main characteristics, Thomas Mur's views ; Physiocracy- main features, Tableau Economique, taxation; Early Classicism: Adam Smith- Theory of Value, Division of labour, capital accumulation, distribution, views on trade and economic progress; David Ricardo-theory of value, theory of rent, distribution, ideas on international trade and development.

UNIT II: Classicism Vs Marxism

Thomas Malthus- population theory, glut theory; Karl Marx-dynamic of social change, theory of value, surplus value, theory of profit, crisis of capitalism, Johns Stuart Mill- ideas on value, distribution, views as a synthesizer.

UNIT III: The Marginalists' Revolution

Economic ideas of Jevons, Walras and Menger, Bohm-Bowerk, Wicksell ; Marshall – Role of time element in price determination, ideas on consumer surplus, Marshal as a synthesizer.

UNIT IV: Indian Economic Thought

Main themes of Kautilya's Arthasashtra; Modern Economic Ideas: Dada Bhai Naoroji, M.K. Gandhi, village swaraj, non-violence, machines and labour, cottage industries; Comparison of Indian Economic thought with western Economic thought.

Text Book

-] Gide, Charles and Rist, Charles (1973): A History of Economic Doctrines, Oxford University Press.
- Dasgupta, A K (1986): Epochs of Economic Theory, Oxford University Press, New Delhi.

Reference Book:

-] O'Brien, D P (1975): Classical Economists, Oxford, Clarendon Press.
-] Ekelund, Robert B. and Robert F. Hebert (1990): A History of Economic Theory and Method, third edition, New York: McGraw Hill.
-] Henry W. Spiegel (1991): The Growth of Economic Thought, 3rd ed. Durham: Duke University Press.
-] Tom Bottomore (1980): Dictionary of Marxist Thought, Basic Blackwell Publishers.
-] Roll, Eric, History of Economic Thought, Faber and Faber Ltd.
- L N Rangarajan (1992): Kautilya: The Arthasastra, edited, rearranged, translated and introduced; Penguin books, New Delhi.

DSE Paper –4

DISSERTATION / RESEARCH PROJECT

(College can give this choice only for students with above 60% aggregate marks)

Introduction : The project is intended to establish the connection between Economics as confined to the text books and class rooms and Economics at play in the ground. It is expected to give an empirical content to the subject. Economics is defined as the study of mankind in the ordinary business of life. It studies individual as well as group behavior.

Project work at the undergraduate level is an in-depth study on a topic chosen by the student. The objective of the project work for the students at undergraduate level is to expose students to the social and real world contexts in which the subjects taught in the classroom have applications. Therefore, the topic must be related to the field of study the student is enrolled. It is undertaken with the guidance of a faculty supervisor, and involves a prolonged period of investigation and writing. The supervisor is supposed to help the student and mentor him/her throughout, from selection of the topic to submission of the project report.

The project output will be a project report written on the topic, chosen by the student and approved by the guide, in about 10000 words.

The process of project preparation typically comprises of an investigation of a particular topic, based on the application of philosophical and theoretical knowledge available in the already existing scientific literature and other published sources of information. The student may use already available data (texts, documents, artworks or existing data sets) or she may go for collection of data from the field. The final report should ideally have the following sections.

- (1) Abstract (in about 500 words) containing a summary of the entire report.
- (2) Introduction of the topic, arguments for choosing such a topic and the key investigation propositions.
- (3) A review of the existing knowledge on the topic
- (4) Information on the data and data treatment tools used in the study
- (5) An analysis of data and findings
- (6) Conclusions
- (7) References

A good research project requires sincere efforts and honest dedication from students. Moreover, it requires an engagement of the student with an issue under probe for a fairly long period of time compared to their preparations of subjects for the examination.

A successful completion of the project report has several positive learning outcomes for the student. It empowers the student with the life skill of patience and persistence. It also helps the student to locate her theoretical understandings in the context of socio-economic and political realities.

Generic Elective Paper I INDIAN ECONOMY

Introduction: 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.

Unit I: Introduction to Indian Economy and Current Challenges

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; The problem of unemployment and recent policies for employment generation; The problem of inequality in income distribution and its causes, Policies to address inequality.

Unit 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.

Unit III: Industrial Development in India

Role of Industrialization 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.

Unit 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.

Text Book:

- ▮ Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai

Reference Book

- ▮ Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.

Generic Elective Paper II INDIAN ECONOMY II

Introduction: : 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 throws some light on current challenges of Indian Economy.

Unit 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.

Unit II: Financial Markets in India

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

Unit 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.

Unit IV: 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; Economic Reforms- Globalization, Macroeconomic Stabilization, Structural Reforms, and their impact on the Indian Economy; Foreign capital and MNCs-Role and consequences.

Text Book:

-] Misra, S. K. and Puri V. K. Indian Economy — Its Development Experience. Himalaya Publishing House, Mumbai.

Reference Book

-] Dutt R. and Sundharam K. P. M. *Indian Economy*. S. Chand & Company Ltd., New Delhi.
-] Basu, Kaushik (2016): An Economist in the Real World: The Art of Policy Making in India, enguin.

Generic Elective Paper III INTRODUCTORY

MICROECONOMICS

Introduction:

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 situation.

Unit I: Exploring the Subject Matter of Economics, Markets

and Welfare

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; Why economists disagree; Graphs in Economics.

The market forces; Markets and competition; The demand and supply curves – Market vs. individual curves, Shifts in demand and supply curves; Market equilibrium and changes there in; Price elasticity of demand – determinants and computation; Income and cross elasticity of demand; The price elasticity of supply – determinants and Computation; Consumer and Producer Surplus.

Unit II: Theory of Consumer Choice

The Budget Constraint; Preferences – representing preferences with indifference curves; Properties of indifference curves; Two extreme examples of indifference curves; Optimization – 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.

Unit III: 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 maximization 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.

Unit IV: 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.

Text Book:

- Principles of Economics, Gregory N Mankiw, 6e Cengage Learning India Private Limited, New Delhi.

Reference Book:

- Karl E. Case and Ray C. Fair (2007): *Principles of Economics*, 8th Edition, Pearson Education Inc.
- Pindyck, Robert and Daniel Rubinfeld (2018): *Microeconomics*, 9th Edition, Pearson Education Inc.

Generic Elective Paper IV INTRODUCTORY

MACROECONOMICS

Introduction:

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.

Unit I: Basic Concepts in Macroeconomics

Macro vs. Micro Economics; 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, factor cost, real and nominal; Disposable personal Income.

Unit 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.

Unit III: Money and Changes in its Value

Evolution and Functions of Money, Quantity Theory of Money – Cash Transactions, Cash Balances and Keynesian Approaches, Value of Money and Index Number of Prices. Inflation – Meaning, Causes, and Anti-Inflationary Measures; Classical, Keynesian, Monetarist and Modern Theories of Inflation, Inflationary Gap, Deflation- Meaning, Causes, and Anti-Deflationary Measures, Depression and Stagflation; Inflation vs. Deflation.

Unit IV: 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.

Text Book:

- 1 N. Gregory Mankiw (2010): *Macroeconomics*, 7th edition, Cengage Learning India Private Limited, New Delhi

Reference Book:

- ▯ Richard T. Froyen (2005): *Macroeconomics*, 2nd Edition, Pearson Education Asia, New Delhi.
- ▯

Course structure of UG Education Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I	Educational Philosophy	04	75
	C-I Practical		02	25
	C-II	Educational Psychology	04	75
	C-II Practical		02	25
	GE-I	GE-I	04	75
	GE-I Practical		02	25
			22	
II	AEC-II	AEC-II	04	100
	C-III	Educational Sociology	04	75
	C-III Practical		02	25
	C-IV	Changing Pedagogical Perspective	04	75
	C-IV Practical		02	25
	GE-II	GE-II	04	75
	GE-II Practical		02	25
			22	
III	C-V	Educational Assessment and Evaluation	04	75
	C-V Practical		02	25
	C-VI	Educational Research	04	75
	C-VI Practical		02	25
	C-VII	Statistics in Education	04	75
	C-VII Practical		02	25
	GE-III	GE-III	04	75
	GE-III Practical		02	25
	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	History of Education in India	04	75
	C-VIII Practical		02	25
	C-IX	Curriculum Development	04	75
	C-IX Practical		02	25

	C-X		04	75
	C-X Practical	Guidance and Counseling	02	25
	GE-IV	GE-IV	04	75
	GE-IV Practical		02	25
	SEC-II	SEC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Development of Education in	04	75
	C-XI Practical	Odisha	02	25
	C-XII	Information and	04	75
	C-XII Practical	Communication Technology in Education	02	25
	DSE-I	A. Pedagogy of language	04	75
	DSE-I Practical	(English) B. Pedagogy of language (Odia)	02	25
	DSE-II	A. Pedagogy of Social	04	75
	DSE-II Practical	Sciences B. Pedagogy of Mathematics	02	25
			24	
VI	C-XIII	Contemporary Trends and	04	75
	C-XIII Practical	Issues in Indian Education	02	25
	C-XIV	Educational Management and	04	75
	C-XIV Practical	Leadership	02	25
	DSE-III	A. Policy and Practices in	04	75
	DSE-III Practical	School Education in India B. Policy and Practices in Higher Education in India	02	25
	DSE-IV	Inclusive Education (Theory)	04	75
	DSE-IV Practical		02	25
	OR			
	DSE-IV	Dissertation	06	100*
			24	

EDUCATION

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for non Education students – 4 papers. Universities where 2 subjects of two paper each are offered can offer GE1 and GE2

Marks per paper – Mid term : 15 marks, End term : 60 marks, Practical : 25 marks

Total – 100 marks

Credit per paper – 6

Core Paper I EDUCATIONAL PHILOSOPHY

Learning Objectives:

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

- State and analyze the meaning of education and form own concept on education
- Explain philosophy as the foundation of education
- Analyze aims of education
- Describe the essence of different formal philosophies and draw educational implications
- Compare and contrast Indian and western philosophies of education

UNIT 1: Education in Philosophical Perspective

- (i) Etymological meaning of education
- (ii) Narrower and broader meaning of education, Lifelong education
- (iii) Aims of Education- Individual and Social aims of education
- (iv) Meaning and nature of philosophy
- (v) Branches of Philosophy- Metaphysics, Epistemology and Axiology, and its educational implications
- (vi) Functions of Philosophy in relation to education

UNIT 2: Formal Schools of Philosophy and Educational Implications

- (i) Idealism, Naturalism, Pragmatism with reference to: Aims of education, curriculum, methods of teaching, role of teacher, discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications

- (i) Common characteristics of Indian philosophy
- (ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to:
Philosophical tenets, aims of education, curriculum, methods of teaching, role of

teacher

UNIT 4: Educational Thought of Western and Indian Thinkers

- i. Plato
- ii. Dewey
- iii. Gopabandhu Das
- iv. Gandhi
- v. Tagore
- vi. Aurobindo

PRACTICAL

▢ Field visit to a seat of learning in the locality and prepare report.

NB: It will be evaluated by both the internal core -1 internal and External examiners.

Text Books

- Safaya, R.N. & Shaida, B.D. (2010). *Modern Theory and Principles of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd. (Nayak, B.K. (2018).
- Ravi, Samuel.S. (2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Taneja, V.R. (2000). *Educational thought and practice*. New Delhi: Sterling Publishers Pvt. Limited.

Reference Books

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. *et.al.* (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT.
- Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dash, B.N. (2011) *Foundation of education*, New Delhi; Kalyani Publishers.
- Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
- Govt. of India (1986/'92). *National policy on education*. New Delhi: MHRD.
- Krishnamurthy, J. (1953). *Education and significance of life*. New Delhi: B.I. Publications
- Kumar Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.
- Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). *Foundations of education* (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson. Pathak, Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- Peters, R.S. (1967). *The Concept of education*. London: Routledge Kegan & Paul.
- Radhakrishnan, S. *Indian philosophy* Vol. I and Vol. II

- Ross, James S.(1981). Ground work of educational theory.Delhi: Oxford University Press
- Rusk, Robert R., Philosophical bases of education, London: Oxford University Press.
- Salamatullah, (1979). Education in social context. New Delhi: NCERT.
- Srinivas, M.N., (1986). Social changes in modern India. Bombay: Allied Publishers.
- Wingo, G. Max (1975). Philosophies of education. New Delhi: Sterling Publisher Pvt. Limited.

Core Paper II EDUCATIONAL PSYCHOLOGY

Learning Objectives:

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

- Explain the concept of educational psychology and its relationship with psychology.
- Understand different methods of educational psychology.
- Describe the theoretical perspectives of educational psychology.
- Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- Specify the contexts and factors influencing development.
- Explain the theory of cognitive development and its educational implications.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

UNIT 1: Educational Psychology in Developmental Perspective

- (i) Meaning, nature, scope and relevance of educational psychology
- (ii) Methods of educational psychology- observation, experimentation, and case study
- (iii) Application of educational psychology in understanding learner
- (iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
- (v) Characteristics of development during adolescence in different areas: Physical, social, emotional and intellectual (with reference to Piaget)

UNIT 2: Intelligence, Creativity and Individual difference

- (i) Individual difference-concept, nature, factors and role of education
- (ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- (iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
- (iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT 3: Learning and Motivation

- (i) Learning- meaning, nature and factors of learning
- (ii) Theories of learning with experiment and educational implications-
- (iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- (iv) Motivation – concepts, types, and techniques of motivation

UNIT 4: Personality and Mental health

- (i) Personality- meaning and nature of personality
- (ii) Theories- type theory and trait theory
- (iii) Assessment of personality- subjective, objective and projective techniques
- (iv) Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.
- (v) Adjustment mechanism: Concept and Types

PRACTICAL

- Administration and interpretation of any psychological test relating to intelligence or personality
 - : It will be evaluated by both the Internal and External examiners.

Text Books

- Woolfolk, A. (2015). *Educational psychology (9th Ed.)*. New Delhi: Pearson Publication
- Chauhan, S.S. (2010). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.

Reference Books

- Arnett, J. (2007). *Adolescence and emerging adulthood: A cultural approach*. (3rd Edn.). Upper Saddle River, N.J.: Pearson.
- Berk, Laura E. (2011). *Child development (9th Edn.)*. New Delhi: Prentice Hall of India.
- Flavell, J.H. (1963). *The developmental psychology of Jean Piaget*. New York: Van Nostrand
- Hurlock, E. B. (1980). *Developmental psychology: All span approach*. New York: McGraw Hill Book.
- Hurlock, E.B. (1980). *Child development (6th Edn.)*. Tokyo: McGraw-Hill, Kogakusha Ltd.
- Hurlock, E.B. (2007). *Child growth and development*. New York: McGraw Hill.
- Kail, Robert V (2011). *Children and their development (6th Edition)*. Englewood Cliffs, N.J: Prentice Hall.
- Stephens, J. M.; Evans, E. D.(1973). *Development and classroom learning: An introduction to educational psychology*. New York: Holt, Rinehart and Winston

CORE PAPER III
EDUCATIONAL SOCIOLOGY

Learning Objectives:

On completion of this course, the students shall :

- ▢ State the relationship between education and society.
- ▢ Understand the meaning of Educational Sociology and function of education as a social system.
- ▢ State different agencies of education and their functions.
- ▢ Justify the importance of education for social change.
- ▢ Describe the role of education in modernization and globalization.
- ▢ Describe the function of education to ensure equality and equity.

UNIT 1: Education and Society

- (i) Relationship between education and society, school as a miniature society
- (ii) Educational Sociology- Concept, nature, scope and importance;
- (iii) Relationship between education and sociology.
- (iv) Education as a process of socialization.
- (v) Education and politics, education and economic development

UNIT 2: Agencies of Education

- (i) Family- Importance, functions and role for education and socialization of the children
- (ii) School - Importance, functions and role for education and socialization of the children
- (iii) Society- Importance, functions and role for education and socialization of the children
- (iv) Mass Media- Importance, functions and role for education and socialization of the children

UNIT 3: Education, Social change and Modernization

- (i) Concept of social change and factors affecting Social Change
- (ii) Education as an instrument of social change and social control
- (iii) Concept and attributes of modernization
- (iv) Education for accelerating the process of modernization
- (v) Impact of globalization on education

UNIT 4: Equalization of Educational opportunities for ensuring equity and Inclusion

- (i) Concept of equality, equity and inclusion: its educational implication
- (ii) Ensuring equality in the education of SC and ST
- (iii) Education for women empowerment
- (iv) Inclusive education with reference to children with special needs (CWSN)

PRACTICAL

Field Visit: Study of a social unit (Home/School/Village/slum) and reporting.

NB: It will be evaluated by both the internal and external examiners

Text Books

- Mathur, S. S. (2000). *A sociological approach to Indian education*. Agra : Vinod Pustak Mandir.
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson.
- Bahttacharya, S. (2006). *Sociological Foundation of Education*. New Delhi: Atlantic

Reference Books

- Ravi, Samuel.S.(2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Safaya, R.N. & Shaida, B.D. (2010), *Modern theory and principles of education*. New Delhi: Dhanpati Publisng Company Pvt. Ltd.
- Aggrawal, J.C.(2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. et.al. (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT. Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dewey, John (1916/1977). *Democracy and education*. New York: MacMillan.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
- Govt. of India (1986/'92). *National policy on education*. New Delhi: MHRD. Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). *Foundations of education* (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- Salamatullah, (1979). *Education in social context*. New Delhi: NCERT.
- Saraswati, T.S. (Ed.) (1999). *Culture, socialization and human development. Theory, research and applications in India*. New Delhi: Sage Publication.
- Taneja, V.R. (2000). *Educational thought and practice*, New Delhi: Sterling Publishers Pvt. Limited.

Core Paper IV

CHANGING PEDAGOGICAL PERSPECTIVE

Learning Objectives:

On completion of this course, the students shall:

- Explain the concept of pedagogy

- Differentiate pedagogy from other allied concepts
- Explain different teaching task with example
- Establish relationship between teaching and learning
- List out different approaches and methods of teaching
- ▢ Prepare a lesson plan following different designs

UNIT 1: Concept of Teaching and Learning

- (i) Meaning and definition of teaching and learning
- (ii) Relationship between teaching and learning
- (iii) Variables involved in teaching task: independent, dependent and intervening
- (iv) Phases of teaching: Pre- active, inter- active and post- active
- (v) Levels of teaching: memory, understanding and reflective
- (vi) Lesson plan design- The Herbartian steps, 5 E and ICON design model

UNIT 2: Theories of Teaching

- (i) Meaning and nature of teaching theory
- (ii) Types of teaching theories:
- (iii) Formal theories of teaching- communication theory of teaching
- (iv) Descriptive theories of teaching– Gagne’s hierarchical theory of instruction and Bruner’s cognitive theory of instruction
- (v) Normative theories of teaching - Mitra’s psychological theory of teaching and Clarke’s general theory of teaching

UNIT 3: Principles and maxims of teaching

- (i) General principles of teaching
- (ii) Psychological principles of teaching
- (iii) Maxims of teaching
- (iv) Core teaching skills: Introducing the lesson, explaining, illustrating with examples, stimulus variation, and reinforcement, questioning, probing questions, closure.

UNIT 4: Approaches and methods of Teaching

- (i) Concept of approach, method, strategy and techniques
- (ii) Methods of teaching: inductive-deductive, analytic- synthetic, problem solving and project
- (iii) Shift in focus from teaching to learning- constructivist approach to learning

PRACTICAL

- ▢ Preparation of rating scale/ checklist /observation schedule to evaluate classroom teaching and reporting.

NB: It will be evaluated by both the internal and external examiners

Text Books

- Kochar, S.K.(2011). *Methods and Techniques of teaching*. Sterling Publisher Pvt. Ltd., New Delhi
- Chauhan, S.S.(1995). *Innovations of teaching learning process*. Vikash Publishing House, New Delhi
- Sharma, R.A.(1986). *Technology of Teaching*. International Publishing House, Meerut.

Reference Books

- Aggarwal, J.C.(1995). *Essentials of Educational Technology*. Vikash Publishing House, New Delhi
- Walia, J.S. (2013). *Educational Technology*. Jalandhar, Punjab: Ahim Publications.
- Mangal, S.K. and Mangal, U.(2010) *Essentials of Educational Technology*, New Delhi, PHI Learning Pvt. Limited
- Mangal, S.K.(1988) *Foundations of Educational Technology*, Ludhiana, Tandan Publications
- Nageswar Rao, S., Sreedhar, P. & Rao, B.(2007). *Methods and techniques of teaching*, Sonali Publications, New Delhi
- Oliver, R.A. (1963) *Effective teaching*, JM Dent & Sons
- Pathak, R.P. & Chaudhary, J. (2012) *Educational Technology*, Pearson, New Delhi
- Ryburn, W.M.(1955) *Principles of Teaching*, Geoffrey Cembbridge, OUP
- Sampath, K., Pannir Salvam, A., & Santhanam, S.(1981) *Introduction to Educational Technology*, Sterling Publisher, New Delhi

Core Paper V

EDUCATIONAL ASSESSMENT AND EVALUATION

Learning Objectives:

On completion of this course, the students will.

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- Describe the characteristic of a good test.
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using standard score.
- Illustrate the principles of test construction in education.

UNIT 1: Assessment and Evaluation in Education

- (i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
- (ii) Scales of measurement- nominal, ordinal, interval and ratio
- (iii) Types of test- teacher made and standardized
- (iv) Approaches to evaluation- placement, formative, diagnostic and summative

- (v) Types of evaluation- norm referenced and criterion referenced
- (vi) Concept and nature of continuous and compressive evaluation

UNIT 2: Instructional Learning Objectives

- (i) Taxonomy of instructional learning objectives with special reference to cognitive domain
- (ii) Criteria of selecting appropriate learning objectives, and stating of general and specific instructional learning objectives
- (iii) Relationship of evaluation procedure with learning objectives
- (iv) Difference between objective based objective type test and objective based essay type test

UNIT 3: Tools and Techniques of Assessment and construction of Test

- (i) Steps of test construction: planning, preparing, trying out and evaluation
- (ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
- (iii) Principles of construction of essay type test
- (iv) Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics .

UNIT 4: Characteristics of a good Test

- (i) Validity-concept, types and methods of validation
- (ii) Reliability- concept and methods of estimating reliability
- (iii) Objectivity- concept and methods of estimating objectivity
- (iv) Usability- concept and factors ensuring usability

PRACTICAL

- Construction of Unit test on a school subject based on blueprint and reporting.
NB: It will be evaluated by both Internal and External examiners.

Text Books

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Goswami, M. (2011). *Measurement and evaluation in psychology and education*. Hyderabad: Neelkamal Publishers
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers.

Reference Books

- Anastasi, A.(1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn & Bacon.

- Blooms, B.S.(1956). *Taxonomy of educational Learning Objectives*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and assessment. an introduction to the tests and measurement*. California: Mayfield Publishing Co.
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press
- Hopkins, KD. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *Position paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to educational measurement*. Boston: Houghton Mifflin.

Core Paper VI **Educational Research**

Learning Objectives: On completion of this course, the student will:

- Describe nature, scope and limitation of educational research.
- Understand different types and methods of educational research.
- Explain sources from where knowledge could be obtained.
- Describe the process of research in education.
- Analyze research design in education.
- Illustrate procedure of collecting and analyzing data.
- Prepare the research report.

UNIT 1: Concept and Types of Educational Research

- (i) Concept and nature of research
- (ii) Meaning, nature and scope of educational research
- (iii) Types of research by purpose- fundamental, applied and action
- (iv) Types of research by approach- quantitative and qualitative

UNIT 2: Design of Research and preparation of research proposal

- (i) Steps of Research
- (ii) Review of Related Literature; and identification of problem
- (iii) Hypothesis: meaning, types, sources and characteristics of hypothesis
- (iv) Concept of population and sample
- (v) Sampling procedures- probability and non-probability
- (vi) Tools and techniques for data collection (i.e. questionnaire, interview, observation and procedure of data collection , preparation of research proposal

UNIT 3: Methods of Research

Meaning nature and steps of:

- (i) Survey method
- (ii) Case-study method
- (iii) Historical research
- (iv) Experimental research

UNIT 4: Writing Research Report

- (i) Data analysis and interpretation in research.
- (ii) Steps for reporting research
- (iii) Reporting style (APA Style)
- (iv) Plagiarism checking
- (v) Referencing Style (APA Style): Bibliography, Webliography

PRACTICAL

- Preparation of a Research Proposal on any Educational Topic (Issues/ Trends/ Problems/ Psychological Topics)

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Best J.W. and Kahn, J. V. (2006). *Research in education* (9th Ed.) New Delhi: Pearson Education Inc.
- Kaul, L. (1984). *Methodology of educational research*. New Delhi: Vikas Publication
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers.

Reference Books

- Nanda, G.C. & Khato, P.K. (2012). *Fundamentals of Educational Research and Statistics*. New Delhi: Ludhiana.
- Gay, L.R. (1990). *Educational research-competencies for analysis and application* (3rd Ed.), Macmillan Publishing Company, New York
- Ary, D., Jacobs, L. C., & Razavieh, A. (2002). *Introduction to research in education* (6th Ed.). Belmont, CA: Wadsworth/Thomson Learning.
- Bhandarkar, P.L. and Wilkinson, T.S. (2010). *Methodology and techniques of social research*. Himalaya Publishing House, New Delhi.
- Creswell, J.W. (2014). *Educational research-planning, conducting and evaluating quantitative and qualitative research* (4th Ed.). New Jersey, USA: Pearson Education Inc. (Indian Reprint available at PHI Learning Pvt.Ptd.)
- Kerlinger, F.N. (1973). *Foundation of behavioral research*. New York: Holt Rinehart & Winston.
- Rao, U. (2007). *Action research*. Himalaya Publishing House, New Delhi.
- Borg, W.R. & Gall, M.D. (1989). *Educational research: An introduction*. New York: Longman.
- Corey, S. M. (1953), *Action research to improve school practice*, New York: Teachers College Press
- Johnson, B. & Christensen, L. (2008). *Educational research: quantitative, qualitative, and mixed approaches*. London: Sage Publication
- McMillan, J.H. & Schumacher, S. (1989). *Research in Education- a Conceptual Introduction*. New York: Harper Collins.
- Mertler, C.A. (2006). *Action research: teachers as researchers in the classroom*.

Core Paper VII STATISTICS IN EDUCATION

Learning Objectives:

On completion of this course, the students will:

- Describe the importance of statistics in education.
- Organise and represent educational data in tabular and graphical form.
- Compute and use various statistical measures of average, variation and bi-variate distribution to in analysis and interpretation of educational data.
- Describe the concept and importance of normal probability curve and interpret test scores in using normal probability curve.
- Understand the divergence of data from normality.

UNIT 1: Educational Statistics

- (i) Educational Statistics-meaning, nature, scope and uses
- (ii) Organization of Data: frequency distribution, cumulative frequency distribution
- (iii) Graphical representation of data (histogram, frequency polygon , ogive and pie-diagram)

UNIT 2: Measures of Central Tendency and Variability

Mean, Median and Mode- concept, computational process, uses and limitations

- (i) Range, Average Deviation, Quartile Deviation and Standard Deviation- Concept, computational process, uses and limitations

UNIT 3: Co-relational Statistics

- (i) Meaning and types of correlation
- (ii) Computation of coefficient of correlation by rank difference method; product moment method

UNIT 4: Normal Probability Curve and Divergence from Normality

- (i) Normal Probability Curve- concept, properties and applications
- (ii) Skewness and Kurtosis
- (iii) Interpretation of derived scores: Z- score and T- score

PRACTICAL

- Analysis of Achievement Data of a particular class and Reporting
- NB: It will be evaluated by both Internal and External examiners.

Text Books

- Aggarwal, Y.P.(2009). *Statistical methods: concepts, application and computation*. New Delhi: Sterling Publishers Pvt. Ltd.
- Garrett, H.E. (1971). *Statistics in psychology and education*. New Delhi: Paragon International Publisher
- Mangal, S.K. (2008). *Statistics in education and psychology*. New Delhi: Prentice-

Reference Books

- Ferguson, G.A.(1971). *Statistical analysis in psychology and education*. Kogakusha, Tokyo: McGraw-Hill
- Guilford, J.P. &Fruchter, B. (1981). *Fundamental statistics in psychology and education*. New York: McGraw Hill
- McCall, R. (1993). *Fundamental statistics for the behavioral Science*. New York: Harcourt Brace
- Ravid, Ruth. (2000). *Practical statistics for education*. New York: University Press of America.
- Seigel. S. & Castel Ian N.J. (1988). *Non-parametric statistics for the Behavioral Science*. Singapore: Graw- Hill Book Co.

Core Paper VIII

HISTORY OF EDUCATION IN INDIA

Learning Objectives:

On completion of this course, the student will

- Understand the development of education in India during ancient period, medieval period and pre-independence period.
- Describe the development of education in India during post-independence period.
- Describe major recommendations of different policies and committee reports on education in India.

UNIT 1: Education during Ancient Period

- (i) Features of Vedic period with special reference to aims, curriculum and methods of teaching
- (ii) Features of Buddhist period with special reference to aims, curriculum and methods of teaching
- (iii) Relevance of Gurukul system and Buddhist centers of learning
- (iv) Ancient seats of learning

UNIT 2: Education during Medieval Period

- (i) Features of education during medieval period with special reference to aims, curriculum and methods of teaching
- (ii) Educational institutions during Muslim period, important centers of education.
- (iii) Relevance of Islamic period

UNIT 3: Education during pre-independence period

- (i) Charter's Act(1813)
- (ii) Maculay's Minute(1835)
- (iii) Wood's Despatch (1854)
- (iv) Indian Education Commission(1882)

(v) Calcutta University Commission(1917)

(vi) Hartog committee (1929)

UNIT 4: Education during post-independence period

Major recommendations of the following commissions and committees relating to the aims of education and curriculum:

- (i) University Education Commission (1948-49)
- (ii) Major recommendations of Secondary Education Commission (1952-53)
- (iii) Major recommendations of Education Commission (1964-66)
- (iv) National Policy on Education (1986), revised in 1992 and beyond

PRACTICAL

- Study on implementation of NPE (1986) in respect of recommendations for elementary level

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Aggrawal, J.C. (2010). *Landmarks in the history of modern Indian education*. New Delhi: Vikash Publishing Pvt Ltd.
- Dash, B.N. (1911). *Development of education in India*. New Delhi: Ajanta Prakashan
- Das, K.K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers.

Reference Books

- Naik, J.P. & Narullah, S. (1996). *A student's history of education in India*. New Delhi: Mc Millan India Ltd
- Rawat, P.L. (1989). *History of Indian education*. New Delhi: Ram Prasad & Sons.
- Govt. of India. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- Keay, F.E. & Mitra, Sukumar (1978). *A history of education in India*. New Delhi: Oxford University Press.
- Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- Ministry of Human Resource Development (2004). *Learning without Burden: Report of the National Advisory Committee*. New Delhi: Min. of HRD.
- Mookharjee, R.K. (1989). *The Gupta Empire*. Delhi: Motilal Banarsai Dass Publishers Pvt Ltd.
- Mukherji, S.M., (1966). *History of education in India*. Vadodara: Acharya Book Depot.
- Naik, J.P. and Syed, N., (1974). *A student's history of education in India*. New Delhi: MacMillan.
- Rawat, P.L. (1989). *History of Indian education*. New Delhi: Ram Prasad & Sons. Website, www.mhrd.gov.in

Core Paper IX CURRICULUM DEVELOPMENT

Learning Objectives:

On completion of this course, the students will

- Differentiate curriculum from courses of study, text book.
- Analyse bases and sources of curriculum.
- Describe different types of curriculum.

- Critically examine National curriculum framework- 2000 and 2005.
- Describe process of curriculum development and differentiate different models of curriculum development.
- Evaluate curriculum using different evaluation models.

UNIT 1: Curriculum

- (i) Concept of syllabus, courses of study, text book and curriculum
- (ii) Bases of curriculum- philosophical, sociological and psychological
- (iii) Components of curriculum: learning objectives, contents, methods and evaluation
- (iv) Concept of curriculum design

UNIT 2: Types of Curriculum

- (i) Subject centered curriculum
- (ii) Learner centered curriculum
- (iii) Experience centered curriculum
- (iv) Core curriculum

UNIT 3: Curriculum Organization

- (i) Principles of curriculum construction
- (ii) Selection and organization of content
- (iii) Selection and organization of learning experiences
- (iv) National curriculum framework- 2005 and its guiding principles

UNIT 4: Curriculum Development and Evaluation

- (i) Curriculum development- its process, role of local authority, state level agencies like SCERT, BSE and National Agencies like CBSE, NCERT
- (ii) Tyler and Taba Model of curriculum development
- (iii) Meaning and nature of curriculum evaluation

PRACTICAL

- Content Analysis of any text book of elementary level

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Ornstein, A.C. & Hunkins, E (1998). *Curriculum. Foundations, Principles and Issues*. Boston: Allyn & Bacon, Boston.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Talla, M. (2012). *Curriculum Development: Perspectives, Principles and Issues*. New Delhi: Pearson Publications.

Reference Books

- Beane, J.A. ,Conrad, E.P. Jr. and Samuel JA, Jr. (1986). *Curriculum planning and development*, Boston: Allyn & Bacon.

- Brady, L. (1995). Curriculum development, New Delhi: Prentice Hall.
- Doll, R.C. (1996). Curriculum development: decision-making and process, Boston: Allyn & Bacon.
- Krug, E.A. (1956). Curriculum planning. New York: Harper and Row Publishers.
- Oliva, P.F. (2001). *Developing the curriculum* (Fifth Ed.). New York, NY: Longman.
- Pratt, D. (1980). Curriculum design and development. New York: Macmillan Publishing Co. Inc.
- Popham, W.J. (1993). Modern educational measurement. Englewood Cliffs, N.J.: Prentice Hall.
- Saylor, J.G., Alexander, W.M. and Lewis, A.J. (1981). Curriculum planning for better teaching and learning. New York: Holt Rinehart & Winston.
- Taba, H. (1962). Curriculum development-theory and practice. New York: Harcourt Brace, Jovanovich.
- Tanner, D. and Tanner, L. (1975) Curriculum development- theory and practice. New York: Macmillan Publishing Co. Inc.
- Tyler, R.W. (1941). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

Core Paper X GUIDANCE AND COUNSELLING

Learning Objectives:

On completion of this course, the students will

- State the concept, need, principles and bases of guidance.
- Use various tools and techniques of guidance in appropriate contexts.
- Explain the role of school in organizing different guidance programmes.
- State the concept, scope and type of counseling.
- Narrate the process, tools and techniques of counseling.
- Explain the qualities and role of a counselor.
- Describe different programmes for with differently abled children.
- Explain the role of teacher and head master in organizing different guidance programmes.

UNIT 1: CONCEPT OF GUIDANCE

- (i) Meaning, nature and scope of guidance
- (ii) Philosophical, psychological and sociological bases of guidance
- (iii) Need, importance, purpose and scope of educational guidance in schools
- (iv) Need, importance, purpose and scope of vocational guidance

UNIT 2: EDUCATIONAL GUIDANCE

- (i) Basic data necessary for educational guidance
- (ii) Basic principles and main types of pupil personnel records
- (iii) Cumulative records in a guidance programme
- (iv) Case study procedure in guidance

UNIT 3: CONCEPT OF COUNSELLING

- (i) Meaning, nature and scope of counseling

- (ii) Relationship between guidance and counselling
- (iii) Different types of counseling
- (iv) Steps and techniques of counseling
- (v) Necessary qualities of a good counselor
- (vi) Role of a counselor in secondary schools

UNIT 4: ORGANISATION OF GUIDANCE SERVICE

- (i) Placement service
- (ii) Follow-up service
- (iii) Individual inventory service
- (iv) Occupational information service
- (v) Launching school guidance programme

PRACTICAL

- Case Study of a Child with Special Needs or a child coming from socially disadvantaged background

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Goswami, Marami (2016). *Essentials of Guidance and Counselling*. New Delhi: Lakshi Publishers And Distributors.
- Kochhar. S.K. (2017). *Educational and Vocational Guidance in Secondary Schools*. New Delhi: Sterling Publishers
- Siddiqui, M.H. (2009). *Guidance And Counselling*. New Delhi: APH Publishing Corporation

Reference Books

- Sharma, R. N., & Sharma, R. (2013). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors (P) Ltd.
- Bhatnagar, Asha Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A theoretical perspective (Vol.I)*. New Delhi: Vikas
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and counseling: A practical approach (Vol.II)*. New Delhi: Vikas.
- Dave, Indu (1984). *The basic essentials of counseling*. New Delhi: Sterling Pvt. Ltd.
- Gazda George R.M.(1989). *Group counseling: A development approach*. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to guidance*. New York: McMillan.
- Nugent, Frank A. (1990). *An Introduction to the profession of counseling*. Columbus: Merrill publishing Co.
- Pietrofesa, J.J., Bernstein, B., and Stanford, S.(1980). *Guidance: An introduction*. Chicago: Rand McNally.
- Rao, S.N. (1981). *Counseling psychology*. New Delhi: Tata McGraw Hill.
- Saraswat, R.K. & Gaur, J.S.(1994). *Manual for guidance counselors*. New Delhi: NCERT.

Core Paper XI DEVELOPMENT OF EDUCATION IN ODISHA

Learning Objectives

On completion of the course the students will:

- Grasp the structure of educational system of Odisha
- State the function of institutions/units at the state and district levels
- Appreciate the contribution of Utkalmani Gopabandhu Das to the thoughts and Practices of Indian education narrate the learning objectives and implementation process of the major education
- Schemes of central as well as state government being implemented in the state of Odisha
- Explain the role of various state and district level institutions in education
- Analyze the scenario of higher and technical education of Odisha
- Establish linkage between higher education and development of the state

UNIT 1: Status of Elementary Education

- (i) History of primary education in Odisha
- (ii) Efforts to Universalize Elementary Education: DPEP, SSA and Right to Education Act, 2009
- (iii) Indicator wise position in terms of provision, enrolment, retention and achievement for elementary level programmes: NPEGEL and KGBV
- (iv) Problem and issues in elementary education

UNIT 2: Status of Secondary and Higher Secondary Education

- (i) History of secondary education in Odisha
- (ii) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and its implementation in Odisha.
- (iii) Role of BSE, Odisha- Problems and issues
- (iv) Status of Higher Secondary Education and Role of CHSE; Problems and Issues
- (v) Status of Higher Secondary Vocational Education-Problems and Issues

UNIT 3: Status of Higher Education

- (i) History of collegiate education
- (ii) Organization of higher education at the under graduation level and university level-present status
- (iii) RUSA and its implementation
- (iv) Autonomous colleges and their functioning
- (v) Problems and issues relating to higher education

UNIT 4: Status of Teacher Education

- (i) History of teacher education in Odisha
- (ii) Pre-service and In-service teacher education for elementary schools teachers
- (iii) Pre-service and In-service teacher education for secondary school teachers
- (iv) Role of DIET, CTE, IASE and SCERT
- (v) Problems and issues in teacher education

Practical: 25 Marks

- Seminar Presentation (Each student has to present minimum two papers during this semester related to themes based on Core-11)

NB: It will be evaluated by both the Internal and External Examiners.

Text & Reference Books

- Govt. of Odisha, Department of S & ME (2011). *School Education at a Glance-2011-12*, Bhubaneswar
- Samal, J.K.(1984). History of Education in Odisha: 1905-1936, Sankar Bhattacharya, Punthi Pustak, 136/4B, Bidhan Sarani, Calcutta -700004 ;p-171
- Samal, J.K.(1989). History of Modern Orissa, Firma KLM private limited, 257B,B.B.Ganguly Street, Calcutta;p-188

Websites to be visited:

- www.shodhganga.inflibnet.ac.in/bitstream/10603/.../08_chapter%202.pdf: Education in Odisha- 1850-1900: Retrieved on dt.25.07.2012
- www.en.wikipedia.org/wiki/Odisha: Odisha - Wikipedia, the free encyclopedia/Retrieved on dt.25.07.2012
- www.newkerala.com/states-of-india/Odisha.php: Odisha: Info on geography, history, government, districts, business ...: Retrieved on dt.25.07.2012
- www.Odisha.gov.in/e-magazine/OdishaReview/2011/Jan/engpdf/57-61.pdf: Gopabandhu Das:The National Education Planner of Odisha: Retrieved on dt.25.07.2012
- www.dheOdisha.in/ Higher Education Department - Online Admission - e-Admission for ...: Retrieved on dt.25.07.2012
- www.Odisha.gov.in/highereducation/index.htm: Higher Education Department.... - Government of Odisha: Retrieved on dt.25.07.2012
- www.Odisha2020.org/home/Odisha-higher-education-task-force:Odisha Higher Education Vision 2020: Retrieved on dt.25.07.2012
- <http://www.scertodisha.nic.in/>
- <http://www.chseodisha.nic.in/>
- <http://bseodisha.nic.in/>
- <http://mhrd.gov.in/rusa>
- <http://mhrd.gov.in/rmsa>

Core Paper XII

INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Learning Objectives

On completion of this course, the student will:

- Explain the concept, nature and scope of ICT in education
- Explore ICT resources for Teaching and learning.
- Differentiate between Web1.0 and Web2.0
- Describe the importance of free and open source software in education
- Demonstrate the use of various application software in education.
- Develop the ability to use various tools connect the world
- Explain the content by using various subject tools.
- Explore tools and techniques of ICT for evaluation.

UNIT 1: Educational technology

(i) Meaning , nature and scope

- (ii) Approaches to educational Technology: hardware, software and system approach
- (iii) Innovations in Educational Technology: Open Educational Resources (OER), Massive Open Online Course (MOOC) Learning Management System (LMS)
- (iv) Importance of Educational Technology for the teacher and the student.

UNIT 2: ICT in Education

- (i) Conceptual understanding: Information Technology; Communication Technology; and Information and Communication Technology (ICT)
- (ii) Relevance of ICT in Education
- (iii) Nature and scope of ICT in Education.
- (iv) Content, pedagogy and technology integration
- (v) Challenges in Integrating ICT in Education
- (vi) Use of computers in education- Computer Aided Learning

UNIT 3: Application of software and ICT assessment Tools in Education

- (i) Word Processing Application
- (ii) Spread sheet Application
- (iii) Presentation Application
- (iv) Free and Open Source Software (FOSS)
- (v) Subject Tools: Digital Storytelling, Concept Map Software (C-Map)
- (vi) Assessment Tools: Rubistar, Hot potatoes, E- portfolios

UNIT 4: Connecting with the World

- (i) Use of browsers and search engines; choosing appropriate sites; search and retrieval of information and resources; Downloading, uploading and sharing information and resources;
- (ii) Use and importance of Web 2.0 Tools: E-mail, Wikis, Social networking (WhatsApp, Twitter, Facebook and Blogging)
- (iii) Use and importance of e-library, e-books, e-journals, Infilbnet.

PRACTICAL

- Development of an objective test using any assessment tool or development of a Rubric using Rubistar.

NB: It will be evaluated by both Internal and External examiners.

Text Books

- UNESCO (2002). *Information and communication technology in education: A curriculum for schools and programme of teacher development*. Paris: UNESCO.
- Kanvaria, V.K. (2014). *A Comprehension on Educational Technology and ICT for Education*. New Delhi: GBO.
- Vanaja and Rajasekar, S. (2016). *Information & Communication Technology (ICT) In*

Reference books

- Senapaty, H.K. (2011). *Pedagogy-Technology Integration for the Professional Development of Teacher Educators*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- NCERT (2006). National Curriculum Framework 2005 Position Paper National Focus Group on Educational Technology. New Delhi: Author.
- Senapaty, H.K. (2009). *ICT Integrated Learning Materials on Basic School Subjects from Constructivist Perspectives*. Bhubaneswar: Regional Institute of Education, NCERT (Monograph).
- Singh, L. C. (Ed.) (2010). *Educational Technology for Teachers and Educators*. New Delhi: Vasunandi Publication.
- UNESCO (2008). *ICT Competency Standards for Teachers: Policy Framework*. Retrieved from <http://portal.unesco.org>.
- UNESCO (2002). *Information and Communication Technologies in Teacher Education A Planning Guide*. Paris: Author
- UNESCO (2005). *How ICT can create new, open learning environments: Information and communication technologies in schools: A handbook for teachers*. Paris: UNESCO.
- Mishra, S. (2008). Developing E-Learning Materials: Some Pedagogical Concerns. *Indian Journal of Open Learning*, 17 (2).

Core Paper XIII

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

Learning Objectives

On completion of this course the students will:

- Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
- Analyze emerging concerns in Indian education.

UNIT 1: Pre-school and Elementary School Education

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalisation of Elementary Education: efforts to achieve UEE, SSA
- (iii) Problems and issues in implementing Right to Education Act 2009.
- (iv) Problems and issues in bringing the community to school, role of SMC
- (v) Problems in ensuring equity and quality of elementary education

UNIT 2: Secondary and Higher Secondary Education

- (i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
- (ii) Role of School Management and Development Committee (SMDC)
- (iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom –problems and issues
- (iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
- (v) Examination reforms at the secondary level
- (vi) Widening the access to secondary education through National Open School

UNIT 3: Higher Education and Teacher Education

- (i) Challenges in Higher education- expansion, quality and inclusion
- (ii) Role of RUSA and NAAC for quality assurance in Higher education
- (iii) Higher education through open and distance learning mode
- (iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- (v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

UNIT 4: Emerging Concerns

- (i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system , grading, open book examination, online examination)
- (ii) Choice Based Credits System (CBCS): concept, learning objectives, importance, problems and issues.
- (iii) Human Rights Education: concept, learning objectives, importance, problems and issues.
- (iv) Life-Skill Education: concept, learning objectives, importance, problems and issues.
- (v) Peace Education: concept, learning objectives, importance, problems and issues.

PRACTICAL

- Study of perception of Stakeholder's of Education on any of the current issues and concerns, and reporting.

NB: It will be evaluated both by the Internal and External Examiners.

Text Books

- Kumar, Chanchal & Sachedeva, M.S. (2017). *Vision of Secondary Education In India in the context of 21st century*. Twentyfirst Century Publications; First Edition edition (2015)
- Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
- Saxena, V. (2011). *Contemporary trends in education: A handbook for educators*. New

- Delhi: Pearson.

Reference Books

- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Delors, Jacques, et al; (1996). *Learning: the Treasure within report of the international commission on education for 21st century*, UNESCO.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.
- Matheson, David (2004). *An Introduction to the study of education* (2 Ed.). David Fulton Publish.
- MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- MHRD, (1992). *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992). *National policy on education* (revised) New Delhi: MHRD.
- Ministry of Law and Justice (2009). *Right to education Act 2009*. New Delhi: Govt of India.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications, Bombay.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- Slattery, P. and Dana R. (2002). *Ethics and the foundations of education-Teaching Convictions in a postmodern world*. Allyn & Bacon.
- UN (2015). *The sustainable development goals (SDGs) – UNDP*. United Nations
- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
- UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), Unicef.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. *Journal of Indian Education*, XXI (1), 01-21.

Core Paper XIV

EDUCATIONAL MANAGEMENT AND LEADERSHIP

Learning Objectives

On completion of this course, the students will

- Describe the concept, types and importance of educational management.
- Spell out the structure of educational management at different levels - from national to institution level
- Describe different aspects and importance of educational management.
- Describe the concept, theories and style of leadership in educational management.
- Analyze the concept, principles and structures of total quality management approach in education.

UNIT 1: Educational Management

- (i) Concept of educational management- meaning, nature, scope and principles
- (ii) Process of educational management- planning, execution, staffing, control, supervision, monitoring, evaluation and feedback
- (iii) Types of Management:
- (iv) Centralized and decentralized
- (v) Authoritarian, democratic, dynamic/creative and laissez-faire
- (vi) Educational management in Odisha- structure and function with reference to school and mass education, and higher education

UNIT 2: Aspects of Institutional Management

- (i) Human, material and financial resource management
- (ii) Management of curricular and co curricular programmes
- (iii) Management of students' welfare, auxiliary services including students' health services
- (iv) School development plan
- (v) Working with SMC and SMDC

UNIT 3: Leadership in Education

- (i) Leadership- meaning, nature and importance in education
- (ii) Leadership : Functions and skills
- (iii) Theories of leadership- Redden's 3-D theory, and Hersey and Blanchard's situational theory
- (iv) Styles of leadership-participating style, delegating style, selling style and telling style, Hersey and Blanchard)

UNIT 4: Total Quality Management

- (i) Total Quality Management(TQM)- meaning, nature and importance
- (ii) Principles of TQM- Demming's and Jurana's
- (iii) Planning for TQM in school and higher education
- (iv) Quality Assurance in Higher Education

PRACTICAL

- Studying the role of SMC/SMDC in school management and reporting
- NB: It will be evaluated by both Internal and External examiners.

Text Books

- Kochar, S.K (2011). *School Administration and Management*. New Delhi: Sterling Publishers Private Limited.
- Bhatnagar, R. P. & Aggrawal V (2015). *Educational Administration, Supervision, Planning and financing*. Meerut: R Lal Book Depot.
- Mukhopadhyay, M. (2005). New Delhi: Sage

Reference Books

- Adolph and Turner Harold, E. *Supervision for change & Innovation*. Houghton Mifflin Company.
- Anderson, C.A & Bowman, M.J (1971).*Educational management*, London, U.K: Frankas
- Ashima V, Deshmukh & Naik A.P (2010). *Educational management*. Girgaon, Mumbai: Himalaya Publishing House.
- Bhatnagar, R.P & Verma, I.B (1978). *Educational administration*. Meerut, India: Loyal Book Depot.
- Chau, Ta-Ngoc (2003): *Demographic aspects of educational planning*. Paris: International Institute for Educational Planning.
- Hariss, B. M (1963).*Supervisory behaviour in education*.USA: Englewood Cliffs.
- Kimbrough, S.Ralph, Michall & Nunnery. *Educational administration*. New York: Mc Millan Company.
- Livack, et al (1998).*Rethinking Decentralization in developing countries*. Washington, D.C, USA: World Bank.
- Mukerji, S.N. *Administration of educational planning and finance*. Baroda, India: Acharya Book Depot.
- Naik, J.P. (1965): *Educational planning in India*. New Delhi, India: Allied.
- Naik, J.P. (1982): *The educational commission & after*. New Delhi, India: Allied.
- Newman and summer. *The process of management: concept, behaviour and practice*. New Delhi, India: Prentice Hall of India Pvt. Ltd.
- Oliva, O (19760. *Supervision for today's school*. New York, USA: Harper & Row.
- Ramani, K.V (2004). *A text book of educational management*. New Delhi, India: Dominant Publisher
- Safya, R & Saida, B.D (1964). *School administration and organisation*. Jalandhar, India: Dhanpat Rai & Sons
- Shukia, P.O (1983). *Administration in India*. New Delhi, India: Vikas Publication.
- Simon, Herbart A. *Administrative behaviour*. New York,USA :McMillan Company.
- Tilak, J.B.G. (1992). *Educational planning at grassroots*. New Delhi: India.
- Waber, Clarence A. *Fundamentals of educational leadership*. New York ,USA: Exposition Press.
- Buch, T. et al. (1980). *Approaches to school management*. London: Harper and Row.
- Chalam K.S. (2003): *Introduction to Educational Planning and Management*: New Delhi, Anmol Publications Pvt. Ltd.
- Chandrasekharan P. (1997): *Educational Planning and Management*. New Delhi: Sterling Publishers Pvt. Ltd.
- Deshmukh, A.V. & Naik, A.P.(2010). *School administration and management*. Mumbai.
- Glasser, William(1990). *The quality school*. New York, NY: Harper Collins Publishers, Inc.
- Government of India (1986/92). *National policy on education*. New Delhi: MHRD.
- Government of India (1992). *Programme of action*. New Delhi: MHRD.
- Gupta, S.K. & Gupta, S.91991). *Educational administration and management*. Indore: Manorama Prakashan.
- Hallak, J.(1990).*Investing in the future:Setting educational priorities in the developing world*. Paris: UNESCO.
- Kalra, Alka (1977). *Efficient school management and role of principals*. New Delhi: APH Publishing Corporation.
- Kochar, S.K. (2011). *School administration and management*. New Delhi: Sterling

Mukhopadhyay, M. (2001). Total quality management in education. New Delhi: NIEPA.

- Shaeffer, S. (1991). Collaborating for educational change: The role of parents and the community in school improvement. Paris: UNESCO.
- Tyagi R.S. and Mahapatra P.C. (2000), Educational Administration in Orissa : New Delhi, National Institute of Educational Planning and Administration (NIEPA)
- Vashist, Savita(ed.) (1998). Encyclopaedia of school education and management. New Delhi: Kamal Publishing House.

Discipline Specific Elective Paper-I

(A student has to choose any one from Pedagogy of English and Odia under DSE-I)

A.PEDAGOGY OF LANGUAGE (ENGLISH)

Learning Objectives

On completion of this course, the student will

- Analyze the issues relating to place of English in school curriculum, acquisition of skills in English, realization of aims and Learning Objectives of learning English and language policy as conceived in NPE, 1986 and NCF – 2005
- Use various methods, approaches and strategies for teaching-learning English and transact various types of lesson plans covering all aspects of English language following different approaches
- Develop test items to assess learning in English and provide feedback as well as prepare enrichment materials
- Use the understanding of phonetics for facilitating students' speaking in English
- Plan appropriate pedagogical treatment of the prescribed contents for effective classroom transaction

UNIT 1: English in School Curriculum

- (i) Language policy in India with reference to NPE 1986 and NCF 2005
- (ii) Place of English as a compulsory subject in school curriculum (both at elementary and secondary levels)
- (iii) Learning Objectives of learning English at elementary and secondary levels
- (iv) English language skills –components, their independence and interdependence

UNIT 2: Approaches, Methods and Strategies of Teaching English

- (i) Understanding of different methods and strategies: Bi-lingual Method, Translation Method, Direct Method, Structural Approach, Communicative Approach.
- (ii) Listening Skill: Tasks for developing Listening Comprehension
- (iii) Speaking Skill: Tasks for developing Speaking skills
- (iv) Reading skill: Types of Reading, Strategies to develop reading comprehension
- (v) Writing Skill: Strategies to improve writing skill, Qualities of good writing (simplicity, logic and organization in writing)

UNIT 3: Transaction of Contents

- (i) Teaching of Prose (detailed and non-detailed), poetry, grammar and composition – Approaches, Methods and Strategies
- (ii) Pedagogic analysis :Content analysis- analysis of topics of English text book for identification of language items(new vocabulary, structural words, grammar components),learning learning objectives, methods and strategies, teaching learning materials including ICT materials
- (iii) Preparing lesson plan following 5E and Interpretation Construction Design Model(ICON)
- (iv) Preparation of lesson plans following Herbartian approach.

UNIT 4: Lesson Delivery Strategies and Assessment

- (i) Lesson delivery strategies: lecturing, role play and dramatization, collaborative approach, ability grouping, group work; learning through narratives and discourses; concept mapping and brain storming
- (i) Techniques of assessment in English : continuous assessment of learners performance in English, preparation of different types of objective-based test items (Extended Response Type, Restrictive

PRACTICAL

- School Internship (Delivery of 5 Lessons following Herbartian/5E/ICON model)

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Kohli, A.L (2010) *Techniques of teaching english*. New Delhi: Dhanpat Rai publishing Company
- Jain, R.K (1994). *Essentials of English teaching*, Agra: Vinod Pustak Mandir
- Sharma, K.L(1970) *.Methods of teaching English in India*. Agra : Laxmi Narayan Agrawal

Reference Books

- Agnihotri R. K. and Khanna A. L. (1994). *Second language acquisition: socio-cultural and linguistic aspects of English in India*. New Delhi: Sage Publications.
- Allen, H.B. (1965). *Teaching English as a second language: A book of readings*. New York: McGraw-Hill.
- Baruah, T.C (1984). *The English teacher's handbook*. New Delhi: Sterling Publishers Pvt.Ltd,
- Billows, F. L. (1975). *The techniques of language teaching*. London: Longman
- Bista, A.R(1965). *Teaching of English (Sixth Edition)*. Agra: Vinod Pustak Mandir
- Bright, J.A(1976). *Teaching English as second language*. London: Long Man Group
- Catarby, E. V (1986) *Teaching English as a foreign language in school curriculum India*, New Delhi: NCERT
- Hudelson, Sarah. (1995). *English as a second language teacher resource handbook. A practical guide for K-12 ESL programs*. California.: Corwin Press, Inc.
- Joyce , Bruce and Weil, Marsha (2003). *Models of teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Krishna Swamy, N. and Sri Raman, T. (1994). *English teaching in India*. Madras : T.R. Publication.

- Mukalel, Joseph C. (2009). *Approaches to English language teaching*. New Delhi:

- Discovery Publishing House Pvt Ltd.
- Pal, H.R and Pal, R(2006). *Curriculum – yesterday, today and tomorrow*, New Delhi: Shipra Publications
 - Sachdeva, M.S. (1973). *A new approach to teaching of english in India*. Ludhiana : Prakash Brothers
 - Shrivastava, B.D(1968). *Structural approach to the teaching of English*. Agra: Ramprasad and Sons

Discipline Specific Elective Paper-I

(A student has to choose ANY ONE from Pedagogy of English and Odia under DSE-1)

B. PEDAGOGY OF LANGUAGE (ODIA)

Learning Objectives

On completion of this course, the student will:

- State the importance and place of Odia as mother tongue in school curriculum.
- Develop the strategies to address the problems of Odia language acquisition in multilingual context.
- Use various strategies for facilitating the acquisition of language skills in Odia.
- Decide appropriate pedagogic approaches to transact different types of lessons in Odia.
- Prepare appropriate tools for comprehensive assessment of learning in Odia.
- Explain the fundamentals of Odia linguistics and their relevance in teaching learning Odia.
- Plan appropriate pedagogic treatment of the prescribed textual contents (in Odia) of classes IX and X.

UNIT 1: Odia as Mother Tongue in School Curriculum

- (i) Importance of mother tongue in the life and education of an individual
- (ii) Place of Odia as mother tongue in school curriculum in Odisha (both at elementary and secondary levels) in the context of language policy recommended by NPE, 1986 (three language formula) and NCF-2005
- (iii) Learning objectives of teaching-learning Odia at elementary and secondary levels
- (iv) Inter-dependence of language skills in Odia and strategies for facilitating acquisition of four-fold language skills in Odia

UNIT 2: Pedagogic Approaches to Teaching-Learning Odia

- (i) Psychology of language learning and acquisition with reference to Odia as mother tongue.
- (ii) Problems and issues related to acquisition of Odia language in multi-lingual context
- (iii) Traditional versus modern methods of teaching-learning Odia.
- (iv) Different approaches and strategies to the teaching-learning of : – Odia prose (detailed and non- detailed) , Odia poetry , Odia composition , Odia grammar .

UNIT 3: Curricular Activities in Odia

- (i) Pedagogic analysis :
- (ii) Content analysis- analysis of topics of Odia text book for identification of language items(new vocabulary, structural words, grammar components), learning objectives.
- (iii)Methods and strategies, teaching learning materials Including ICT materials, assessment strategies
- (iv)Preparing Lesson Plans following Herbartian, 5E and Interpretation Construction Design Model(ICON)

UNIT 4: Assessment

- (i) Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- (i) Techniques of Assessment in Odia : Continuous assessment of learners performance in Odia, preparation of different types of objective-based test items (Extended Response Type, Restrictive Response Type and Objective Type), preparation of check list, rating scale and rubric, Portfolio assessment in Odia

PRACTICAL

- School internship (delivery of 5 Lessons following Herbartian/5E/ICON model)

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Barik, N. (2014). Odia shikshyadana paddhati. Cuttack: A.K.Mishra Publishers Pvt. Ltd.
- Kocchar, S.K. (2012). Teaching of Mother Tongue. Sterling Publishers, New Delhi.
- Mohanty, J., Barik, N. & Khandai, U. (1983). Odia sikshadana paddhati. Cuttack : Nalanda.
- Nayak, B.; Mohanty, J.(1999): Odia bhasa O Sahityara Bhitibhumi O Shikshyadan Padhati. Cuttack: Jagannath Process, Toni Road, Cutack-2.

Reference Books

- Daswani, C. J. Language Education in Multilingual India. New/Delhi (UNESCO)
- Dhal, G.B. (1974). Dhvani bijanana. Bhubaneswar : Odisha Rajya Pathya Pustaka Pranayana Sanstha.
- Dhal, G.B. (1972). English uchharana siksha. Cuttack : Friends Publisher.
- Mathur, S.A. Sociological Approach to Indian Education. Vinod Pustak Bhandar, Agra.
- Mohanty, B. (1970). Odia bhasara utpati O 65arma bikasha. Cuttack : Friends Publishers.
- Mohapatra, D. (1976). Odia Dhvani tattwa O sabdha sambhar. Cuttack : Grantha Mandir.
- Mohapatra, N. & Das, S. (1943). Sarbasara vyakarana. Cuttack : New Student's Store
- Palmer, H.P. Principles of Language Teaching. George G. Harrep and Co. Ltd.
- Rybum, W.M.(1926). Suggestions for the Teaching of Mother Tongue. OUP.
- Saiyadain, K.G. Education and Social Order. Asia Publishing House, Bombay.

Discipline Specific Elective Paper-II

(A student has to choose ANY ONE from Pedagogy of Social Science and Mathematics under DSE-2)

A. PEDAGOGY OF SOCIAL SCIENCES

Learning Objectives

On completion of this course, the student will:

- State the meaning, scope and importance of Social science
- Specify the skills and competencies to formulate specific LEARNING OBJECTIVES for different History and Political Science lessons
- Identify the different methods and skills of teaching History and Political Science for transacting the contents effectively.
- Explain the importance of time sense and prepare / utilize timelines for effecting teaching of History
- Prepare Unit Plans and Lesson Plans in History and Political science
- Develop diagnostic achievement test, administer them and analyse the results for providing feedback

UNIT 1: Concept, Learning Objectives and Values Of Teaching Social Science

- (i) Meaning, nature and scope of Social Science as NCF-2005
- (ii) Learning objectives of teaching Social Science at elementary and secondary levels
- (iii) Importance of teaching Social Science in school education
- (iv) Identification of values/ competencies/ skills to be developed through Social Sciences

UNIT 2: Methods and Approaches to Teaching-Learning Social Science

- (i) Story-telling
- (ii) Narration-cum-discussion
- (iii) Dramatization
- (iv) Source method
- (v) Project method
- (vi) Field trips
- (vii) Observation

UNIT 3: Curricular Activities in Social Sciences Pedagogic

analysis:

- (i) Content analysis- analysis of topics of social science text book .
- (ii) Learning objectives,
- (iii) Methods and strategies,

- (iv) Teaching learning materials including ICT materials
- (v) Learning activities including student and teacher activities
- (vi) Assessment strategies
- (vii) Preparing lesson plan following Herbart, 5E and Interpretation Construction Design Model (ICON)

UNIT 4: Development of Resource Materials and Assessment in Social Science

- (i) Teaching-learning materials – Maps, Atlas, Globes, Charts, Graphs, Models, Filmstrips, T.V. Video, OHP, and Computer
- (ii) Timeline – concept, aspects, type and use
- (iii) Types of Assessment-self assessment, peer assessment, teacher assessment, internal assessment and external assessment
- (iv) Techniques of Assessment in history and political science: Continuous Assessment of learners performance in history and political science, preparation of different types of objective-based test-
- (v) Items (Extended Response Type, Restrictive Response Type and Objective Type)

PRACTICAL

- School internship (delivery of 5 Lessons following Herbartian /5E/ ICON model)

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Kochhar, S.K. (1970). *Methods of Teaching Social Studies*. New Delhi, India: Sterling Publication.
- Mangal, S.K. & Mangal, U. (2008). *Teaching of Social Studies*. New Delhi: PHI Learning Pvt, Ltd.
- Sharma, R.A. (2014). *Teaching of Social Science*. Meerut: R Lal Book Depot.

Reference Books

- Kochhar, S.K. (1970). *Teaching of History*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Banks James, A. (1997). *Teaching Strategies for the Social Studies Enquiry, Valuing and Decision Making*. Massachusetts, USA: Addison-Wesley Publishing Co. Reading.
- Bining & Binning. (1952). *Teaching of Social Studies in Secondary Schools*. New York, USA: McGraw Hills.
- Burston, W.H. (1963). *Principles of History Teaching*. New Fetter Lane : Methuen & Co. Ltd. II.
- Burton W.H. (1972). *Principles of history teaching*, London: Methuen.
- Carretero, Mario, & Voss, James F. (Eds.) (1994). *Cognitive and instructional processes in history and the social sciences*. Hillsdale: Lawrence Erlbaum Associate.
- Choudhury, K.P. (1975). *The effective Teaching of History*. New Delhi, India: NCERT.
- Dhamija Neelam. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi, India: Harmer Publishing House.
- Drake, Frederick D. & Lynn, R. Nelson (2005). *Engagement in teaching history: Theory and practices for middle and secondary teachers*. Columbus, OH: Pearson.

- Ghatge, V.D. (1956). Teaching of history. Bombay: Oxford University Press.
- Gunnin, Dennis (1978). The teaching of history. Goom Helm Ltd. London.
- James H. (1953). *The Teaching of Social Studies in Secondary Schools*. London, UK: Longman Green & Co.
- James, T. H., Arthur, J. and Hunt, M. (2001). Learning to teach history in the secondary school: A companion to school experience. London: Routledge Falme.
- Kochhar, S.K. (1970). *Teaching of political science*. New Delhi: Sterling Publishers
- NCERT. (1970). *Teaching of History of Secondary Schools*. New Delhi, India: Author.
- NCERT. (1966). *A Handbook for History Teachers*. Bombay, India: Allied Publishers.
- Taneja, V.R. (1970). *Fundamentals of Teaching Social Studies*. Mahendra Capital Publishers.
- Verma, O.P. (1984). New Delhi, India: Sterling Publishers Pvt. Ltd.
- Verma, O.P. & Vedanayagam E.G. *Geography Teaching*. New Delhi, India: Sterling Publishers Pvt. Ltd.
- Yagnik, K.S. (1966). *The Teaching of Social Studies in India*. Bombay, India: Orient Longman Ltd.

Discipline Specific Elective Paper-II

(A student has to choose ANY ONE from Pedagogy of Social Science and Mathematics under DSE II)

B. Pedagogy of Mathematics

Learning Objectives

On completion of this course, the students will

- Narrate the evolution and nature of Mathematics and its importance in the school curriculum in the context of the recent curricular reforms.
- Use various methods and approaches of teaching and learning mathematics especially suitable for the secondary school classes.
- Plan lessons in Mathematics using traditional and constructivist approaches for effective classroom transactions.
- Develop and collect activities and resource materials for their use in enhancing the quality of learning Mathematics at the secondary level.
- Conduct continuous and comprehensive assessment for enhancing the quality of Mathematics learning.
- Explain the concepts in Mathematics included in the secondary school curriculum and make pedagogical analysis of those concepts

UNIT 1: Foundations of Mathematics Education

- (i) Nature and Scope of Mathematics,
- (ii) Learning of Mathematics: Importance of Mathematics at elementary and secondary level, Learning Objectives of teaching-learning Mathematics at the two levels,
- (iii) Curriculum reforms in school mathematics: rationale, learning objectives, principles, designs and materials in Mathematics, recent curricular reforms at the National and State levels (NCF 2005).

UNIT 2: Methods of Teaching-learning Mathematics

- (i) Learning by Discovery: Nature and purpose of learning by discovery; guided discovery strategies in teaching Mathematical concepts.
- (ii) Teaching for understanding proof: Proof by induction and deduction; proof by analysis and synthesis.
- (iii) Problem Solving in Mathematics: Importance of problem solving in Mathematics, Steps of problem solving in Mathematics.
- (iv) Constructivist approaches: Self-learning and peer learning strategies, collaborative strategies; 5E and ICON Models.

UNIT 3: Curricular Activities in Mathematics

- (i) Pedagogic analysis :
- (ii) Content analysis- analysis of topics of mathematics text book .
- (iii) Learning objectives,
- (iv) Methods and strategies,
- (v) Teaching learning materials including ICT materials
- (vi) Learning activities including student and teacher activities
- (vii) Assessment strategies
- (viii) Process of preparing lesson plan following Herbatian, 5E and Interpretation Construction Design Model(ICON)

UNIT 4: Assessment In Mathematics

- (i) Assessment of Mathematics learning: Unit test – Designing blue print, item construction, marking schemes.
- (ii) Assessment for Mathematics learning: Assignments, Projects and portfolios in Mathematics, group and collaborative assessment in Mathematics,
- (iii) Non-testing methods of assessment of/for Mathematics Learning: Observation of learners in action, rating of participation in various Mathematics tasks and activities,
- (iv) Diagnosis of difficulties in learning Mathematics concepts, Remediation of the difficulties, enrichment programmes in Mathematics learning –National Mathematics Talent Search, Mathematics Olympiad.
- (v) Planning for continuous assessment of classroom learning in Mathematics.

PRACTICAL

- School internship (Delivery of 5 Lessons following Herbatian/5E/ICON model)
- NB: It will be evaluated by both Internal and External examiners.

Text Books

- Sidhu, K.S (1985). *Teaching of mathematics*. New Delhi: Sterling publication.
- James, A. (2003). *Teaching of mathematics*. Neel Kamal Publication: Hyderabad.
- NCERT (2011). *Pedagogy of mathematics for two year B.Ed. course*. New Delhi:

Reference Books

- Cooney, Thomas J. et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
- Cooper, B. (1985). *Renegotiating secondary school mathematics*. The Hamer Press: East Sussex.

- Michel. (1982). *Teaching mathematics*. Nicholas Publication Co: New York.
- NCF (2005). *National curriculum framework*. NCERT: New Delhi
- NCERT (2006). *Position paper: National focus group (NFG) on teaching Mathematics*. NCERT: New Delhi.
- NCERT (2005). *Position paper: national focus group (NFG) on examination reform*. NCERT: New Delhi.
- Scopes, P.G. (1973). *Mathematics in secondary schools- a teaching approach*. Cambridge: Cambridge University Press
- Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R. W. (2007). *Fostering geometric thinking: A guide for teachers, grades 6-10*. Portsmouth, NH: Heinemann.
- Driscoll, M. (1999). *Fostering algebraic thinking: A guide for teachers, grades 5-10*. Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed) (1992). *Handbook of research on mathematics teaching and learning*. New York: Macmillan Publishing.
- Malone, J. and Taylor, P. (eds) (1993). *Constructivist interpretations of teaching and learning mathematics*. Perth: Curtin University of Technology.
- Marshall, S.P. (1995). *Schemes in problem-solving*. New York: Cambridge University Press.
- Moon, B. & Mayes, A.S. (eds.) (1995). *Teaching and learning in secondary school*. London: Routledge.
- NCERT (1998). *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- NCERT (2006). *Position paper: National focus group on teaching mathematics*. New Delhi: NCERT.
- TESS India (2015). Key resources. The Open University U.K. (<http://creativecommons.org/licences/> and <http://www.tess-india.edu.in/>)

Discipline Specific Elective Paper-III

(A student has to choose any one from A & B under DSE-III)

A. POLICY AND PRACTICES IN SCHOOL EDUCATION IN INDIA

Learning Objectives

On completion of this course, the student will:

- Analyse various policies on education for school education in India
- Evaluate progress of schools education
- Examine the problems in implementation of the policies on school education
- Explore status of women education and education for SC, ST and Minorities in Indian

UNIT 1: Policies in School Education

- (i) National Education Policy, 1986, revised in 1992 and its corresponding document Programme of Action with reference to Elementary Education and Secondary Education.
- (ii) Implementation of Elementary Education with reference to RTE Act-2009 and Policy issues.
- (iii) Implementation of Secondary Education with reference to Rashtriya Madhyamik

Siksha Abhiyan (RMSA) and policy issues

- (iv) Guiding principles of NCF-2005 and curriculum revision at the school level.

UNIT 2: Policies for Vocationalisation of Education

- (i) Vocationalisation of education- A policy analysis with reference to the report of Patel Committee (1977), Adisheshia Committee (1978) and National Policy on Education (1986) revised NPE (1992)
- (ii) Vocational Education at Higher Secondary level: Policy challenges
- (iii) Work education in schools –concept to implementation

UNIT 3: Policies for Inclusive Education

- (i) Education of Children with Special Needs (CWSN): Policy perspectives with reference to NPE, 1986, 1992, Mental Health Act, 1987, Persons with Disabilities Act, 1995, Rehabilitation Council of India Act, 1992, National Trust Act, 1999
- (ii) Inclusive education- Policies, Progress and Problems.

UNIT 4: Policy on Access and equity in Education

- (i) Women's education and empowerment of women with reference to National Policy on Women Empowerment, , NPE-1986
- (ii) Progress of Women Education and Problems.
- (iii) Access and Equity in Education with focus to SC, ST and Minorities
- (iv) Policy for SC children- Implementation, Progress and Problems.
- (v) Policy for ST children- Implementation, Progress and Problems with reference to Mother Tongue based Multilingual Education
- (vi) Policy for Minority Children- Implementation, Progress and Problems.

PRACTICAL

- Analysis of any Policy documents being implemented at School Education level

NB: It will be evaluated by both Internal and External examiners

Text Books

- Aggarwal, J.C. (2010). Landmarks in the history of modern Indian education (7th Ed) New Delhi: Vikash Publishing Pvt. Ltd.
- Rawat, P.L. (1989). History of Indian education New Delhi: Ram Prasad & Sons.

Reference Books

- Das, K.K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers
- Dash, B.N. (1991). *Development of education in India*. New Delhi: Ajanta Prakashan
- Keay, F. E. & Mitra, Sukumar (1978). A history of education in India. New Delhi: Oxford University Press
- Mukherjee, R.K. (1988). Ancient Indian education. New Delhi: Motilal Banarsidass
- Mukherjee, R.K. (1989). The Gupta Empire. New Delhi: Motilal Banarsidass
- Naik, J.P. & Narullah, S. (1996). A student's history of education in India. New Delhi: Mc Millan India Ltd
- Ghosh, S.C. (1989). Education policy in India since warren Hastings, Calcutta: N-Prakashan.
- Reference Books
- Altekar, A.S. (1934), Education in ancient India, Banaras: Indian book Shop.
- Das Gupta, S.N. (1988). A history of Indian philosophy. (5 Vols.) Delhi: Motilal Banarasi Dass.
- MHRD, GOI (1986). National policy on education. New Delhi: The Author

- MHRD, GOI (1993). Learning without burden. Yashpal Committee Report (1993). New Delhi: The Author
- Ministry of Education, GOI (1964-66). Education and national development. (Report of education commission (1964-66). New Delhi: The Author
- Sen, Bimal (1989). Development of technical education in India and state policy-a historical perspective. Indian Journal of History of Science, 24 (2): 224-248, Indian National Science Academy.
- Sen, S.N. (1988). Education in ancient and medieval India. Indian Journal of History of Science, 23 (1): 1-32.
- Shanker, Uday (1984). Education of Indian teachers. New Delhi: Sterling Publishers Pvt. Ltd.
- Singh. R.P. (1970). Education in ancient and medieval India. Delhi: Arya Book Depot.
- Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.
- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- MHRD, Gov. of India (1986). *National policy on education*. New Delhi: GoI.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi: GoI.
- MHRD, (1992), *Programme of action.*, New Delhi: Govt. of India.
- NCTE (1998b). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Ministry of Law Justice (2009). The Right of Children to Free and Compulsory Education Act, 2009. *The Gazette of India*, Ministry of Law Justice, Govt. of India.
- Kurrien, J (1983). *Elementary Education in India*. New Delhi: Vikas.
- MHRD (). *Report to the People on Education 2011-12*. New Delhi: Author.
- MHRD (1986). *National Policy on Education*. New Delhi: MHRD.
- MHRD (2000). *Sarva Shiksha Abhiyan: A program for Universal Elementary Education A framework for implementation*. New Delhi: Author.
- Government of India, Ministry of Human Resource Development (2005), Report of the CAME Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.

Websites to be referred:

- <http://www.rehabcouncil.nic.in/>
- [writereaddata/RCI_Amendments_ACT.pdf](#)
- <http://socialjustice.nic.in/pwdact1995.php>
- <http://mhrd.gov.in/rmsa>

Discipline Specific Elective Paper-III

(A student has to choose ANY ONE from A & B under DSE-III)

B. POLICY AND PRACTICES IN HIGHER EDUCATION IN INDIA

Learning Objectives

On completion of this course, the student shall:

- Analyse various policies on education for Higher education in India
- Evaluate progress of Higher education
- Examine the problems in implementation of the policies on higher education
- Explore status of higher education.
- Analyse role of various agencies of higher education in India.

UNIT 1: Policies in Higher Education

- (i) NPE-1986, revised in 1992 and its corresponding document Programme of Action (POA) with reference to Higher Education.
- (ii) Recommendations of National Knowledge Commission-2006.
- (iii) Implementation of Policies, progress and problems.

UNIT 2: Future of Higher Education

- (i) Rashtriya Uchattar Shiksha Abhiyan (RUSA)- goals, features, strategies and implementation- problems and issues.
- (ii) Progress Higher Education in Odisha.
- (iii) Autonomy and Accountability in Higher Education

UNIT 3: Curriculum and Assessment

- (i) Curriculum issues in higher education
- (ii) Choice Based Credits System, Semester system, Grading.
- (iii) Role of UGC, NAAC and Accreditation
- (iv) Quality Assurance in Higher Education
- (v) ICT in Higher Education

UNIT 4: Educational Management System

- (i) Funding and management of Higher Education
- (ii) Open and Distance Learning System: Policy and Development-Role of IGNOU.
- (iii) Research in higher education-problems and issues- Role of ICSSR, UGC, Association of Indian Universities
- (iv) Capacity Building of Teachers in Higher Education.

PRACTICAL

- Analysis of any Policy Document being implemented in the field of Higher Education in India

NB: It will be evaluated by both Internal and External examiners

Text Books

- Rao, K.Sudha (Ed.) (2002). Educational policies in India: Analysis and review of promise and performance. New Delhi: NUEPA.

Reference Books

- Government of India, Ministry of Human Resource Development. 2011a. 'Indian Institutes of Development'. Available at http://mhrd.gov.in/itt_higher_english.
- Government of India, Ministry of Statistics and Programme Implementation. No date. NSS Survey Reports. Available at http://mospi.nic.in/Mospi_New/site/inner.aspx?status=3&menu_id=31.
- Cheney, G. R., with B. B. Ruzzi and K. Muralidharan. 2005. India Education Report. NCEE (National Center on Education and the Economy). Available at <http://www.ncee.org/wp-content/uploads/2013/10/IndiaEducation-Report.pdf>.
- UGC (University Grants Commission). 2008. Higher Education in India: Issues Related to Expansion, Inclusiveness, Quality and Finance. New Delhi: University Grants Commission. Available at <http://www.ugc.ac.in/oldpdf/pub/report/12.pdf>.
- Agarwal, P. 2006. 'Higher Education in India: The Need for Change'. ICRIER Working Paper No. 180, June. Delhi: Indian Council for Research on International Economic Relations.

- Bhalla Veena & et al (1998), Accountability and Autonomy in Higher Education, AIU.
- Country paper (1998), Higher Education in India: Vision & Action, presented in UNESCO world conference of Higher Education in the Twenty-first century, Paris 5-9th Oct 1998, National Commission for Cooperation with UNESCO.
- UNESCO (1998), report on Higher Education in the Twentieth First Century Vision & Actions held at Paris 5-9th Oct 1998, UNESCO.
- Meek, V Lynn (2000), Diversity and marketisation of higher education: incompatible concepts? Higher Education Policy, 13 (2000), p-25 & 26.
- Government of India, Ministry of Human Resource Development (2005), Report of the CABE Committee on Autonomy of Higher Education Institutions, Department of Secondary and Higher Education, New Delhi, June.
- Tilak, J.B.G. (1996), "Higher Education under Structural Adjustment", Journal of Indian School of Political Economy 8 (2) (April-June): 266-93.
- UGC (2005), University Development in India: Basic Facts and Figures (1995-96 to 2001-02), University Grants Commission, Information & Statistics Bureau, New Delhi, November

Discipline Specific Elective Paper-IV INCLUSIVE EDUCATION

Learning Objectives

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

- Define meaning and scope of inclusive education.
- identify the assumptions of disability underlying current general and special education practices
- understand the various suggestions given by different recent commissions on education of children with disabilities for realizing the concept of "Universalization of Education";
- explore and utilize pedagogical approaches that can support students with a variety of learning profiles in respectful ways
- explain the meaning and implications of universal design in learning (UDL) for classroom pedagogy
- examine the different support services and collaboration for inclusive education

UNIT 1: Meaning, Genesis and Scope Inclusive Education

- Special education and inclusive education: concept and principles
- Historical developments of special and inclusive education in India.
- Medical and social models of disability
- Examining the practice of labeling
- Social, psychological and educational contexts of inclusion

UNIT 2: Policies & Frameworks Facilitating Inclusive Education

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- Constitutional Obligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and

UNIT 3: Understanding and Support Needs of Students with Disability

- (i) Understanding and support needs of students with different labels of disability including: autism, learning disabilities, speech & hearing disability, blindness, and intellectual disabilities in inclusive classroom.

UNIT 4: Frameworks, Support and Collaboration for Inclusive Education

- (i) Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
(ii) Principles of Differentiated Instruction and Assessment
(iii) Capacity Building of Teachers for Inclusive Education
(iv) Assistive Technology & Devices for Inclusive Education

PRACTICAL

- Visit to a centre for students with special needs (special school/special institute). Observe the process of teaching learning and write a report.

NB: It will be evaluated by both Internal and External examiners

Text Books

- Panda, K.C. (nd). *Education of Exceptional Children*
- Daniels, H. (1999). *Inclusive education*. London: Kogan.
- Mangal, S.K. (2013). *Exceptional Childred*. New Delhi: PHI Learning Pvt. Ltd.

Reference Books

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful inclusion for educational leaders*. New Jersey: Prentice Hall.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*. Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Kluth, P. (2009). *The autism checklist: A practical reference for parents and teachers*. San Francisco, CA: Jossey-Bass.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*.

4th Ed. New Jersey: Pearson.

- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Rose, D. A., Meyer, A. & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Cambridge, MA: Harvard Education Press.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Thousand, J., Villa, R., & Nevin, A. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall, Inc.
- Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning: Active and collaborative learning in inclusive classrooms*. Thousand Oaks, CA: Corwin Press.

DSE Paper – IV

DISSERTATION/ RESEARCH

PROJECT

(College can give this choice only for students with above 60% aggregate marks)

The students will select a research project on any Educational issue or problem or topic and prepare a report. The project will be prepared based on proposal already developed in Semester-III, Core-6.

Distribution of Marks will be as follows:

Item	Total
Report	75
Viva-voce	25
Total	100

The assessment of students' performance will be made jointly by the external and internal examiners.

Generic Elective Paper I

EDUCATIONAL PHILOSOPHY

Learning Objectives

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

- State and analyse the meaning of education and form own concept on education
- Explain philosophy as the foundation of education
- Analyse aims of education
- Describe the essence of different formal philosophies and draw educational implications
- Compare and contrast Indian and western philosophies of education

UNIT 1: Education in Philosophical Perspective

- (i) Etymological meaning of education
- (ii) Narrower and broader meaning of education, lifelong education
- (iii) Aims of Education- Individual and Social aims of education
- (iv) Meaning and nature of philosophy
- (v) Branches of Philosophy- Metaphysics, epistemology and axiology, and its educational implications
- (vi) Functions of Philosophy in relation to education

UNIT 2: Formal Schools of Philosophy and their Educational Implications

- (i) Idealism, Naturalism, Pragmatism with reference to:
Aims of Education, curriculum, methods of teaching, role of teacher, discipline

UNIT 3: Indian Schools of Philosophy and their Educational Implications

- (i) Common characteristics of Indian philosophy
- (ii) Sankhya, Vedanta, , Buddhism, Jainism with reference to: Philosophical tenets, Aims of education, curriculum, methods of teaching, role of teacher.

UNIT 4: Educational Thought of Western and Indian Thinkers

- (i) Plato
- (ii) Dewey
- (iii) Gopabandhu Das

(iv) Gandhi

(v) Tagore

(vi) Aurobindo

PRACTICAL

▮ Field visit to a seat of learning in the locality and prepare report.

NB: It will be evaluated by both the internal and External examiners.

Text Books

- Safaya, R.N. & Shaida, B.D. (2010). *Modern Theory and Principles of Education*. New Delhi: Dhanpatrai Publishing Company Pvt. Ltd.
- Ravi, Samuel.S. (2015). *A Comprehensive Study of Education*. Delhi: PHI Learning Pvt. Ltd.
- Nayak, B.K . . *Text Book of Foundation of Education*. Cuttack, Odisha: Kitab Mhal.

Reference Books

- Aggrawal, J.C. (2013). *Theory and principle of education*. New Delhi: Vikash Publishing House Pvt Ltd.
- Anand, C.L. *et.al.* (1983). *Teacher and education in emerging in Indian society*, New Delhi: NCERT. Brubacher, John.S.(1969). *Modern philosophies of education*. New York: McGraw Hill Co.
- Clarke, P. (2001). *Teaching and learning: The Culture of pedagogy*. New Delhi: Sage Publication.
- Dash, B.N. (2011) *Foundation of education*, New Delhi; Kalyani Publishers.
- Dewey, John (1956). *The Child and the curriculum, school and society*. Chicago, Illinois: University of Chicago Press.
- Dewey, John (1997). *Experience and education*. New York: Touchstone.
- Ganesh, Kamala & Thakkar, Usha (Ed.) (2005). *Culture and making of identity in India*. New Delhi: Sage Publications.
- Krishnamurthy, J. (1953). *Education and significance of life*. New Delhi: B.I. Publications
- Kumar Krishna (1996). *Learning from conflict*. New Delhi: Orient Longman.
- Ministry of Education (1966). *Education and national development*. New Delhi: Ministry of Education, Government of India.
- Ornstein, Allan C. & Levine, Daniel U. (1989). *Foundations of education* (4th Edn.). Boston: Houghton Mifflin Co.
- Pathak, R. P. (2012). *Philosophical and sociological principles of education*. Delhi: Pearson. Pathak, Avijit (2002). *Social implications of schooling*. New Delhi: Rainbow Publishers.
- Peters, R.S. (1967). *The Concept of education*. London: Routledge Kegan & Paul.
- Radhakrishnan, S. *Indian philosophy* Vol. I and Vol. II
- Ross, James S.(1981). *Ground work of educational theory*. Delhi: Oxford University Press Rusk, Robert R., *Philosophical bases of education*, London: Oxford University Press.
- Salamatullah, (1979). *Education in social context*. New Delhi: NCERT.
- Srinivas, M.N., (1986). *Social changes in modern India*. Bombay: Allied Publishers.
- Taneja, V.R. (2000). *Educational thought and practice*, New Delhi: Sterling Publishers Pvt. Limited.
- Wingo, G. Max (1975). *Philosophies of education*. New Delhi: Sterling Publisher Pvt.

Limited.

Generic Elective Paper II

EDUCATIONAL PSYCHOLOGY

Learning Objectives

On completion of this course, the students will:

- Explain the concept of educational psychology and its relationship with psychology.
- Understand different methods of educational psychology.
- Explain the concepts of growth and development of child and adolescence, and underlined general principles of growth and development.
- Describe briefly the periods and the typical characteristics of growth and development during childhood and adolescence.
- Explain the theory of cognitive development and its educational implications.
- State the different forms and characteristics of individual differences and the ways of meeting the classroom issues arising out of the differences.
- Identify the learning needs during the different stages of development and adopt appropriate strategies in and out of school to meet the learning needs.

UNIT 1: Educational Psychology in Developmental Perspective

- (i) Meaning, nature, scope and relevance of educational psychology
- (ii) Methods of educational psychology- observation, experimentation, and case study
- (iii) Application of educational psychology in understanding learner
- (iv) Growth and Development-Concept, difference between growth and development, and principles of growth and development
- (v) Characteristics of development during adolescence in different areas:
- (vi) Physical, social, emotional and intellectual (with reference to Piaget)

UNIT 2: Intelligence, Creativity and Individual difference

- (i) Individual difference-concept, nature, factors and role of education
- (ii) Intelligence- meaning and nature of intelligence, concept of I.Q, theories of intelligence- Two factor theories, Guildford's structure of intelligence (SI) model, Gardner's multiple theory of intelligence.
- (iii) Measurement of intelligence- individual and group test, verbal, non-verbal test
- (iv) Creativity- meaning, nature and stages of creative thinking, strategies for fostering creativity

UNIT 3: Learning and Motivation

- (i) Learning- meaning, nature and factors of learning
- (ii) Theories of learning with experiment and educational implications-
- (iii) Classical conditioning, operant conditioning, insightful learning and constructivist approach to learning
- (iv) Motivation – concepts, types, and techniques of motivation

UNIT 4: Personality and Mental health

- (i) Personality- meaning and nature of personality
- (ii) Theories- type theory(Jung), trait theory(Allport)
- (iii) Assessment of personality- subjective, objective and projective techniques
- (iv) Mental health-concept, factors affecting mental health and role of teacher, mental health of teacher.
- (v) Adjustment mechanism: concept and types

PRACTICAL

- Case study of an exceptional child and reporting
- : It will be evaluated by both the Internal and External examiners.

Text Books

- Chauhan, S.S. (1978). *Advanced educational psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S.K. (2002). *Advanced educational psychology*. New Delhi: Prentice Hall of India.
- Woolfolk, A. (2015). *Educational psychology (9th Ed.)*. New Delhi: Pearson Publication

Reference Books

- Aggarwal, J.C. (2014). *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Attri, A.K. (2015). *Psychology of development and learning*. New Delhi: APH Publishing Corporation.
- Bernard, P.H. (1970). *Mental Health in the class room*. New York: McGraw Hill.
- Biehler, R.F. & Snowman, J., (1997). *Psychology applied to teaching*. New York: Houghton Mifflin.
- Bigge, M.L., *Psychological foundations of education*, Harper and Row, New York, 1985.
- Chandraiah, K. (2011). *Emotional intelligence*. New Delhi: APH Publishing Corporation.
- Dececco, J.P. & Crawford, W.R. (1997). *Psychology of learning and institution*. New Delhi: Prentice Hall of India.
- Good T., (1990). *Educational psychology*. Longman, New York, 1990.
- Lindgren, H.C. (1980). *Educational psychology in the classroom*. New York: Oxford University Press.
- Mouly, G.J. (1982). *Psychology for teaching*. Allyn & Bacon, Boston.
- Rothstein, P.R. (1990). *Educational psychology*. New York: McGraw Hill..
- Salvin, R., (1990). *Educational psychology: theory into practice*, N.J.: Prentice hall, Englewood Cliffs,
- Snowman and Biehler (---). *Psychology applied to teaching.....*
- Sprint hall, R.C. & Sprint hall, N.A., (1990). *Educational psychology, development approach*, New York: McGraw Hill.

Generic Elective Paper III

CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

Learning Objectives

On completion of this course the students will

- Understand the importance of pre-school and elementary school education. Analyze various problems and issues for ensuring quality education.
- State the importance of secondary education and analyze various problems and issues for ensuring quality in secondary education.
- Enumerate the importance of higher education and analyze various problems and issues for ensuring quality in higher education.
- Justify the importance of teacher education and analyze various problems and issues for ensuring quality in teacher education.
- Analyze emerging concerns in Indian education.

UNIT 1: Pre-school and Elementary School Education

- (i) Meaning, nature and importance of ECCE, problems and issues with regard to ECCE
- (ii) Universalization of Elementary Education: efforts to achieve UEE, SSA
- (iii) Problems and issues in implementing Right to Education Act 2009.
- (iv) Problems and issues in bringing the community to school, role of SMC
- (v) Problems in ensuring equity and quality of elementary education

UNIT 2: Secondary and Higher Secondary Education

- (i) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and ensuring secondary education for all.
- (ii) Role of School Management and Development Committee (SMDC)
- (iii) Shifting the teaching learning process from teacher centered to learner centered and activity based classroom –problems and issues
- (iv) Problems and issues with regard to vocationalisation of secondary and higher secondary education
- (v) Examination reforms at the secondary level
- (vi) Widening the access to secondary education through National Open School

UNIT 3: Higher Education and Teacher Education

- (i) Challenges in Higher education- expansion, quality and inclusion
- (ii) Role of RUSA and NAAC for quality assurance in Higher education
- (iii) Higher education through open and distance learning mode
- (iv) Elementary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009
- (v) Secondary level pre-service teacher education- problems, issues and reforms with reference to National Curriculum Framework for Teacher Education-2009

UNIT 4: Emerging Concerns

- (i) Examination system: defects and reforms for making examination system flexible (internal assessment and semester system , grading, open book examination, online examination)

- (ii) Choice Based Credits System (CBCS): Concept, learning objectives, importance, problems and issues.
- (iii) Human Rights Education: Concept, learning objectives, importance, problems and issues.
- (iv) Life-Skill Education: Concept, learning objectives, importance, problems and issues.
- (v) Peace Education: Concept, learning objectives, importance, problems and issues.

PRACTICAL

- Study of Perception of Stakeholder's of Education on any of the current issues and concerns, and reporting.

NB: It will be evaluated both by the Internal and External Examiners.

Text Books

- Kumar, Chanchal & Sachedeva, M.S. (2017). *Vision of Secondary Education In India in the context of 21st century*. Twentyfirst Century Publications; First Edition edition (2015)
- Pathak, K. R. (2007). *Education in the Emerging India*. New Delhi: Atlantic Publishers.
- Saxena, V. (2011). *Contemporary trends in education: A handbook for educators*. New Delhi: Pearson.

Reference Books

- Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanague (Eds.) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois, North Western University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
- Delors, Jacques, et al; (1996). *Learning: the Treasure within report of the international commission on education for 21st century*, UNESCO.
- Illich, I. (1996). *Deschooling society*. Marion Boyers, London.
- Matheson, David (2004). *An Introduction to the study of education* (2 Ed.). David Fulton Publish.
- MHRD (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for universalisation of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
- MHRD (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.
- MHRD, (1992). *Programme of action*. Govt. of India, New Delhi.
- MHRD, Gov. of India (1992). *National policy on education* (revised) New Delhi: MHRD.
- Ministry of Law and Justice (2009). *Right to education Act 2009*. New Delhi: Govt of India.
- Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications, Bombay.
- NCERT (2005). *National curriculum framework 2005*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework*, New Delhi: NCERT.
- Slattery, P. and Dana R. (2002). *Ethics and the foundations of education-Teaching*

Convictions in a postmodern world. Allyn & Bacon.

- UN (2015). *The sustainable development goals (SDGs) – UNDP*. United Nations
- UNESCO (1998). *Educating for a sustainable future: A transdisciplinary vision for concerted action*. Paris: UNESCO.
- UNICEF (2000). *Defining quality in education*. New York: Programme Division (Education), Unicef.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- WHO (1991). *Comprehensive school health programme*. New Delhi: World Health Organization Regional Office.
- Winch, C. (1996). *Key concepts in the philosophy of education*. Routledge.
- Yadav, M. S. & Lakshmi, T. K. S. (1995). Education: Its disciplinary identity. *Journal of Indian Education*, XXI (1), 01-21.

Generic Elective Paper IV

EDUCATIONAL ASSESSMENT AND EVALUATION

Learning Objectives

On completion of this course, the students will.

- State the nature, purpose and types of educational assessment and evaluation.
- Develop and use different types of tools and techniques for continuous and comprehensive assessment of learning in the school situation.
- Explain the importance of assessment for learning and its processes for enhancing the quality of learning and teaching.
- Describe the characteristic of a good test.
- Analyze the trends and issues in learning and learner assessment.
- Analyze and interpret results of the assessment using standard score.
- Illustrate the principles of test construction in education.

UNIT 1: Assessment and Evaluation in Education

- (i) Understanding the meaning and purpose of test, measurement, assessment and evaluation
- (ii) Scales of measurement- nominal, ordinal, interval and ratio
- (iii) Types of test- teacher made and standardized
- (iv) Approaches to evaluation- placement, formative, diagnostic and summative
- (v) Types of evaluation- norm referenced and criterion referenced
- (vi) Concept and nature of continuous and compressive evaluation

UNIT 2: Instructional Learning Objectives

- (i) Taxonomy of instructional learning objectives with special reference to cognitive domain
- (ii) Criteria of selecting appropriate learning objectives, and stating of general and specific instructional learning objectives
- (iii) Relationship of evaluation procedure with learning objectives
- (iv) Difference between objective based objective type test and objective based essay type test

UNIT 3: Tools and Techniques of Assessment and construction

of Test

- (i) Steps of test construction: planning, preparing, trying out and evaluation
- (ii) Principles of construction of objective type test items- matching, multiple choice, completion and true – false
- (iii) Principles of construction of essay type test
- (iv) Non- standardized tools: Observation schedule, interview schedule, rating scale, check list, portfolio and rubrics.

UNIT 4: Characteristics of a good Test

- (i) Validity-concept, types and methods of validation
- (ii) Reliability- concept and methods of estimating reliability
- (iii) Objectivity- concept and methods of estimating objectivity
- (iv) Usability- concept and factors ensuring usability

PRACTICAL

- Construction of Unit test on a school subject based on Blueprint and Reporting.

NB: It will be evaluated by both Internal and External examiners.

Text Books

- Aggrawal, J.C. (1997). *Essentials of examination system, evaluation, tests and measurement*. New Delhi: Vikas Publishing House Pvt Ltd.
- Gronlund, N.E. (2003). *Assessment of student Achievement*. Boston: Allyn & Bacon
- Singh, A.K. (2016). *Tests, measurements and research methods in behavioural sciences*. New Delhi: Bharati Bhawan Publishers.

Reference Books

- Anastasi, A.(1976). *Psychological testing*. New York: Macmillan Publishing Co.
- Anderson, L.W. (2003). *Classroom assessment: Enhancing the quality of teacher decision making*.
- Banks, S.R. (2005). *Classroom assessment: issues and PRACTICES*. Boston: Allyn & Bacon.
- Blooms, B.S.(1956). *Taxonomy of educational Learning Objectives*. New York: Longman Green and Company
- Cohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996). *Psychological testing and assessment. an introduction to the tests and measurement*. California: Mayfield Publishing Co.
- Earl, L.M. (2006). *Assessment as learning: using classroom assessment to maximize student learning*. Thousand Oaks, California: Corwin Press
- Hopkins, KD. (1998). *Educational and psychological measurement and evaluation*. Boston: Allyn and Bacon.
- Linn, R.L. & Gronlund, N.E. (2000). *Measurement and assessment in teaching*. London: Merrill Prentice Hall.
- Macmillan, J.H. (1997). *Classroom assessment, principles and practice for effective instruction*. Boston: Allyn and Bacon
- Mohan, R. (2016). *Measurement evaluation and assessment in education*. Delhi: PHI Learning Pvt. Ltd.
- National Council of Educational Research and Training (2006). *Position paper: Examination Reforms*. New Delhi: NCERT
- Noll, N.H. S cannell, D.P. & Craig, RC. (1979). *Introduction to educational measurement*. Boston: Houghton Mifflin.

Course structure of UG English Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AECC-I	04	100
	C-I	British Poetry and Drama: 14th to 17th Centuries	06	100
	C-II	British Poetry and Drama: 17th and 18th Century	06	100
	GE-I	Academic Writing and Composition	06	100
			22	
II	AECC-II	AECC-II	04	100
	C-III	British Prose: 18th Century	06	100
	C-IV	Indian Writing in English	06	100
	GE-II	Gender and Human Rights	06	100
			22	
III	C-V	British Romantic Literature	06	100
	C-VI	British Literature 19 th Century	06	100
	C-VII	British Literature: Early 20th Century	06	100
	GE-III	Nation, Culture, India	06	100
	SEC-I	SEC-I	04	100
			28	
IV	C-VIII	American Literature	06	100
	C-IX	European Classical Literature	06	100
	C-X	Women's Writing	06	100
	GE-IV	Language and Linguistics	06	100
	SEC-II	SEC-II	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Modern European Drama	06	100
	C-XII	Indian Classical Literature	06	100
	DSE-I	Literary Theory	06	100

	DSE-II	World Literature	06	100
			24	
VI	C-XIII	Postcolonial Literatures	06	100
	C-XIV	Popular Literature	06	100
	DSE-III	Partition Literature	06	100
	DSE-IV	Writing for Mass Media	06	100
	OR			
	DSE-IV	Dissertation	06	100*
			24	

ENGLISH

HONOURS PAPERS:

Core Course -14 papers

Discipline Specific Elective - 4 papers (3+1 Paper or Project)

Generic Elective for Non English students- 4 Papers. In case the University offers 2 subjects with two papers each in GE, then papers 1 and 2 will be the GE paper

Marks per paper – Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Project (Hard Copy-80, Presentation-20)

Core Paper I

BRITISH POETRY AND DRAMA: 14TH TO 17TH CENTURIES

Introduction:

The paper seeks to introduce the students to British poetry and drama from the 14th to the 17th century. It helps students sample and explore certain seminal texts from the early modern period, covering the genesis of modern English poetry and the Renaissance that set British poetry and drama on their glorious course to greatness.

UNIT 1: Historical overview

- (i) 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: Geoffrey Chaucer

- (i) *The Pardoner's Tale*

UNIT 3: Spenser: "Sonnet 34 (Amoretti)"

- (i) Shakespeare: "That time of the year..." (Sonnet 73)
- (ii) Ben Jonson: "Song to Celia"
- (iii) John Donne: "Sunne Rising"

UNIT 4: Shakespeare

- (i) *Macbeth*

Text Books

-] Texts as prescribed in Units 2,3,4

Reference Books

-] *The Pelican Guide to English Literature*. Ed. Boris Ford. Vol 1
- [*The Age of Chaucer English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
- *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
-] *Shakespeare for Beginners* by Brandon Toropov
-] *English Literature* by Jonathan Bate (Ch. 7 "Shakespeare and the Dramatic Literature")

Core Paper II

BRITISH POETRY AND DRAMA: 17TH AND 18TH CENTURY

Introduction:

The Introduction 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: Historical overview

- (i) 17th C: Period of the English Revolution (1640–60); the Jacobean period; metaphysical poetry; cavalier poetry; comedy of humors; masques and beast fables
- (ii) 18th C: Puritanism; Restoration; Neoclassicism; Heroic poetry; Restoration comedy; Comedy of manners

UNIT 2: Milton: "Lycidas"

- (i) Andrew Marvell: "To His Coy Mistress"
- (ii) Alexander Pope: "Ode On Solitude"
- (iii) Aphra Behn: "I Led my Silvia to a Grove"

(iv) Robert Herrick: "His Return to London"

UNIT 3: Ben Jonson

- (i) *Volpone*

UNIT 4: Dryden

- (i) *All For Love*

Text Books

-] Texts prescribed in units 2, 3, 4 (All the texts are freely available on the sites such as www.poetryfoundation.org, www.bartleby.com, <http://www.poemhunter.com> etc. In addition, the following anthologies may be consulted.)

Reference Books

-] *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
-] Black, Joseph (Ed). : *The Broadview Anthology of British Literature* Concise Edition, Vol. A. Broadview Press, London, 2007.
-] Corns, T N(ed.) *The Cambridge Companion to English Poetry*. Cambridge: University Press, 1973
- Ford, Boris ed. *The Pelican Guide to English Literature*. Vol 3. From *Donne to Marvell* in. Harmondsworth: Penguin Books, 1976.
- Parry, G.: *The Seventeenth Century: The Intellectual and Cultural Context of English Literature*. Harlow: Longman, 1989.
-] Sherwood, T. G: *Fulfilling the Circle: A Study of John Donne's Thought*, Toronto, Toronto Press, 1984.

Core Paper III

BRITISH PROSE: 18TH CENTURY

Introduction:

The Introduction of the paper is to acquaint the students with a remarkable, newly evolved form of literature: the essay. The period is also known for its shift of emphasis from reason to emotion

UNIT 1: Historical overview: Restoration, Glorious Revolution, Neo-classicism, And Enlightenment.

UNIT 2: Mary Wollstonecraft

- (i) "The Rights and Involved Duties of Mankind Considered" (Chapter 1, *A Vindication of the Rights of Women*)

UNIT 3: Joseph Addison: Essays

(i) “Friendship,” “Good Nature,” “Six Papers on Wit”

(From *Joseph Addison: Essays and Tales*, <<http://www.biblioteca.org.ar/libros/167707.pdf>>)

UNIT 4: Samuel Johnson

(i) "Narratives of Travellers Considered," and "Obstructions of Learning"
from *Samuel Johnson's Essays* < <http://www.johnsonessays.com/>>

Text Books

-] Texts prescribed in Units 2, 3, 4. Web sources are indicated against the texts in brackets.

Reference Books

-] *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
-] Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
-] *English Literature* by Jonathan Bate (Ch. 4 "The Study of English")
-] *Pelican Guide to English Literature*. Ed. Boris Ford. Vol 4. *From Dryden to Johnson*
O.M. Myres, "Introduction" to *The Coverley Papers*

Core Paper IV

INDIAN WRITING IN ENGLISH

Introduction:

Indian writing in English has been the fastest growing branch of Indian literature in the last one hundred years. It has produced a rich and vibrant body of writing spanning all genres. As a 'twice born' form of writing, it partakes of both the indigenous and the foreign perspectives and has an inherent tendency to be postcolonial. This paper seeks to introduce the students to the field through a selection of representative poems, novel and play.

UNIT 1: Historical overview

- (i) 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 and the evolution of Indian writing in English in 20th century.

UNIT 2:

- (i) Sarojini Naidu "The Bangle Sellers",
- (ii) A.K.Ramanujan "Obituary",
- (iii) Jayanta Mahapatra "Grandfather",
- (iv) Nissim Ezekiel "Night of the Scorpion"

UNIT 3: R.K Narayan

(i) *The Guide*

UNIT 4: Mahesh Dattani

- (i) *Final Solutions*

Text Books

-] Texts prescribed in Units 2, 3, 4.

Reference Books

-] Mehrotra, Arvind Krishna. *Concise History of Indian Literature in English*, Permanent Black, 2010.
-] K. Srinivas Ayenger. *A History of Indian Writing in English*
-] M.K. Naik. *History of Indian Writing in English*
- Vinay Dharwadker. “The Historical Formation of Indian English Literature” in Sheldon Pollock (ed) *Literary Cultures in History*
-] *Modern Indian Drama: Issues and Interventions* (ed) Lakshmi Subramanyam

Core Paper V

BRITISH ROMANTIC LITERATURE

Introduction:

The paper aims at acquainting the students with the Romantic period and some of its representative writers. The students will be able to sample some seminal works of the Romantic age which gave expression to the key ideas of the period such as return to nature, subjectivity, desire for personal freedom and the defiance of classicism-imposed restrictions on poetic form.

UNIT 1: Historical overview

- (i) The period otherwise known as The Romantic Revival; The Age of Revolution as it owes its origin to the epoch making French Revolution of 1789. The emphasis on the organic relationship between man and Nature, individual liberty and unbridled desire free from the shackles of classicism made this period unique—Romanticism vs Classicism

UNIT 2:

- (i) Thomas Gray: “Elegy Written in a Country Churchyard,”
- (ii) William Blake: “A Poison Tree” and “Chimney Sweeper”

UNIT 3:

- (i) William Wordsworth’s “Tintern Abbey”
- (ii) S. T. Coleridge: “Kubla Khan,”
- (iii) John Keats: “Ode to a Nightingale,”

(iv)P. B. Shelley: “Ode to the West Wind,”

UNIT 4:

- (i) William Wordsworth's *Preface* to the 2nd edition of *Lyrical Ballads*

Text Books

-] Texts prescribed in Units 2, 3, 4

Reference Books

-] Paul Poplawski, *English Literature in Context*, "The Romantic Period"
-] *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
-] Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
-] *Pelican Guide to English Literature. Vol 5. From Blake to Byron*. Ed. Boris Ford
-] Maurice Bowra, *The Romantic Imagination*
-] *English Literature*. Jonathan Bate (Ch. 5 "Periods and Movements")

Core Paper VI

BRITISH LITERATURE 19TH CENTURY

Introduction:

This paper seeks to introduce the students to the exploits of the 19th century British Literature in prose, especially fiction and cultural criticism. It also includes samples of Victorian poetry.

UNIT 1: Historical overview

- (i) 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.

UNIT 2: Poetry

- (i) Tennyson; "Break, Break, Break", Robert Browning, "My Last Duchess"
- (ii) Criticism: Matthew Arnold: "The Study of Poetry"

UNIT 3: Jane Austen

- (i) *Pride and Prejudice*

UNIT 4: Charles Dickens

- (i) *Hard Times*

Text Books:

- ▯ Texts prescribed in Units 2, 3, 4

Reference Books:

- [*English Literature in Context*. Paul Poplawski. Cambridge UP, 2008
-] *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London: Routledge, 1997
-] Norton Anthology of English Literature. Vol 2 (Head notes on the periods and authors featured in the paper)
-] *English Literature*. Jonathan Bate (Ch. 4 “The Study of English”, Ch. 5 “Periods and Movements”)
-] Terry Eagleton, *The English Novel*

Core Paper VII

BRITISH LITERATURE: EARLY 20TH CENTURY

Introduction:

The paper aims at acquainting the students with the literature of Britain in the early 20th century, focusing on the modernist canon in poetry, novel, and literary criticism.

UNIT 1: Historical overview

- (i) 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. Marx’s concept of class struggle, Freud’s theory of the unconscious are to be discussed.

UNIT 2: Poetry

- (i) T.S. Eliot “Love Song of J. Alfred Prufrock”,
- (ii) Yeats: “Second Coming”,
- (iii) Wilfred Owen: “Strange Meeting”,
- (iv) Siegfried Sassoon, “Suicide in the Trenches”
- (v) Criticism: T.S. Eliot: “Tradition and the Individual Talent”

UNIT 3:

- (i) Virginia Woolf: *Mrs. Dalloway*

UNIT 4:

- (i) J M Synge *Ryders to the Sea*

Text Books

- [Texts prescribed in Units 2, 3, 4

Reference Books:

-] *Pelican Guide to English Literature: Vol. 7. The Modern Age* (ed.) Boris Ford
-] *Routledge History of Literature in English*. Ronald Carter & John Mc Rae. London:

Routledge, 1997

] *English Literature*. Jonathan Bate (Ch. 5 “Periods and Movements”)

] *Modernism*. Critical Idiom. By Peter Faulkner

] *Modernism*. New Critical Idiom. By Peter Childs

Core Paper VIII

AMERICAN LITERATURE

Introduction:

This is a survey paper providing an overview of canonical authors from American Literature in the established genres.

UNIT 1: Historical overview

- (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 2:

- (i) Walt Whitman: “Out of the Cradle Endlessly Rocking”,
(ii) Robert Frost: “Stopping by the Woods in a Snowy Evening”,
(iii) Emily Dickinson: “Because I could not stop for death”
(iv) Maya Angelou: “I Know Why the Caged Birds Sing”

UNIT 3:

- (i) Arthur Miller: *The Death of a Salesman*

UNIT 4:

- (i) Ernest Hemingway: *A Farewell to Arms*

Text Books

-] Texts prescribed in Units 2, 3, 4 (All texts are available on the Internet.)

Reference Books:

-] *Pelican Guide to English Literature*. Vol. 9. *American Literature*. Ed. Boris Ford

-] *Highlights of American Literature*. Dr. Carl Bode (USIS)

] *A Short History of American Literature*, Krishna Sen and Ashok Sengupta. Orient BlackSwan, 2017

-] *The Story of American Literature*. By Ludwig Lewisohn

Norton Anthology of American Literature. (Head notes on authors and periods to be read)

Core Paper IX

EUROPEAN CLASSICAL LITERATURE

Introduction:

This paper seeks 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 founding texts of the European canon.

UNIT 1: Historical Review

- (i) 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

- (i) Homer: *Odyssey* (Book I)

UNIT 3: Tragedy:

- (i) Sophocles: *Oedipus the King*

UNIT 4: Criticism:

- (i) Aristotle: *Poetics* (Chapters: 6,7,8)

Text Books

-] Texts prescribed in Units 2, 3, 4 (All texts are available for free access on Project Gutenberg <https://www.gutenberg.org/>)

Reference Books:

-] H.D.F. Kitto, *Form and Meaning in Greek Drama*
-] H.D.F. Kitto, *The Greeks*
- Eric Auerbach, *Mimesis: The Representation of Reality in Western Literature*
-] Gilbert Murray, *A History of Ancient Greek Literature*, Andesite Press, 2017.
-] *Classicism: A Very Short Introduction* OUP

Core Paper X

WOMEN'S WRITING

Introduction:

The paper seeks to acquaint the students with the works of women writers from different cultures and nations in various genres. Further, it seeks to make them critically aware of the

issues relating to the workings of patriarchy, issues of gender, and relations of desire and power.

UNIT 1: Virginia Woolf

- (i) "Chapter 1" from *A Room of One's Own*

UNIT 2: Charlotte Bronte

- (i) *Jane Eyre*

UNIT 3:

- (i) Kamala Das, 'An Introduction', 'The Sunshine Cat'
- (ii) Sylvia Plath, 'Mirror', 'Barren Woman'
- (iii) Eunice de Souza, 'Women in Dutch Painting', 'Remember Medusa'
- (iv) Shanta Acharya, 'Homecoming', 'Shringara'

UNIT 4:

- (i) Ashapura Devi, *The Distant Window*

Text Books

-] Texts prescribed in Units 1, 2, 3, 4

Reference Books:

-] Toril Moi, *Sexual/Textual Politics*
-] Elaine Showalter, *A Literature of Their Own*
-] Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*
-] *The Distant Window*, Prachi Prakashan, Tr. Anima Bose, 1997
-] Helen Carr, 'A History of Women's Writing' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers
-] Mary Eagleton, 'Literary Representations of Women' in *A History of Feminist Literary Criticism* by Gill Plain and Susan Sellers

Core Paper XI

MODERN EUROPEAN DRAMA

Introduction:

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

UNIT 1: Historical Review

- (i) 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

- (i) *Ghosts*

UNIT 3: Eugene Ionesco

- (i) *Chairs*

UNIT 4: Bertolt Brecht

- (i) *Life of Galileo*

Text Books

-] Texts prescribed in Units 1, 2, 3, 4

Web Resources

-] Ionesco: <http://www.kkoworld.com/kitablar/ejen-ionesko-kergedan-eng.pdf>
] Ibsen: <http://www.gutenberg.org/files/8121/8121-h/8121-h.htm>

Reference Books:

-] 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.
] 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.
] George Steiner, 'On Modern Tragedy', in *The Death of Tragedy* (London: Faber, 1995) pp. 303-24.
• Raymond Williams, *Drama from Ibsen to Brecht*
] Jean Genet, *Reflections on Theatre* (London: Faber & Faber) Chapter 2: "The Strange World Urb..." pp. 63-74.
] *Theatre of Absurd*. Martin Esslin

Core Paper XII

INDIAN CLASSICAL LITERATURE (Training of teachers essential for teaching this course)

Introduction:

This paper seeks to create awareness among the students of the rich and diverse literary and aesthetic culture of ancient India.

UNIT 1: Introduction to the history and genesis of Indian

Classical Literature UNIT 2: Sanskrit Drama –1

- (i) Kalidasa, *Abhijnanasakuntalam*, Act IV, tr. M.R Kale, Motilal Banarasi Dass, New Delhi

UNIT 3: Sanskrit Drama-2

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

UNIT 4: Aesthetics and Maxims

- (i) Bharata's *Natyasastra*, Chapter VI on Rasa theory

Text Books

-] Texts prescribed in units II,III, IV

Reference Books:

- [Kalidasa. Critical Edition. Sahitya Akademi
[Bharata's *Natyashastra*. English Translation by M.M. Ghosh. Vol 1. 2nd edition. Asiatic Society, Kolkata, 1950. Ch. 6 "Sentiments". Pp. 158-95
] J.A.B. Van Buitenen, "Dharma and Moksa" in Roy W. Perrett. Ed. *Indian Philosophy*. Vol 5, *Theory of Value: A Collection of Readings*. New York: Garland, 2000. Pp. 33-40
] Vinay Dharwadkar, "Orientalism and the Study of Indian Literature", *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
] Haldhar Panda, *Universals of Poetics*

Core Paper XIII

POSTCOLONIAL LITERATURES

Introduction:

This paper seeks to introduce the students to postcolonial literature —a body of literature that responds to European colonialism and empire in Asia, Africa, Middle East, the Pacific and elsewhere. The paper aims to provide the students with the opportunity to think through the layered response – compliance, resistance, mimicry, subversion – that is involved in the production of post-independence literature

UNIT 1:

- (i) Postcolonialism: Elleke Boehmer (From *Literary Theory and Criticism* Ed. Patricia Waugh)
(a) The post in Postcolonial,
(b) Movements and theories against Empire
(c) Leading Postcolonial Thinkers (Frantz Fanon, Edward Said, Gayatri Spivak, Homi Bhabha)

UNIT 2: Raja Rao

- (i) *Kanthapura*

UNIT 3: Jean Rhys

- (i) *Wide Sargasso Sea*

UNIT 4: Athol Fugard

- (i) *Blood Knot*

Text Books

-] Texts prescribed in Units 1, 2, 3, 4

Reference Books:

-] Chinua Achebe: "English and the African Writer" (Available online)
• Ngugi wa Thiong'o: "The Quest for Relevance" from *Decolonizing the Mind: The Politics of Language in African Literature*
] Leela Gandhi, *Postcolonial Theory: An Introduction*. OUP, 1998.
] Bill Ashcroft, Gareth Griffin, Helen Tiffin, *The Empire Writes Back: Theory and Practice of Post-Colonial Literature*.
] Edward Said. *Orientalism*.

Core Paper XIV

POPULAR LITERATURE

Introduction:

This paper seeks to introduce the students to genres such as children's literature, detective fiction and campus fiction, which have a "mass" appeal, and can help us gain a better understanding of the popular and folk roots of literature.

UNIT 1: Introduction to the concept

- (i) What is popular literature?
(ii) Debate between popular and high cultures ('high brow' v/s 'low brow')
(iii) What is Genre fiction?
(iv) 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/>

UNIT 2: Children’s Literature

- (i) Lewis Carroll: *Alice in Wonderland*

UNIT 3: Detective Fiction

- (i) Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT 4: Campus Fiction

- (i) Chetan Bhagat: *Five Point Someone*

Text Books

-] Essays given for discussion under unit I and Texts prescribed in Units 2, 3, 4

Reference Books

- Leslie Fiedler, “Towards a Definition of Popular Literature” in *Super Culture: American Popular Culture and Europe*. Ed. C.W.E. Bigsby. pp. 29-38
- Leo Lowenthal, *Literature, Popular Culture and Society*
- Felicity Hughes, “Children’s Literature: Theory and Practice” in *English Literary History*. Vol. 45, 1978. pp. 542-61.
- Raymond Chandler, “The Simple Art of Murder”, *Atlantic Monthly*. Dec. 1944 (available at <<http://www.en.utexas.edu/amlitprivate/scans/chandlerart.html>>
- *Popular Fiction: Essays in Literature and History* by Peter Humm, Paul Stigant, Peter Widdowson
- Sumathi Ramaswamy, “Introduction”, in *Beyond Appearances?: Visual Practices and Ideologies in Modern India*. Pp.xiii-xxix

Discipline Specific Elective

Paper-I LITERARY THEORY

Introduction:

This paper seeks to expose the students to the basic premises and issues of major theoretical approaches to literary texts.

UNIT 1:

- (i) New Criticism (“Language of Paradox” by Cleanth Brooks)

UNIT 2:

- (i) Marxist Criticism (Terry Eagleton: “Literature and Ideology” from *Marxism and Literary Criticism*)

UNIT 3:

- (i) Feminist Criticism (*Second Sex*, Vol 1 Introduction “Facts and Myths”)

UNIT 4:

- (i) Structuralism (“The Nature of Linguistic Sign” by Saussure)

Text Books

-] Texts prescribed in Units 1, 2, 3, 4

Reference Books

-] Peter Barry, *Beginning Theory*
-] Terry Eagleton, *Literary Theory*
-] David Lodge, ed. *Twentieth Century Criticism*
-] David Lodge, ed. *Modern Criticism and Theory: A Reader*
-] Jonathan Culler, “In Pursuit of Signs”
-] Tony Bennett, *Formalism and Marxism* (New Accents)

Discipline Specific Elective

Paper- II WORLD LITERATURE

Introduction:

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: European

- (i) Albert Camus: *The Outsider*

UNIT 2: Caribbean

- (i) V S Naipaul: *A Bend in the River*

UNIT 3: Canadian Short Fiction

- (i) Alice Munroe: “The Bear Came Over the Mountain”, “Face”

UNIT 4: Latin American Poetry

- (i) Pablo Neruda :“Tonight I can Write” and “Every day you play”
- (ii) Octavio Paz: “Between going and staying the day wavers” and “Motion”

Text Books

-] Texts prescribed in Units 1, 2, 3, 4

Web Resources:

-] 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

Reference Books:

- *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
-] 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.
-] “WLT and the Essay” *World Literature Today* Vol. 74, No. 3, 2000. JSTOR Irish University Review, Vol.23 Spring 1, Spring-Summer.
-] 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

Discipline Specific Elective Paper- III

PARTITION LITERATURE

Introduction:

This paper seeks to expose the students to some significant writings on Indian partition, which brought untold miseries to those who lost lives and homes. The issues of loss, trauma, communalism etc. are explored by the texts.

UNIT 1: Defining partition literature

- (i) Ritu Menon and Kamla Bhasin, ‘Introduction’ from *Borders and Boundaries* (New Delhi: Kali for Women, 1998)

UNIT 2:

- (i) W.H. Auden "Partition", Agha Shahid Ali, "Learning Urdu", "The Dawn of Freedom" Faiz Ahmad Faiz

UNIT 3: Bapsi Sidhwa

- (i) *Ice-candy-man*

UNIT 4:

- (i) Sadat Hassan Manto, 'Toba Tek Singh' (from *Mottled Dawn*, Penguin India)
(ii) Rajinder Singh Bedi, "Lajwanti" (Trans. Khushwant Singh)
(iii) Lalithambika Antharajanam, "A Leaf in the Storm"

Text Books

-] Texts prescribed in Units 1, 2, 3, 4
-] (*Mottled Dawn* for Manto and Bedi in Unit 4, Penguin India)
-] *Borders and Boundaries*. New Delhi: Kali for Women, 1998

Reference Books:

-] Sukrita P. Kumar, "Narrating Partition" (Delhi: Indialog, 2004)
-] Urvashi Butalia, "The Other Side of Silence: Voices from the Partition of India" (Delhi: Kali for Women, 2000)
-] Sigmund Freud, "Mourning and Melancholia" in *The Complete Psychological Works of Sigmund Freud*, tr. James Strachey (London: Hogarth Press, 1953) pp. 3041-53.

Discipline Specific Elective

Paper- IV WRITING FOR MASS MEDIA

UNIT 1:

- (i) History of English in India, Brief history of Journalism in English in India, Status of English in India, Indian writers of English and their treatment of the English language a non-native variety

UNIT 2:

(i) Writing for the Print Media: News Stories, Features, Editorials
(The teacher is required to cite examples and use material from mass media)

UNIT 3:

- (i) Writing for the Electronic Media
- (ii) Advertisement caption writing and tag lines (print and electronic)

UNIT 4:

- (i) Email, Blogs, Social networking
- (ii) Internet Journalism

Reference Books

- Rangaswamy Parthasarathy, *Journalism in India: From the earliest times to the present day*, Sterling.
-] S V Parasher, *Indian English: Functions and Form*, Bahri Publications.
- Stephen McLaren, *Easy Writer*
-] A R Parhi, *Indian English through Newspapers*, Concept Publications.
-] G L Labru, *Indian Newspaper English*, B R Publishing House.
-] Vinod Dubey, *Newspaper English in India*, Bahri Publications.
- Kachru, Braj: *from Indianization of English*
- Dutta and Parhi, 'Prospect of Electronic Media as Curriculum in Non-Native Contexts', *I-Manager's Journal on English Language Teaching*. (2014)
-] Aijaz Ahmed: 'Disciplinary English: Third-Worldism and Literature'.
-] Narasimhaih; C.D. (ed.): *Awakened Consciousness: Studies in Commonwealth Literature*, New Delhi: Sterling.
-] Omkar N. Koul: *English in India: Theoretical and Applied Issues*. New Delhi: Creative Publishers.

DSE Paper – IV: Dissertation/ Research Project (College can give this choice only for students with above 60% aggregate marks)

DISSERTATION/ RESEARCH PROJECT

Introduction and Outcome

A project is an individual or collaborative activity that is carefully planned to achieve a particular aim.

An undergraduate project is individual research by students to i. understand in-depth a particular topic or fact in their field of study, and ii. Strengthen their understanding of research processes

and methods.

Undergraduate research is inquiry-based learning that involves practical work, and not just

listening to classroom teaching and personal reading. Students learn to apply what they study in their courses to appreciate different aspects of their field better by working independently on the projects. At the same time, they contribute something original to the courses they study.

An undergraduate research project is expected to explore specific topics within the field of study of the students. The project should make an original contribution to the discipline in some manner. The results of quality undergraduate research can be presented in seminars and conferences, and published in research journals dedicated specifically to such work or in traditional academic journals with the student as a co-author.

There are many benefits of undergraduate research including, but not limited to, real world applications, research and professional experience, and better relationships between faculty and students. Relating coursework to out-of-class experiences, students train to work and think independently, take responsibility for their own learning, and take initiative to solve problems on their own rather than relying on experts for answers. They also learn to work in collaboration in interdisciplinary research. Most of all, projects help students learn a variety of skill sets to make them confident and competent in their future career.

The research process

Typically, all research answer three questions: *what*, *why* and *how*.

The *what* states the research question to be investigated in a project.

The *why* explains the purpose of the research and also every step undertaken to conduct the research.

The *how* describes the stages of the research procedure.

To understand the process of research and to practically conduct any requires a good background in research methodology. Students may study research methodology before undertaking their projects.

Pattern of examination

MID-SEMESTER ASSESSMENT

Presentation of the project synopsis

Synopsis to include:

- i. Research statement/question and its rationale
- ii. Review of literature stating the validity of the project
- iii. Discussion of the research steps
- iv. Possible conclusion/s
- v. Contribution of the project to the existing body of research
- vi. References

Semester final examination

A project of at least 3000 words to be submitted in the following structure:

- Research question - a short statement
- Rationale of the research
- Introductions of the research
- Review of literature relating the reviews to the research question and the research Introductions
- Data collection and interpretation
- Discussion of the findings; conclusions drawn
- Contribution of the project to the existing body of research
- Directions for future research
- Works cited section

Reference Books

-] John Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage Publications. 2009
-] K Samantray, *Academic and Research Writing*. Orient Blackswan. 2015
-] Sword, H. *Stylish Academic Writing*. Harvard University Press. 2012
-] Norman Denzin, *Sage Handbook of Qualitative Research*. Sage Publications. 2005
-] Kothari & Garg, *Research Methodology*. New Age Publishers
- Deepak Chawla & Neena Sondhi. *Research methodology: Concepts & Cases*. Vikas Publishing

Generic Elective Paper I

ACADEMIC WRITING AND COMPOSITION

Introduction:

This paper seeks to train the students in the basic writing skills required for writing competently in the academic context.

UNIT 1:

- (i) Introduction to the Writing Process: with a focus on Academic Writing

UNIT 2:

- (i) Writing in one's own words: Summarizing and Paraphrasing

UNIT 3:

- (i) Critical Thinking: Synthesis, Analysis, And Evaluation

UNIT 4:

- (i) Citing Resources: Editing, Book and Media Review

Reference Books:

- ▮ Liz Hamp-Lyons and Ben Heasley, *Study Writing: A Course in Writing Skills for Academic Purposes* (Cambridge UP, 2006)
- ▮ Ilona Leki, *Academic Writing: Exploring Processes and Strategies*. New York: CUP, 2nd edn, 1998
- ▮ Stanley Fish, *How to Write a Sentence and How to Read One*. Harpar Perennial. 2011.
- ▮ *Literature and the art of Communication*, Cambridge University Press
- Gerald Graff and Cathy Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*. New York: Norton, 2009

Generic Elective Paper II GENDER AND HUMAN RIGHTS

(Faculty training needed)

Introduction:

This paper seeks to familiarize the students with issues of inequality, and oppression of caste, race and gender.

UNIT 1:

- (i) Unit I and II of *Gender Sensitivity* (UNESCO Module 5)

UNIT 2:

- (i) “ Castes in India”: Dr Babasaheb Ambedkar

UNIT 3:

- (i) *We Should All Be Feminists* by Chimamanda Ngozi Adichie,

UNIT 4:

- (i) *Sultana’s Dream* (a novella): Rokeya Sakhawat Hossain

Text Books

- Texts prescribed in Unit I,II,III, IV

Reference Books:

- ▮ Babasaheb Ambedkar, *Writings and Speeches*, Vol 1, Compiled by Vasant Moon. Ambedkar Foundation, 2014.
- ▮ Chimamanda Ngozi Adichi- *We Should All Be Feminists*. London: Fourth Estate, 2014. ▮
- Rokeya Sakhawat Hossain - *Sultana’s Dream*. Penguin Modern Classics, 2005.

UNESCO- Gender Sensitivity, Zambia, 2000.

http://www.unesco.org/education/mebam/module_5.pdf

Generic Elective Paper III NATION, CULTURE, INDIA

Introduction:

This paper seeks to introduce students across disciplines to basic ideas about Indian cultural ethos mediated through literature.

UNIT 1:

- (i) *An Autobiography (My Experiments With Truth)* - M.K. Gandhi. Part V, 'The First Experience' (Chapters I) to 'Face to Face with Ahimsa' (Chap XIV)

UNIT 2:

- (i) "Secularism and Its Discontents"- Amartya Sen (from *The Argumentative Indian*)

UNIT 3:

- (i) "Nationalism in India"- Rabindranath Tagore (from *Nationalism*)

UNIT 4:

- (i) " The Renaissance in India"- Sri Aurobindo (from The Renaissance in India and Other Essays)

Text Books

- Texts prescribed in Units 1, 2, 3, 4

Reference Books:

-] A.L. Basham, *Wonder that was India*
-]
-]
-] D.D. Kosambi, *Culture and Civilization of Ancient India in Historical Outline*
-] Romila Thapar, *Time as a Metaphor in Human History*
- Pawan K. Verma, *The Great Indian Middleclass*

Generic Elective Paper IV LANGUAGE AND LINGUISTICS

Introduction:

This paper aims to offer the students some fundamental knowledge in Linguistics and English Language Teaching (ELT). It also seeks to acquaint the students with the variety of English that people come in contact with in contemporary times with a special emphasis on Asia and in particular, India.

UNIT 1:

- (i) Language : What is Language, Linguistics, Branches and Scope, Applied Linguistics

Global Englishes: Who Speaks English today? Standard Language and Language Standards, Language Variation, Postcolonial English, Pidgin and Creole, English in Asia and Europe

UNIT 2:

- (i) Phonology and Morphology

UNIT 3:

- (i) Syntax

UNIT 4:

- (i) Semantics

Reference Books

-] *Introductory book on Linguistics and Phonetics* by R L Varshney
-] *Global Englishes: A Resource Book for Students*, Jennifer Jenkins, 3rd Edn, Special Indian Edition, Routledge, 2016
- *An Introduction to Language and Communication*,
-] A R Parhi, 'Localising the Alien: Newspaper English and the Indian Classroom', *English Studies in India*, Springer, 2018.
-] Adrian Akmajian, R. A. Demers, Ann K Farmer and R. M. Harnish, Prentice Hall of India, 2012
-] David Crystal, *Linguistics*
-] Braj B Kachru, *The Indianization of English* (OUP)
- David Crystal, *English as a World Language*

GE Tutorial - 4 (20 marks: 1 credit)

Introduction: This paper seeks to reinforce learning of the theory paper by way of engaging the students in remedial teaching and doubt clearing classes.

Scheme of Examination- Internal Assessment will be done by tutors through 10 multiple choice questions (10 x 1 = 10) and very short answer-type questions (5 x 2 = 10)

UG Course Structure for History

Semester	Course	Course Name	Credit	Total marks
Semester-I	AECC-I	AECC-I	4	100
	C 1	History of India-I	6	100
	C 2	Social Formations and Cultural Patterns of the Ancient World	6	100
	GE-I	History of India-I (Early Times to 1750)	6	100
Semester-II	AECC-II	AECC-II	4	100
	C 3	History of India-II	6	100
	C 4	Social Formations and Cultural Patterns of the Medieval World	6	100
	GE-II	History of India – II (1750-1950)	6	100
Semester-III	C 5	History of India-III (c.750-1206)	6	100
	C 6	Rise of Modern West-I	6	100
	C 7	History of India-IV (c.1206-1526)	6	100
	GE-III	Rise of the Modern West – I	6	100
	SEC-I	SEC-I	4	100
Semester-IV	C 8	Rise of Modern West-II	6	100
	C 9	History of India-V (c.1526-1750)	6	100
	C 10	Historical Theories and Methods	6	100
	SEC-II	SEC-II	4	100
	GE-IV	Rise of the Modern West – II	6	100
Semester-V	C 11	History of Modern Europe-I(c.1780-1880)	6	100
	C 12	History of India-VII (1750-1857)	6	100
	DSE-I	History and Culture of Odisha - I	6	100
	DSE-II	History and Culture of Odisha - II	6	100

Semester-VI	C 13	History of India-VIII (C.1857-1950)	6	100
	C 14	History of Modern Europe-II(1880-1939)	6	100
	DSE-III	History and Culture of Odisha- III	6	100
	DSE-IV	Project Report	6	100
Total			148	2600

HISTORY

HONOURS PAPERS:

Core course – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for non History students – 4 papers. In case University offers 2 subjects as GE, then paper 1 and 2 will be the GE papers.

Marks per paper – Mid term: 20 Marks, End term: 80 Marks Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours (Theory) + 10 hours (Tutorial)

Core Paper 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 (Major Harappan Sites and Sixteen Mahajanapadas).

Unit-II: Pre-historic Hunter-Gatherers and Food Production

1. Paleolithic Culture: Upper, Middle and Lower; Tool making habit
2. Mesolithic Culture: New developments in Technology and Economy
3. Neolithic and Chalcolithic Settlements
4. Food Production : Beginning of Agriculture

Unit-III: The Harappan Civilization

1. Origins; Settlement Patterns and Town Planning
2. Economic Life: Agriculture, Craft Productions and Trade
3. Social and Political Organization; Religious Beliefs and Practices; Art

Unit-IV: Cultures in Transition

1. Early Vedic Age: Society, Polity, Religion and Literature

2. Later Vedic Age: Social Stratification (Varna and Gender), Polity, Religion, and Culture

Suggested Text Books:

1. R. S. Sharma, Material Culture and Social Formations in Ancient India, 1983.
2. Upinder Singh, A History of Ancient and Early Medieval India.

Reference Reading:

1. Romila Thapar, Early India: From Beginning to 1300 CE, Penguin.
2. A.L. Basham, The Wonder that was India, Vol.1
3. B. Fagan, Digging from the Earth
4. H.D. Sankharia, Prehistory of India.
5. B.R. Alchin, The Birth of Indian Civilization.

Core Paper II

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE ANCIENT WORLD

Unit I

1. Evolution of Man
2. Paleolithic Cultures
3. Mesolithic Cultures

Unit-II: Neolithic Culture:

1. Food Production
2. Development of Agriculture
3. Animal Husbandry

Unit-III: Bronze Age Civilizations

1. Egypt
2. Mesopotamia (Sumeria & Babylonia)
3. China (Shang)

Unit-IV: Ancient Greece:

1. Athens and Sparta
2. Politics, Economic
3. Culture

Suggested Text Books:

1. Burns and Ralph. World Civilizations, Vol. A.
2. V. Gordon Childe, What Happened in History?

Reference Reading:

1. G. Clark, World Prehistory: A New Perspective.
2. Bishan Basu, The Story of Man
3. H.Neil & M.C.Willam, A World of History, Oxford, New York, 1907.
4. H.R. Hall, Ancient History of the Near East, 1932.

Core Paper III

HISTORY OF INDIA-II (300BCE-750CE)

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

1. Expansion of Agrarian Economy: Production relations.
2. Urban growth: Trade & Commerce
3. Social stratification: Class, Varna, Jati, Gender

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: Kushanas, and Satavahanas
3. The Cholas

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. Varna, Proliferation of Jatis: changing norms of marriage and property.
3. The Nature of Polities: The Gupta Empire
4. Post- Gupta Polities - Pallavas, Chalukyas, and Vardhanas

Unit-IV: Religion, Culture, Philosophy and Society

1. Consolidation of the Brahmanical Tradition: Dharma, Varnashram, Purusharthas,
2. Buddhism: Hinayan and Mahayana
3. Jainism: It's major Principles
4. Development of Art and Architecture: Mauryan, and Gupta

Suggested Text Books:

1. D. D. Kosambi, An Introduction to the Study of Indian History, 1975.
2. A. L. Basham, Wonder That Was India, Rupa.

Reference Reading:

1. Romila Thapar, Early India: From the Origins to 1300, 2002.
2. Dharma Kumar and Irfan Habib, Cambridge Economic History of India, vol-I.
3. Romila Thapar, Ancient India.
4. K.M. Ashraf, Life and Condition of the People of Hindustan.
5. D.N. Jha (ed.), Feudal Social Formation in Early India.

Core Paper IV

SOCIAL FORMATIONS AND CULTURAL PATTERNS OF THE MEDIEVAL WORLD

Unit-I: Polity and Economy in Ancient Rome

1. Polity and Empire in Ancient Rome
2. Crises of the Roman Empire-Rise and fall of Julius Caesar
3. Agrarian Economy
4. Urbanization and Trade

Unit-II: Economic Developments in Europe from 7th to 14th Centuries:

1. Agricultural Production
2. Towns and Trade,
3. Feudalism- Origin, Growth and Decline

Unit-III: Religion and Culture in Medieval Europe:

1. Medieval Church,
2. Monastic Communities
3. Papacy

Unit-IV: Societies in Central Islamic Lands:

1. The Tribal background, Rise of Islam; Rise of Sultanates
2. Religious Developments: the Origins of Shariah,

Suggested Text Books:

1. Perry Anderson, Passages from Antiquity to Feudalism.
2. Marc Bloch, Feudal Society, 2 Vols.

Reference Reading:

1. J. Barrowclough, The Medieval Papacy.
2. Cambridge History of Islam, 2 Vol.
3. Will Durant, The Story of Civilization (vols. I & II).
4. T.W. Wallbank & N.M. Bailey, Civilization –Past and Present.
5. R. Coulborne, Feudalism in History.

Core Paper V

HISTORY OF INDIA-III (c. 750 -1206)

Unit –I: Studying Early Medieval India: Political Structures

1. Sources: Literary and Archaeology
2. Evolution of Political structures: Rajputs and Cholas
3. Legitimization of Kingship; Brahmanas and Temples
4. Arab conquest of Sindh: Causes and Impact

Unit-II: Agrarian Structure and Social Change:

1. Agricultural Expansion; Crops
2. Landlords and Peasants
3. Proliferation of Castes
4. Peasantization of Tribes

Unit-III: 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-IV: Religious and Cultural Developments:

1. Puranic Traditions; Buddhism and Jainism
2. Islamic Intellectual Traditions: Al-Biruni
3. Regional Languages and Literature
4. Art and Architecture: Evolution of Regional styles: Kalingan and Dravidian style of Temple Architecture

Suggested Text Books:

1. B.D. Chattopadhyaya, The Making of Early Medieval India.
2. R.S. Sharma and K.M. Shrimali, (eds), Comprehensive History of India, Vol. IV (A & B).

Reference Reading:

1. Satish Chandra, Medieval India, Vol. I, Har Anand.
2. D. D. Koasambi, The Culture and Civilization of Ancient India: In Historical outline New Delhi; Vikas 1971.5th Print.
3. K. A. Nilakantha Sastri, The Colas, South Indian History.
4. Mittal, Socio-Cultural History of India.
5. R.C.Majumdar (ed) History and Culture of Indian people. Bombay; Bharatiya Vidya Bhavan 1960.Relevant Vol.

Core Paper VI

RISE OF THE MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism:

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion:

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, The African Slaves.

Unit-III: Renaissance and Reformation:

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: 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

Suggested Text Books:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460-1600.

Reference Reading:

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.
3. Toynbee, A.J, A Study of History (12 volumes).
4. Maurice Dobb, Transition from Feudalism to Capitalism.
5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

Core Paper VII

HISTORY OF INDIA IV

(c.1206 - 1526)

Unit-I: Sultanate: Political Structures

1. Survey of Sources: (a) Persian Tarikh Tradition, (b) Vernacular Histories; (c) Epigraphy.
2. Consolidation of the Sultanate of Delhi: Balban, Alauddin Khaljis and Mahammad-bin Tughluqs.
3. Theories of kingship: The Ruling Elites: Ulema, Sufis and the Imperial Monuments

Unit-II: Emergence of Regional Identities

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

Unit-III: 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 Overseas Trade.

Unit-IV: Religion, Society and Culture:

1. Sufi Silsilas: Chishtis and Suhrawardis; doctrines and practices, Social roles
2. Bhakti Movements and Monotheistic Traditions: Kabir, Nanak, Ravidas and Sri Chaitanya.
3. Social Impact of the Bhakti Tradition: Rise of Liberal Thought, Ideology of Equality and Gender Relations

Suggested Text Books:

1. Satish Chandra, Medieval India, Vol. I, Har Anand Publications, New Delhi.
2. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.I.

Reference Reading:

1. Irfan Habib, Medieval India: The Study of a Civilization, NBT, New Delhi.
2. ABM Habibullah, The Foundation of Muslim Rule in India.
3. SBP Nigam, Nobility under the Sultans of Delhi.
4. R.P. Tripathy, Some Aspects of Muslim Administration in India.
5. R.S.Sharma, Early Medieval Indian Society: Orient Blackswan 2001.

Core Paper VIII **RISE OF THE MODERN WEST - II**

Unit-I: The English Revolution and European Politics in the 18th century:

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;
4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economy

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

Suggested Text Books:

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

Reference Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

Core Paper IX **HISTORY OF INDIA V (c.** **1526 - 1750)**

Unit-I: Establishment of Mughal Rule:

1. India on the eve of advent of the Mughals

2. Military Technology: Fire Arms,
3. Sher Shah: Administrative and Revenue Reforms

Unit-II: 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. Emergence of the Marathas; Shivaji; Expansion under the Peshwas

Unit-III: 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-IV: Cultural Ideals:

1. Religious tolerance and sulh-i-kul; Sufi mystical and Intellectual Interventions
2. Art and Architecture
3. Mughal and Rajput Paintings: Themes and Perspectives

Suggested Text Books:

1. J.L. Mehta, An Advanced Study of the History of Medieval India, Vol.II.
2. Satish Chandra, Medieval India, vol.2, Har Anand Publications, New Delhi.

Reference Reading:

1. Irfan Habib, Agrarian System of Mughal India, 1526-1707.
2. A.B.Pandey, Later Medieval Period.
3. R.P.Tripathi, Rise and Fall of the Mughal Empire
4. S.Nurul Hassan, Thoughts on Agrarian Relations in Mughal India.
5. Ishwari Prasad, Life and Times of Humayun.

Core Paper 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, Livy and 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: Historical Methods

1. Sources of History: Written, Oral. Visual & Archaeological.
2. Historical facts.
3. Historical Causation.
4. Historical Objectivity

Suggested Text Books:

1. B. Sheik Ali, History: Its Theory and Method, Macmillan, Reprinted, 1996.
2. E. H. Carr, What is History? , Penguin Books, Reprinted, 1983.

Reference Reading:

1. E. Sreedharan, A Text Book of Historiography, Orient Longman, Reprinted, 2004.
2. Marc Bloch, The Historians Craft.
3. R.G. Collingwood, The Idea of History
4. G.T.Reiner, History: Its Purpose and Method.
5. K.Rajayyan, History: it's Theory & Method

Core Paper XI

History of Modern Europe- I (c. 1780-1880)

Unit-I: The French Revolution (1789):

1. Socio, Religious, Economic and Political Conditions
2. Intellectual Currents.
3. Role of the Middle Classes

Unit-II: Revolution and its European Repercussions:

1. National Constituent Assembly
2. National Legislative Assembly
3. Napoleonic Consolidation- Reform and Empire

Unit-III: Restoration and Revolution: c. 1815 - 1848

1. Congress of Vienna Restoration of old Hierarchies
2. Revolutionary and Radical Movements-
 - A) July Revolution (1830) and
 - B) February Revolution (1848)

Unit-IV: Socio-Economic Transformation and Remaking of States (Late 18th Century to Late 19th Century)

1. Process of Capitalist Development: Agrarian and Industrial Revolutions in England and German States.
2. Evolution of Social Classes: Land Owners, Peasantry: Bourgeoisie and Proletariat
3. Popular Movements and the Formation of National Identities in Germany and Italy,

Ireland

Suggested Text Books:

1. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].
2. Anthony Wood, History of Europe, 1815 to 1960 (1983).

Reference Reading:

1. E.J. Hobsbawm, Nations and Nationalism.
2. A. Wesley Rohem, The Record of Mankind, Health and Company, Boston, 1952.
3. CMD Ketelbey, History of Modern Times since 1789, OUP, 2009.
4. David Thomson, Europe since Napoleon, Pelican Books, 1985.
5. Edward Mac Nall Burns et al, World Civilizations, vols. A,B,C, Goyal Saab, New Delhi.

Core Paper XII HISTORY OF INDIA VII (c. 1750 - 1857)

Unit-I: Expansion and Consolidation of Colonial Power:

1. Foreign Trade and Early forms of Economic Exploitations in Bengal
2. Dynamics of Expansion, with special reference to Bengal, Mysore and Odisha

Unit-II: Colonial State and Ideology:

1. Arms of the Colonial state: army, Police, Law.
2. Imperial Ideology: Orientalism and Utilitarianism
3. Education: Indigenous and Modern.

Unit-III: 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-IV: Popular Resistance:

1. Santhal Uprising (1856-57)
2. Indigo Rebellion (1860)
3. Movement of 1857- Causes and Consequences

Suggested Text Books:

1. Dharma Kumar and Tapan Raychaudhuri, (ed.), The Cambridge Economic History of India, Vol. II.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's Struggle for Independence.

Reference Reading:

1. Sumit Sarkar, Modern India (1885-1947), Mac Milan.
2. A.R.Desai, Social Background of Indian Nationalism
3. R. Vlyanovsky, Agrarian India between the World Wars.
4. Sekhar Bondhapadhaya, From Plessey to Partition.
5. G.Kaushal, Economic History of India, 1757-1956

Core Paper XIII

C.C. XIII: HISTORY OF INDIA VIII (c. 1857 - 1950)

Unit-I: Cultural Changes, Socio 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. Swedish Movement
4. Revolutionaries

Unit-III: Gandhian Nationalism after 1919: Ideas and Movements:

1. Mahatma Gandhi: His Perspectives and Methods
2. Non- Cooperation, Civil Disobedience, Quit India,
3. Subhas Chandra Bose and INA
4. Nationalism and Social Groups: Peasants, Tribes, Dalits and Women

Unit-IV: Communalism and Partition:

1. Ideologies and Practices, Muslim League
2. Hindu Maha Sabha
3. Partition and Independence
4. Making of the Constitution

Suggested Text Books:

1. Sumit Sarkar, Modern India, 1885-1947.
2. Bipan Chandra, K.N. Panikkar, Mridula Mukherjee, Sucheta Mahajan and Aditya Mukherjee, India's, Struggle for Independence, Penguin

Reference Reading:

1. Sekhar Bandopadhyaya, From Plessey to Partition
2. N.S. Bose, Indian Awakening and Bengal
3. A. R. Desai, Social Background of Indian Nationalism, Popular, Bombay.
4. S.Gopal, British Policy in India, 1858-1905.
5. Bipan Chandra, Indian National Movement.

Core Paper XIV

HISTORY OF MODERN EUROPE II (c. 1880 - 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. Programme of Socialist Construction.

Unit-III: Imperialism, War, and Crisis: c. 1880-1939:

1. Growth of Militarism; Power Blocks and Alliances: Expansion of European Empires –First World War (1914 – 1918)
2. Fascism and Nazism.
3. The Spanish Civil War.
4. Origins of the Second World War.

Unit-IV: 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.

Suggested Text Books:

1. C.M. Cipolla, Fontana Economic History of Europe, Volume II the Present (1981). I : The Industrial Revolution.
2. T.S. Hamerow, Restoration, Revolution and Reaction: Economics and Politics in Germany [1815 - 1871].

Reference Reading:

1. George Lichtheim, A Short History of Socialism.
2. K.B. Keswani, International Relations in Modern World (1990-1995).
3. C.D.M. Ketelby, A History of Modern Times.
4. Carr.E.H., International Relations between the Two World Wars, 1919-1939, New York, 1966.
5. Garden Green Wood, The Modern World –A History of Our Times.

Discipline Specific Elective Paper-1

History and Culture of Odisha - I

Unit-I

1. Historical Geography: Kalinga, Utkal, Kosal
2. Kalinga War (261 B.C.) and its Significance.
3. Kharavela – Career and Achievements

Unit: II

1. Matharas and Eastern Gangas and Sailodbhavas
2. Bhaumakaras
3. Somavamsis

Unit: III

1. Imperial Gangas
2. Suryavamsi Gajapatis
3. Post- Gajapati Political developments upto 1568.

Unit: IV

1. Social and Cultural Life in Early and Medieval Odisha
2. Growth and Decay of Urban Centres
3. Trade and Commerce
4. Taxation and Land Revenue

Suggested Text Books:

1. K.C. Panigrahi, History of Odisha, Kitab Mahal.
2. Sahu, Mishra & Sahu, History of Odisha.

Reference Reading:

1. S.K. Panda, Political and Cultural History of Odisha.
C Pradhan, A Study of History of Orissa
3. B.K. Mallik, et al (eds) Odia Identity, Page Maker Publications, Bhubaneswar, 2019.
4. R. D Banarjee, History of Orissa, 2 vols.
5. M.N. Das(ed), Sidelights on History and Culture of Orissa, Vidyapuri, Cuttack, 1977

Discipline Specific Elective Paper-II History and Culture of Odisha -II

Unit I Afghan Conquest and Mughal Rule in Odisha- Administration

1. Maratha rule in Odisha – Administration
2. British Occupation and Early Colonial Administration: Land Revenue, Salt Policy, Jail and Police Administration.

Unit: II

1. Resistance Movements: Ghumsar Rebellion, Paik rebellion, Revolt of 1857 and Surendra Sai, Keonjhar Uprisings.
2. Famine of 1866 – Causes and Consequences
3. Growth of Education and Language Movement

Unit: III

1. Growth of Nationalism

2. Formation of Separate Province of Orissa.
3. Prajamandal Movement

Unit: IV

1. Nationalist Politics in Odisha
2. Quit India Movement
3. Merger of Princely States

Suggested Text Books:

1. P.K. Mishra & J.K. Samal, A Comprehensive History and Culture of Orissa- Vol. I & II.
2. A. C. Pradhan, Sidelights on Freedom Struggle in Orissa.

Reference Reading:

1. K.M. Patra, Freedom Struggle in Odisha.
2. J.K. Samal, Orissa under the British Crown.
3. K.M. Patra, Orissa State Legislature & Freedom Struggle.
4. B.C. Ray, Orissa under the Mughals, Punthi Pustak.
5. B.C. Ray, Orissa under the Marathas, Punthi Pustak.

Discipline Specific Elective

Paper-III History and

Culture of Odisha - III

Unit: I

1. Buddhism in Odisha
2. Jainism in Odisha
3. Saivism in Odisha

Unit: II

1. Saktism and Tantricism in Odisha
2. Growth of Vaishnavism in Odisha and Cult of Jagannath
3. Growth of Odia Literature : Sarala Mahabharata
4. Pancha-Sakha Literature

Unit: III

1. Buddhist Art and Architecture
2. Jaina Art
3. Evolution of Temple Architecture -Parsurameswar, Mukteswar, Lingaraja, Jagannath and Konarka

Unit: IV

1. Christian Missionaries – Education and Health
2. Mahima Movement and its Impact
3. Neo-Hindu Movements – Brahmo, Arya Samaj.

Suggested Text Books:

- 1.A.C. Pradhan, A Study of the History of Odisha, Panchasheel.
2. B.K. Mallik, Paradigm of Dissent and Protest :- Social Movements in Eastern India (1400-1700 AD)

Reference Reading:

- 1.K.S. Behera, Temples of Orissa.
- 2.P.K. Mishra(ed), Comprehensive History and Culture of Orissa, Vol-I Pt. II.
- 3.N.K. Bose, Canons of Orissan Architecture
- 4.M.N. Das (ed), Sidelights on History and Culture of Orissa.
5. N.K. Sahu, Buddhism in Orissa.

Discipline Specific Elective Paper-IV

(Optional/Project) History of

Contemporary Odisha (1947-1980)

Unit I: Political Developments

1. Second Congress Ministry (1946-1950):
 - a) Integration of Princely States with Odisha
 - b) New Capital
 - c) Hirakud Dam Project
2. Years of Uncertainties (1950-1980)
 - a) Third Congress Ministry and Abolition of Zamindari System
 - b) Biju Patnaik's First Ministry Achievements

Unit II: United Political Initiatives

1. Coalition Politics-Achievements and Challenges
 - a) R.N. Singdeo,
 - b) Sadasiba Tripathy
2. Panchayati Raj Institutions-Its Working and Impacts.
 - a) Rural Stages
 - b) Urban Stages

Unit III: Economic Development

- a) Growth of Industries- Roulkela Steel Plant and Odisha Sponge Iron Ltd.
- b) Irrigation and Agricultural Infrastructure
- c) Development in Transport and State communication- National and State High Ways in Odisha

Unit IV: Social Developments and Problems

- a) Government Community Development Programmes- Its Impact
- b) Peasant Movements: Causes and Effects
- c) Growth of Art and Craft: Raghunathpur, Pipli and Bargarh

Suggested Text Books:

1. Hemant K. Mohapatra, Odisara Etihasha (Odia), Friends Publishers, Cuttack,

2019.

2. Sukadeva Nanda, Coalition Politics in Odisha, Sterling Publishers, Delhi.

Reference Reading:

1. Sunit Ghosh, Orissa in Turmoil: A Study in Political Developments, Bookland International, Bhubaneswar, 1991.
2. Basant Das, Odisha Rajanitira Gopan Katha (Odia), Anusandhan Publication, Bhubaneswar, 2001.
3. B.B. Jena & J.K. Baral (eds), Government and Politics in Orissa, Print House (India), Lucknow, 1988.
4. Chittaranjan Das, Nabakrushna Chaudhury, NBT, New Delhi.
5. Dasarathi Bhuyan, Orissa Politics: From 1936 to Contemporary Politics, Mangalam Publishers, New Delhi, 2010.

OR

Project Report

The Students may be allotted topics of their interest in the beginning of 5th Semester Classes. They may write the Project Reports on local History and Culture, local personalities with their significant contribution to change the Society and economy with historical perspective containing up to 50 double spaced typed pages. The students may consult the sources like local archaeology, manuscripts, community documents, oral traditions, oral narratives, local biographies and family sources for writing the project dissertation. The Teachers will guide the students to complete their Project assignments. The students may be allowed to fill up their forms after their submission of the projects assigned to them. The student has to secure fifty percent of marks from the evaluation of the project and fifty percent of the marks in the viva voce test which are compulsory.

Generic Elective Paper

I History of India - I (Early Times to 1750)

Unit – I : Reconstructing Ancient Indian History

1. Sources of Historical Writings.
2. Vedic Age : Society, Polity and Culture
3. Buddhism and Jainism : Principles and Impact

Unit – II : Polity and Administration

1. The Mauryan Empire : Conquest and Administration
2. Gupta Society : Land Grants, Peasantry and beginning of Feudal Society
3. Gupta Polity : Conquests and Administration
4. Harshavardhan : Achievements

Unit – III: Early Medieval Society, Economy and Culture

1. Post Gupta Trade and Commerce
2. Delhi Sultanate : Conquests and Administration
3. Bhakti and Sufi Movements in India
4. Development of Regional Language and Literature

Unit – IV: India on the Eve of the Advent of the Mughals

1. Sher Shah : Administration and Reforms
2. Mughal Administrative Institutions : Zabti, Mansab and Jagir
3. Religious Tolerance Sulh-i- Kul
4. Mughal Art and Architecture

Suggested Text Books:

1. Upinder Singh, History of Ancient & Early Medieval India.
2. Romila Thappar, The Early India

Reference Reading:

1. Irfan Habib, Medieval India, NBT, New Delhi
2. R.S. Sharma, India's Ancient Past
3. S.A.A. Rizvi, Wonder that was India, Vol.II, Rupa
4. Cultural Heritage of India, Bharatiya Vidyabhaban Series, Vol-1-IV
5. A.L. Basheer (ed), Cultural History of India, OUP, New Delhi, 2011

Generic Elective

Paper II History of

India - II (1750-1950)

Unit – I Foundation and Expansion of British Rule_

1. Battle of Plassey (1757) and Conquest of Bengal
2. Conquest of Mysore and Maharashtra
3. Expansion through Diplomacy : Subsidiary Alliance and Doctrine of Lapse

Unit – II Consolidation of British Rule and Indian Responses

1. Peasant & Tribal Resistance against British Rule: Sanyasi Rebellion (1763); Kondh Rebellion in Ghumusar, Santal Rebellion
2. Revolt of 1857 : Nature and Significance
3. Land Revenue Settlements : Permanent Settlement, Ryotwari and Mahalwari Settlement

Unit – III – Social and Cultural Policies

1. Socio-Religious Reform Movements: Brahmo Samaj, Arya Samaj, Theosophical Society, Aligarh Movement.
2. Growth of Press and Education
3. Issues of Caste and Gender : Jyotiba Phule- Women Question and Issues, Depressed Class.

Unit – IV – Indian National Movement

1. Politics of Moderates and Extremists (1885-1920)

2. Gandhian Mass Movements (Non-Cooperation, Civil Disobedience and Quit India)

- Movements), (1920-1940)
3. Communal Politics and Partition
 4. Making of the Democratic Constitution

Suggested Text Books:

1. A.R. Desai, Social Background of Indian Nationalism, Popular, Mumbai
2. Priyadarshi Kar, Comprehensive History of Modern India.

Reference Reading:

1. Sumit Sarkar, Modern India : 1885-1947, Mac Millan.
2. B.R. Mani, Debrahminising History: Dominance and Resistance in Indian Society, Manohar, New Delhi, First Published 2005.
3. Chandra Bharil, Social and Political Ideas of B.R. Ambedkar, Aalekh Publishers, Jaipur, 1977.
4. Sumit Sarkar, Modern India (1885-1947), Mac Millan, Delhi, First Published 1983.
5. Hirendra N. Mukherjee, Gandhi, Ambedkar and the Extirpation of Untouchability, PPT, New Delhi.

Generic Elective

Paper III RISE OF THE

MODERN WEST - I

Unit-I: Transition from Feudalism to Capitalism

1. The problems of Transition: Economic Expansion, Industrial production
2. Trade and Commerce
3. Urban Development, Town Life

Unit-II: Early Colonial Expansion

1. Motives, Voyages and Explorations.
2. The Conquests of America
3. Mining and Plantation, The African Slaves.

Unit-III: Renaissance and Reformation

1. Its Social Roots Spread of Humanism in Europe.
2. The Renaissance: Art, Architecture, Sculpture, Painting and Literature
3. Origins and Spread of Reformation Movements.
4. Emergence of European State system: Spain, France, England, Russia

Unit-IV: 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

Suggested Text Books:

1. Charles A. Nauert, Humanism and the Culture of the Renaissance (1996).
2. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.

Reference Reading:

1. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.
2. F. Rice, The Foundation of Early Modern Europe.
3. Toynbee, A.J, A Study of History (12 volumes).
4. Maurice Dobb, Transition from Feudalism to Capitalism.
5. Wallbank, T.W. & Bailey, N.M. Civilization: Past and Present.

Generic Elective Paper IV

G.E. IV: RISE OF THE MODERN WEST - II

Unit-I: The English Revolution and European Politics in the 18th century

1. Background: Socio-Economic and Political Crisis in 17th Century Europe.
2. Major Issues-Political and Intellectual Currents;
3. Parliamentary Monarchy;
4. Patterns of Absolutism in Europe

Unit-II: Rise of Modern Science

1. Development of Science from Renaissance to the 17th century
2. Impact of Modern Science on European society

Unit-III: Mercantilism and European Economics

1. Origin and spread of Mercantilism
2. Impact of Mercantilism on European economy
3. Agricultural and Scientific Background to the Industrial Revolution

Unit-IV: The American Revolution

1. Political currents
2. Socio-Economic Issues
3. Significance of the American Revolution

Suggested Text Books:

1. H. Butterfield, The Origins of Modern Science.
2. Meenaxi Phukan, Rise of the Modern West: Social and Economic History of Early Modern Europe.

Reference Reading:

1. Harry Miskimin, The Economy of Later Renaissance Europe: 1460 - 1600.
2. C.A Fisher, History of Modern Europe.
3. F. Rice, The Foundation of Early Modern Europe
4. David Thomson, Europe since Napoleon, Pelican Books, 1985
5. Swain, J.E., A History of World Civilization, Eurasia Publishing House Pvt. Ltd., New Delhi, 1994

୨୦୧୯-୨୦
CBCS : BA (Hons.) 2019-20

Core Course – ପ୍ରଧାନ ପାଠ୍ୟାଂଶ
ମୋଟ ପୃଷ୍ଠ ସଂଖ୍ୟା – ୧୪

ପ୍ରତ୍ୟେକ ପତ୍ର – ୧୦୦ ମୂଲ୍ୟାଙ୍କ ବିଶିଷ୍ଟ (୨୦ ନମ୍ବର ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା + ୮୦ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମାନ୍ୟ ଅନ୍ତିମ ପରୀକ୍ଷା)

ସମ୍ମାନ: ଜଣେ ସ୍ନାତକ – ସମ୍ମାନର (ଅନ୍ତର୍ଯ୍ୟ) ବିଦ୍ୟାର୍ଥୀ – ମୋଟ ୧୪୦୦ ନମ୍ବରର ପରୀକ୍ଷା ଦେବେ ।

କ) ଅତି କମ୍ରେ (ମୋଟ) ୫୦ଟି କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (ପରିୟତ୍ତ)ରେ ଗୋଟିଏ ପତ୍ରର ପାଠଦାନ ଶେଷ ହେବ । ଗୋଟିଏ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ ବା ପରିୟତ୍ତ -୪୫ ମିନିଟ)

ଖ) ପ୍ରତ୍ୟେକ ପତ୍ର ୪ ଗୋଟି ମୁନିଟ୍ /ଏକକ / ଉପଶରେ ବିଭକ୍ତ ହୋଇଛି ।

ଗ) ପ୍ରତ୍ୟେକ ପତ୍ର ୨ ଆସ୍ତୁଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (୪ + ୨ କ୍ରେଡିଟ୍) ପାଇବେ । ଗୋଟିଏ ଅସ୍ତୁଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶର ମହତ୍ତ୍ୱ ହେଉଛି - ୧୦ ପିରିୟତ୍ତ ସହିତ ସମାନ

ମୋଟ ୧୪ ଗୋଟି ସମ୍ମାନ ପତ୍ରର ଆସ୍ତୁମୂଲ୍ୟାଙ୍କ (କ୍ରେଡିଟ୍) ହେଉଛି - $୧୪ \times ୨ (୪ + ୨) = ୮୪$ ।

ଏଥିମଧ୍ୟରୁ $୧୪ \times ୪ = ୫୬$ ତାତ୍ତ୍ୱିକ ପାଠ (Theory) ରହିବ ।

ଘ) ପରୀକ୍ଷା ପର୍ଯ୍ୟାୟକ୍ରମ (Semester) ଓ ପ୍ରସ୍ତାବିତ ପାଠ ଯୋଜନା :

ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ

୧ମ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପତ୍ର ୧ମ ଓ ୨ୟ ପତ୍ର - $100 + 0୧ = ୧୦୦$ ନମ୍ବ

(୧ମ ଓ ୨ୟ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

୨ ଯ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପତ୍ର ଗାୟ/୪ର୍ଥ ପତ୍ର $୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର

(ଗାୟ ଓ ୪ର୍ଥ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ

୩ୟ ପର୍ଯ୍ୟାୟ

ତିନୋଟି ପତ୍ର ୫ମ, ୬ଷ୍ଠ ଓ ୭ମ ପତ୍ର (୫ମ, ୬ଷ୍ଠ, ୭ମ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

$୧୦୦ + ୧୦୦ + ୧୦୦ = ୩୦୦$ ନମ୍ବର

୪ର୍ଥ ପର୍ଯ୍ୟାୟ

ତିନୋଟି ପତ୍ର ୮ମ, ୯ମ ଓ ୧୦ମ ପତ୍ର- (୮ମ, ୯ମ, ୧୦ମ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

$୧୦୦ + ୧୦୦ + ୧୦୦ = ୩୦୦$ ନମ୍ବର

ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ

୫ମ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପତ୍ର ୧୧ଶ ଓ ୧୨ଶ ପତ୍ର (୧୧ଶ/୧୨ଶ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

$୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର

୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ

ଦୁଇଟି ପତ୍ର ୧୩୫ ଓ ୧୪୫ ପତ୍ର (୧୩୫, ୧୪୫ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ)

$୧୦୦ + ୧୦୦ = ୨୦୦$ ନମ୍ବର

ଶିକ୍ଷା ଅବଧି ୨ଟି ପରୀକ୍ଷା ୧୪ଗୋଟି ମୋଟ = ୧୪୦୦ ନମ୍ବର

୩ ବର୍ଷ ୨ଟି ପର୍ଯ୍ୟାୟ ପତ୍ର

3 years Course/ସେମିଷ୍ଟାର-୨ Total Total paper 1400 Total credits:
 $14 \times 6 (4+2) = 84$

ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ମୁକ୍ତ ମେଧାବୃତ୍ତି ପରୀକ୍ଷା ପାଇଁ ସେମାନଙ୍କ ପସନ୍ଦ ଓ ବୋଧଜ୍ଞାନମୂଳକ ଦୀର୍ଘ ଓ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପରୀକ୍ଷା ନିମନ୍ତେ ଉପସ୍ଥାପନା କରାଯିବ ।

ନମ୍ବର / ମୂଲ୍ୟାଙ୍କ ବିଭାଜନ ପଦ୍ଧତି:

୧. ପ୍ରତ୍ୟେକ ପ୍ରଧାନ ପାଠ୍ୟାଂଶ ବା ପ୍ରତ୍ୟେକ ପତ୍ର - ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ

୨. ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତରୀକ୍ଷା - ୨୦ ନମ୍ବର

ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷା - ୮୦ ନମ୍ବର

୩. ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷା ନିମନ୍ତେ ନିମ୍ନମତେ ପ୍ରଶ୍ନ ହେବ:

କ. ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରତ୍ୟେକ ଏକକରୁ ୨ଟି କରି ୮ଟି ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ ।
ବିଦ୍ୟାର୍ଥୀ ସେଥିରୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । ପ୍ରତ୍ୟେକ ଏକକରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତରଦେବା ବାଧ୍ୟତାମୂଳକ ($୪ \times ୧୫ = ୬୦$ ନମ୍ବର)

ଖ) ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରତି ଏକକରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ: ବିଦ୍ୟାର୍ଥୀ ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ ($୨ \times ୧୦ = ୨୦$)

ବିଶେଷ ଦ୍ରଷ୍ଟବ୍ୟ –

ଓଡ଼ିଆ ସମ୍ବନ୍ଧୀୟ ୧୧ଶ ପତ୍ର, ୧୨ଶ ପତ୍ର, ୧୩ଶ ପତ୍ର ଓ ୧୪ଶ ପତ୍ର ଥିବା ପ୍ରତ୍ୟେକ ପତ୍ରର ପଞ୍ଚମ ଏକକର ପ୍ରକଳ୍ପ ପାଇଁ ୨୦ ନମ୍ବର ଓ ଅନ୍ତଃ ପରୀକ୍ଷା ପାଇଁ ୧୦ ନମ୍ବର ରହିବ ।

କ) ମୋଟ ନମ୍ବର - ୧୦୦

ଖ) ଅନ୍ତଃ ପରୀକ୍ଷା - ୨୦ ଓ ମୁଖ୍ୟ ପରୀକ୍ଷା - ୬୦

ଗ) ପ୍ରକଳ୍ପ ପ୍ରଭୃତି - ୨୦

ଘ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରଥମ ଚାରୋଟି ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୮ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ; ସେଥିରୁ ପ୍ରତ୍ୟେକ ଏକକରୁ ଗୋଟିଏ ଲେଖାଏଁ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବା ବାଧ୍ୟତାମୂଳକ । ($୧୫ \times ୪ = ୬୦$)

ଙ) ପ୍ରଥମ ୪ଟି ଏକକରୁ ୨ନମ୍ବର ବିଶିଷ୍ଟ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର

ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୦X ୨ = ୨୦)

ପ୍ରକଳ୍ପଗୁଡ଼ିକ ସାହିତ୍ୟଭିତ୍ତିକ ହେବା ଆବଶ୍ୟକ ବିଭାଗମୁଖ୍ୟଙ୍କ ଅନୁମୋଦନକ୍ରମେ ବିଭାଗର ସମସ୍ତ ଅଧ୍ୟାପକ ଓ ଅଧ୍ୟାପିକାଙ୍କ ମଧ୍ୟରେ ଦିଗ୍‌ଦର୍ଶନ ନିମନ୍ତେ ସମାନ ଭାବରେ ବାଣ୍ଟିଦିଆଯିବ ।

ଭୂମିକା

ସ୍ନାତକ ଶ୍ରେଣୀରେ ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟ ସମ୍ବନ୍ଧୀୟ ପାଠ୍ୟଦାନ ନିମନ୍ତେ ଏହି ପାଠ୍ୟସମ୍ବଳଟି ପ୍ରସ୍ତୁତ ହୋଇଛି । ଏହାର ପ୍ରସ୍ତୁତି କ୍ଷେତ୍ରରେ ବିଶ୍ୱବିଦ୍ୟାଳୟ ଆନ୍ଦୋଳନଙ୍କ ପ୍ରାୟୋଜିତ “ପସନ୍ଦ ଓ ଆକ୍ଷାତ୍ତିକ ନୂତନ ପାଠ୍ୟବିନ୍ୟାସ ପଦ୍ଧତିକୁ ଗ୍ରହଣ କରାଯାଇଛି । ଏହି ପାଠ୍ୟସମ୍ବଳଟି ସଦ୍ୟତମ ଭାଷା-ସାହିତ୍ୟ ସମ୍ବନ୍ଧୀୟ ଜ୍ଞାନ ବ୍ୟବସ୍ଥା ଓ ଚଳନ୍ତି ସମୟର ଉପଯୋଗିତାକୁ ଚାହିଁ ପ୍ରସ୍ତୁତ ହୋଇଛି । ଏହା ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟର ଉଦ୍ଦେଶ୍ୟ ବିକାଶ ସହିତ ଏହାର ସାଂପ୍ରତିକ ସ୍ଥିତି, ବ୍ୟାକରଣ ଓ ଭାଷାତତ୍ତ୍ୱିକ ବୈଶିଷ୍ଟ୍ୟ ସଂପର୍କରେ ସବିଶେଷ ଧାରଣା ପ୍ରଦାନ କରିବ । ଓଡ଼ିଆ ସାହିତ୍ୟର ବ୍ୟାବହାରିକ ଦିଗ ଓ ମହତ୍ତ୍ୱ ପ୍ରତି ଏଥିରେ ଧ୍ୟାନ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ସାହିତ୍ୟର ବିବିଧ ରୂପ, ସାହିତ୍ୟ-ଧାରା ଓ ବିଶିଷ୍ଟ ସାହିତ୍ୟ-ଲେଖକଙ୍କ ବହି ସହିତ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଅବଗତ କରିବାରେ ପାଠ୍ୟସମ୍ବଳଟି ସହାୟକ । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟକୁ ସର୍ବଭାରତୀୟ ଭାଷା ଓ ସାହିତ୍ୟ

ତଥା ଅନ୍ତର୍ଜାତୀୟ ସାହିତ୍ୟ ବିଦ୍ୟା ସହିତ ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ପରିଚିତ କରାଇବାରେ ଏହା ବିଦ୍ୟାର୍ଥୀଙ୍କ
ଉପଯୋଗୀ ହୋଇପାରିବ ।

ପାଠ୍ୟକ୍ରମର ସାରାଂଶ – ସଂରଚନା

Structure of B.A. (Honours) Odia Under CBCS

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ (Core Course) : 14

ପ୍ରତ୍ୟେକ ପତ୍ରର କ୍ରେଡିଟ୍ସ୍ / ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬ (୬୦ ପରିଅଡ୍ସ୍)

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧ (Core Course – 1) ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ:
(ଚର୍ଯ୍ୟାପଦଠାରୁ ପଞ୍ଚସଖା ପର୍ଯ୍ୟନ୍ତ)

୧ମ ପତ୍ର – ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬ (୬୦ ପରିଅଡ୍ସ୍)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୨ (Core Course – 2) ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟ:

(ପାକରିତି, ରୀତି ଓ ଗୀତି ସାହିତ୍ୟ)

୨ୟ ପତ୍ର – ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୩ (Core Course – 3) ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ (ସ୍ୱାଧୀନତା ପୂର୍ବବର୍ତ୍ତୀ)

୩ୟ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୪ (Core Course - 4) ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ

୪ର୍ଥ ପତ୍ର - ମୂଲ୍ୟାଙ୍କନ = ୪ + ୨ = ୬

ତୃତୀୟ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୫ (Core Course - 5) ଭାଷାର ସଂଜ୍ଞା ଓ ସ୍ୱରୂପ

୫ମ ପତ୍ର- ସମୟ ନିର୍ଦ୍ଦେଶ ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୬ (Core Course – 6) ଓଡ଼ିଆ ଭାଷାର ବୈଶିଷ୍ଟ୍ୟ ଓ ବିବିଧତା

ଷଷ୍ଠ ପତ୍ର- ସମୟ ନିର୍ଦ୍ଦେଶ ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୭ (Core Course=7) ଓଡ଼ିଆ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

ସପ୍ତମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୮ (Core Course – 8) ଓଡ଼ିଆ ଲୋକ ସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ

୮ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୯ (Core Course – 9) ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ

୯ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୧୦ (Core Course-10) ଓଡ଼ିଆ ପଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରାଚୀନରୁ ସ୍ୱାଧୀନତା

ପର୍ଯ୍ୟନ୍ତ) ୧୦ମ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ-୧୧ (Core Course-11) ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

୧୧ଶ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ -୧୨ (Core Course-12) ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ (ଗଳ୍ପ ଓ ଉପନ୍ୟାସ)

୧୨ଶ ପତ୍ର - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ :

ପ୍ରଧାନ ପାଠ୍ୟଶିଳ୍ପ-୧୩ (Cure Course-13) ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ, ଆତ୍ମଜୀବନୀ,
ଭ୍ରମଣକାହାଣୀ) ୧୩ଶ ପଢ଼ - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ପ୍ରଧାନ ପାଠ୍ୟଶିଳ୍ପ- ୧୪ (Core Course- 14) ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାରିକ ପ୍ରୟୋଗ
୧୪ଶ ପଢ଼ - ସମୟ ନିର୍ଦ୍ଦେଶ = ୪ + ୨ = ୬

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ (Detail Syllabus) ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – 1)

ମୂଳ ପାଠ : ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପାଠ୍ୟଶିଳ୍ପ -୧ (Core Course - 1) : ପ୍ରାଚୀନ ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ

ପ୍ରଥମ ପଢ଼

୧ମ ଏକକ | ଯୁଗିତ - ୧ . ପ୍ରାକ୍-ସାରଳା ସାହିତ୍ୟ (ଚର୍ଯ୍ୟାଗୀତିକା ଓ ନାଥ ସାହିତ୍ୟ)

ସାମାଜିକ, ଧାର୍ମିକ, ସାହିତ୍ୟିକ ଓ ଭାଷାତାତ୍ତ୍ୱିକ ମୂଲ୍ୟାୟନ

୨ୟ ଏକକ | ଯୁଗିତ - ୨ : ସାରଳା ସାହିତ୍ୟର ସାମାଜିକ, ସାଂସ୍କୃତିକ ଓ ସାହିତ୍ୟିକ ମୂଲ୍ୟ

୩ୟ ଏକକ | ଯୁଗିତ - ୩ : ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସ (ବିଶେଷ ଅଧ୍ୟୟନ)

୪ର୍ଥ ଏକକ | ଯୁଗିତ - ୪ ଅନନ୍ତ ଦାସ, ଯଶୋବନ୍ତ ଦାସ ଓ ଅଚ୍ୟୁତାନନ୍ଦ ଦାସ (ବିଶେଷ ଅଧ୍ୟୟନ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୧ମ ଓ ୨ୟ ଭାଗ) – ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଆଦିପର୍ବ – ସୁରେନ୍ଦ୍ର ମହାନ୍ତି – କଟକ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

୩. ବର୍ଯ୍ୟାଗୀତିକା - ଖଗେଶ୍ୱର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୪. ଓଡ଼ିଶାର ନାଥ ସାହିତ୍ୟ - ବଂଶୀଧର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଓଡ଼ିଆ ସାହିତ୍ୟର ସଂକ୍ଷିପ୍ତ ପରିଚୟ - ବୃନ୍ଦାବନ ଚନ୍ଦ୍ର ଆଚାର୍ଯ୍ୟ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ

୬. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ, ପ୍ରଥମ ଭାଗ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ମଧ୍ୟପର୍ବ – ସୁରେନ୍ଦ୍ର ମହାନ୍ତି – କଟକ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

୮. ପଞ୍ଚସଖା ଓଡ଼ିଆ ସାହିତ୍ୟ – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୯. ଓଡ଼ିଆ ସାହିତ୍ୟର ଉଦ୍ଦେଶ୍ୟ ଓ ଉତ୍ତରଣ – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୧୦. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ, ବଂଶୀଧର ମହାନ୍ତି (୧ମ ଓ ୨ୟ ଭାଗ), ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟଶିଳ୍ପ - ୨ (Core Course - 2) : ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟ

ଦ୍ୱିତୀୟ ପଢ଼

୧ମ ଏକକ । ୟୁନିଟ୍ - ୧ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି (ସାମାଜିକ, ସାଂସ୍କୃତିକ, ରାଜନୀତିକ ଓ ଧର୍ମୀୟ ପୃଷ୍ଠଭୂମି)

୨ୟ ଏକକ । ୟୁନିଟ୍ - ୨ ; ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆଙ୍ଗିକ ବୈଚିତ୍ର୍ୟ
(ବିଷୟ ବିନ୍ୟାସ, ଭାଷା, ଛନ୍ଦ ବୈଚିତ୍ର୍ୟ, ବର୍ଣ୍ଣନା ବୈଚିତ୍ର୍ୟ ଓ ଆଳଙ୍କାରିକତା)

୩ୟ ଏକକ । ୟୁନିଟ୍ - ୩ = ମଧ୍ୟଯୁଗୀୟ କାବ୍ୟର ଆତ୍ମିକ ବିଭବ
(ରସ, ସୌନ୍ଦର୍ଯ୍ୟଚେତନା ଓ ଭାବାଦର୍ଶ)

୪ର୍ଥ ଏକକ । ୟୁନିଟ୍ - ୪ ମଧ୍ୟଯୁଗୀୟ ଓଡ଼ିଆ ଗୀତି ପରମ୍ପରା (ଚଉପଦୀ, ବଘଦୀ, ଚଉତିଶା, ଭଜନ ଓ ଜଣାଣ/ଚମ୍ପୂ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୪ର୍ଥ ଭାଗ) - ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ,

୨. ଭଞ୍ଜୀୟ କାବ୍ୟ ଭାବନା - ବେଣୀ ମାଧବ ପାଢୀ, ବ୍ରହ୍ମପୁର

୩. ଉପେନ୍ଦ୍ର ଭଞ୍ଜ ସାହିତ୍ୟ ଏକ ଅଧ୍ୟୟନ - ଜୟକୃଷ୍ଣ ମିଶ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୪. ମଧ୍ୟକାଳୀନ ଓଡ଼ିଆ ସାହିତ୍ୟ - କୃଷ୍ଣ ଚରଣ ସାହୁ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଭଞ୍ଜ ସାହିତ୍ୟର ବିଭା ଓ ବିଭବ - ସଚ୍ଚିଦାନନ୍ଦ ମିଶ୍ର, ଓଡ଼ିଶା ବ୍ଲକ୍ ହୋଇ

୬. ଓଡ଼ିଆ ଗୀତିକାବ୍ୟ- ଜାନକୀବଲ୍ଲଭ ମହାନ୍ତି, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୭. କାବ୍ୟକୌଶଳ-ସୁଦର୍ଶନ ଆଚାର୍ଯ୍ୟ ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester -II)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୩ (Core Course - 3) : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ

ତୃତୀୟ ପତ୍ର

୧ମ ଏକକ/ ୟୁନିଟ୍ - ୧: ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପୃଷ୍ଠଭୂମି ଓ ନବଜାଗରଣ

(ଇଂରାଜୀ ଶିକ୍ଷା ବିସ୍ତାର, ପତ୍ରପତ୍ରିକା ପ୍ରକାଶନ, ମୁଦ୍ରଣଯନ୍ତ୍ର ପ୍ରତିଷ୍ଠା ଓ ଭାଷା ସୁରକ୍ଷା ଆନ୍ଦୋଳନ)

୨ୟ ଏକକ । ୟୁନିଟ୍ - ୨ : ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରମୁଖ ସ୍ରଷ୍ଟା

(ରାଧାନାଥଙ୍କ କାବ୍ୟ, ଗଙ୍ଗାଧରଙ୍କ କାବ୍ୟ, ମଧୁସୂଦନ ରାଓଙ୍କ କବିତା ଓ ଫକୀରମୋହନଙ୍କ ଉପନ୍ୟାସ ଓ ଗଳ୍ପ)

୩ୟ ଏକକ ୟୁନିଟ୍ - ୩ - ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସତ୍ୟବାଦୀଧାରା

୪ର୍ଥ ଏକକ । ୟୁନିଟ୍ - ୪: ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସବୁଜଧାରା ଓ ପ୍ରଗତିବାଦୀ ଧାରା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧୮୦୩-୧୯୨୦) ନଟବର ସାମନ୍ତରାୟ, ବାଣୀ ଭବନ, ଭୁବନେଶ୍ୱର

୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ପ୍ରେମାନନ୍ଦ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବ୍ଲକ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ମେହେର ସାହିତ୍ୟରେ ମାନବୀୟ ମହନୀୟତା - ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
୪. କାବ୍ୟଶିଳ୍ପୀ ଗଙ୍ଗାଧର - ଗୋବିନ୍ଦଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା
୫. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ରାଧାନାଥ ଓ ସତ୍ୟବାଦୀ ଯୁଗ, ପ୍ର. ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୬. ସବୁଜରୁ ସାଂପ୍ରତିକ - ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗୁରୁ ମନ୍ଦିର, କଟକ
୭. ଓଡ଼ିଆ ସାହିତ୍ୟର ପ୍ରଗତିବାଦୀ ଧାରା - ବିଜୟ କୁମାର ଶତପଥୀ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୪ (Core Course - 4) : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟ

ଚତୁର୍ଥ ପତ୍ର

- ୧ମ ଏକକ | ଯୁନିଟ୍ - ୧: ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କବିତା
- ୨ୟ ଏକକ | ଯୁନିଟ୍ - ୨ ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ
- ୩ୟ ଏକକ | ଯୁନିଟ୍ - ୩ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା
- ୪ର୍ଥ ଏକକ | ଯୁନିଟ୍ - ୪ : ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ (ପ୍ରବନ୍ଧ, ଜୀବନୀ, ଆତ୍ମ ଜୀବନୀ ଓ ସମାଲୋଚନା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସବୁଜରୁ ସାଂପ୍ରତିକ - ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ, ଗୁରୁ ମନ୍ଦିର, କଟକ
୨. ସତୁରୀକୁ ସହସ୍ରାଙ୍କୀ - ନିତ୍ୟାନନ୍ଦ ଶତପଥୀ
୩. ଶହେ ବର୍ଷର ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପ ଏକ ତାତ୍ତ୍ୱିକ ବିଶ୍ଳେଷଣ - କବିତା ବାରିକ, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ - ସଂକଳନ - ପଠାଣି ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ (୧ମ ଓ ୨ୟ ଭାଗ) ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୫. ଓଡ଼ିଆ କ୍ଷୁଦ୍ର ଗଳ୍ପର ଇତିବୃତ୍ତ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ବୁକ୍ସ ଆଣ୍ଡ୍ ବୁକ୍ସ, କଟକ
୬. ସ୍ୱାଧୀନତା ପରବର୍ତ୍ତୀ ଓଡ଼ିଆ ସାହିତ୍ୟର ଭୂମି ଓ ଭୂମିକା- ସଂବୈଷ୍ଟବ ଚରଣ ସାମଲ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ
୭. ଓଡ଼ିଆ ନାଟକର ଉତ୍ତର ଆଧୁନିକ ପର୍ବ - ହେମନ୍ତ କୁମାର ଦାସ, ବିଦ୍ୟାପୁରୀ, କଟକ
୮. ସ୍ୱାଧୀନ ଓଡ଼ିଆ ନାଟକ ନାରାୟଣ ସାହୁ, ଓ. ରା. ପା. ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୯. ଓଡ଼ିଆ ନାଟ୍ୟସାହିତ୍ୟ - ସର୍ବେଶ୍ୱର ଦାସ, ଓ. ରା. ପା. ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୧୦. ଓଡ଼ିଆ ନାଟକର ଉତ୍ସବ ଓ ବିକାଶ - ରତ୍ନାକର ଚଢ଼ନି,
୧୧. ଓଡ଼ିଆ ଐତିହାସିକ ନାଟକର ମୂଳସୂତ୍ର - ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ
୧୨. ନାଟକର ବ୍ୟାପ୍ତି ଓ ଦୀପ୍ତି - ସଂଘମିତ୍ରା ମିଶ୍ର, ଅଗ୍ରଦୂତ, କଟକ
୧୩. ନାଟ୍ୟସୃଷ୍ଟି ଓ ନାଟ୍ୟଦୃଷ୍ଟି - ବିଷ୍ଣୁପ୍ରିୟା ଓତା, ଶିଶୁକଲ୍ପନା, ଭୁବନେଶ୍ୱର
୧୪. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ବାଉରୀ ବନ୍ଧୁ କର, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୧୫. ଓଡ଼ିଆ ଚରିତ୍ର ସାହିତ୍ୟ - ଲାବଣ୍ୟ ନାୟକ
୧୬. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ - ଅସିତ କବି

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୫ (Core Course - 5) : ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର ଐତିହାସିକ ବିକାଶକ୍ରମ ପଞ୍ଚମ ପତ୍ର :

୧ମ ଏକକ | ଯୁନିଟ୍ - ୧. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭବ ଓ ବିକାଶକ୍ରମ

୨ୟ ଏକକ | ଯୁନିଟ୍ - ୨ : ଓଡ଼ିଆ ଲିପିର ଐତିହାସିକ ବିବର୍ତ୍ତନ

୩ୟ ଏକକ | ଯୁନିଟ୍ - ୩ ଓଡ଼ିଆ ଅଭିଲେଖର ଭାଷା (ଶିଳାଲେଖ, ତାମ୍ରଲେଖ ଓ ପ୍ରାଚୀନ ସମ୍ବନ୍ଧ)

୪ର୍ଥ ଏକକ | ଯୁନିଟ୍ - ୪: ଚର୍ଯ୍ୟାପଦ ଓ ସାରଳା ସାହିତ୍ୟର ଭାଷା

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭେଷ ଓ ବିକାଶ – ବାସୁଦେବ ସାହୁ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ,

୨. ଓଡ଼ିଆ ଧ୍ବନିତତ୍ତ୍ବ ଓ ଶବ୍ଦ ସଂଭାଗ – ଧନେଶ୍ବର ମହାପାତ୍ର, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଓଡ଼ିଆ ଭାଷା ଓ ଲିପିର କ୍ରମବିକାଶ – କୁଞ୍ଜ ବିହାରୀ ତ୍ରିପାଠୀ, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ବର

୪. ଓଡ଼ିଆ ଭାଷାତତ୍ତ୍ବ ରୂପଚିତ୍ର, ନଟବର ଶତପଥୀ, ବିଜୟିନୀ ପବ୍ଲିକେଶନ, କଟକ

୫. ଧ୍ବନିବିଜ୍ଞାନ, ଗୋଲୋକ ବିହାରୀ ଧଳ, ଓ. ରା, ପା, ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ବର

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୬ (Core Course - 6) : ଭାଷାର ସଂଜ୍ଞା ସ୍ବରୂପ, ଓଡ଼ିଆ ଭାଷାର ବୈଶିଷ୍ଟ୍ୟ ଓ ବିବିଧତା ସ୍ପଷ୍ଟ ପତ୍ର

୧ମ ଏକକ/ଯୁନିଟ୍ - ୧ : ଭାଷାର ସଂଜ୍ଞା, ସ୍ବରୂପ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ/ଯୁନିଟ୍ - ୨: ଭାଷା ଉତ୍ପତ୍ତି ସମ୍ପର୍କୀୟ ବିଭିନ୍ନ ସିଦ୍ଧାନ୍ତ

୩ୟ ଏକକ/ଯୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ଭାଷାର ଆଞ୍ଚଳିକ ରୂପ

୪ର୍ଥ ଏକକ/ଯୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଭାଷା ଉପରେ ବିଭିନ୍ନ ଭାଷାର ପ୍ରଭାବ (ଦ୍ରାବିଡ଼, ଅଷ୍ଟ୍ରିକ ଯାବନିକ ଓ ଇଂରାଜୀ)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଭାଷାବିଜ୍ଞାନର ରୂପରେଖ – ବାସୁଦେବ ସାହୁ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୨. ଭାଷାଶାସ୍ତ୍ର ପରିଚୟ – ଗୋଲୋକ ବିହାରୀ ଧଳ, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ବର

୩. ଓଡ଼ିଆ ଭାଷାର ସୃଷ୍ଟି ଓ ବିକାଶ – ଉପେନ୍ଦ୍ର ପ୍ରସାଦ ଦଳାଇ, ଏ.କେ.ମିଶ୍ର ପବ୍ଲିଶର୍ସ, କଟକ

୪. ଓଡ଼ିଆ ଭାଷାର ଉଦ୍ଭେଷ ଓ ବିକାଶ – ବାସୁଦେବ ସାହୁ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ଭାଷା ଭାବନା, ସଂ. ବିଜୟଲକ୍ଷ୍ମୀ ମହାନ୍ତି, ବିଦ୍ୟାପ୍ରକାଶନୀ, ଭୁବନେଶ୍ବର

୬. ଓଡ଼ିଆ ଭାଷା ଓ ଭାଷା ବିଜ୍ଞାନ – ଦେବୀ ପ୍ରସନ୍ନ ପଟ୍ଟନାୟକ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୭ (Core Course - 7) : ଓଡ଼ିଆ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ

୭ମ ପଢ଼

୧ମ ଏକକ/ୟୁନିଟ୍ - ୧ : ଓଡ଼ିଆ ବର୍ଣ୍ଣ ବିଚାର, ବାକ୍ୟର ଗଠନ ଗୀତି ଓ ପ୍ରକାରଭେଦ ।

୨ୟ ଏକକ/ୟୁନିଟ୍ - ୨ : କାରକ, ବିଭକ୍ତି, କୃଦନ୍ତ ଓ ତଦ୍ଭିତ

୩ୟ ଏକକ/ୟୁନିଟ୍ - ୩ : ଉପସର୍ଗ, ସନ୍ଧି ଓ ସମାସ

୪ର୍ଥ ଏକକ | ୟୁନିଟ୍ - ୪ : ଓଡ଼ିଆ ଶବ୍ଦସମ୍ଭାର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସର୍ବସାର ବ୍ୟାକରଣ – ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟ୍ ଷ୍ଟୋର, କଟକ

୨. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ – ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ

୩. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ, ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚାର ପରଂପରା, ପ୍ରଫେସର ଗଗନେନ୍ଦ୍ର ନାଥ ଦାସ, ଓଡ଼ିଆ ଗବେଷଣା ପରିଷଦ, କଟକ

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – ଆଇV)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ – ୮ (Core Course - 8) : (ଓଡ଼ିଆ ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ)

ଅଷ୍ଟମ ପଢ଼

୧ମ ଏକକ/ୟୁନିଟ୍ - ୧ : ଲୋକ ସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ)

୨ୟ ଏକକ/ୟୁନିଟ୍ - ୨ ଓଡ଼ିଆ ଲୋକଗୀତର ସ୍ୱରୂପ, ପ୍ରକାରଭେଦ ଓ ବିଭିନ୍ନ ଦିଗ

୩ୟ ଏକକ/ୟୁନିଟ୍ - ୩ : ଓଡ଼ିଆ ଲୋକକାହାଣୀର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୪ର୍ଥ ଏକକ/ୟୁନିଟ୍ - ୪: ଓଡ଼ିଆ ଲୋକନାଟକର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ (ପାଲା, ଦାସକାଠିଆ, ଦଣ୍ଡନାଟ, ଛଉନାଟ, ଲୀଳା, ଦଧି, ଡାଲଖାଇ ଓ କରମା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଲୋକଧାରା, ଲୋକସଂସ୍କୃତି ଓ ଲୋକସାହିତ୍ୟ – କୁମୁଦ ରଞ୍ଜନ ପାଣିଗ୍ରାହୀ, ସୁଖଦୁଖ ପବ୍ଲିକେଶନ, ସମ୍ବଲପୁର

୨. ଲୋକସଂସ୍କୃତି ଓ ଲୋକ ସାହିତ୍ୟ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ବିଦ୍ୟାପୁରୀ, କଟକ

୩. ଲୋକସାହିତ୍ୟ ତତ୍ତ୍ୱ- ଶ୍ୟାମ ସୁନ୍ଦର ମହାପାତ୍ର, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

୪. ଓଡ଼ିଆ ଲୋକଗୀତି ସଂଚୟନ - କୁଞ୍ଜବିହାରୀ ଦାଶ, ବିଶ୍ୱ ଭାରତୀ ପ୍ରକାଶନ

୫. ପଲ୍ଲୀଗୀତି ସଂକଳନ - କୁଞ୍ଜବିହାରୀ ଦାଶ, (୧ମ- ୨ୟ ଓ ୩ୟ ଭାଗ)

୬. ଲୋକସଂସ୍କୃତି- ଲୋକସାହିତ୍ୟ - ନାରାୟଣ ସାହୁ, ଟିକ୍ଟୟ ପ୍ରକାଶନ, କଟକ

୭. ଓଡ଼ିଶାର ଦଣ୍ଡ ନାଟ - ସନ୍ତୋଷ କୁମାର ଶତପଥୀ, କେଦାର ପ୍ରିଣ୍ଟିଙ୍ଗ୍ ପ୍ରେସ୍, ଭୁବନେଶ୍ୱର

୮. ଓଡ଼ିଆ ଲୋକନାଟ୍ୟ - କଲଚରାଲ ଏକାଡେମୀ, ରାଉରକେଲା

୯. ପଶ୍ଚିମ ଓଡ଼ିଶାର ଲୋକସଂସ୍କୃତି, ଡ. ସୁଶୀଳ କୁମାର ବାଗ୍

୧୦. ପଶ୍ଚିମ ଓଡ଼ିଶାର ଲୋକଗୀତି, ଦ୍ୱାରିକାନାଥ ନାୟକ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

୧୧. ଲୋକବିଶ୍ୱାସ ଲୋକାଚାର, ଡ. ସଦାନନ୍ଦ ନାୟକ, ବିଜୟ ବୁକ୍ ଷୋର, ବ୍ରହ୍ମପୁର
 ୧୨. ଉତ୍କଳ ଗାଉଁଲି ଗୀତ, ଚକ୍ରଧର ମହାପାତ୍ର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୧୩. ଉତ୍କଳ ଗ୍ରାମ୍ୟ ଗୀତି – ଚଳୁଧର ମହାପାତ୍ର, ଓଡ଼ିଆ ସାହିତ୍ୟ ଏକାଡେମୀ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୯ (Core Course - 9) : ସାହିତ୍ୟ ତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ ଓ ପାଶ୍ଚାତ୍ୟ) ୯ମ ପତ୍ର

- ୧ମ ଏକକ | ଯୁନିଟ୍ – ୧. ରସ ଓ ଧ୍ୱନି
 ୨ୟ ଏକକ | ଯୁନିଟ୍ – ୨; ରୀତି, ବକ୍ରୋକ୍ତି (ଓ ଅଳଂକାର
 ୩ୟ ଏକକ | ଯୁନିଟ୍ – ୩ ; କ୍ଲାସିସିଜିମ୍, ରୋମାଣ୍ଟିସିଜିମ୍
 ୪ର୍ଥ ଏକକ | ଯୁନିଟ୍ – ୪ ପ୍ରତୀକବାଦ, ଚିତ୍ରକଳ୍ପ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଅଳଙ୍କାର ପ୍ରସଙ୍ଗ – ଗୋବିନ୍ଦ ଚନ୍ଦ୍ର ଉଦ୍‌ଗାତା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୨. ଭାରତୀୟ ସାହିତ୍ୟ ତତ୍ତ୍ୱ- ବନମାଳୀ ରଥ.ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
 ୩. ଓଡ଼ିଆ କାବ୍ୟ କୌଶଳ – ସୁବର୍ଣ୍ଣ ଆଚାର୍ଯ୍ୟ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୪. ପାଶ୍ଚାତ୍ୟ ସାହିତ୍ୟ ଓ ସମୀକ୍ଷା ତତ୍ତ୍ୱ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ, କଟକ
 ୫. ସାହିତ୍ୟର ସୂଚୀପତ୍ର, ବିଭୂତି ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୦ (Core Course - 10) : ଓଡ଼ିଆ କବିତା ପ୍ରାଚୀନରୁ ଆଧୁନିକ ୧୦ମ ପତ୍ର

- ୧ମ ଏକକ | ଯୁନିଟ୍ – ୧ : ସାରଳା ମହାଭାରତ (ଦୁର୍ଯ୍ୟୋଧନଙ୍କ ରକ୍ତନଦୀ ସନ୍ତରଣ)
 ୨ୟ ଏକକ | ଯୁନିଟ୍ – ୨: ଭାଗବତ (୨୪ ଗୁରୁ ପ୍ରସଙ୍ଗ) – ଜଗନ୍ନାଥ ଦାସ
 ୩ୟ ଏକକ | ଯୁନିଟ୍ – ୩ : ଦୀନକୃଷ୍ଣ ଦାସଙ୍କ ରସକଲ୍ଲୋଳ(୧ମ ଛାନ୍ଦ) ଓ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ
 କୋଟିବ୍ରହ୍ମାଣ୍ଡ ସୁନ୍ଦରୀ (୧ମ ଛାନ୍ଦ)
 ୪ର୍ଥ ଏକକ | ଯୁନିଟ୍ – ୪ : ଆଧୁନିକ କବିତା
 ମହାଯାତ୍ରା (ସପ୍ତମ ସର୍ଗ)- ଅମର୍ଷୀଙ୍କ ଉଦ୍‌ବୋଧନ (ରାଧାନାଥ ରାୟ)
 ମଙ୍ଗଳେ ଅଇଲା ଭଷା – ଗଙ୍ଗାଧର ମେହେର
 ବନ୍ଦୀର ସାକ୍ଷ୍ୟ ଅନୁଚିତ୍ରା – ଗୋପବନ୍ଧୁ ଦାସ
 ପ୍ରତିମା ନାୟକ – ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସାରଳା ମହାଭାରତ (ଗଦ୍ୟ ପର୍ବ-ସାରଳା ଦାସ)

୨. ଅବଧୂତ ଓ ଯଦୁରାଜା ସମ୍ବାଦ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେସ୍‌ସ ପବ୍ଲିଶର୍ସ, କଟକ
୩. କହେ କୃଷ୍ଣଦାସ କବି – କୃଷ୍ଣଚରଣ ସାହୁ, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ରସକଲ୍ଲୋଳ, ସଂପାଦନା – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି
୫. ଦୁର୍ଲଭ ଦାନୀକୃଷ୍ଣ - ଡ. ଜ୍ୟୋତିରଞ୍ଜନ ସାମଲ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ
୬. ତପସ୍ବିନୀ ଓ ମେହେର ସାହିତ୍ୟ - ଗୌରୀ କୁମାର ବ୍ରହ୍ମା

ପଞ୍ଚମ ପର୍ଯ୍ୟାୟ (Semester – V)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୧ (Core Course - 11) : ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

୧୧ଶ ପତ୍ର

- ୧ମ ଏକକ/ୟୁନିଟ୍ – ୧: ରକ୍ତମାଟି - କାଳୀଚରଣ ପଟ୍ଟନାୟକ
- ୨ୟ ଏକକ/ୟୁନିଟ୍ – ୨ ନନ୍ଦିକା କେଶରୀ - ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ତଟନିରଞ୍ଜନା – ବିଜୟ ମିଶ୍ର
- ୩ୟ ଏକକ/ୟୁନିଟ୍ – ୩ : କୋଲୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ କିମ୍ବା ଭୂଷା- ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ
- ୪ର୍ଥ ଏକକ/ୟୁନିଟ୍ – ୪ ଏକାଙ୍କିକା- ସ୍ମୃତି ବିଭ୍ରାଟ - ପ୍ରାଣବନ୍ଧୁ କର ଓ ଛଦ୍ମବେଶୀ - ବିଶ୍ୱଜିତ ଦାସ
- ୫ମ ଏକକ/ୟୁନିଟ୍ – ୫ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ରକ୍ତମାଟି - କାଳୀଚରଣ ପଟ୍ଟନାୟକ
୨. ନନ୍ଦିକା କେଶରୀ-ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ତଟନିରଞ୍ଜନା – ବିଜୟ ମିଶ୍ର
୩. କୋଲୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ କିମ୍ବା ଭୂଷା- ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ
୪. ଅଶ୍ରୁ ନୁହେଁ ଅନଳ, ହେମନ୍ତ କୁମାର ଦାସ
୫. ସ୍ୱାଧୀନତାର ଓଡ଼ିଆ ନାଟକର ମନସ୍ତାତ୍ତ୍ୱିକ ବିଶ୍ଳେଷଣ, ରଶ୍ମିତା ରାଉତରାୟ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ
୬. ସାହିତ୍ୟ ସାଧକ ମଙ୍ଗଳୁଚରଣ ବିଶ୍ୱାଳ – ଗୌରିଦାସ ପ୍ରଧାନ (ଚତୁର୍ଥ ପତ୍ର ନିମନ୍ତେ ପ୍ରଦତ୍ତ ସହାୟକ ପୁସ୍ତକଗୁଡ଼ିକ ଅନୁସରଣୀୟ।)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୨ (Core Course - 12) : (ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ)

୧୨ଶ ପତ୍ର

- ୧ମ ଏକକ/ୟୁନିଟ୍ – ୧ : ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ବିକାଶକ୍ରମ
- ୨ୟ ଏକକ/ୟୁନିଟ୍ – ୨ ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି
- ୩ୟ ଏକକ/ୟୁନିଟ୍ – ୩ ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା ନୟନତାରା - ଦୟାନିଧି ମିଶ୍ର
- ୪ର୍ଥ ଏକକ । ୟୁନିଟ୍ - ୪ ଗଳ୍ପ ସାହିତ୍ୟ

ମାଂସର ବିଳାପ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ମଧୁବନର ମେଘର - ମନୋଜ ଦାସ

୫ମ ଏକକ | ଯୁନିଟ୍ - ୫ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ, ସଂପାଦି ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର କଟକ

୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଉଦ୍ଦେଶ୍ୟ ଓ ଉତ୍ତରଣ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. ଛ ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି

୪. ଛ ମାଣ ଆଠଗୁଣ୍ଠ ଭିନ୍ନ ଦୃଷ୍ଟି ଭିନ୍ନ ବ୍ୟାଖ୍ୟା, ପଞ୍ଚାନନ ମିଶ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ

୧. ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା ନୟନତାରା - ଦୟାନିଧି ମିଶ୍ର

୨. କଥାଶିଳ୍ପୀ ମନୋଜ ଦାସ - ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ମନସ୍ୱି ମନୋଜ - ମଣିନ୍ଦ୍ର କୁମାର ମେହେର, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୪. ଓଡ଼ିଆ ଉପନ୍ୟାସର ସମାଜତାତ୍ତ୍ୱିକ ଆଲୋଚନା - କଲ୍ୟାଣ ପଟ୍ଟନାୟକ, ବିଦ୍ୟାପୁରୀ, କଟକ

ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester – VI)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୩ (Core Course - 13) : ଓଡ଼ିଆ ଗଦ୍ୟ ସାହିତ୍ୟ

୧୩ଶ ପଢ଼

୧ମ ଏକକ/ ଯୁନିଟ୍ - ୧: ଆତ୍ମ ଜୀବନୀ, ଭ୍ରମଣ କାହାଣୀ ଓ ସମାଲୋଚନା ଚତୁ (ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ)

୨ୟ ଏକକ | ଯୁନିଟ୍ - ୨: ମୋ ପୁଟା ତଙ୍ଗାର କାହାଣୀ - ଫତୁରାନନ୍ଦ

୩ୟ ଏକକ | ଯୁନିଟ୍ - ୩: ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଢେଙ୍କି - ଭୁବନେଶ୍ୱର ବେହେରା

୪ର୍ଥ ଏକକ | ଯୁନିଟ୍ - ୪: ପ୍ରବନ୍ଧ - ଭାଷା ଓ ଜାତୀୟତା - ଗୋପବନ୍ଧୁ ଦାସ

ମୁଁ ସତ୍ୟଧର୍ମା କହୁଛି - ଚନ୍ଦ୍ରଶେଖର ରଥ

ବିବେକାନନ୍ଦ ଏକ ଗୁହାମୁକ୍ତିର ପ୍ରୟାସ - ଚିତ୍ତରଞ୍ଜନ ଦାସ

୫ମ ଏକକ | ଯୁନିଟ୍ - ୫: ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ମୋ ପୁଟା ତଙ୍ଗାର କାହାଣୀ - ଫତୁରାନନ୍ଦ

୨. ପଶ୍ଚିମ ଆଫ୍ରିକାରେ ଓଡ଼ିଆ ଢେଙ୍କି - ଭୁବନେଶ୍ୱର ବେହେରା

୩. ଜୀବନୀ ସାହିତ୍ୟ ଏକ ଅଧ୍ୟୟନ - ପାଣି ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ପା.ପୁ.ପ୍ର.ପ୍ର.ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୪. ସମାଲୋଚନାର ଦିଗଦିଗନ୍ତ ଖଗେଶ୍ୱର ମହାପାତ୍ର, ପ୍ରେସ୍‌ବ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫. ସାହିତ୍ୟ ଓ ସମାଲୋଚନା - କୁଞ୍ଜବିହାରୀ ଦାଶ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୧୪ (Core Course - 14) : ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ

୧୪ଶ ପତ୍ର ୧ମ ଏକକ । ଯୁନିଟ୍ – ୧ ଭାଷଣ କଳା, ଦଳଗତ ଆଲୋଚନା ଓ ସାକ୍ଷାତକାର

୨ୟ ଏକକ । ଯୁନିଟ୍ – ୨ : ସମ୍ବାଦ ପ୍ରସ୍ତୁତି, ଫିଚର ରଚନା ଓ ବିଜ୍ଞାପନ ପ୍ରସ୍ତୁତି

୩ୟ ଏକକ । ଯୁନିଟ୍ – ୩ କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଲିଖନ ବିଧି

(ନଥି ପ୍ରସ୍ତୁତି, ଅନୁବିଧି, ଟିପ୍ପଣୀ, ପ୍ରସ୍ତାବ, ଅନୁମୋଦନ, ଟିଠା ପ୍ରସ୍ତୁତି,
ଅଧିସୂଚନା, ବିଜ୍ଞପ୍ତି, ଘୋଷଣା ଲିଖନ, ପତ୍ରଲିଖନ (ବ୍ୟକ୍ତିଗତ, ବ୍ୟାବସାୟିକ
ଓ ସମ୍ପାଦକଙ୍କୁ ପତ୍ର)

୪ର୍ଥ ଏକକ । ଯୁନିଟ୍ - ୪ ଓଡ଼ିଆ ଭାଷାର କମ୍ପ୍ୟୁଟରୀକରଣ, ସଫ୍ଟୱେୟାର ଏବଂ ହାର୍ଡୱେୟାର, ଓଡ଼ିଆ
ଫଣ୍ଟସ୍.କୀ-ବୋର୍ଡ, ଝାର୍ଡ ପ୍ରୋସେସିଂ, ବନାନ ଓ ବ୍ୟାକରଣଯାଞ୍ଚକ ପ୍ରକ୍ରିୟା,
ଓଡ଼ିଆରେ ଇଣ୍ଟରନେଟ୍‌ର ବ୍ୟବହାର, ଓଡ଼ିଆ ସାମାଜିକ ୱେବସାଇଟ୍

୫ମ ଏକକ । ଯୁନିଟ୍ -- ୫. ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୨. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୩. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ - ମୃଣାଳ ଚାଟ୍ଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ପ୍ୟୁଟିକେଶନ, ସଞ୍ଚାରମାର୍ଗ, ଢେଙ୍କାନାଳ
୪. ପ୍ରାୟୋଗିକ ଭାଷା ଓ ବିଜ୍ଞାପନର ଦିଗବିଦିଗ – କେ.ବି. ପଟ୍ଟନାୟକ, ଓ.ରା.ପା.ପ୍ର.ଓ.ପ୍ରକାଶନ ସଂସ୍ଥା,
ଭୁବନେଶ୍ୱର
୫. ସଂଯୋଗ ଅନୁବିଧି-ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୬. କାର୍ଯ୍ୟାଳୟ ନଥି – ଓଡ଼ିଆ ଭାଷା ପ୍ରତିଷ୍ଠାନ, ଭୁବନେଶ୍ୱର

୭. ଓଡ଼ିଆରେ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ
୮. ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ପ୍ରୟୋଗ - ସୁଧିର ଚନ୍ଦ୍ର ମହାନ୍ତି, ଏ.କେ. ମିଶ୍ର ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ୱର
୯. କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ, ରୁଦ୍ରପ୍ରସାଦ ମିଶ୍ର, ଆଜିଅନ୍ତା ପବ୍ଲିଶର୍ସ,
ଜଗତସିଂହପୁର

ଶୃଙ୍ଖଳାବେଶ୍ଟିକ ଇଚ୍ଛାଧୀନ ପାଠ – ଓଡ଼ିଆ

Discipline Specific Elective - Odia DSE

ସାଧାରଣ (Pass) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

୫ମ ଓ ୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester-V, II)

୫ମ ପର୍ଯ୍ୟାୟ (Semester – Vi- ପ୍ରଥମ ଓ ଦ୍ଵିତୀୟ ପତ୍ର

୧୦୦+ ୧୦୦= ୨୦୦ ନମ୍ବର

୬ଷ୍ଠ ପର୍ଯ୍ୟାୟ (Semester-VI) ତୃତୀୟ ପତ୍ର ଓ ଚତୁର୍ଥ ପତ୍ର

୧୦୦+୧୦୦ = ୨୦୦ ନମ୍ବର

(୨୦ ନମ୍ବର ଅନ୍ତଃ ପରୀକ୍ଷା ଓ ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା = ୧୦୦ ନମ୍ବର)

ଚତୁର୍ଥ ପତ୍ର – ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି ୧୦୦ ନମ୍ବର

(ଅନୁବାଦ ବା ସଂପାଦନା ବା ଓଡ଼ିଆ ସଂସ୍କୃତି ଉପରେ ଅନୁ୍ୟନ ୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ ନିବନ୍ଧଟି ଲେଖିବାକୁ ହେବ ।)
(୮୦ ନମ୍ବର ପ୍ରକଳ୍ପ ଲେଖା । ୨୦ ନମ୍ବର ସାକ୍ଷାତକାର ପରୀକ୍ଷା = ୧୦୦ ନମ୍ବର)

ମୋଟ – ୪୦୦ ନମ୍ବର

ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି

(କ) ପ୍ରତ୍ୟେକ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଅତି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ ।

ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ସେଥିରୁ ଯେକୌଣସି ୧୦ ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । ($9 \times 20 = 180$)

(ଖ) ପ୍ରତ୍ୟେକ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍)ରୁ ଅନ୍ତତଃ ୨ଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ସେଥିରୁ ଯେକୌଣସି ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ପଡ଼ିବ । ($4 \times 15 = 60$)

(ଗ) ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା – (୨୦ ନମ୍ବର)

ମୋଟ ମୂଲ୍ୟାଙ୍କନ – ୧୦୦ ନମ୍ବର

ଭୂମିକା :

ଏହି ପାଠ୍ୟକ୍ରମଟି ବିଦ୍ୟାର୍ଥୀମାନଙ୍କୁ ଓଡ଼ିଶାର ସାମାଜିକ, ସାଂସ୍କୃତିକ ଓ ଐତିହାସିକ ବିବର୍ତ୍ତନ ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ ପାଇଁ ସୁଯୋଗ ସୃଷ୍ଟିକରିବ । ଓଡ଼ିଆ ସାହିତ୍ୟରେ ସମାଜ ଓ ସଂସ୍କୃତିର ପ୍ରତିଫଳନ, ସାହିତ୍ୟର ବିବିଧତା ଏବଂ କମ୍ପ୍ୟୁଟର ଭିତ୍ତିକ ବିଦ୍ୟା ଶିକ୍ଷଣ ଦିଗକୁ ଧ୍ୟାନ ଦିଆଯାଇ ଏହା ପ୍ରସ୍ତୁତ ହୋଇଛି ।

ଏହି ପାଠ୍ୟକ୍ରମରେ ମୋଟ ୪ ଗୋଟି ପାଠ୍ୟ ବାଧ୍ୟତାମୂଳକ । ସମ୍ମାନ (Hons) ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ଏହି ଚାରୋଟିଯାକ ପାଠ୍ୟ ପଢ଼ିବେ । ଏଥିମଧ୍ୟରୁ ଗୋଟିଏ ପାଠ୍ୟକୁ ଆଧାର କରି ତା' ସହିତ ଅନ୍ୟ ବିଦ୍ୟାକୁ ସଂଯୋଗ କରି ଷଷ୍ଠ ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର-୨) ପରୀକ୍ଷା ବେଳକୁ ପ୍ରକଳ୍ପ (୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ) ପ୍ରସ୍ତୁତ କରିବେ । ପ୍ରକଳ୍ପଟି ୪ର୍ଥ ପତ୍ର ଭାବରେ ବିବେଚିତ ହେବ

ବିଶେଷ୍ୟ ଦ୍ରଷ୍ଟବ୍ୟ: ସାଧାରଣ (Pass) ଶ୍ରେଣୀର ଛାତ୍ରଛାତ୍ରୀମାନେ ପାଠ୍ୟ-୧ ରୁ ୫ ପର୍ଯ୍ୟାୟରେ DSE-IA କିମ୍ବା DSE-IIA ଭାବେ ଏବଂ ପାଠ୍ୟ-୨କୁ ଏ ପର୍ଯ୍ୟାୟରେ DSE-IB କିମ୍ବା DSE-JIB ଭାବେ ପଢ଼ିବେ ।

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ

ମୋଟ ୪ ଗୋଟି ପାଠ୍ୟ

ପତ୍ର ସଂଖ୍ୟା ୧୪

ପ୍ରତ୍ୟେକ ପତ୍ର - ୧୦୦ ନମ୍ବର (୨୦ ନମ୍ବର ଅନ୍ତଃପରୀକ୍ଷା + ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା)

ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ = $9 \times 8 = 72$

ପ୍ରତ୍ୟେକ ପତ୍ର ପାଇଁ ୪୦ଟି ପରିୟତ୍ତ, ପ୍ରତି ପରିୟତ୍ତ – ୪୫ ମିନିଟ୍

୫ମ ଓ ୬ମ ପର୍ଯ୍ୟାୟ (ସେମିଷ୍ଟର – ୦୫ ଓ ୦୬)

ପାଠ୍ୟ-୧ / **Course-1** : ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ ଓ ଓଡ଼ିଆ ସାହିତ୍ୟ (Pass)

(ସମୟ ନିର୍ଦ୍ଦିଷ୍ଟ $8+9=17$)

୧ମ ଏକକ : ଓଡ଼ିଶାର ସଂକ୍ଷିପ୍ତ ଇତିହାସ ।

୨ୟ ଏକକ ଓଡ଼ିଶାରେ ବୌଦ୍ଧ ସଂସ୍କୃତି, ଶୈବ ସଂସ୍କୃତି ଓ ବୈଷ୍ଣବ ସଂସ୍କୃତି ।

୩ୟ ଏକକ : ଶ୍ରୀଜଗନ୍ନାଥ ସଂସ୍କୃତି ଓ ଆଦିବାସୀ ସଂସ୍କୃତି ।

୪ର୍ଥ ଏକକ ଓଡ଼ିଆ ଓଷା ବ୍ରତ ଓ ପର୍ବପର୍ବାଣି ।

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ – ସଂସ୍କୃତି ବିଭାଗ, ଓଡ଼ିଶା

୨. ଓଡ଼ିଶାର ସାଂସ୍କୃତିକ ଇତିହାସ - ପ୍ରବୋଧ କୁମାର ମିଶ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ସାମାଜିକ ଓ ସାଂସ୍କୃତିକ ଇତିହାସ – ଚିତ୍ତରଞ୍ଜନ ଦାସ, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୪. ଓଡ଼ିଶାର ଧର୍ମଧାରା - କାହ୍ନୁଚରଣ ମିଶ୍ର, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୫. ବୈଷ୍ଣବ ସାହିତ୍ୟ ତତ୍ତ୍ୱ - ଆଶୁତୋଷ ପଟ୍ଟନାୟକ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୬. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶୈବଧର୍ମ – କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ କଟକ

୭. ଓଡ଼ିଆ ସାହିତ୍ୟରେ ଶ୍ରୀଜଗନ୍ନାଥ - ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୮. ଲୀଳାମୟ ନୀଳାଦ୍ରୀଶ – ସଂପାଦନା, ଭୁବନେଶ୍ୱର ଭଞ୍ଜ ଭାରତୀ (୧ମ ଭାଗ ଓ ୨ୟ ଭାଗ)

୯. ଓଡ଼ିଆ ବ୍ରତ ସାହିତ୍ୟ - ଅରବିନ୍ଦ ପଟ୍ଟନାୟକ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ

୧୦. ଓଡ଼ିଶାର ଧର୍ମଧାରା, ଡ. ପ୍ରଦୀପ୍ତ କୁମାର ପଣ୍ଡା

୧୧. ଲୋକଧର୍ମ ଓ ଲୋକସାହିତ୍ୟ, ଡ. ସଦାନନ୍ଦ ନାୟକ, ବିଜୟ ବୁକ୍ ଷୋର, ବ୍ରହ୍ମପୁର

ପାଠ୍ୟ-୨ | Course – 2 ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟ ଓ ବିଜ୍ଞାନଭିତ୍ତିକ ସାହିତ୍ୟ (Pass)

୧ମ ଏକକ ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ ଓଡ଼ିଆ ବିଜ୍ଞାନଭିତ୍ତିକ ସାହିତ୍ୟର ସ୍ୱରୂପ ଓ ବିକାଶଧାରା

୩ୟ ଏକକ: ପୃଥ୍ବୀ ବାହାରେ ମଣିଷ - ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର

୪ର୍ଥ ଏକକ ବିଚିତ୍ର ବିଶ୍ୱ - ଦେବକାନ୍ତ ମିଶ୍ର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧. ଓଡ଼ିଆ ଶିଶୁ ସାହିତ୍ୟର ଇତିବୃତ୍ତ - ମନୀନ୍ଦ୍ର ମହାନ୍ତି, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୨. ପୃଥ୍ବୀ ବାହାରେ ମଣିଷ - ଗୋକୁଳାନନ୍ଦ ମହାପାତ୍ର

୩. ବିଚିତ୍ର ବିଶ୍ୱ - ଦେବକାନ୍ତ ମିଶ୍ର

୪. ଓଡ଼ିଆ ସାହିତ୍ୟ, ମହେଶ୍ୱର ମହାନ୍ତି

୫. ଆଧୁନିକ ଶିଶୁ ଓଡ଼ିଆ ସାହିତ୍ୟ – ଜାନକୀ ବଲ୍ଲଭ ମହାନ୍ତି, ଗଛମନ୍ଦିର, କଟକ

ପାଠ୍ୟ-୩ | Course – 3 : ଓଡ଼ିଆ ପଦ୍ୟ ସାହିତ୍ୟ (Pass)

୧ମ ଏକକ : ଜଗନ୍ନାଥ ଜଣାଣ - କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

ଆକାଶ ପ୍ରତି - ମଧୁସୂଦନ ରାଓ

ଯାତ୍ରା ସଂଗୀତ - ବୈକୁଣ୍ଠନାଥ ପଟ୍ଟନାୟକ

ମୌସୁମୀ - ରାଧାମୋହନ ଗଡ଼ନାୟକ

୨ୟ ଏକକ କ୍ଷୁଦ୍ରଗଳ୍ପ

ଡିମିରି ଫୁଲ - ଅଶ୍ୱଳ ମୋହନ ପଟ୍ଟନାୟକ

ଭଙ୍ଗା ଖେଳନା - କିଶୋରୀ ଚରଣ ଦାଶ

ଅନ୍ଧ ରାତିର ସୂର୍ଯ୍ୟ - ମହାପାତ୍ର ନୀଳମଣି ସାହୁ

ବାସି ମଢ଼ା - ସୁରେନ୍ଦ୍ର ମହାନ୍ତି

୩ୟ ଏକକ : ପ୍ରବନ୍ଧ ଓ ସମାଲୋଚନା

ମହାସ୍ରୋତ - ବିଶ୍ୱନାଥ କର

ଚିତ୍ରଗ୍ରୀବର ଉଚିତ ଅଭିମାନ - ଗୋଲୋକ ବିହାରୀ ଧଳ

ତିନୋଟି ସମାଲୋଚନା – ବାଉରୀବନ୍ଧୁ କର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ଉପନ୍ୟାସ – ମାଟିର ମଣିଷ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ, ସ ପଠାଣୀ ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ, ଓଡ଼ିଶା ବୁକ୍ ଷ୍ଟୋର, କଟକ

୨. କାଳିନ୍ଦୀ ଚରଣଙ୍କ କଥାସାହିତ୍ୟ – ବିଷ୍ଣୁପ୍ରିୟା ଓତା, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଓଡ଼ିଆ ପ୍ରବନ୍ଧ ସାହିତ୍ୟ – ବାଉରୀବନ୍ଧୁ କର

୪. ଓଡ଼ିଆ ସମାଲୋଚନା ସାହିତ୍ୟ - ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ

୫. ମାଟିର ମଣିଷ - କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ପାଠ୍ୟ-୪ | Course – 4 : ପ୍ରବନ୍ଧ ପ୍ରସ୍ତୁତି ଓ ଉପସ୍ଥାପନା (Pass)

ସନ୍ଦର୍ଭ ଲିଖନ - ୮୦ + ମୌଖିକ - ୨୦ = ୧୦୦

ଅନୁବାଦ ବା ସଂପାଦନା ବା ଓଡ଼ିଆ ସଂସ୍କୃତି ଉପରେ ଅନୁଧ୍ୟାନ ୫୦ ପୃଷ୍ଠା ମଧ୍ୟରେ ନିବନ୍ଧ ପ୍ରସ୍ତୁତି କିମ୍ବା

(ସମାଲୋଚନା, ଅନୁବାଦ, ସମ୍ପାଦନା, ଗବେଷଣା)

୧. ପ୍ରଥମ ଏକକ ; ସମାଲୋଚନାର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୨. ଦ୍ୱିତୀୟ ଏକକ ଅନୁବାଦର ସଂଜ୍ଞା, ସ୍ୱରୂପ ଓ ପ୍ରକାରଭେଦ

୩. ତୃତୀୟ ଏକକ : ସମ୍ପାଦନା ବିଧି

୪. ଚତୁର୍ଥ ଏକକ : ଗବେଷଣା ପ୍ରବିଧି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଗବେଷଣା ଅନୁବାଦ ସମ୍ପାଦନା କଳା – ସିଂ ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ ଷ୍ଟୋର, କଟକ
୨. ଗବେଷଣା ପ୍ରବିଧି - ଡ. ସୁବୋଧ ଚାଟ୍ଟାର୍ଜୀ, ବିଦ୍ୟାପୁରୀ, କଟକ
୩. ଗବେଷଣା ପ୍ରକରଣ; ସଂପାଦନା ଓ ଅନୁବାଦ ପ୍ରବିଧି - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ ଓ ନିର୍ମଳା କୁମାରୀ ରାଉତ

ଅନ୍ତର୍ବିଷୟ ଲକ୍ଷ୍ୟାଧୀନ ପାଠ - ଓଡ଼ିଆ

Generic Electives (GE) - Course - Odia

ସୂଚନା : ଅନ୍ୟ ସମ୍ବନ୍ଧର ବିଦ୍ୟାର୍ଥୀ ଏଥିମଧ୍ୟରୁ ୨ଗୋଟି କିମ୍ବା ୪ଗୋଟି ପତ୍ର ଅଧ୍ୟୟନ କରିପାରିବେ ; କିନ୍ତୁ ପାସ୍ ବିଦ୍ୟାର୍ଥୀ ଏଥିମଧ୍ୟରୁ ୧ମ ଓ ୨ୟ ପତ୍ରକୁ ଯଥାକ୍ରମେ ୫ମ ଓ ୬ଷ୍ଠ ପର୍ଯ୍ୟାୟରେ ପଢ଼ିବେ ।

୧. ପତ୍ର ସଂଖ୍ୟା ୪

୨. ପ୍ରତ୍ୟେକ ପତ୍ର - ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ ମୋଟ ୪୦୦ ନମ୍ବର ୨.

୩. ପ୍ରତ୍ୟେକ ପତ୍ରରେ ୪ଗୋଟି ଏକକ ରହିବ ।

ନମ୍ବର ବିଭାଜନ ବିଧି :

କ) ପ୍ରତ୍ୟେକ ପତ୍ରର ମୋଟ ନମ୍ବର – ୧୦୦

ଖ) ଅନ୍ତଃପରୀକ୍ଷା – ୨୦ ଓ ମୁଖ୍ୟ ପରୀକ୍ଷା – ୮୦

ଗ) ମୁଖ୍ୟ ପରୀକ୍ଷାରେ ପ୍ରତ୍ୟେକ ଏକକରୁ ଦୁଇଟି ଲେଖାଏଁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ପସନ୍ଦମୂଳକ ବୋଧଜ୍ଞାନମାପକ ୮ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ ୮ ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନରୁ ୪ଟିର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୧୫x୪=୬୦)

ଘ) ସମସ୍ତ ଏକକରୁ ୨ ନମ୍ବର ବିଶିଷ୍ଟ ଲକ୍ଷ୍ୟଜ୍ଞାନମୂଳକ ୧୫ଟି ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ମୋଟ ୧୫ ଗୋଟି ପ୍ରଶ୍ନରୁ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(୨ x ୧୦ = ୨୦)

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ
ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester –1)

ପାଠ୍ୟ - ୧ | ପଢ଼ - ୧ (Core Course - 1): ଗଣମାଧ୍ୟମ, ବେତାର କଳା ଓ ବିଜ୍ଞାପନ କଳା

୧ମ ଏକକ : ଗଣମାଧ୍ୟମ ଓ ତା'ର ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ବିଜ୍ଞାପନର ପରିଭାଷା, ପରିସର ଓ ଉଦ୍ଦେଶ୍ୟ

୩ୟ ଏକକ ସ୍ୱୟଂ ଲିଖନ ଓ ଫିଟର ଲିଖନ

୪ର୍ଥ ଏକକ : ପତ୍ରଲିଖନ (ବାଣିଜ୍ୟିକ, କାର୍ଯ୍ୟାଳୟ ଭିତ୍ତିକ, ବ୍ୟକ୍ତିଗତ ଓ ସମ୍ପାଦକଙ୍କୁ ପତ୍ର)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ଆକାଶବାଣୀର ଦାନ - ବ୍ରଜମୋହନ ମହାନ୍ତି, ଓଡ଼ିଶା ବୁକ ସୋର
୨. ସମ୍ବାଦପତ୍ର ଓ ଗଣମାଧ୍ୟମ - ମୃଣାଳ ଚାଟ୍ଟାର୍ଜୀ, ଶେଫାଳୀ କମ୍ପ୍ୟୁଟିକେଶନ, ଢେଙ୍କାନାଳ
୩. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା - ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓ.ରା.ପା.ପ୍ର. ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର
୪. ସଂଯୋଗ ଅନୁବିଧି, -ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ
୫. ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା - ବିରଞ୍ଚି ନାରାୟଣ ସାମଲ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର
୬. ଯୋଗାଯୋଗର ଭାଷା - ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ପ୍ରାଚୀ ପ୍ରକାଶନ, କଟକ

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester –II)

ପାଠ୍ୟ - ୨ | ପଢ଼ - ୨ (Core Course -2) : ସାହିତ୍ୟ ଅଧ୍ୟୟନ

୧ମ ଏକକ : ଗଳ୍ପ ସାହିତ୍ୟ

ବୁଢ଼ା ଶଙ୍ଖାରି - ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର

ମାଗୁଣୀର ଶଗଡ଼ - ଗୋଦାବରୀଶ ମହାପାତ୍ର

ଶିକାର - ଭଗବତୀ ଚରଣ ପାଣିଗ୍ରାହୀ

୨ୟ ଏକକ : ଉପନ୍ୟାସ ସାହିତ୍ୟ

ଶାସ୍ତି - କାହ୍ନୁଚରଣ ମହାନ୍ତି, ପ୍ରେସ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩ୟ ଏକକ : ନାଟକ

ଶେଷ କଥା - ଡକ୍ଟର ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବୁକ୍ ଷ୍ଟୋର, କଟକ

୪ର୍ଥ ଏକକ- ରମ୍ୟ ରଚନା

ବାଇ ମହାରି ପାଞ୍ଜି (ପ୍ରଥମ ବିଡ଼ା) - ଗୋପାଳ ଚନ୍ଦ୍ର ପ୍ରହରାଜ

ବହୁଆ - ଗୋବିନ୍ଦ ତ୍ରିପାଠୀ

ସାଧୁ ସଙ୍ଗ - ଚୌଧୁରୀ ନେମକାନ୍ତ ମିଶ୍ର

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. କାହ୍ନୁଚରଣ ବିଶେଷଜ୍ଞ, କୋଣାର୍କ, ଓଡ଼ିଶା ସାହିତ୍ୟ ଏକାଡେମୀ

୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଇତିହାସ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ପ୍ରେସ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଓଡ଼ିଆ କଥାସାହିତ୍ୟର କଥା ଓ ରମ୍ୟରଚନା, ମହାପାତ୍ର ନୀଳମଣି ସାହୁ, ଓଡ଼ିଶା ବ୍ଲକ୍ ଷ୍ଟୋର, କଟକ
 ୪. ଶାସ୍ତ୍ର – କାହ୍ନୁଚରଣ ମହାନ୍ତି, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
 ୫. ଉତ୍ତର ସତୁରୀ ଓଡ଼ିଆ ନାଟକ, ହେମନ୍ତ କୁମାର ଦାସ, ଗ୍ରନ୍ଥମନ୍ଦିର, କଟକ
 ୬. ଶେଷ କଥା - ନାରାୟଣ ସାହୁ, ସତ୍ୟନାରାୟଣ ବ୍ଲକ୍ ଷ୍ଟୋର, କଟକ

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester –III)

ପାଠ୍ୟ – ୩/ପଢ଼ - ୩ (Core Course -3); ପ୍ରାଚୀନ, ମଧ୍ୟଯୁଗ ଓ ଆଧୁନିକ ଓଡ଼ିଆ ସାହିତ୍ୟ
 ଏମ ଏକକ ସାରଳା ମହାଭାରତରେ କାହାଣୀ

ସତ୍ୟଆତ୍ମ

ତୁଳସୀବଣ ବାଘ

ଗଙ୍ଗା ବୋଇଲେ ଥୁବି ଗଙ୍ଗା ବୋଇଲେ ଯିବି

୨ୟ ଏକକ: ବଳରାମ ଦାସ ଓ ଜଗନ୍ନାଥ ଦାସଙ୍କ କାହାଣୀ

ବଳରାମ ଦାସଙ୍କ ବଉଳା ଅଧ୍ୟାୟ ଓ ମୃଗୁଣା ସ୍ମୃତି

ଜଗନ୍ନାଥ ଦାସଙ୍କ କପୋତ ଉପାଖ୍ୟାନ ଓ ପିଙ୍ଗଳା ଉପାଖ୍ୟାନ

୩ୟ ଏକକ: ମଧ୍ୟକାଳୀନ ସାହିତ୍ୟ ସ୍ରଷ୍ଟାଙ୍କ ସଂକ୍ଷିପ୍ତ ପରିଚୟ

ଦୀନକୃଷ୍ଣ ଦାସ, ଅଭିମନ୍ୟୁ ସାମନ୍ତସିଂହାର, କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜ

କବିସୂର୍ଯ୍ୟ ବଳଦେବ ରଥ

୪ର୍ଥ ଏକକ :ଆଧୁନିକ ଯୁଗର ସାହିତ୍ୟ ସ୍ରଷ୍ଟା ସଂକ୍ଷିପ୍ତ ପରିଚୟ

ରାଧାନାଥ ରାୟ, ଫକୀର ମୋହନ ସେନାପତି, ଗଙ୍ଗାଧର ମେହେର, ମାୟାଧର ମାନସିଂହ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ - ମାୟାଧର ମାନସିଂହ, ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
 ୨. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ – ସୂର୍ଯ୍ୟନାରାୟଣ ଦାଶ (୨ୟ ଓ ୩ୟ ଭାଗ) – ଗ୍ରନ୍ଥ ମନ୍ଦିର, କଟକ
 ୩. ଓଡ଼ିଆ ସାହିତ୍ୟର ଇତିହାସ (୧୮୦୩-୧୯୨୦) ନଟବର ସାମନ୍ତରାୟ, ବାଣୀ ଭବନ,
 ଭୁବନେଶ୍ୱର
 ୪. ଆଲୋକ ଓ ଅମୃତର କବି ଗଙ୍ଗାଧର ମଣିନ୍ଦ୍ର କୁମାର ମେହେର, ପଢ଼ାପଢ଼ି, ଭୁବନେଶ୍ୱର

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – IV)

ପାଠ୍ୟ – ୪ | ପଢ଼ - ୪ (Core Course - 4) : ଓଡ଼ିଆ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା

ଏମ ଏକକ | ୟୁନିଟ୍-୧ କମ୍ପ୍ୟୁଟର କ'ଣ ଓ କାହିଁକି

କମ୍ପ୍ୟୁଟର ର ବିଭିନ୍ନ ଅଂଶବିଶେଷ ଓ କାର୍ଯ୍ୟ

୨ୟ ଏକକ | ୟୁନିଟ୍-୨: ୟୁନିକୋଡ ମାଧ୍ୟମରେ ଓଡ଼ିଆ ଡିଟିପି ଶିକ୍ଷା

୩ୟ ଏକକ | ୟୁନିଟ୍-୩: ଇଣ୍ଟରନେଟ୍‌ରେ ଓଡ଼ିଆ ଚିଠି

ଇଣ୍ଟରନେଟ୍‌ରେ ସାମାଜିକ ଗଣମାଧ୍ୟମର ବ୍ୟବହାର

୪ର୍ଥ ଏକକ/ୟୁନିଟ୍-୪: ପାଖାର ପଏଣ୍ଟ ମାଇତ୍ର ପ୍ରସ୍ତୁତି, ଟେବୁଲ୍, ଫିଗର୍ସ ଏବଂ ପିକଚର୍ସ/ସ୍କାଲଡ
ଏକସେଲର ବ୍ୟବହାର ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ମୌଳିକ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ଦେବକାନ୍ତ ମିଶ୍ର, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୨. ଓଡ଼ିଆରେ କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା – ରୁଦ୍ରନାରାୟଣ ମହାପାତ୍ର, ସତ୍ୟନାରାୟଣ ବ୍ଲକ୍ ଷ୍ଟୋର, କଟକ
୩. ଓଡ଼ିଆ ଭାଷାରେ କମ୍ପ୍ୟୁଟରର ପ୍ରୟୋଗ - ସୁଧୀର ଚନ୍ଦ୍ର ମହାନ୍ତି, ଏ.କେ. ମିଶ୍ର ପବ୍ଲିକେଶନ, ଭୁବନେଶ୍ୱର
୪. କମ୍ପ୍ୟୁଟରରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ – ରୁଦ୍ରପ୍ରସାଦ ମିଶ୍ର, ଆଜିଅନ୍ତା ପବ୍ଲିଶର୍ସ,
ଜଗତସିଂହପୁର
୫. କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା –ରାମୁ ବନିକ, ପ୍ରେସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

ପାଠ୍ୟକ୍ରମର ସାରାଂଶ – ସଂରଚନା

Structure of B.A. Pass (DSC-Odia) Under CBCS

ପ୍ରଧାନ ପାଠ୍ୟ (Core Course): ୪

ପ୍ରତ୍ୟେକ ପତ୍ରର କ୍ରେଡିଟ୍ସ୍ = $୪ + ୨ = ୬$

ପ୍ରଥମ ପର୍ଯ୍ୟାୟ : (1st Semester)

ପ୍ରଧାନ ପାଠ୍ୟ - ୧ (Core Course – 1) ଓଡ଼ିଆ କବିତା ପ୍ରାଚୀନରୁ ଆଧୁନିକ

ପ୍ରଥମ ପତ୍ର - କ୍ରେଡିଟ୍ସ୍ = $୪ + ୨ = ୬$

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (2nd Semester)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୨ (Core Course –2) ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

୨ୟ ପତ୍ର - କ୍ରେଡିଟ୍ସ୍ = $୪ + ୨ = ୬$

ତୃତୀୟ ପର୍ଯ୍ୟାୟ : (3rd Semester)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୩ (Core Course - 3) ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ

୩ୟ ପତ୍ର- କ୍ରେଡିଟ୍ସ୍ = $୪ + ୨ = ୬$

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ : (4th Semester)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ -4 (Core Course-4) ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ

୪ର୍ଥ ପତ୍ର - କ୍ରେଡିଟ୍ସ୍ = $୪ + ୨ = ୬$

ପସନ୍ଦ ଓ ଆସ୍ଥାଭିତ୍ତିକ ପାଠ୍ୟସମୂହ : ସ୍ନାତକ (ଓଡ଼ିଆ ଇଚ୍ଛାଧୀନ)
2019-20

Core Course -- ପ୍ରଧାନ ପାଠ୍ୟ

ମୋଟ ପତ୍ର ସଂଖ୍ୟା - ୦୪ (Four Paper – Discipline-I/ Four Paper – Discipling-2) ପ୍ରତ୍ୟେକ ପତ୍ର - ୧୦୦ ନମ୍ବର ବିଶିଷ୍ଟ (୨୦ ନମ୍ବର ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃ ପର୍ଯ୍ୟାୟ ପରୀକ୍ଷା + ୮୦ ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମାନକ ପରୀକ୍ଷା)

ଇଚ୍ଛାଧୀନ ଓଡ଼ିଆ : ଜଣେ ସ୍ନାତକ – (ଇଚ୍ଛାଧୀନ)– ମୋଟ ୪୦୦ ନମ୍ବରର ପରୀକ୍ଷା ଦେବେ

କ) ଅତି କମ୍ରେ (ମୋଟ) ୫୦ଟି କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (ପିରିୟଡ୍)ରେ ଗୋଟିଏ ପତ୍ରର ପାଠଦାନ ଶେଷ ହେବ ।
ଗୋଟିଏ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ ବା ପିରିୟଡ୍-୪୫ ମିନିଟ୍)

ଖ) ପ୍ରତ୍ୟେକ ପତ୍ର ୪ ଗୋଟି ମୁନିଟ୍ (ଏକକ) ଉପାଂଶରେ ବିଭକ୍ତ

ଗ) ପ୍ରତ୍ୟେକ ପତ୍ର ୬ ଆସ୍ଥାଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶ (୪ + ୨ କ୍ରେଡିଟ୍) ବିଶିଷ୍ଟ । ଗୋଟିଏ ଆସ୍ଥାଭିତ୍ତିକ କାର୍ଯ୍ୟ ନିର୍ଦ୍ଦେଶର ମହତ୍ତ୍ୱ ହେଉଛି - ୧୦ ପିରିୟଡ୍ ସହିତ ସମାନ

ମୋଟ ୪ ଗୋଟି ଇଚ୍ଛାଧୀନ ପତ୍ରର କ୍ରେଡିଟ୍ ହେଉଛି - $4 \times 9 (4 + 2) = 36$

ଘ) ପର୍ଯ୍ୟାୟ (Semester) ଓ ପ୍ରସ୍ତାବିତ ପାଠ ଯୋଜନା;

ପ୍ରଥମ ଶିକ୍ଷାବର୍ଷ

୧ମ ପର୍ଯ୍ୟାୟ ୧ମ –ପତ୍ର - ୧୦୦ ନମ୍ବର

୨ୟ ପର୍ଯ୍ୟାୟ ୨ୟ –ପତ୍ର - ୧୦୦ ନମ୍ବର

ତୃତୀୟ ଶିକ୍ଷାବର୍ଷ

୩ୟ ପର୍ଯ୍ୟାୟ ୩ୟ –ପତ୍ର - ୧୦୦ ନମ୍ବର

୪ର୍ଥ ପର୍ଯ୍ୟାୟ ୪ର୍ଥ – ପତ୍ର - ୧୦୦ ନମ୍ବର

ଙ) ନମ୍ବର । ମୂଲ୍ୟାଙ୍କନ ବିଭାଜନ ପଦ୍ଧତି:

ମହାବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଅନ୍ତଃପରୀକ୍ଷା - ୨୦ ନମ୍ବର

ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ମୁଖ୍ୟ ପରୀକ୍ଷା - ୮୦ ନମ୍ବର

ବିଶ୍ୱବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ପରୀକ୍ଷାରେ ନିମ୍ନମତେ ପ୍ରଶ୍ନ ପଡ଼ିବ -

କ) ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରତ୍ୟେକ ଏକକରୁ ବିକଳ୍ପ ସହ ୮ଟି ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ଦୀର୍ଘ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (୧୫ × ୪ = ୬୦ ନମ୍ବର)

ଖ) ପ୍ରତ୍ୟେକ ପତ୍ରର ପ୍ରତ୍ୟେକ ଏକକରୁ ୧୫ଟି ୨ ନମ୍ବର ବିଶିଷ୍ଟ ସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀ ୧୦ଟି

ପ୍ରଶ୍ନର ଡରଲ ଦେବେ । (୨x ୧୦ = ୨୦) ଉତ୍ତର

ସବିଶେଷ ପାଠ୍ୟକ୍ରମ (Detail Syllabus)

(କ) ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (Semester – 1) DSC 1/2 A
ପ୍ରଥମ ପତ୍ର ଓଡ଼ିଆ କବିତା ପ୍ରାଚୀନରୁ ଆଧୁନିକ

ପ୍ରଧାନ ପାଠ (Core Course -1): ଓଡ଼ିଆ ସାହିତ୍ୟ ପ୍ରାଚୀନରୁ ଆଧୁନିକ
୧ମ ଏକକ / ୟୁନିଟ୍ – ୧ ସାରଳା ମହାଭାରତ (ଦୁର୍ଯ୍ୟୋଧନଙ୍କ ରକ୍ତନଦୀ ସନ୍ତରଣ)
୨ୟ ଏକକ / ୟୁନିଟ୍ – ୨ : ଭାଗବତ (୨୪ ଗୁରୁ ପ୍ରସଙ୍ଗ) - ଜଗନ୍ନାଥ ଦାସ
୩ୟ ଏକକ / ୟୁନିଟ୍ – ୩ - ଦୀନକୃଷ୍ଣ ଦାସଙ୍କ କସକଲ୍ଲୋଳ(୧ମ ଛାନ୍ଦ) ଓ ଉପେନ୍ଦ୍ରଭଞ୍ଜ କୋଟିବ୍ରହ୍ମାଣ୍ଡ
ସୁନ୍ଦରୀ(୧ମ ଛାନ୍ଦ)
୪ର୍ଥ ଏକକ । ୟୁନିଟ୍ – ୪ ଆଧୁନିକ କବିତା
ମହାଯାତ୍ରା (ସପ୍ତମ ସର୍ଗ)- ଅମର୍ଷୀଙ୍କ ଉଦ୍‌ବୋଧନ, ରାଧାନାଥ ରାୟ
ମଙ୍ଗଳେ ଅଇଲା ଉଷା – ଗଙ୍ଗାଧର ମେହେର
ବନ୍ଦୀର ସାକ୍ଷ୍ୟ ଅନୁଚିତ୍ରା - ଗୋପବନ୍ଧୁ ଦାସ
ପ୍ରତିମା ନାୟକ - ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ସାରଳା ମହାଭାରତ (ସାରଳା ଦାସ)
୨. ଅବଧୂତ ଓ ଯଦୁରାଜା ସନ୍ଧ୍ୟାଦ, ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୩. କହେ କୃଷ୍ଣଦାସ କବି – କୃଷ୍ଣଚରଣ ସାହୁ, ବିଦ୍ୟାପୁରୀ, କଟକ
୪. ରସକଲ୍ଲୋଳ, ସଂପାଦନା – ଦେବେନ୍ଦ୍ର ମହାନ୍ତି
୫. ଦୁର୍ଲଭ ଦୀନକୃଷ୍ଣ, ଜ୍ୟୋତିରଞ୍ଜନ ସାମଲ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ

(ଖ) ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (Semester – II) DSC 1/2 B

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୨ (Core Course - 2) : ଓଡ଼ିଆ ନାଟକ ଓ ଏକାଙ୍କିକା

ଦ୍ୱିତୀୟ ପତ୍ର

୧ମ ଏକକ । ୟୁନିଟ୍ – ୧ : ଭକ୍ତମାଟି - କାଳୀଚରଣ ପଟ୍ଟନାୟକ
୨ୟ ଏକକ । ୟୁନିଟ୍ – ୨ : ନନ୍ଦିକା କେଶରୀ ମନୋରଞ୍ଜନ ଦାସ

୩ୟ ଏକକ | ୟୁନିଟ୍ – ୩ କୋକୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ
୪ର୍ଥ ଏକକ | ୟୁନିଟ୍ – ୪ : ଏକାଙ୍କିକା- ସ୍ମୃତି ବିଭ୍ରାଟ – ପ୍ରାଣବନ୍ଧୁ କର ଓ ଛଦ୍ମବେଶୀ - ବିଶ୍ୱଜିତ ଦାସ
୫ମ ଏକକ | ୟୁନିଟ୍ – ୫ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧ ଅଭିଯାନ – କାଳୀଚରଣ ପଟ୍ଟନାୟକ

୨. ନନ୍ଦିକା କେଶରୀ-ମନୋରଞ୍ଜନ ଦାସ କିମ୍ବା ତଟନିରଂଜନା – ବିଜୟ ମିଶ୍ର

୩. କୋକୁଆ – ବିଜୟ କୁମାର ଶତପଥୀ, ଅଗ୍ରଦୂତ, କଟକ କିମ୍ବା ମୁଖା - ମଙ୍ଗୁଳୁ ଚରଣ ବିଶ୍ୱାଳ

୪. ଅଶ୍ରୁ ବୁହେଁ ଅନଳ, ହେମନ୍ତ କୁମାର ଦାସ

୫. ସ୍ୱାଧୀନୋତ୍ତର ଓଡ଼ିଆ ନାଟକର ମନସ୍ତାତ୍ତ୍ୱିକ ବିଶ୍ଳେଷଣ, ରଞ୍ଜିତା ରାଉତରାୟ, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ

୬. ସାହିତ୍ୟସାଧକ ମଙ୍ଗଳବରଣ – ଗୌରିଦାସ ପ୍ରଧାନ (ଚତୁର୍ଥ ପତ୍ର ନିମନ୍ତେ ପ୍ରଦତ୍ତ ସହାୟକ ପୁସ୍ତକଗୁଡ଼ିକ ଅନୁସରଣୀୟ।

ତୃତୀୟ ପର୍ଯ୍ୟାୟ (Semester – III) DSC 1/2 C

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୩ (Core Course - 3): ଓଡ଼ିଆ କଥା ସାହିତ୍ୟ

ତୃତୀୟ ପତ୍ର :

୧ମ ଏକକ | ୟୁନିଟ୍ – ୧ : ଓଡ଼ିଆ କଥାସାହିତ୍ୟର ବିକାଶକ୍ରମ

୨ୟ ଏକକ | ୟୁନିଟ୍ – ୨ - ଛ ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି

୩ୟ ଏକକ | ୟୁନିଟ୍ – ୩ ; ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି କିମ୍ବା ନୟନତାରା -ଦୟାନିଧି ମିଶ୍ର

୪ର୍ଥ ଏକକ | ୟୁନିଟ୍ – ୪ : ଗଳ୍ପ ସାହିତ୍ୟ

ପାଠ୍ୟ ଗଳ୍ପ:ଦେବତାର ବିଧାତା – ଗୋଦାବରୀଶ ମହାପାତ୍ର

ମାଂସର ବିଳାପ – କାଳିନ୍ଦୀ ଚରଣ ପାଣିଗ୍ରାହୀ

ମଧୁବନର ମେୟର - ମନୋଜ ଦାସ

୫ମ ଏକକ | ୟୁନିଟ୍ – ୫ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତି

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ

୧. ଓଡ଼ିଆ ଉପନ୍ୟାସ ସାହିତ୍ୟର ପରିଚୟ ସଂ ପଠାଣି ପଟ୍ଟନାୟକ ଓ ଭୋଳାନାଥ ରାଉତ ଓଡ଼ିଶା ବୁକ ଷ୍ଟୋର, କଟକ

୨. ଓଡ଼ିଆ କ୍ଷୁଦ୍ରଗଳ୍ପର ଉଦ୍ଦେଶ୍ୟ ଓ ଉତ୍ତରଣ – ବୈଷ୍ଣବ ଚରଣ ସାମଲ, ଫ୍ରେଣ୍ଡସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୩. ଛ ମାଣ ଆଠଗୁଣ୍ଠ - ଫକୀର ମୋହନ ସେନାପତି

୪. ଛ ମାଣ ଆଠଗୁଣ୍ଠ ଭିନ୍ନ ଦୃଷ୍ଟି ଭିନ୍ନ ବ୍ୟାଖ୍ୟା, ପଞ୍ଚାନନ ମିଶ୍ର, ବିଜୟିନୀ ପବ୍ଲିକେସନ୍, କଟକ

୫. ଦାନାପାଣି - ଗୋପୀନାଥ ମହାନ୍ତି
୬. ନୟନତାରା - ଦୟାନିଧି ମିଶ୍ର
୭. କଥାଶିଳ୍ପୀ ମନୋଜ ଦାସ, ଶତ୍ରୁଘ୍ନ ପାଣ୍ଡବ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୮. ମନସ୍ତୀ ମନୋଜ, ମଣୀନ୍ଦ୍ର କୁମାର ମେହେର, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ
୯. ଓଡ଼ିଆ ଉପନ୍ୟାସର ସମାଜତାତ୍ତ୍ୱିକ ଆଲୋଚନା, କଇଲାଶ ପଟ୍ଟନାୟକ, ବିଦ୍ୟାପୁରୀ, କଟକ

ଚତୁର୍ଥ ପର୍ଯ୍ୟାୟ (Semester – 1V)

ପ୍ରଧାନ ପାଠ୍ୟାଂଶ - ୪ (Core Course -4) : ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ (DSC 1/2 D)

୪ର୍ଥ ପତ୍ର

୧ମ ଏକକ } ୟୁନିଟ୍ – ୧ ଓଡ଼ିଆ ବର୍ଣ୍ଣ ବିଚାର, ବାକ୍ୟର ଗଠନ ରୀତି ଓ ପ୍ରକାରଭେଦ ।

୨ୟ ଏକକ | ୟୁନିଟ୍ – ୨ : କାରକ, ବିଭକ୍ତି, କୃଦନ୍ତ ଓ ତଦ୍ବିତ

୩ୟ ଏକକ | ୟୁନିଟ୍ – ୩ : ଉପସର୍ଗ, ସନ୍ଧି ଓ ସମାସ

୪ର୍ଥ ଏକକ | ୟୁନିଟ୍ – ୪ ଓଡ଼ିଆ ଶବ୍ଦସମ୍ଭାର

ସହାୟକ ଗୁରୁସୂଚୀ

୧. ସର୍ବସାର ବ୍ୟାକରଣ – ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟ୍‌ସ୍ ଷ୍ଟୋର, କଟକ

୨. ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ - ଧନେଶ୍ୱର ମହାପାତ୍ର, କିତାବ ମହଲ, କଟକ

୩. ବ୍ୟାବହାରିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ, ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର, ବିଦ୍ୟାପୁରୀ, କଟକ

୪. ଓଡ଼ିଆ ଭାଷାର ଉଚ୍ଚେଷ୍ଟ ଓ ବିକାଶ – ବାସୁଦେବ ସାହୁ, ଫ୍ରେଣ୍ଡ୍‌ସ୍ ପବ୍ଲିଶର୍ସ, କଟକ

୫। ଓଡ଼ିଆ ଭାଷା ଚର୍ଚ୍ଚାର ପରଂପରା, ଗଗନେନ୍ଦ୍ର ନାଥ ଦାସ, ଓଡ଼ିଆ ଗବେଷଣା ପରିଷଦ, କଟକ

ଦକ୍ଷତାବର୍ଧକ ବାଧ୍ୟତାମୂଳକ ପାଠ୍ୟକ୍ରମ

Ability Enhancement Compulsory Course (AECC)

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା – ଓଡ଼ିଆ

(2019-20)

MIL (Communications) - Odia

ଦ୍ୱିତୀୟ ପର୍ଯ୍ୟାୟ (2nd Semester) କଳା, ବିଜ୍ଞାନ ଓ ବାଣିଜ୍ୟ ସାଧାରଣ (Pass) | ସମ୍ମାନ (Hons)

ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ

ମୋଟ କ୍ରେଡିଟ୍-୪, ମୋଟ ଶ୍ରେଣୀ ପାଠଦାନ ନିର୍ଦ୍ଦିଷ୍ଟ - ୪୦, ଗୋଟିଏ ଶ୍ରେଣୀ ପାଠଦାନର {ପିରିୟଡ୍ ସମୟ

ଅବଧି-୪୫ ମିନିଟ୍ ପାଠ୍ୟକ୍ରମ – ୨, ପୂର୍ବସଂଖ୍ୟା – ୧୦୦

(Credits - 4) Total Classes - 40, One Period - 45 Minutes, Course - II, Full Marks - 100

ପାଠ୍ୟକ୍ରମର ଭୂମିକା:

ଏହି ପାଠ୍ୟଶସ୍ତ୍ରଟି ପସନ୍ଦ ଓ ଆକ୍ଷାତିଭିକ (CBCS / ସିବିସିଏସ୍) ପାଠ୍ୟ ପ୍ରଣାଳୀ ଅନୁସାରେ ପ୍ରସ୍ତୁତ ହୋଇଛି । ବିଭିନ୍ନ ସ୍ତରରେ ଆବଶ୍ୟକ ଅନୁସାରେ ସମସାମୟିକ ପରିସ୍ଥିତିକୁ ନେଇ ଭାବବିନିମୟ ଓ ପାରସ୍ପରିକ ଯୋଗାଯୋଗ ସ୍ଥାପନ କିପରି ଓଡ଼ିଆ ଭାଷାରେ ସହଜରେ, ସରଳରେ ହୋଇପାରିବ – ଏ ଦିଗ ପ୍ରତି ଏଥିରେ ପାଠ ଦିଆଯାଇଛି । ଓଡ଼ିଆ ଭାଷା ଓ ସାହିତ୍ୟିକ ପ୍ରାୟୋଗିକ ଜ୍ଞାନର ବିକାଶ ନିମିତ୍ତ + ଗା ସ୍ତରୀୟ ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ଏହି ପାଠ୍ୟକ୍ରମର ଶସ୍ତ୍ରଟି ସାହାଯ୍ୟ କରିବ । ସେଥିପାଇଁ ପ୍ରଚଳିତ ଭାଷାର ବୈଜ୍ଞାନିକ, ବ୍ୟାବହାରିକ ଓ ପ୍ରାୟୋଗିକ ଦିଗ ପ୍ରତି ଏଥିରେ ସ୍ଥାନ ଦିଆଯାଇଛି । ଏଥିରେ ସଂଯୋଗ ପ୍ରକ୍ରିୟାର ଅନୁବିଧି, ଯୋଗାଯୋଗର ତଥ୍ୟ ଓ ଗୁଡ଼ିଏ ପ୍ରତି ଗୁରୁତ୍ବ ଦିଆଯାଇଛି । ସରକାରୀ କାର୍ଯ୍ୟାଳୟରେ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟବହାରରେ ଏହା ଦକ୍ଷତା ବୃଦ୍ଧି କରିବ । ଓଡ଼ିଆ ଭାଷାର ପ୍ରୟୋଗରେ ସେମାନେ ଶୁଦ୍ଧ ଓ ପରିଚ୍ଛନ୍ନ ଭାବରେ ଯେକୌଣସି ପ୍ରକାର ଜ୍ଞାନର ସୂଚନା ତଥ୍ୟ ଓ ସିଦ୍ଧାନ୍ତକୁ ମୌଖିକ ଓ ଲିଖିତ ସ୍ତରରେ ସହଜରେ ପ୍ରକାଶ କରିପାରିବେ ଏବଂ ସେମାନଙ୍କ ମାତୃଭାଷା ପ୍ରୟୋଗର ବିକାଶ ଘଟିପାରିବ ।

ମୂଲ୍ୟ ବିଭାଜନ ପଦ୍ଧତି : (ସବୁଥିରୁ ବିକଳ୍ପ ପଡ଼ିବ)

- କ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକ (ୟୁନିଟ୍) ରୁ ବିକଳ୍ପସହ ଦୁଇଟି ଲେଖାଏଁ ମୋଟ ୮ଟି ୧୫ନମ୍ବର ବିଶିଷ୍ଟବୀର୍ଯ୍ୟପ୍ରଶ୍ନ ପଡ଼ିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ୪ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (୧୫ x ୪ = ୬୦)
- ଖ) ନିର୍ଦ୍ଧାରିତ ପାଠ୍ୟର ସବୁ ଏକକରୁ ୧୨ଟି ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ପଡ଼ିବ । ସେଥିରୁ ୧୦ଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ (୧୦x୨ = ୨୦)
- ଗ) ମହାବିଦ୍ୟାଳୟସ୍ତରୀୟ ଅନ୍ତଃ ପରୀକ୍ଷା (୨୦)

ମୋଟ ମୂଲ୍ୟାଙ୍କ – ୧୦୦

ସବିଶେଷ ପାଠ୍ୟ

ଯୋଗାଯୋଗମୂଳକ ମାତୃଭାଷା - ଓଡ଼ିଆ

ପାଠ୍ୟ-୧ | Course – 1 ଯୋଗାଯୋଗ ଅନୁବିଧି, ରୀତି ଓ ମାଧ୍ୟମ

୧ମ ଏକକ : ଯୋଗାଯୋଗର ପରିଭାଷା, ଅନୁବିଧି, ପରିସମ ଓ ପ୍ରକାରଭେଦ

୨ୟ ଏକକ : ସାକ୍ଷାତକାର, ଭାଷଣ କଳା

୩ୟ ଏକକ : ସମ୍ବାଦର ପରିଭାଷା, ପରିସର ଓ ସମ୍ବାଦ ପ୍ରସ୍ତୁତି

୪ର୍ଥ ଏକକ : ଓଡ଼ିଆ ଭାଷାର ବର୍ଣ୍ଣମାଳା, ବର୍ଣ୍ଣଶୁଦ୍ଧିର ନିରାକରଣ । (ବନ୍ଦନା ତୃତି - ସାଦୃଶ୍ୟଜନିତ ଅଶୁଦ୍ଧି, ଲିଙ୍ଗ ଗତ ଅଶୁଦ୍ଧି, ସନ୍ଧିଗତ ଅଶୁଦ୍ଧି, ସମାସଗତ ଅଶୁଦ୍ଧି, ବଚନ ଓ ବିଭକ୍ତିଗତ ଅଶୁଦ୍ଧି, ବାକ୍ୟ ବିଧିଜନିତ ଅଶୁଦ୍ଧି ସମାର୍ଥବୋଧକ ଶବ୍ଦାଶୁଦ୍ଧି ପ୍ରତ୍ୟୟ ଜନିତ ଅଶୁଦ୍ଧି, ଶବ୍ଦ ସଂଯୋଗାତ୍ମକ ଓ ସ୍ବରସଙ୍ଗତି ଜନିତ ଅଶୁଦ୍ଧି)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ (ପାଠ୍ୟ-୧ | Course – 1)

୧. ଯୋଗାଯୋଗ ମୂଳକ ମାତୃଭାଷା (ଓଡ଼ିଆ) ସାମଲ ବିରଞ୍ଚି ନାରାୟଣ, ସତ୍ୟନାରାୟଣ, ରବି ଷ୍ଟୋର,

କଟକ ।

୨. ସଂଯୋଗ ଅନୁବିଧି, ସନ୍ତୋଷ କୁମାର ତ୍ରିପାଠୀ, ନାଳନ୍ଦା, କଟକ

୩. ଭାଷଣ କଳା ଓ ଅନ୍ୟାନ୍ୟ ପ୍ରସଙ୍ଗ - କୃଷ୍ଣଚନ୍ଦ୍ର ପ୍ରଧାନ, ସତ୍ୟନାରାୟଣ ବ୍ଲକ୍ ଷ୍ଟୋର, କଟକ

୪. ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା - ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୧. ସମ୍ବାଦ ଓ ସାମ୍ବାଦିକତା - ଚନ୍ଦ୍ରଶେଖର ମହାପାତ୍ର, ଓଡ଼ିଶା ରାଜ୍ୟ ପାଠ୍ୟପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

୧. ନିର୍ଭୁଲ ଲେଖାର ମୂଳସୂତ୍ର, ନୀଳାଦ୍ରି ଭୂଷଣ ହରିଚନ୍ଦନ, ପି.ସି.ଆର ପବ୍ଲିକେସନ, ଭୁବନେଶ୍ୱର

୨. ସର୍ବସାର ବ୍ୟାକରଣ - ନାରାୟଣ ମହାପାତ୍ର ଓ ଶ୍ରୀଧର ଦାସ, ନିୟୁ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

**COMPULSORY LANGUAGE/LITERATURE COURSE MIL
(ODIA)- ARTS**

**ବାଧ୍ୟତାମୂଳକ ଭାଷା ଓ ସାହିତ୍ୟ - ଆଧୁନିକ ଭାରତୀୟ ଭାଷା (ଓଡ଼ିଆ)
+ ୩, ପ୍ରଥମ ବର୍ଷ କଳା ସାଧାରଣ (PASS) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ
ପଢ଼ ସଂଖ୍ୟା - ପ୍ରଥମ**

**ପ୍ରଥମ ପର୍ଯ୍ୟାୟ (1st SEMESTER)
ପ୍ରତ୍ୟେକ ପଢ଼ର ମୂଲ୍ୟ - ୧୦୦ ନମ୍ବର
(୨୦ ନମ୍ବର ଅକ୍ଟ ୫ ପରୀକ୍ଷା + ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା)**

ମୂଲ୍ୟ ବିଭାଜନ

(କ) ପ୍ରଥମ ଏକକ (ଗଦ୍ୟ ସାହିତ୍ୟ)ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।

ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ - ୧୫)

(ଖ) ଦ୍ୱିତୀୟ ଏକକ (ପଦ୍ୟ ସାହିତ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ବିଦ୍ୟାର୍ଥୀଙ୍କ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ - ୧୫)

(ଗ) ତୃତୀୟ ଏକକ (ଅତିରିକ୍ତ ପାଠ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ବିଦ୍ୟାର୍ଥୀଙ୍କ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ - ୧୫)

(ଘ) ଚତୁର୍ଥ ଏକକରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ପ୍ରଶ୍ନରୁ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ - ୧୫)

(ଢ) ପ୍ରତ୍ୟେକ ଏକକରୁ ତିନୋଟି କରି ୧୨ଟି ପ୍ରଶ୍ନ ଆସିବ, ସେଥିରୁ ବିଦ୍ୟାର୍ଥୀ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ । (ମୋଟ ୨ x ୧୦ = ୨୦)

ସବିଶେଷ ଅଧ୍ୟୟନ ଅନୁମୋଦିତ ପାଠ୍ୟ

ପ୍ରଥମ ଏକକ- ଗଦ୍ୟ ସାହିତ୍ୟ

୧- ଜାତୀୟ ଜୀବନ - ମଧୁସୂଦନ ଦାସ

୨- ସୌନ୍ଦର୍ଯ୍ୟ ଓ ପ୍ରେମ – ଶଶିଭୂଷଣ ରାୟ

୩- ସାହିତ୍ୟ ଓ ଗଣମାଧ୍ୟମ – ଶରତ କୁମାର ମହାନ୍ତି

ଦ୍ୱିତୀୟ ଏକକ – ପଦ୍ୟ ସାହିତ୍ୟ

୧- କେଶବ କୋଇଲି – ମାର୍କଣ୍ଡ ଦାସ

୨- ମନବୋଧ ଚଉତିଶା - ଭକ୍ତଚରଣ ଦାସ

୩- କାକ ବାରତା - ନନ୍ଦକିଶୋର ବଳ

୪- ଝିଅ ପାଇଁ ଗୋଟିଏ କବିତା - ରାଜେନ୍ଦ୍ର କିଶୋର ପଣ୍ଡା

ତୃତୀୟ ଏକକ - ଅତିରିକ୍ତ ପାଠ୍ୟ (ଗଳ୍ପ ସାହିତ୍ୟ)

୧- ଅଶ୍ୱତ୍ଥ ପୁତ୍ରର କାହାଣୀ - ଅଚ୍ୟୁତାନନ୍ଦ ପତି

୨- ସୁଲତାନ - ରାଜକିଶୋର ପଟ୍ଟନାୟକ

୩- ପାଟଦେଇ – ବୀଣାପାଣି ମହାନ୍ତି

ଚତୁର୍ଥ ଏକକ - ବ୍ୟାକରଣ

ପାଠ : ପଦ ପ୍ରକରଣ - (ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, ଅବ୍ୟୟ ଓ କ୍ରିୟା)

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧) ସର୍ବସାର ବ୍ୟାକରଣ - ପଣ୍ଡିତ ନାରାୟଣ ମହାପାତ୍ର ଏବଂ ଶ୍ରୀଧର ଦାଶ - ନିଉ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ ।

୨) ପ୍ରଚଳିତ ଓଡ଼ିଆ ଭାଷାର ବ୍ୟାକରଣ – ବିଜୟ ପ୍ରସାଦ ମହାପାତ୍ର - ବିଦ୍ୟାପୁରୀ, କଟକ

୩) ଆଧୁନିକ ଓଡ଼ିଆ ବ୍ୟାକରଣ – ଧନେଶ୍ୱର ମହାପାତ୍ର - କିତାବ ମହଲି, କଟକ

୪) ଶେଷ ଦଶକର ରଚନା – ଶରତ କୁମାର ମହାନ୍ତି ।

COMPULSORY LANGUAGE / LITERATURE COURSE
MIL (ODIA)- ARTS
ବାଧ୍ୟତାମୂଳକ ଭାଷା ଓ ସାହିତ୍ୟ - ଆଧୁନିକ ଭାରତୀୟ ଭାଷା (ଓଡ଼ିଆ)
+୩, ପ୍ରଥମ ବର୍ଷ କଳା ସାଧାରଣ (PASS) ଶ୍ରେଣୀ ପାଇଁ ଉଦ୍ଦିଷ୍ଟ
2019-20
ପଢ଼ ସଂଖ୍ୟା – ଦ୍ଵିତୀୟ

ଦ୍ଵିତୀୟ ପର୍ଯ୍ୟାୟ (3RD SEMESTER)
(୨୦ ନମ୍ବର ଅକ୍ଟୋ ପରୀକ୍ଷା + ୮୦ ନମ୍ବର ମୁଖ୍ୟ ପରୀକ୍ଷା = ୧୦୦ ନମ୍ବର)

ମୂଲ୍ୟ ବିଭାଜନ

(କ) ପ୍ରଥମ ଏକକ (ଗଦ୍ୟ ସାହିତ୍ୟ)ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ ।

ବିଦ୍ୟାର୍ଥୀଙ୍କୁ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ -୧:୫)

(ଖ) ଦ୍ଵିତୀୟ ଏକକ (ପଦ୍ୟ ସାହିତ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘ ପ୍ରଶ୍ନ ଆସିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ – ୧୫)

(ଗ) ତୃତୀୟ ଏକକ (ଅତିରିକ୍ତ ପାଠ୍ୟ) ରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ଦୀର୍ଘପର୍ଯ୍ୟାୟ ପ୍ରଶ୍ନ ଆସିବ । ବିଦ୍ୟାର୍ଥୀଙ୍କ ପସନ୍ଦ ଅନୁସାରେ ଗୋଟିଏ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାକୁ ହେବ । (ମୋଟ ମୂଲ୍ୟ -୧୫)

(ଘ) ଚତୁର୍ଥ ଏକକରୁ ୧୫ ନମ୍ବର ବିଶିଷ୍ଟ ୨ଟି ପ୍ରଶ୍ନରୁ ଗୋଟିକର ଉତ୍ତର ଦେବାକୁ ହେବ ।

(ମୋଟ ମୂଲ୍ୟ – ୧୫)

(ଙ) ପ୍ରତ୍ୟେକ ଏକକରୁ ଚିନୋଟି କରି ୧୨ଟି ପ୍ରଶ୍ନ ଆସିବ, ସେଥିରୁ ବିଦ୍ୟାର୍ଥୀ ୧୦ ଗୋଟି ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବେ ।

(ମୋଟ ୨ x ୧୦ = ୨୦)

ସବିଶେଷ ଅଧ୍ୟୟନ

ଅନୁମୋଦିତ ପାଠ୍ୟ

ପ୍ରଥମ ଏକକ- ଗଦ୍ୟ ସାହିତ୍ୟ

୧- ଅଛୁ ଓ ହେବୁ - ନୀଳକଣ୍ଠ ଦାସ

୨- ସ୍ତ୍ରୀ ଶିକ୍ଷା - ରେବା ରାୟ

୩- ଇଚ୍ଛନ୍ତି ଦାମିକେ - ବୈଷ୍ଣବ ଚରଣ ସାମଲ

ଦ୍ୱିତୀୟ ଏକକ - ପଦ୍ୟ ସାହିତ୍ୟ

୧- ସବୁଥୁରୁ ବଞ୍ଚିତ କରି - କାନ୍ତକବି ଲକ୍ଷ୍ମୀକାନ୍ତ ମହାପାତ୍ର

୨- ଅକ୍ତର ଉବାଟ - ଗୁରୁ ପ୍ରସାଦ ମହାନ୍ତି

୩- ଓଡ଼ିଶା - ସୀତାକାନ୍ତ ମହାପାତ୍ର

୪- ହେ ମୋ ଦେଶ - ବଜନାଥ ରଥ

ତୃତୀୟ ଏକକ - ଅତିରିକ୍ତ ପାଠ୍ୟ (ଜୀବନୀ)

୧-ପିତୃ ପ୍ରସଙ୍ଗ (ସଭାବ କବି ଗଙ୍ଗାଧର ମେହେରଙ୍କ ଜୀବନୀ -କେବଳ ଜୀବନୀ ଅଂଶ)- ଭଗବାନ ମେହେର

ଚତୁର୍ଥ ଏକକ - ବ୍ୟାକରଣ- ବାକ୍ୟର ସଂଜ୍ଞା, ସ୍ୱରୂପ, ଲକ୍ଷଣ ଓ ରୂପାନ୍ତର, ଲୋକୋକ୍ତିର ଅର୍ଥ ଓ ପ୍ରୟୋଗ

ସହାୟକ ଗ୍ରନ୍ଥସୂଚୀ :

୧) ସର୍ବସାର ବ୍ୟାକରଣ - ପଣ୍ଡିତ ନାରାୟଣ ମହାପାତ୍ର ଏବଂ ଶ୍ରୀଧର ଦାଶ - ନିଉ ଷ୍ଟୁଡେଣ୍ଟସ୍ ଷ୍ଟୋର, କଟକ

୨) ପ୍ରାୟୋଗିକ ଓଡ଼ିଆ ଭାଷା, ଓଡ଼ିଶା ରାଜ୍ୟପାଠ୍ୟ ପୁସ୍ତକ ପ୍ରଣୟନ ଓ ପ୍ରକାଶନ ସଂସ୍ଥା, ଭୁବନେଶ୍ୱର

ପାଠ୍ୟକ୍ରମ ସଂପର୍କରେ ଶିକ୍ଷକଙ୍କ ପ୍ରଶିକ୍ଷଣ ଯୋଜନା (୨୧ ଦିନ)

୨-ବୌଦ୍ଧ, ଶୈବ, ବୈଷ୍ଣବ, ଜଗନ୍ନାଥ ତତ୍ତ୍ୱ

୩-ଗବେଷଣା ପ୍ରବିଧି

୪ - ସାହିତ୍ୟତତ୍ତ୍ୱ (ପ୍ରାଚ୍ୟ-ପଶ୍ଚ୍ୟାତ୍ୟ)

୫- ଭାଷାବିଜ୍ଞାନ ଓ ଭାଷାତତ୍ତ୍ୱ

୬- ଲୋକସାହିତ୍ୟ ଓ ସଂସ୍କୃତି

୭-କଥା ସାହିତ୍ୟ (ଗଳ୍ପ ଉପନ୍ୟାସ)

୮ -ଅନୁବାଦ ଓ ସଂପାଦନା

୯-କମ୍ପ୍ୟୁଟର ଶିକ୍ଷା

U.G. Course Structure Philosophy

Semester		CORE COURSE (14)	Ability Enhancement Compulsory Course (AECC) (2)	Skill Enhancement Compulsory Course (SECC)(2)	Elective: Discipline Specific DSE (4)	Elective: Generic (GE) (4)
I	CC I	General Philosophy	Environmental Science or English/MIL Communication			GE-I Symbolic Logic
	CCII	Logic and Scientific Method				
II	CCIII	Systems of Indian Philosophy –I	Environmental Science or			GE-II Indian
	CCIV	Symbolic Logic				
III	CCV	Ethics		SECC -I		GE-III History of Modern European Philosophy
	CCVI	History of Greek Philosophy				
	CCVII	Systems of Indian Philosophy (II)				
IV	CCVIII	Contemporary Indian Philosophy		SECC-II		GE- IV Ethics: Theory and Practice
	CCIX	History of Modern European Philosophy				
	CCX	Philosophy of Language				
V	CCXI	Western Classics: Meditations of Rene Descartes			DSE-I PHILOSOPHY OF BHAGAVAD GITA	
	CCXII	Indian Text: Isa Upanishad			DSE-II PHILOSOPHY OF RELIGION	
VI	CCXIII	Social & Political Philosophy			DSE-III GANDHIAN STUDIES	
	CC XIV	Applied Ethics			DSE- IV RECENT WESTERN PHILOSOPHY/ PROJECT	

PHILOSOPHY

PHILOSOPHY-HONOURS

Core course – 14 papers

Discipline Specific Elective – 4 papers

Skill Enhancement Compulsory Course-2 papers Generic Elective for non Philosophy students

– 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Marks per paper - Midterm : 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6, Teaching hours per paper – 50 hours + 10 hours tutorial

CC I: GENERAL PHILOSOPHY

- Unit-I:** Definition, Nature & Function of Philosophy, and Philosophy in relation to other modes of thinking like Science & Religion.
- Unit-II:** Metaphysics: Monism, Pluralism, Realism, Idealism, Metaphysical issues: Substance, Universal, Mind & Body.
- Unit-III:** Problem of knowledge: What is knowledge? Sources of knowledge: Empiricism, Rationalism, Theories of Truth: Correspondence, coherence and pragmatic theory
- Unit-IV:** Problems of Ethics: (1) Theories of Goodness: The good and the evil (2) Theories of conduct: Egoism & Altruism.

Prescribed Books:

1. John Hospers: An Introduction to Philosophical Analysis (relevant portions)
2. J.N. Sinha : Introduction to Philosophy

Reference books:

- (1) G.T.W. Patrick: Introduction to Philosophy
- (2) A.C. Ewing: The Fundamental Questions of Philosophy
- (3) G.W. Cunningham: Problems of Philosophy
- (4) Richard Taylor: Metaphysics
- (5) D.W. Hamlyn: Metaphysics

CC II: LOGIC AND SCIENTIFIC METHOD

- Unit-I:** Definition of Logic, Laws of Thought, Deductive and Inductive Arguments, Validity & Soundness of Arguments.
- Unit-II:** Classification of Propositions (from stand-point of Quality & Quantity), Distribution of Terms, Square of oppositions, Existential Import of Propositions, Interpretation of categorical proposition.
- Unit-III:** Inference- Immediate Inference (Conversion and Obversion), Mediate Inference (Syllogism): Figure & Moods, Testing of Validity of Arguments by syllogistic Rules.
- Unit-4:** Inductive Reasoning & Scientific Enquiry: Causation & Mills Experimental Methods.

Prescribed Book:

1. Cohen & Nagel- Introduction to Logic & Scientific Method.

Reference Book:

1. Copi, Cohen & Mac Mahan- Introduction to Logic (14th Edition)
2. Alex Rosenberg- Philosophy of Science: A Contemporary Introduction
3. John Hospers: An Introduction to Philosophical Analysis.

CC III:SYSTEMS OF INDIAN PHILOSOPHY-I

- Unit-I:** Salient Features of Indian Philosophy, Basic concepts like Rta, Rna, Carvakas- Epistemology and Metaphysics (Lokayatamata)
- Unit-II-** Jainism - Syadvada, Anekantavada, Jaina ethics (concept of Triratna)
- Unit-III:** Buddhism: Four Noble Truths, Doctrine of Momentariness, Dependant Origination, No Soul Theory, Nirvana
- Unit-IV:** Samkhya-Dualistic System: Purusa, Prakriti, Theory of Causation, Theory of Evolution, Astanga Yoga of Patanjali

Prescribed Books:

- (1) Dutta&Chatterjee - An Introduction to Indian Philosophy
- (2) C. D. Sharma - A Critical Survey of Indian Philosophy

Reference Books:

- (1) R. K. Puligandla- Fundamentals of Indian Philosophy.
- (2) M. Hiriyana- Outlines of Indian Philosophy
- (3) J. N. Sinha- Indian Philosophy
- (4) S. Radhakrishnan- Indian Philosophy(Vol.1 & 2)

CC IV:SYMBOLIC LOGIC

- Unit-I:** Chapter- I Introduction
- Chapter- II-The Calculus of Propositions
- Unit- II:** Chapter-III Calculus of Propositions (Sec 1 to 6)
- Unit-III:** Chapter-IV Calculus of Propositions (Sec 7 to 9)
The Elements of Predicate Calculus (Section 1 to 9 of chapter V)
- Unit-IV:** Appendix (Sec-I to Sec-IV)

Prescribed Books: -Basson & O' Corner: Introduction to Symbolic Logic

CC V:ETHICS

- 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 and factual Judgement. Object of Moral Judgement.
- Unit-III:** Theories of Morality: Hedonism, Utilitarianism, Rigorism, Perfectionism
- Unit-IV:** Theories of punishment; Retributive, Reformative and Preventive theory. **Prescribed Book:**

- (1)J. N. Sinha- A Manual of Ethics

Reference Books:

- (1) W. Frankena– Ethics
- (2) William Lily- An Introduction to Ethics

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 Parmenides, Becoming of Heraclitus and Atomism of Democritus
- Unit-III:** Socrates: Problem before Socrates, Dialectical method, epistemology And ethics of Socrates.
- Unit-IV:** Plato: Theory of Knowledge, Theory of Idea, and Theory of Soul
Aristotle: Theory of Form and Matter, Theory of Causation.

Prescribed Book:

- (1) W. T. Stace - Greek Philosophy

Reference books:

- (1) Burnet - Greek Philosophy
(2) B. A. G. Fuller - A History of Greek Philosophy
(3) B. Russell - A History of Western Philosophy
(4) Y. Masih - A Critical History of Philosophy

CC VII:SYSTEMS OF INDIAN PHILOSOPHY (II)

- Unit-I:** UPANISHADic view of Atman and Brahman, Vidya and Avidya, Para vidya and Aparavidya
- Unit-II:** Nyaya theory of Inference, Prama and Aprama, Concept of God
- Unit-III:** Vaishesika: Categories (Padarthas), Nyaya: Pramanas
- Unit-IV:** Sankara and Ramanuja's view on Maya, Jiva, Isvara, Brahman and Liberation

Prescribed Books: -

1. Dutta and Chatterjee: An Introduction to Indian Philosophy
2. C.D. Sharma: A Critical Survey of Indian Philosophy
3. M. Hiriyana: Outlines of Indian Philosophy

Books for Reference: -

1. J.N Sinha: Indian Philosophy
2. R.K Puligandla: Fundamentals of Indian Philosophy
3. S. Radhakrishnan: Indian Philosophy (Vol-I and II)

CC VIII:CONTEMPORARY INDIAN PHILOSOPHY

- UNIT-I:** Tagore: Nature of man God, Reality and Religion, Vivekananda: The concept of man, Universal Religion and Practical Vedanta
- Unit-II:** Sri Aurobindo: World, Maya, Evolution and Reality (Sacchidananda), Integral yoga
- Unit- III:** Gandhi: Truth, God and Non-violence, Ideal social order Dr B.R. Ambedkar: Vision of a just society
- Unit- IV:** S. Radhakrishnan: Man, Reality and Religion
J Krishna Murty: Man and Nature, Human Crisis

Prescribed Book: -

1. B.K Lal: Contemporary Indian Philosophy

Books for Reference: -

1. H. Sahoo (Ed): Contemporary Indian Philosophy
2. T.M.P Mahadevan and V. Saroja: Contemporary Indian Philosophy

PHILOSOPHY

- Unit- I** Bacon: Theory of Idola, Inductive Method
Descartes: Universal Doubt, Cogito-Ergo-Sum, Existence of God
- Unit-II** Spinoza: Substance, Attribute and Modes
Leibnitz: Theory of Monads, Pre-established harmony
- Unit- III** Locke: Refutation of Innate ideas, Sources of knowledge
Berkeley: Subjective idealism, Esse-est-percipii Hume: Impression and Idea, Skepticism and Causality
- Unit- IV** Kant: Reconciliation between empiricism and Rationalism
Possibility of Synthetic-a priori judgment

Prescribed Book: -

1. R.K. Pati: History of Modern European Philosophy

Books for Reference: -

1. Y Masih: History of Western Philosophy
2. Ira Sen Gupta: A History of Western Philosophy
3. Frank Thilly: History of Western Philosophy

CC X:PHILOSOPHY OF LANGUAGE

- Unit-I** Word Meaning: Meaning of the word “meaning”, Ambiguity and Vagueness
- Unit- II** Definitions: Denotative, Connotative and Ostensive
Defining and Accompanying Characteristics
Stipulative, Reportive and Persuasive definition
- Unit- III** Sentence Meaning: Proposition and sentence
Word Meaning and sentence meaning, Criteria of sentence meaning
- Unit-IV** Concept: Nature and source

Truth: Correspondence, Coherence and Truth as it works

Prescribed book: -

1. John Hospers: An Introduction to Philosophical Analysis

Books for Reference: -

1. Alston: Philosophy of Language
2. Das P: Life Language & Reality: An Introduction to Philosophy of Language

CCXI:WESTERN CLASSICS: 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
Meditation V: Essence of Material things, Existence of God
- Unit- IV** Meditation- VI Mind- body Dualism, Primary and Secondary Quality

Prescribed Book: -

1. Rene Descartes: Meditations on first Philosophy

Books for Reference: -

1. Rae Langton: A Study Guide to Descartes Meditations
2. Amelie Rorty: Essays on Descartes Meditations

CCXII:INDIAN TEXT: ISA UPANISHAD

Unit-I What are Upanishads? Place of Upanishad in Indian Philosophy and Isa Upanishad

Unit-II Mantra 1 to 9

Unit- III Mantra 10 to 14

Unit- IV Mantra 15 to 18

Prescribed Book: -

1. Swami Gambhirananda, Eight Upanishads (Vol-I) God and Reality, Advaita Ashrama, Calcutta

Books for Reference: -

1. S. Radhakrishnan: The Principal Upanishads
2. Satyabadi Mishra: Central Philosophy of the Upanishads
3. Aditya Ku. Mohanty: Upanishads Rediscovered

CCXIII:SOCIAL & POLITICAL PHILOSOPHY

Unit-I: Sociality, Social science & Social laws, Philosophy of Social Science-Relation Between Individual&Society (Mechanical,Organic &Idealistic view)

Unit- II: Political Ideals- Justice, Liberty, Equality
Political Doctrines- Humanism, Secularism, Feminism, Philosophy of Ecology.

Unit- III: Democratic Ideals- Democratic Government, Conditions for Successful Functioning of Democracy,Human Rights

Unit-IV: Political Ideologies- (a) Anarchism (b) Marxism (c) Sarvodaya

Prescribed Book-

1. O.P. Gauba - An Introduction to Political Philosophy.

Reference Books-

1. Mackenzie: Social & Political Philosophy
2. Sukhvir Singh- Social and Political Philosophy
3. Sushila Ramaswamy- Political Theories: Ideas &Concepts
4. D.D. Raphael- Problems of Political Philosophy
5. Patitapaban Das- Social and Political Philosophy

CCXIV:APPLIED ETHICS

Unit- I: What is Applied Ethics: Nature &Scope of Applied Ethics- Ethical Theories- Deontology, Utilitarianism, Relativism &Subjectivism

Unit-II: Taking Life: Animals- Animals rights, Reverence for life
Taking Life: Humans- Types of Euthanasia, Abortion

Unit-III: Environmental Ethics: Anthropocentrism, Non-anthropocentrism, Deep Ecology

Unit-IV: 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

Prescribed Book-

1. Peter Singer- Practical Ethics

Reference Books-

1. J. Jagadeb- Bio-medical Ethics
2. Tom Regan - Animal Rights
3. J. P. Theroux- Ethics: Theory & Practice
4. P.K Mohapatra :Ethics and Society

DESCIPLINE SPECIFIC ELECTIVE

DSE I: PHILOSOPHY OF BHAGAVAD GITA

Unit-I:Dharma:-Varnadharma, Swabhava, Swadharma- Paradharma

Unit-II:Karma:-Classification of Karma; Agency Niskama Karma, Lokasamgraha, Relation between Karma Yoga and Jnana yoga

Unit-III:Jnana:- Distinction between Jnana and Vijnana. Criteria of True Knowledge (Buddhi Yoga & JnanaYoga), Kshetra, Kshetrajna, Purusottama.Sattvika, Rajasika and TamasikaJnana

Unit-IV:Bhakti Yoga:- Four kinds of devotee, Characteristics of Ideal Bhakti- Saranagati & Prapattikrupa (grace); Relation between Bhakti Yoga & Jnana Yoga

Prescribed Books-

1. The Bhagavad Gita- S. Radhakrishnan (Trs&Ed)

Reference Books-

1. Concept of Yoga in the Gita- S. C. Panigrahi
2. Bhagavad Gita & Modern Life- K. M. Munshi& R. R. Diwakar
3. The Lord Speaks (2016)- B. K. Tripathy
4. Srimad Bhagavad Gita Bhasya of Sri Sankaracharya- A. G. K. Warrier(Trs)
5. The Ethical Philosophy of Gita- P. N. Srinivasachari

DSE-II: PHILOSOPHY OF RELIGION

Unit-I: Judaic- Christian Concept of God (Chapter-1) Introduction to Philosophy of Religion
Grounds for belief in existence of God (Chapter- 2)

Unit-II: Grounds for belief against existence of God (Chapter-3)

Unit-III: The Problem of Evil (Chapter- 4)

Unit-IV: Problems of Religious Language

Prescribed Book-

1. John Hick- Philosophy of Religion

Reference Books-

1. Y. Masih-Introduction to Religious Philosophy
2. Arvind Sharma- Philosophy of Religion

DSE –III:GANDHIAN STUDIES

Unit-I :Gandhi's concept of a Just society. Basic Ideals- Truth, Non-violence, Equality and Human Freedom.

Unit-II: Gandhi's idea of Social Engineering, Constructive Programme. Fight against social Evils (Injustice, Caste system, Untouchability) upliftment of Women.

Unit-III: Social Ideals of Gandhi Sarvodaya, Criticism of industrial civilization, Gramaswaraj, Anarchism, Trusteeship.

Unit –IV: Method of Social Action, Satyagraha- Kinds of Satyagraha, Methods of Satyagraha. Mercy- Killing, Ideals of Basic Education. Basic Norms & Method of Education, Education for a Happier & Peaceful Society. World Peace.

Prescribed Book-

1. The Philosophy of Mahatma Gandhi, by D.M Datta

Reference Books-

1. Social & Political Thought of M.K. Gandhi- Jaya Tanuja Bandopadhyay
2. Mahatma Gandhi- R.R. Diwakar

DSE-IV: RECENT WESTERN PHILOSOPHY

Unit-1: Arther, Schopenhauer: The world as representation. The world as will, theory of perception, Ethics

Unit-2: Nietzsche: Critique of enlightenment Perspectivism, Appollonian and Dyonysian will to power, concept of superman

Unit-3: Sartre, J.P.: Concept of Freedom, Bad-faith, Humanism

Unit-4: William James: Meaning & Truth, Varieties of Religious experience

Recommended Text

1. B.A.G Fuller & McMurrin , A History of Philosophy
2. D.M.Dutta Chief Currents of Contemporary Philosophy
3. Frank Thilly, History of Western Philosophy

Reference Book

1. M.K. Bhadra, A critical Survey of Phenomenology & Existentialism
2. H.J. Blackham, Six Existential Thinkers
3. W.Mc. Neil & K.S. Feldman, Continental Philosophy: An Anthology

Project (Optional)

Eligibility: Students who have scored more than 60% marks in Semester –I, II, III & IV are eligible to opt for project paper. The student has to prepare a project of his own selecting a topic from philosophical perspective (For example-some broad themes are given below). The dissertation carries 60 marks which will be evaluated by an external examiner and he / she will face a viva-voice test of 40 marks by an external examiner along with his / her supervisor of the concerned project.

1. Philosophy, value and culture
2. Existentialism and Phenomenology
3. Philosophy of religion
4. Philosophy of Language
5. Socio-Political Philosophy
6. Indian Philosophy/Contemporary Indian Philosophy
7. Ethics/Applied ethics
8. Philosophy of Mind

GE I General Philosophy

Unit 1: Chapter I- Introductory

Chapter II- The Calculus of Propositions

Unit II: Chapter III- The Calculus of Propositions (Sec 1 to 6)

Unit III: Chapter IV- The Calculus of Propositions
(Sec 7 to 9) Chapter V- The Elements of
Predicate Calculus

Unit IV: Appendix Sec 1 to Sec 4

Prescribed Book: -

1. Basson and O. Conner: Introduction to symbolic Logic

GEII: INDIAN PHILOSOPHY

Unit I: Salient features of Indian philosophy and key concepts, Carvaka epistemology and metaphysic, Jainism Syadvada and Anekantavada

Unit II: Buddhism- The Four Noble Truth, Doctrine of Dependent origination, No Soul Theory, Nirvana

Unit III: Samkhya- Purusa, Prakrti, Theory of Evolution Yoga- Patanjali's Citta Vrtti Nirodha, Astanga Yoga

Unit IV: Nyaya- Theory of Inference, Vaishesika- Padarthas (Categories)

Prescribed Books:-

1. Dutta and Chatterjee: An Introduction to Indian Philosophy

Reference Books:-

1. C.D Sharma: A critical Survey of Indian Philosophy
2. G.C Nayak: Bharatiya Darshana (Odia)
3. B.B. Choudhury: Bharatiya Darshana Ruparekha (Odia Translated book)

GE III: HISTORY OF MODERN EUROPEAN PHILOSOPHY

Unit I : Bacon: Theory of Idolas, Inductive Method Descartes: Methods of Doubt, Cogito ergo Sum

Unit II: Spinoza: Substance, Attributes and Model 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 and Impressions Skepticism Kant: Reconciliation of Empiricism and Rationalism

Prescribed Book: -

1. R.K Pati- A History of Modern European Philosophy

Reference Books: -

1. Ira Sengupta- A History of Western Philosophy
2. Barlingay and Kulkarni- A History of Western Philosophy
3. Ray and Das- Paschatya Darshanra Itihasa
4. Y. Masih- A Critical History of Western Philosophy
5. Falkenberg- A History of Philosophy

GE IV: ETHICS: THEORY AND PRACTICE

Unit I: Definition, Nature and Scope of Ethics, Distinction between moral and Non-moral action.

Unit II: Distinction between factual and moral judgement, objects of moral judgement.

Unit III: Moral Standards: Hedonism, Mill's Utilitarianism, And Kant's Rigorism and Perfectionism.

Unit IV: Environmental Ethics: Anthropocentrism and Non-Anthropocentrism Bio-centric Egalitarianism, Deep Ecology, Responsibility for future Generation

Prescribed Book: -

1. J.N. Sinha- A Manual of Ethics
2. Peter Singer- Practical Ethics

Reference Book:

1. H. Sahoo(ed) Ethics theory and practice

Course structure of UG Political Science Honours

Semester	Course	Course Name	Credits	Total marks
I	AECC-I	AEC-I	04	100
	C-I	Understanding Political Theory	06	100
	C-II	Constitutional Government and Democracy in India	06	100
	GE-I	Feminism: Theory and Practice	06	100
			22	
II	AECC-II	AEC-II	4	100
	C-III	Political Theory-Concepts and Debates	06	100
	C-IV	Political Process in India	06	100
	GE-II	Governance: Issues and Challenges	06	100
			22	
III	C-V	Introduction to Comparative Government and Politics	06	100
	C-VI	Introduction to Public Administration	06	100
	C-VII	Perspectives on International Relations	06	100
	GE-III	Gandhi and the Contemporary World	06	100
	SEC-I	SEC-I(to be selected by the University/College from the Repertoire of SEC courses)	04	100
			28	
IV	C-VIII	Political Processes and Institutions in Comparative Perspective	06	100
	C-IX	Public Policy and Administration in India	06	100
	C-X	Global Politics	06	100
	GE-IV	United Nations and Global Conflicts	06	100

	SEC-II	SEC-II (to be selected by the University/College from the Repertoire of SEC courses)	04	100
			28	
Semester	Course	Course Name	Credits	Total marks
V	C-XI	Western Political Philosophy	06	100
	C-XII	Indian Political Thought(Ancient & Medieval)	06	100
	DSE-I	Introduction to Human Rights	06	100
	DSE-II	Development Process and Social Movements in Contemporary India	06	100
			24	
VI	C-XIII	Contemporary Political Philosophy	06	100
	C-XIV	Modern Indian Political Thought	06	100
	DSE-III	India's Foreign Policy in a Changing world	06	100
	DSE-IV	Women, Power and Politics	06	100
	OR			
	DSE-IV	Dissertation	06	100*
			24	

Discipline Specific Elective Papers: (Credit: 06 each) (4 papers to be selected by students of Political Science Honours): DSE 1-IV

1. Human Rights in a Comparative Perspective
2. Development Process and Social Movements in Contemporary India (PROJECT)
3. India's Foreign Policy in a Globalizing world
4. Women, Power and Politics
5. Project *Dissertation (can be opted as alternative of DSE-IV only and of 6 credits.

Dissertation content: 50, Seminar: 30, Viva: 20) as per regulation

POLITICAL SCIENCE

HONOURS PAPERS:

Core course – Designated as CI to C XIV i.e. 14 papers

Discipline Specific Elective (DSE) – 4 papers

Generic Elective (GE) for non Public Administration students– 4 papers. Incase University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Marks per paper - Midterm: 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

Core Paper I (C- I) UNDERSTANDING POLITICAL THEORY

Introduction: This course is divided into two sections. Section ‘A’ introduces the students to 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 practices through reflections on the ideas and practices related to democracy.

UNIT-1: Introducing Political Theory

- (i) What is Politics: Theorizing the ‘Political’
- (ii) Traditions of Political Theory: Liberal, Marxist, Anarchist and Conservative
- (iii) Approaches to Political Theory: Normative, Historical, Behavioural and Post-behavioural

UNIT-II: Critical and Contemporary Perspectives in Political Theory

- (i) Theories of Feminism: Feminist and Postmodern
- (ii) Modernism and Post -modernism

UNIT-III: Political theory and Practice

- (i) Democracy: Liberal and Marxist.
- (ii) Procedural Democracy and its critique

UNIT-IV: The Grammar of Democracy

- (i) Deliberative Democracy
- (ii) Participation and Representation

Text Books

- Bhargava, R. and Ashok Acharya (2008) '*Political Theory: An Introduction*'. New Delhi: Pearson Longman.
- Vinod, M.J and Deshpande, Meena (2013) '*Contemporary Political Theory*', PHI, New Delhi
- Verma, S. P. (1996) '*Modern Political Theory*', Vikash Publishing, 3rd Reprint, New Delhi.
- Ramaswamy, Sushila (2010), '*Political Theory: Ideas and Concepts*', PHI Learning, New Delhi
- Bellamy, R. (1993), (ed.) '*Theories and Concepts of Politics*'. New York: Manchester University Press.
- Marsh, D. and Stoker, G. (eds.) '*Theory and Methods in Political Science*'. London: Macmillan.
- Heywood, Andrew (2016) (Reprint) '*Political Theory: An Introduction*', Palgrave, UK.

Further Reading

- Kukathas, Ch. and Gaus, G. F. (2004) (eds.) '*Handbook of Political Theory*'. New Delhi, Sage.
- Vincent, A. (2004) '*The Nature of Political Theory*'. New York: Oxford University Press.
- Mckinnon, C. (ed.) (2008) '*Issues in Political Theory*', New York: Oxford University Press.
- Arblaster, A. (1994) '*Democracy*', (2nd Edition), Buckingham: Open University Press.
- Parekh, B. (2000), '*Rethinking Multiculturalism: Cultural Diversity and Political Theory*', Macmillan Press, London.

Core Paper II(C-II)

CONSTITUTIONAL GOVERNMENT AND DEMOCRACY IN INDIA

Introduction: 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.

UNIT-I: The Constituent Assembly and the Constitution

- i) Formation and working of the Constituent Assembly
- ii) The Philosophy of the constitution: The Preamble and its Features.
- iii) Fundamental Rights, Directive Principles of State Policy, Fundamental Duties

UNIT-II: Organs of Government

- i) The Legislature and the Executive
- ii) The Judiciary: Supreme Court and High Courts

UNIT-III: Federalism

- i) Federalism: Centre-State relations
- ii) Recent trends in federalism

UNIT-IV: Decentralization

- i) Panchayati Raj Institutions: Composition, Powers and functions of Gram Panchayat, Panchayat Samiti and Zilla Parishad.
- ii) Municipalities: Composition Powers and function of Municipal Corporation, Municipal Council and Notified Area Council

Text Books

- G. Austin, (2010) 'The Indian Constitution: Cornerstone of a Nation', New Delhi, Oxford University Press, 15th print.
- R. Bhargava (ed.) 'Politics and Ethics of the Indian Constitution', New Delhi, Oxford University Press.
- D. Basu, (2012) 'Introduction to the Constitution of India', New Delhi, Lexis Nexis.
- S. Chaube, (2009) 'The Making and Working of the Indian Constitution', New Delhi, National Book Trust.
- G. Austin, (2000) 'Working a Democratic Constitution', New Delhi, Oxford University Press.
- B. Shankar and V. Rodrigues, (2011), 'The Indian Parliament: A Democracy at Work', New Delhi: Oxford University Press.
- P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.

Reference Books

- Mehra and G. Kueck (eds.) 'The Indian Parliament: A Comparative Perspective', New Delhi, Konark.
- B. Kirpal et.al (eds.) 'Supreme but not Infallible: Essays in Honour of the Supreme Court of India', New Delhi, Oxford University Press.
- L. Rudolph and S. Rudolph, (2008) 'Explaining Indian Institutions: A Fifty Year Perspective, 1956-2006', Volume 2, New Delhi, Oxford University Press.
- M. Singh, and R. Saxena (2011) (eds.), 'Indian Politics: Constitutional Foundations and Institutional Functioning', Delhi: PHI Learning Private Ltd.
- K. Roy, C. Saunders and J. Kincaid (2006) (eds.) 'A Global Dialogue on Federalism', Volume 3 Montreal, Queen's University Press

Core Paper III (C - III)

POLITICAL THEORY-CONCEPTS AND DEBATES

Introduction: 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 tool kit. 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.

UNIT-I: Importance of Freedom

- (i) Negative Freedom and Positive Freedom, Freedom of belief, expression and dissent
- (ii) Equality: Meaning and Types, Egalitarianism: Social Exclusion & Affirmative action

UNIT-II: Indispensability of Justice

- (i) Justice: Meaning and Types
- (ii) Procedural, Distributive and Global Justice.

UNIT-III: The Universality of Rights

- (i) Rights: Natural, Moral and Legal
- (ii) Three Generations of Rights

UNIT-IV: Major debates

- (i) Political obligation: Grounds
- (ii) Cultural Relativism and Multiculturalism.

Text Book

- Verma, S. P. (1996) 'Modern Political Theory', Vikash Publishing, 3rd Reprint, New Delhi.
- Vinod, M.J and Deshpande, Meena (2013) Contemporary Political Theory, PHI, New Delhi
- Ramaswamy, Sushila (2010), 'Political Theory: Ideas and Concepts', PHI Learning, New Delhi
- Bellamy, R. (1993), (ed.) *Theories and Concepts of Politics*. New York: Manchester University Press.
- Marsh, D. and Stoker, G. (eds.) 'Theory and Methods in Political Science'. London, Macmillan.
- Heywood, Andrew (2016) (Reprint), 'Political Theory: An Introduction', Palgrave, UK.

Reference Books

- Bellamy, Richard and Mason, Andrew (1993) (eds.) 'Political Concepts' Manchester, Manchester University Press.
- Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.
- Mckinnon, Catriona (2008) (ed.) 'Issues in Political Theory', New York: Oxford University Press.
- Swift, Adam. (2001) 'Political Philosophy: A Beginners Guide for Student's and Politicians', Cambridge, Polity Press.
- La Follett, Hugh (2003) (ed.) 'The Oxford Handbook of Practical Ethic'. New York, Oxford University Press.
- Knowles, Dudley. (2001) 'Political Philosophy', London, Routledge.

Core Paper IV (C-IV) POLITICAL PROCESS IN INDIA

Introduction: 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.

Political Parties, the Party system and Determinants

of Voting Behaviour UNIT-I: Indian party system

- (i) Party System in India: Features and Trends
- (ii) Voting Behaviour and Its determinants: Caste, Class, Gender and Religion.
- (iii) Election Commission: Constitution and Functions, Electoral Reforms

UNIT-II: Regionalism, Religion and Politics

- (i) Regionalism: Causes and its trends,
- (ii) Secularism and Communalism: Debates

UNIT-III: Caste and Politics

- i) Caste and Politics: Politicisation of Caste
- ii) Affirmative Action: Policies, Women, Caste and Marginalized Class

UNIT-IV: The Changing Nature of the India State

- (i) Developmental and Welfare Dimensions
- (ii) Coercive Dimension

Text books

- Kaviraj, Sudipta(2009) 'Politics in India', Oxford University Press, New Delhi
- Kohli, Atul (2004) (ed.) 'The Success of India's Democracy', New Delhi, Cambridge University Press.
- Kothari, R (1970) 'Caste in Indian Politics', Delhi, Orient Longman.
- M. John, (ed) (2008) 'Women in India: A Reader, Penguin , India
- P. Brass, (1999) 'The Politics of India since Independence, New Delhi, Cambridge University Press and Foundation Books.
- P. Mehta and N. Jayal (2010) (eds.) 'The Oxford Companion to Politics in India', New Delhi, Oxford University Press.
- Z. Hasan (2002) (ed.) 'Parties and Party Politics in India', New Delhi: Oxford University Press.
- Z. Hasan, E. Sridharan and R. Sudarshan (2002) (eds.) 'India's Living Constitution: Ideas, Practices, Controversies', New Delhi, Permanent Black.

Reference Books

- N. Menon and A. Nigam, (2007) 'Power and Contestation: India since 1989', London, Fernwood Publishing, Halifax and Zed Books.

- R. Vora and S. Palshikar (eds.) 'Indian Democracy: Meanings and Practices', New Delhi, Sage.
- Shah, G (ed.) 'Social Movements and the State', New Delhi, Sage Publications.
- P. deSouza and E. Sridharan (eds.) 'India's Political Parties', New Delhi, Sage Publications.
- A S. Ganguly, L. Diamond and M. Plattner (eds.) 'The State of India's Democracy', Baltimore, John Hopkins University Press.

Core Paper V (C - V)

INTRODUCTION TO COMPARATIVE GOVERNMENT AND POLITICS

Introduction: 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.

UNIT-1: Understanding Comparative Politics

- (i) Meaning, Nature, scope and Evolution
- (ii) Approaches to the study of Comparative Politics

UNIT-II: Historical context of modern government

- (i) Capitalism: meaning and development
- (ii) Globalization: Features & impact

UNIT-III: Historical context of Modern Government- II

- (i) Socialism: Meaning, Types and its growth
- (ii) Rise and Decline of Communism as a Ruling Ideology
- (iv) Colonialism and decolonization: meaning, context, forms of colonialism

UNIT-IV: Themes of Comparative Politics

- (i) A comparative study of Governments of USA & China
- (ii) US: President, Congress, Supreme Court
- (iii) China: People's Congress, National Assembly, Role of Communist Party of China

Text books:

- Bhagwan, Vishnoolal et al (2012) 'World Constitutions', Sterling Publishers, New Delhi
- Chilcote, Ronald (1994) 'Theories of Comparative Politics: The Search for a Paradigm Reconsidered', Westview Press, Boulder.
- G. Ritzer, (2002) 'Globalization: A Basic Text'. London, Wiley-Blackwell.
- Huntington, Samuel, (1968) 'Political Order in Changing Societies', Yale University Press, New Haven.
- Kapur, A.C and K.K. Mishra (2010) 'Select Constitutions', S. Chand, New Delhi

- Suresh. R(2010), 'Economy and Society : Evolution of Capitalism', Sage , New Delhi

Reference Books

- P. Burnell, et. al, 'Politics in the Developing World'. New Delhi: Oxford University Press,
- J. McCormick, (2007) 'Comparative Politics in Transition', UK, Wadsworth.
- L. Barrington et. al (2010) 'Comparative Politics - Structures and Choices', Boston, Wadsworth,
- M. Kesselman, J. Krieger and William (2010), 'Introduction to Comparative Politics: Political Challenges and Changing Agendas', UK, Wadsworth.
- J. Kopstein and M. Lichbach. (eds.) 'Comparative Politics: Interest, Identities and Institutions in a Changing Global Order'. Cambridge: Cambridge University Press.

Core Paper VI (C-VI)

INTRODUCTION TO PUBLIC ADMINISTRATION

Introduction: 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.

UNIT-1 : Public Administration as a Discipline

- (i) Meaning, Scope and Significance of the Discipline, Public and Private Administration
- (ii) Evolution of Public Administration

UNIT-II: Theoretical Perspectives

Classical Theories

- (i) Scientific management (F. W. Taylor), Ideal-type bureaucracy (Max Weber)
- (ii) Administrative Management (Gullick, Urwick and Fayol)

UNIT-III: Neo-Classical and Contemporary Theories

- (i) Human Relations theory (Elton Mayo), Rational decision-making (Herbert Simon)
- (ii) Ecological approach (Fred Riggs), Innovation and Entrepreneurship (Peter Drucker)

UNIT-IV: Public Policy and Major Approaches in Public Administration

- (i) Public Policy-Concept and approaches, Formulation, implementation and evaluation
- (ii) New Public Administration, New Public Management, New Public Service Approach

(iii) Good Governance, Feminist Perspectives in Governance

Text Books

- B. Chakrabarty and M. Bhattacharya (eds), 'Administrative Change and Innovation: A Reader', New Delhi, Oxford University Press.
- Basu, Rumki, (2014) 'Public Administration: Concepts and Theories', Sterling Publishers, New Delhi
- D. Ravindra Prasad, Y. Pardhasaradhi, V. S. Prasad and P. Satyarnarayana, (2010) (eds.) 'Administrative Thinkers', Sterling Publishers.
- J. Shafritz, and A. Hyde, (2004) (eds.) 'Classics of Public Administration', 5th Edition. Belmont, Wadsworth.
- M. Bhattacharya, (2008) 'New Horizons of Public Administration', 5th Revised Edition. New Delhi, Jawahar Publishers.
- M. Bhattacharya, (2011) 'New Horizons of Public Administration', New Delhi: Jawahar Publishers.
- M. Bhattacharya, (2012) 'Restructuring Public Administration: A New Look', New Delhi, Jawahar Publishers,
- N. Henry, (2013) 'Public Administration and Public Affairs', 12th edition. New Jersey, Pearson,
- Shafritz, J. and Hyde, A. , (1997) (eds.) 'Classics of Public Administration', 4th Edition. Forth Worth, Hartcourt Brace, TX.

Reference Books

- B. Chakrabarty and M. Bhattacharya (2003) (eds.), 'Public Administration: A Reader', New Delhi, Oxford University Press.
- B. Chakrabarty, (2007) 'Reinventing Public Administration: The India Experience'. New Delhi, Orient Longman,
- B. Miner, (2006) 'Organisational Behaviour: Historical Origins and the Future'. New York,
- F. Riggs, (1964) 'Administration in Developing Countries: The Theory of Prismatic Society'. Boston, Houghton Mifflin.
- F. Riggs, (1961) 'The Ecology of Public Administration', Part 3, New Delhi, Asia Publishing House.
- M. Bhattacharya, (2006) 'Social Theory, Development Administration and Development Ethics', New Delhi, Jawahar Publishers.
- Nivedita Menon (1999), (ed.) 'Gender and Politics', New Delhi, Oxford University Press.
- Peter F. Ducker, (2006) 'The Practice of Management', Harper Collins.
- S. Maheshwari, (2009) 'Administrative Thinkers', New Delhi: Macmillan

Core Paper VII (C-VII)

PERSPECTIVES ON INTERNATIONAL RELATIONS

Introduction: 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 Eurocentricism of International Relations by highlighting certain specific perspectives from the Global South.

UNIT-I: Studying International Relations

- (i) International Relations: Meaning, Scope and Evolution, Emergence of International State System
- (ii) National Interest-Key Determinants of International Relations
- (iii) Power-Cornerstone of International Relations

UNIT-II: Theoretical Perspectives

- (i) Classical Realism & Neo-Realism, Liberalism & Neo-liberalism
- (ii) Marxist Approaches, Feminist Perspectives, Euro-centricism & Perspective from the Global South

UNIT-III: An Overview of Twentieth Century IR History-I

- (i) World War I: Causes & Consequences, significance of Bolshevik Revolution
- (ii) Rise of Fascism / Nazism, World war II-Causes &Consequences

UNIT-IV: An Overview of Twentieth Century IR -II

- (i) Cold War Evolution& Different Phases (4 Lectures) Disintegration of USSR
- (ii) Emergence of the Third World, End of the Cold War

Text Books

- Basu, Rumki (2012) (ed.) 'International Politics: Concepts, Theories and Issues', New Delhi.
- Baylis & S. Smith (2002) (eds.), 'The Globalization of World Politics', Oxford University Press, UK, 4th edition, 2007 W.Bello, Deglobalization, Zed Books, London.
- M. Nicholson, (2002) 'International Relations: A Concise Introduction', New York, Palgrave.
- P. Viotti and M. Kauppi, (2007) 'International Relations and World Politics: Security, Economy, Identity', Pearson Education.
- R. Jackson and G. Sorensen, (2007) 'Introduction to International Relations: Theories and Approaches', 3rd Edition, Oxford, Oxford University Press.
- S. Joshua. Goldstein and J. Pevehouse, (2007) 'International Relations', New York, Pearson Longman.

Reference Books

1. Calvocoressi, P. (2001) 'World Politics: 1945—2000'. Essex, Pearson.
1. Dey, Dipankar (2007)(ed.), 'Sustainable Development: Perspectives and Initiatives', ICFAI University Press, Hyderabad,
2. K. Booth and S. Smith, (eds), 'International Relations Theory Today', Pennsylvania, The Pennsylvania State University Press.
3. M. Smith and R. Little (2000) (eds.), 'Perspectives on World Politics', New York, Routledge

Core Paper VIII(C-VIII)

POLITICAL PROCESSES AND INSTITUTIONS IN COMPARATIVE PERSPECTIVE

Introduction: 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.

UNIT-I: Approaches to Studying Comparative Politics

- (i) Political Culture –Meaning, Types &relevance.
- (ii) New Institutionalism –Meaning, Background, Significance

UNIT-II: Election& Party System

- (i) Definition and procedures: Types of election system (First Past the Post, Proportional Representation, Mixed Representation)
- (ii) Party System -Evolution, Theories and types

UNIT-III: Nation-state

- (i) Nation-state; Meaning and Evolution in West Europe
- (ii) Nation and State; Debates in Post-colonial contexts

UNIT-IV: Democratization in Post- colonial societies

- (i) Democratization in Post-authoritarian countries and in Post-communist countries
- (ii) Federalism: Meaning and Features, Federation& Confederation: Debates around territorial division of power.

Text Books

- A. Heywood, (2002) 'Politics', New York, Palgrave.
- J. Bara and M. Pennington, (eds.) *Comparative politics*. New Delhi: Sage Publications.
- J. Bara and Pennington. (2009) (eds.) 'Comparative Politics: Explaining Democratic System', Sage Publications, New Delhi.
- J. Ishiyama, and M. Breuning, (2011) (eds) '21st Century Political Science: A Reference Book', Los Angeles, Sage Publications.
- M. Lichback and A. Zuckerman, (eds.) 'Comparative Political: Rationality, Culture, and Structure'. Cambridge, Cambridge University Press.

Reference Books

- R. Watts, (2008) 'Comparing Federal Systems'. Montreal and Kingston, McGill

Queen's University Press.

- Saxena, R (2011) (eds.) 'Varieties of Federal Governance: Major Contemporary Models', New Delhi, Cambridge University Press.
- T. Landman, (2003) 'Issues and Methods of Comparative Methods: An Introduction'. London, Routledge.

Core Paper IX (C-IX)

PUBLIC POLICY AND ADMINISTRATION IN INDIA

Introduction: 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.

UNIT-I: Public Policy

- i) Definition, characteristics and models
- ii) Public Policy Process in India

UNIT-II: Decentralization

- (i) Meaning, significance, types and approaches to decentralization.
- (ii) Local Self Governance: Rural and Urban

UNIT-III: Budget and Social Welfare Administration

- (i) Concept and Significance of Budget, Budget cycle in India, Types of Budgeting
- (ii) Concept and Approaches of Social Welfare.
- (iii) Social Welfare Policies:
 - (a) **Education:** Right to Education,
 - (b) **Health:** National Health Mission,
 - (c) **Food:** Right to Food Security,
 - (d) **Employment:** MNREGA

UNIT-I V: Citizen and Administration Interface

- (i) Public Service Delivery System;
- (ii) Redressal of Public Grievances: RTI, Lokpal, Citizens' Charter and e-Governance

Text Books

- Basu Rumki (2015) 'Public Administration in India Mandates, Performance and Future Perspectives', New Delhi, Sterling Publishers

- Bidyut Chakrabarty, (2007) 'Reinventing Public Administration: The Indian Experience', Orient Longman,
- Henry, N. (1999) 'Public Administration and Public Affairs', New Jersey, Prentice Hall
- Jean Drèze and Amartya Sen, (1995) 'India, Economic Development and Social Opportunity', Oxford, Oxford University Press.
- R.B. Denhardt and J.V. Denhardt, (2009) 'Public Administration', New Delhi, Brooks/Cole
- Satyajit Singh and Pradeep K. Sharma (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India', Oxford University Press, New Delhi.
- Singh, S. and Sharma, P. (2007) (eds.) 'Decentralization: Institutions and Politics in Rural India', New Delhi, Oxford University Press.
- Vasu Deva, (2005) 'E-Governance In India: A Reality', Commonwealth Publishers.
- Vijaya Kumar, (2012) 'Right to Education Act 2009: Its Implementation as to Social Development in India', Delhi: Akansha Publishers.

Reference Books

- 'World Development Report', (1992) World Bank, Oxford University Press,.
- Anderson, (1975) 'Public Policy Making', New York, Thomas Nelson and sons Ltd.
- Gabriel Almond and Sidney Verba, (1965) 'The Civic Culture', Boston, Little Brown.
- J.Dreze and Amartya Sen, (1997) 'Indian Development: Selected Regional Perspectives', Oxford, Clarendon Press
- Jayal, N.G (1999) 'Democracy and The State: Welfare, Secular and Development in Contemporary India', Oxford, Oxford University Press.
- Jugal Kishore, (2005) National Health Programs of India: National Policies and Legislations, Century Publications.
- Lee and Mills, (1983) 'The Economic of Health In Developing Countries', Oxford, Oxford University Press.
- M. Howlett, M. Ramesh, and A. Perl, (2009), 'Studying Public Policy: Policy Cycles and Policy subsystems', 3rd edition, Oxford University Press, New Delhi
- Marma Mukhopadhyay and Madhu Parhar (2007) (ed.) 'Education in India: Dynamics of Development' New Delhi, Shipra Publications.
- Noorjahan Bava, (2001) 'Development Policies and Administration in India', Delhi, Uppal Publishers.
- R. Putnam, (1993) 'Making Democracy Work', Princeton University Press.
- T. Dye, (2002) 'Understanding Public Policy', New Delhi, Pearson
- United Nation Development Programme, (1997) 'Reconceptualising Governance', New York
- Y. Dror, (1989) 'Public Policy Making Reexamined'. Oxford, Transaction Publication.

Core Paper X (C-X)

GLOBAL POLITICS

Introduction: 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. UNIT-I: Globalization: Conceptions

- (i) Understanding Globalization and its Alternative Perspectives, Non-Proliferation Regimes
- (ii) Global Economy: Its significance & anchors of Global Political Economy: IMF, World Bank, WTO, TNCs

UNIT-II: Globalization: Perspectives

- (i) Political Debates on Sovereignty and Territoriality
- (ii) Cultural and Technological Dimensions
- (iii) Global Resistances (Global Social Movements and NGOs)
- (iv) Ecological Issues: International Environmental Agreements, Climate Change

UNIT-III: Contemporary Global Issues-I

- (i) Proliferation of Nuclear Weapons
- (ii) International Terrorism: Non-State Actors and State Terrorism; Post 9/11 developments

UNIT-IV: Contemporary Global Issues-II

- (i) Migration & Human Security
- (ii) Global Shifts: Power and Governance

Text Books

- G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex: Wiley-Blackwell.
- M. Strager, (2009) 'Globalization: A Very Short Introduction', London, Oxford University Press.
- Heywood, (2011) 'Global Politics', New York, Palgrave-McMillan.
- J. Baylis, S. Smith and P. Owens (2011) (eds.) 'Globalization of World Politics: An Introduction to International Relations', New York, Oxford University Press.
- W. Ellwood, (2005) 'The No-nonsense Guide to Globalization', Jaipur, Rawat Publications.
- D. Held and A. McGrew (2000) (eds.) 'The Global Trans-Formations Reader', Cambridge, Polity Press.

Reference Books

- A. Narlikar, (2005) 'The World Trade Organization: A Very Short Introduction', New York, Oxford University Press.
- Goldstein, (2006) 'International Relations', New Delhi, Pearson.
- P. Hirst, G. Thompson and S. Bromley, (2009) 'Globalization in Question', Cambridge, Polity Press.
- D. Held et al, (1999) 'Global Transformations: Politics, Economics and Culture', California, Stanford University Press.
- F. Lechner and J. Boli (ed.), (2004) 'The Globalization Reader', London, Blackwell.(WTO).
- G. Ritzer, (2010) 'Globalization: A Basic Text', Sussex, Wiley-Blackwell.
- T. Cohn, (2009) 'Global Political Economy', New Delhi, Pearson.
- D. Held and A. McGrew (eds.), (2002) 'Global Transformations Reader: Politics, Economics and Culture', Cambridge, Polity Press.
- A. Vanaik, (ed.), (2004) 'Globalization and South Asia: Multidimensional Perspectives', New Delhi, Manohar Publications.

Core Paper XI (C-XI)

WESTERN POLITICAL PHILOSOPHY

Introduction: 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, Rousseau, Marx. This is a basic foundation course for students.

UNIT-I : Text and Interpretation: Antiquity

- (i) Plato
- (ii) Aristotle

UNIT-II

- (i) Machiavelli
- (ii) Hobbes

UNIT-III

- (i) Locke
- (ii) Rousseau

UNIT-IV

- (i) J. S. Mill
- (ii) Karl Marx

Text Books

- C. Kukathas and G. Gaus, (eds.) 'Handbook of Political Theory', London, Sage Publications Ltd.
- D. Boucher and P. Kelly (2009), (eds) 'Political Thinkers: From Socrates to the Present', Oxford, Oxford University Press.
- J. Coleman, (2000) 'A History of Political Thought: From Ancient Greece to Early Christianity, Oxford, Blackwell Publishers.
- Mukherjee, Subrato and Susheela Ramaswamy(2011) 'History of political Thought: Plato to Marx', PHI Publishers , New Delhi
- Okin, S. (1992), 'Women in Western Political Thought', Princeton, Princeton University Press.
- R. Kraut (1996) (ed.) 'The Cambridge Companion to Plato', Cambridge, Cambridge University Press.

Reference Books

1. A. Skoble and T. Machan, (2007) 'Political Philosophy: Essential Selections', New Delhi, Pearson Education.
2. J. Barnes (1995) (ed.), 'The Cambridge Companion to Aristotle'. Cambridge, Cambridge University Press.

Core Paper XII (C-XII)

INDIAN POLITICAL THOUGHT (ANCIENT AND MEDIEVAL)

Introduction: 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 Reference books is meant for teachers as well as the more interested students.

UNIT-I: Traditions of Pre-colonial Indian Political Thought

- i) Brahmanic and Shramanic
- ii) Islamic and Syncretic.

UNIT-II : Ved Vyasa (Shantiparva) and Manu

- (i) Ved Vyasa : Rajadharma
- (ii) Manu : Social Laws

UNIT-III: Kautilya, Barani and Aggannasutta

- (i) Kautilya: Theory of State, Foreign Policy, Role of King
- (ii) Aggannasutta- Theory of Kingship
- (iii) Barani: Ideal Polity

UNIT-IV :Kabir and Abul Faza

- (i) AbulFazal-Monarchy
- (ii) Kabir: Syncretism

Text Books

- A. Appodoroy, (2002) 'Political Thought in India, Delhi, Khama Publication.
- A. B. M, (1976), 'The Foundation of Muslim Rule in India', Allahabad, Central Book Depot.
- Brown, (2003) 'The Verses of Vemana', Asian Educational Services, Delhi.
- Habib, Irfan.(1995) 'Essays in Indian History', New Delhi, Tulika Publications.
- Roy, Himanshu and Singh, M. (2017), 'Indian Political Thought: Themes and Thinker', Second Edition, New Delhi, Pearson.
- S. Saberwal, (2008) 'Spirals of Contention', New Delhi, Routledge,
- Sharma, R. S (1991) 'Aspects of Political Ideas Institutions in Ancient India, Delhi, Motilal Banarsidas.
- T. Pantham, and K. Deutsch (1986) (eds.), Political Thought in Modern India, New Delhi, Sage Publications.
- Thapar, Romila, (1997) 'Ashok and the Decline of the Mauryas, ' New York, Oxford University Press.
- V. Mehta, (1992) 'Foundations of Indian Political Thought, New Delhi, Manohar Publications.
- V.P. Varma, (1974) 'Studies in Hindu Political Thought and Its Metaphysical Foundations', New Delhi, Motilal Banarsidass.

Reference Books

- A. Fazl, (1873) 'The Ain-i Akbari ' (translated by H. Blochmann), Calcutta: G. H. Rouse.
- J. Spellman, (1964) 'Political Theory of Ancient India: A Study of Kingship from the Earliest time to Ceirca AD 300, Oxford, Clarendon Press.
- L. Hess and S. Singh, (2002) 'The Bijak of Kabir', New Delhi, Oxford University Press.
- R. Kangle (ed. and trns.), 'Arthasastra of Kautilya', New Delhi, Motilal Publishers.
- S. Collins, (2001) 'Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali), Delhi, Sahitya Akademi.

Core Paper XIII (C-XIII)

CONTEMPORARY POLITICAL PHILOSOPHY

Introduction: Philosophy and politics are closely intertwined. 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. Contemporary political philosophy and debates are introduced to the students here.

UNIT-I

i) Lenin

UNIT-II

i) Mao Zedong (Mao Tse Tung)

UNIT-III

(i) Antonio Gramsci

UNIT-IV

(i) John Rawls

Text Books

- B. Nelson, (2008) 'Western Political Thought'. New York, Pearson Longman.
- D. Boucher, and P. Kelly, (2003) (eds.) 'Political Thinkers: From Socrates to the Present'. New York, Oxford University Press.
- Gramsci, Antonio(1996), 'Selections from the Prison Notebooks', Orient Longman, Hyderabad
- Hacker, A. (1961), 'Political Theory: Philosophy, Ideology, Science', Macmillan, New York.
- Mukherjee, Subrato and Susheela Ramaswamy(2011) 'History of political Thought: Plato to Marx', PHI Publishers , New Delhi
- Rawls, John (2011), 'A Theory of Justice', Universal Law Publishing Co., New Delhi.

- Sabine, George, H. (1973). 'A History of Political Theory', Oxford and I.B.H. Publishing, New Delhi.
- Wayper. C.L (1989), 'Political Thought', B.I. Publications, Bombay.

Reference Books

- D. Germino (1972). Modern Western Political Thought: Machiavelli to Marx, Chicago University Press, Chicago.
- F.W. Coker (1971). Recent Political Thought, The World Press Pvt. Ltd., Calcutta.
- J.H. Hallowell (1960). Main Currents in Modern Political Thought, Holt, New York.

Core Paper XIV (C-XIV)

MODERN INDIAN POLITICAL THOUGHT

Introduction: 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 Reference books is meant for teachers as well as the more interested students.

UNIT-I: Introduction

- (i) Rammohan Roy: Rights, Reform Movement, Liberalism
- (ii) Pandita Ramabai: Gender, critique of orthodoxy
- (iii) Vivekananda: Ideal Society, Humanism, Nationalism

UNIT-II: Gandhi & Ambedkar

- (i) Gandhi: Swaraj, Swadeshi (8 lectures)
- (ii) Ambedkar: Social Justice

UNIT-III : Tagore&Savarkar

- (i) Tagore Critique of Nationalism (8 lectures)
- (ii) Savarkar: Hindutwa-A critical Assessment

UNIT-IV: Nehru, Lohia and J.P. Narayan

- (i) Nehru: Secularism, Socialism
- (ii) Lohia: Socialism,
- (iii) J.P. Narayan: Total Revolution

Text books:

- A. Sen, (2003) 'Swami Vivekananda', Delhi, Oxford University Press.

-] D. Dalton, (1982) 'Indian Idea of Freedom: Political Thought of Swami Vivekananda, Aurobindo Ghose, Rabindranath Tagore and Mahatma Gandhi', Academic Press, Gurgaon.
-] G. Omvedt, (2008) 'Ramabai: Women in the Kingdom of God', in *Seeking Begumpura: The Social Vision of Anti Caste Intellectuals*, New Delhi, Navayana.
-] M. Kosambi (2000) (ed.), 'Pandita Ramabai Through her Own Words: Selected Works', New Delhi, Oxford University Press.
-] Raghuramaraju, (2007) 'Debates in Indian Philosophy: Classical, Colonial, and Contemporary', Delhi, Oxford University Press.
-] S. Sarkar, (1985) 'A Critique on Colonial India', Calcutta, Papyrus.
-] Sh. Kapila (2010) (ed.), 'An intellectual History for India', New Delhi: Cambridge University Press.
-] T. Pantham and K. Deutsch (1986), (eds.) 'Political Thought in Modern India', New Delhi, Sage.
-] 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 Publication.

Reference Books

-] P. Chatterjee, (1986) 'Nationalist Thought and the Colonial World: A Derivative Discourse?' London, Zed Books.
-] S. Hay (1991) (ed.), 'Sources of Indian Tradition', Vol. 2. Second Edition, New Delhi, Penguin.
-] S. Thorat and Aryama (2007) (eds.), 'Ambedkar in Retrospect - Essays on Economics, Politics and Society', Jaipur, IIDS and Rawat Publications.

Discipline Specific Elective Paper-I

INTRODUCTION TO HUMAN RIGHTS

Introduction: This course attempts to build an understanding of human rights among 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.

Human Rights: Theory and Institutionalization UNIT-I:

- i) Understanding Human Right
- ii) Three Generations of Rights

UNIT-II

- i) Universal Declaration of Human Rights

UNIT-III

- i) Rights in National Constitutions: South Africa and India

UNIT-IV

- i) International Refugee Law, International Humanitarian Law

Text Books

- Alston Philip (1995), 'The United Nations and Human Rights-A Critical Appraisal', Oxford, Clarendon.
- Baxi, Upendra (1995) (ed.), 'The Right to be Human', Delhi, Lancer,
- Beetham, David (1987) (ed.), 'Politics and Human Rights', Oxford, Blackwell.
- Desai, A R. (1986)(ed), 'Violations of Democratic Rights in India', Bombay, Popular Prakashan.
- Evans, Tony (2001), 'The Politics of Human Rights: A Global Perspective', London, Pluto Press.
- Hargopal. G.(1999) 'Political Economy of Human Rights', Hyderabad, Himalaya.
- J. Hoffman and P. Graham, (2006) 'Introduction to Political Theory', Delhi, Pearson.

Reference Books

- Kothari, Smitu and Sethi, Harsh (1991)(eds.), 'Rethinking Human Rights', Delhi, Lokayan.
- Saksena, K.P. (1999) (ed.), 'Human Rights: Fifty Years of India's Independence', Delhi, Gyan.
- Subramanian, S.(1997), 'Human Rights: International Challenges', Delhi, Manas Publications.
- Vistaar Iyer, V.R. Krishna (1999), 'The Dialectics and Dynamics of Human Rights in India', Delhi, Eastern Law House.

Discipline Specific Elective Paper II

DEVELOPMENT PROCESS AND SOCIAL MOVEMENTS IN CONTEMPORARY INDIA (Project)

Introduction: 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 theories 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.

UNIT-I: Development Process since Independence

- (i) Welfare State, Development and the role of Planning commission
- (ii) Development in the era of Liberalization and Reforms

UNIT-II: Development Strategy and its Impact on the Social Structure

- (i) Industrial Development and its impact on organized and unorganized labour

- (ii) Agricultural Development and Agrarian Crisis, Land Reforms and Green Revolution,

UNIT-III: Social Movements

- i) Social Movements: Meaning and Approaches, New Social Movements
ii) Women's Movement, Environmental Movements

UNIT-IV: Social Movements

- i) Dalit Movement, Tribal Movement,
ii) Left wing Extremism: Issues and Challenges

Text Books

-] A. Desai, (1986) (ed.), 'Agrarian Struggles in India After Independence', Delhi, Oxford University Press
-] A. F. Frankel, (2005) 'India's Political Economy (1947-2004): The Gradual Revolution', Delhi, Oxford University Press.
-] B. Nayar, (2007) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
-] G. Omvedt, (1983) 'Reinventing Revolution, New Social Movements and the Socialist Tradition in India', New York, Sharpe.
-] G. Rath, (2006) (ed.), 'Tribal development in India: The Contemporary Debate', New Delhi, Sage Publications.
-] G. Shah, (2004) 'Social Movements in India: A Review of Literature', New Delhi, Sage Publications.
-] G. Shah, (ed.), (2002) 'Social Movements and the State'. New Delhi, Sage Publications.
-] R. Mukherji (2010) (ed.) 'India's Economic Transition: The Politics of Reforms', Delhi, Oxford University Press.
-] S. Roy and K. Debal, (2004) 'Peasant Movements in Post-Colonial India: Dynamics of Mobilization and Identity', Delhi, Sage.

Reference Books

-] J. Harris, (2009) 'Power Matters: Essays on Institutions, Politics, and Society in India', Delhi, Oxford University press.
-] J. Harriss, (2006) (ed) '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).
-] L. Fernandes, (2007) 'India's New Middle Class: Democratic Politics in an Era of Economic Reform', Delhi, Oxford University Press.
-] M. Jayal, and P. Mehta, (2010) (eds.), 'The Oxford Companion to Politics in India', Delhi, Oxford University Press.
-] M. Mohanty, P. Mukherji and O. Tornquist, (1998)(eds.) 'People's Rights: Social Movements and the State in the Third World', New Delhi, Sage.
-] N. Jayal (2012)(ed.) 'Democracy in India', New Delhi, Oxford India Paperbacks, Sixth impression.

Discipline Specific Elective Paper III

INDIA'S FOREIGN POLICY IN A CHANGING WORLD

Introduction: 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 politics facilitate an understanding of the changing positions and development of India's role as a global player since independence.

UNIT-I : India's Foreign Policy in a changing world

- i) India's Foreign Policy: Major bases and determinants
- ii) India's Foreign Policy: Postcolonial Perspective

UNIT-II : India's Relation with USA& Russia

- i) India's Relations with the USA
- ii) India's Relation with USSR/Russia,

UNIT-III : India-China Relations, India and South Asia

- (i) India-China Relations
- (ii) India and South Asia: SAARC, Look East Policy, Act East Policy

UNIT-IV : India and Contemporary World

- (i) India as an emerging Global Power, Myth and Reality
- (ii) India in the Contemporary World

Text Books :

- Appadorai, A. and M.S. Rajan(1988), 'India's Foreign Policy and Relations', New Delhi, South Asian Publishers Pvt. Ltd.
- Bahadur, Kalim (ed.)(1986), 'South Asia in transition: Conflicts and Tensions', New Delhi, Patriots.
- Bandyopadhyaya, J.(2006), 'The making of India's Foreign Policy', New Delhi, Allied Publishers Pvt. Ltd.
- Banerjee, A.K. (ed.)(1998), 'Security issues in South Asia: Domestic and External Sources of Threats to Security', Calcutta, Minerva.
- Bidwai, Praful and Achin Vanaik (eds.)(1999), 'South Asia on a Short Fuse: Nuclear Politics and the Future of Global Disarmament', New Delhi, Oxford University Press.
- D. Scott (2011)(ed.), 'Handbook of India's International Relations', London, Routledge.
- Dutt, V.P.(2007), 'India's Foreign Policy Since Independence', New Delhi, National Book Trust.
- Tellis and S. Mirski (2013) (eds.), 'Crux of Asia: China, India, and the Emerging Global Order', Carnegie Endowment for International Peace, Washington.

Reference Books

- A. Ganguly, S. and Rahul Mukherji(2011), India since 1980, New Delhi: Cambridge University Press.
- Ghosh, Partha S.(1989), Cooperation and conflict in South Asia, New Delhi: Manohar.
- Gould, H.A. and Sumit Ganguly (eds.)(1993), The Hope and the Reality: U.S.-Indian Relations from Roosevelt to Reagan, New Delhi: Oxford & IBH.
- Gujral, I.K.(1998), A foreign policy for India, Delhi: External publicity division, MEA, Government of India.
- Mansingh, Surjeet(1984), India's search for power: Indira Gandhi's foreign policy, 1966-1982 New Delhi: Sage.
- Muni, S.D.(2010), India's Foreign Policy the democracy dimension, New Delhi: Foundation Books.
- Nayar, B.R. and T.V. Paul(2004), India in the world order searching for major power status, New Delhi: Cambridge University Press.
- S. Cohen, (2002) *India: Emerging Power*, Brookings Institution Press.
- 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.
- Sengupta, Bhabani(1998), Fulcrum of Asia relations among China, India, Pakistan and the USSR, New Delhi: Konark Publishers.
- 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.

Discipline Specific Elective Paper IV

WOMEN, POWER AND POLITICS

Introduction: 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.

UNIT-I: Feminism

(i) Meaning and Development

(ii) Liberal, Socialist and Radical Feminism

UNIT-II: Issues

i) Patriarchy

ii) Sex and Gender

iii) Gender, Power and Politics

UNIT-III: Issues

(i) Women Movement in India

- (ii) Women Empowerment: Policies and Practices
- (iii) Violence against Women

UNIT-IV: Women and Development

- i) WID (Women in Development), WAD (Women and Development), GAD (Gender and Development)
- ii) Women and Work (Visible and Invisible)

Text Books

- B. Hooks, (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), M. John.(2008) (ed) *Women's Studies in India*, New Delhi: Penguin.
- M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black. Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi: Pearson.
- *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board.
- T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press.
The Feminist Reader: Local and Global Perspectives, New York: Routledge.
- U. Chakravarti, (2001) 'Pitrasatta Par ek Note', in S. Arya, N. Menon & J. Lokneeta (eds.)
- V Geetha, (2002) *Gender*, Kolkata, Stree Publications.

Reference Books

- N. Gandhi and N. Shah, (1992) *Issues at Stake – Theory and Practice in the Women's Movement*, New Delhi: Kali for Women.
- N. Menon, (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black.
- P. Swaminathan, (2012) 'Introduction', in *Women and Work*, Hyderabad: Orient Blackswan.
- 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.
- U. Chakravarti, (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree publications.
- V. Bryson, (1992) *Feminist Political Theory*, London: Palgrave-MacMillan.

DSE Paper – IV DISSERTATION / RESEARCH PROJECT

(College can give this choice only for students with above 60% aggregate marks)

Project Paper- Development Process and Social Movements in Contemporary India (DSE- II)

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 to develop ability for scientific inquiry and critical thinking, ability in the knowledge base and communication. This course is included to promote above mentioned abilities among the students.

Learning Objectives:

- To help students to learn how to develop scientific research designs in the study of public administration.
- To guide students to understand the previous research in their field of interest and review them to arrive at a research problem
- To encourage the students to learn ways to describe and evaluate public policy implementation.
- To help students understand the logic of hypothesis testing in both quantitative and qualitative research.
- To make students to learn the methods of writing a research report.

Expected outcomes: Students will be able to

- Independently prepare a research design to carry out a research project
- Review the related research papers to find out a research problem and relevant hypotheses
- Understand the dynamics of citizen – administrative interface and administrative behaviours.
- Learn the use of statistical techniques for interpretation of data.
- Learn the APA style of reporting a research project.

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

- **Abstract** – 150 words including problem, method and results.
- **Introduction** – Theoretical considerations leading to the logic and rationale for the present research
- **Review**- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research
- **Method** – Design, Sample, Methods of data collection, Procedure
- **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.
- **Discussion**
- **References (APA Style) & Appendices**
- 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).
- Two copies of the project should be submitted to the College.
- ***Project - American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing***

Mark distribution for dissertation / Research project

Identification of problem	Review of Literature	Methodology	Analysis	Findings	Viva-voce	Total
10	10	10	25	20	25	100

Broad areas identified for Project: Social Movements: Environment, Women, Dalit, Peasant, Social Development, Political Development in Odisha, Political Socialization, Political Participation, Political Modernization and Communication, Decentralized democracy: Rural and Urban Local Self Governance, Functionary of Gram Sabha, Empowerment of Women and other marginals in PRIs, Development, Displacement, Rehabilitation, Resettlement in Odisha, Role of NGOs in Development, Regional Development and Regional Imbalances, Implementation of ORTPS- 2012, RTE-2009, Food Security Act, 2013, FRA, 2007.

Generic Elective Paper I

FEMINISM: THEORY AND PRACTICE

Introduction: The aim of the course is to introduce students to 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. It offers 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.

UNIT-I: Understanding Feminism

- (i) Feminist theorizing of the sex/gender distinction; Public Man and Private Woman
- (ii) Understanding Patriarchy and Feminism

UNIT-II: Theories of Feminism

- (i) Liberal and Socialist,
- (ii) Radical feminism and Eco-feminism

UNIT-III: Feminist issues and women's participation: The Indian Experience

- (i) Women's participation in anti-colonial and national liberation movements with special focus on India
- (ii) Traditional Historiography and Feminist critiques; Social Reforms Movement and position of women in India, History of Women's struggle in Post- Independent India

UNIT-IV: Family in contemporary India and Understanding Woman's Work and Labour

- (i) Family in contemporary India - patrilineal and matrilineal practices. Gender Relations in the Family, Patterns of Consumption: Intra Household Divisions, entitlements and bargaining, Property Rights
- (ii) 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

Text Books

- Bina Agarwal, (2013) 'Gender And Green Governance', Oxford University Press, Oxford,
- Forbes, Geraldine (1998) 'Women in Modern India'. Cambridge, Cambridge University Press
- Geetha, V. (2002) 'Gender'. Calcutta, Stree Publications.
- Geetha, V. (2007) 'Patriarchy'. Calcutta, Stree Publications.
- Jagger, Alison. (1983) 'Feminist Politics and Human Nature'. U.K, Harvester Press.
- John, Mary (
- John, Mary(2008) 'Women studies in India: A Reader', Peguin, New Delhi
- Lerner, Gerda. (1986) 'Creation of Patriarchy'. New York. Oxford University Press.

Reference Books

- Banarjee, Sikata. (2007) 'Ghadiyally, Rehana. (ed.) 'Urban Women in Contemporary India: A Reader'. New Delhi, Sage.
- Chakravarti, Uma. (1988) 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History', Social Scientist, Volume 16, No. 8.
- Desai, Neera & Thakkar, Usha. (2001) 'Women in Indian Society'. New Delhi: National Book Trust.
- Gandhi, Nandita & Shah, Nandita. (1991) 'Contemporary Women's Movement in India'. Delhi, Zubaan.
- Gupta, A and Sinha Smita, (2005) 'Empowerment of women: Language and Other Facets', Mangal Deep, New Delhi.
- Jayawardene, Kumari. (1986) 'Feminism and Nationalism in the Third World'. London, Zed Books and Conclusion.
- Nayak, Smita (2016) (eds.) 'Combating Violence Against Women: A Reality in the Making', Kalpaz, Gyan Books Pvt, Ltd, New Delhi
- Nayak, Smita (2016) (eds.) 'Gender Dynamics: The Emerging Frontiers', Research India Publications, New Delhi.
- Nayak, Smita, (2016), 'Whither Women: A Shift from Endowment to Empowerment', Edupedia, New Delhi.
- Rege, Sharmila. (2003) (ed.) 'The Sociology of Gender: The Challenge of Feminist Sociological Knowledge'. New Delhi, Sage.
- Rowbotham, Shiela. (1993) 'Women in Movements', New York and London, Routledge.
- Sangari, Kumkum & Chakravarty, Uma.(1999) (eds.) 'From Myths to Markets: Essays on Gender'. Delhi, Manohar.
- Sarkar, Tanika & Butalia, Urvashi. (1995) (eds.) 'Women and the Hindu Right'. Delhi, Kali for Women.

Generic Elective Paper II

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 globalizing world, environment, administration, development. The essence of governance is explored through the various good governance initiatives introduced in India.

UNIT-I: Government and governance: concepts

- (i) Governance: Meaning, Nature and Types
- (ii) Role of State in the Era of Globalisation: State, Market and Civil Society

UNIT-II : Good Governance

- i) Good Governance
- ii) Sustainable Development and Governance

UNIT-III: Local Governance

- (i) Democratic Decentralization: Institutions of Local Governance (PRIs),
- (ii) People's Participation in Local Governance & Deepening Democracy

UNIT-IV : Good Governance Initiatives In India

- i) Public Service Guarantee Acts & Electronic Governance
- ii) Citizens Charter & Right to Information, Corporate Social Responsibility iii)

Text Books

- A Baviskar, ((1995) The Belly of the River: Tribal Conflict Over Development in the Narmada Valley', Delhi, Oxford University Press.
- A. Parel (2000) (ed) 'Gandhi, Freedom and Self-Rule', New Delhi, Lexington Books.
- B. Parekh, (1997) 'Gandhi: A Brief Insight', Delhi, Sterling Publishing Company.
- B. Parekh, (1999) 'Colonialism, Tradition and Reform: An Analysis of Gandhi's Political Discourse', New Delhi, Sage Publication.
- D. Hardiman, (2003) 'Gandhi in his Time and Ours'. Delhi, Oxford University Press.

Reference Books

- R Iyer, (ed) (1993) 'The Essential Writings of Mahatma Gandhi', New Delhi, Oxford University Press.
- R. Ramashray, (1984) 'Self and Society: A Study in Gandhian Thought', New Delhi, Sage Publication.

Generic Elective Paper III

GANDHI AND THE CONTEMPORARY WORLD

Introduction: 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.

UNIT-I-

- i) Theories: Satyagraha, Ahimsa

UNIT-II-

- i) Swaraj, Swadeshi

UNIT-III-

- i) Relevance Gandhi: Gandhi & Environment, Gandhi & Women, Gandhi & Social Harmony

UNIT-IV-

- Gandhi & Global Peace: Gandhian Philosophy in Contemporary World

Text Books

- B. C. Smith (2007), 'Good Governance and Development', Palgrave.
- B. Chakrabarty and M. Bhattacharya, (1998) (eds.) 'The Governance Discourse'. New Delhi, Oxford University Press.
- B. Nayar (1995) (ed.), 'Globalization and Politics in India', Delhi, Oxford University Press.
- Neera Chandhoke, (1995) 'State and Civil Society Explorations In Political Theory', Sage Publishers.
- Panda, Smita Mishra (2008), 'Engendering Governance Institutions: State, Market and Civil Society', Sage Publications.
- Surendra Munshi and Biju Paul Abraham (2004) (eds.), 'Good Governance, Democratic Societies and Globalisation', Sage.
- United Nation Development Programme, (1997) 'Reconceptualising Governance', New York.
- World Bank Report, (1992) 'Governance and Development'.

Reference Books

- Burns H Weston and David Bollier (2013), 'Green Governance: Ecological Survival, Human Rights, and the Law of the Commons', Cambridge University Press.
- Emilio F. Moran, (2010) 'Environmental Social Science: Human - Environment interactions and Sustainability', Wiley-Blackwell.
- Pardeep. Sachdeva, (2011) 'Local Government in India', Pearson Publishers, New Delhi.
- Pranab Bardhan and Dilip Mookherjee (2006), 'Decentralization And Local Governance In Developing Countries: A Comparative Perspective', MIT Press.
- T.R. Raghunandan (2013), 'Decentralization and Local Governments: The Indian Experience, Readings on The Economy, Polity and Society', Orient Blackswan.
- D. Crowther (2008), 'Corporate Social Responsibility', Deep and Deep Publishers, New

Delhi.

Generic Elective Paper IV

UNITED NATIONS AND GLOBAL CONFLICTS

Introduction: 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.

UNIT-I : The United Nations

- i) An Historical Overview of the United Nations.
- ii) Principles and Objectives

UNIT-II

- i) Structures and Functions: General Assembly, Security Council, Economic and Social Council,.
- ii) The International Court of Justice, The Specialized Agencies (International Labour Organisation (IOL), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO), UN Programmes Funds: United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), United Nations High Commissioner for Refugees (UNHCR)
- iii) Peace Keeping, Peace Making and Enforcement, Peace Building and Responsibility to Protect
- iv) Millennium Development Goals.

UNIT-III Major Global Conflicts since the Second World war

- i) Korean war
- ii) Vietnam War
- iii) Afghanistan War
- iv) Balkans Serbia and Bosnia

UNIT-IV

Assessment of the United Nations as an International Organisation: Imperatives of Reforms and the Process of Reforms

Text Books

- Basu, Rumki (2014) 'United Nations: Structure and Functions of an international

- organization', New Delhi, Sterling Publishers
- Baylis, J. and Smith, S. (2008) (eds.) 'The Globalization of World Politics: An Introduction to International Relations'. 4th edn. Oxford, Oxford University Press.
- Gareis, S.B. and Varwick, J. (2005) 'The United Nations: an introduction'. Basingstoke, Palgrave.
- Goldstein, J. and Pevehouse, J.C. (2006) 'International Relations'. 6th edn. New Delhi, Pearson.
- Saxena, J.N. (1986) et.al. 'United Nations for a Better Worl', New Delhi, Lancers.
- White, B. et al. (eds.) (2005) 'Issues in World Politics', 3rd edn. New York, Macmillan.
- Whittaker, D.J. (1997) 'United Nations in the Contemporary World', London, Routledge.

Reference Books

- Armstrong, D., Lloyd, L. and Redmond, J. (2004) 'International Organisations in World Politics'. 3rd edn. New York, Palgrave, Macmillan.
- Calvocoressi, P. (2001) 'World Politics: 1945-2000', 3rd edn. Harlow, Pearson Education.
- Moore, J.A. Jr. and Pubantz, J. (2008) 'The new United Nations', Delhi, Pearson Education.
- United Nations Department of Public Information. (2008) 'The United Nations Today'. New York, UN.

PSYCHOLOGY

Framework of CBCS Syllabus for PSYCHOLOGY (Honours) from 2019-20					
Full Forms of Course Codes Used: CC = Core Course, AECC = Ability Enhancement Compulsory Course, SEC = Skill Enhancement Course, DSE = Discipline Specific Elective (Related to Core Subject), GE = Generic Elective (Not related to Core Subject; 2 different subjects of 2 papers each). Total Marks: CC (1400) + AECC (200) + SEC (200) + DSE (400) + GE (400) = 2600					
Semester	CC 14 papers 100 X 14 = 1400; Credits=14x6=84	AECC 2 Papers 100 X 2 = 200 Credits=4x2=8	SEC 2 Papers 100 X 2 = 200 Credits=4x2=8	DSE 4 Papers 100 X 4 = 400 4x6=24 credits	GE 4 Papers 100 X 4 = 400 4x6=24 credits
I	CC-I: Introductory Psychology	AECC-I: MIL Communication (Odia/English)			GE Paper-I: Introductory Psychology
	CC-II: Basic Developmental Processes				
II	CC-III: Basic Psychological Processes	AECC-II: Environmental Science			GE Paper-II: Basic Developmental Processes
	CC – IV: Processes of Human Empowerment				
III	CC – V: Statistics		SEC-I:		GE Paper-III: Basic Psychological Processes
	CC – VI: Social Psychology				
	CC – VII: Environmental Psychology				
IV	CC – VIII: Psychopathology		SEC-II:		GE Paper-IV: Processes of Human Empowerment
	CC – IX: Educational Psychology				
	CC – X: Psychological Assessment				
V	CC – XI: Organizational Behavior			DSE-I: Psychological Research and Measurement	
	CC – XII: Health Psychology			DSC-II: Ethics, Integrity and Aptitude	
VI	CC – XIII: Counseling Psychology			DSC-III: Psychology of the Disability	
	CC – XIV: Positive Psychology			DSC-IV: Project & Field work/ Psychology of Crime	

PSYCHOLOGY Papers for HONOURS Students

Core course – 14 papers, Discipline Specific Elective – 4 papers, Generic Elective for non-psychology honours students – 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Scoring System for Papers with Practical:

Marks per paper - Midterm: 15 marks, Practical: 25 marks, End term: 60 marks, Total: 100 marks, Credit per paper – 6, Teaching hours per paper – 40 hours theory + 20 hours practical

Scoring System for Papers without Practical:

Marks per paper - Midterm: 20 marks, End term: 80 marks, Total: 100 marks, Credit per paper – 6, Teaching hours per paper – 50 hours + 10 hours tutorial

Core Paper- I INTRODUCTORY PSYCHOLOGY

Introduction: The course is designed to provide 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:

-] To help the students know the sources and processes of development of modern scientific psychology.
-] To help the students develop a scientific temperament in studying and understanding human behavior.

Expected outcomes: Students will be able to

-] Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
-] Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated / interpreted.
-] Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
-] 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 Socio-cultural.

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.

Text Books:

-] Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
-] Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.

-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
-] Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.

Core Paper-II BASIC DEVELOPMENTAL PROCESSES

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:

- To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
- To help the students understand the significance of prenatal period for human development.
- To help the students 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

-] Understand the nature, types, and principle of development.
-] Understand the processes of formation of life and development during pre- and post-natal periods.
-] 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. Impact of perinatal processes on 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) Piaget's stage of cognitive development; Kohlberg's 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 Rotter's

Locus of Control Scale.

- (ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

Text Books:

-] Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California
-] Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill
-] Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

Core Paper III BASIC PSYCHOLOGICAL PROCESSES

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:

-] To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
-] 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

-] Understand the basic sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
-] 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.
-] 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.

Text Books:

-] Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
-] Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill.
-] 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
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Core Paper-IV PROCESSES OF HUMAN EMPOWERMENT

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 to the students the basics of human empowerment and how the empowerment processes are strengthened and improved.

Learning Objectives:

-] To help students gain ideas about intelligence and personality as foundations of human empowerment.
-] To make students understand how motivation and emotion are empowering processes to human development.
-] To help students gain insight into human behavior as products of empowerment.
-]

Expected outcomes: Students will be able to

-] Know the structural components and functional dynamics of both intelligence and personality.
-] Understand the significance of emotion and motivation in behavior management.
-] Understand significant aspects of social behavior as resulting in happiness, well-being

and personal growth.

UNIT-I: Basics of empowerment

- (i) Intelligence- Heredity, environment, and intelligence, Theories of Gardner, Stenberg, & PASS
- (ii) Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence

UNIT- II: Sources of Power (1)

- (i) Personality- Freud's theory, 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, Maslow's need hierarchy
- (ii) Emotion-Theories of James-Lange, Cannon-Bard, & Schachter-Singer

UNIT –IV: Proving empowered

- (i) Social behavior- Meaning of attribution and errors in attribution, Meaning of social cognition and processing of social information
- (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 Raven's 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 Glazer's test of Personality Type

Text Books:

-] Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
-] Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
-] Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University Press.
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Baron, R. A. & Byrne, D. (2003). Social Psychology, 10th Edition, Prentice Hall
-] Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson
-] 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

Core Paper- V PSYCHOLOGICAL STATISTICS

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:

-] To help students develop knowledge and understanding of the application of Statistics within Psychology
- To help students develop critical thinking for application of appropriate statistical analysis in Psychological research

Expected outcomes: Students will be able to understand

-] The nature of psychological variables and how to measure them using appropriate scale.
-] The processes of describing and reporting statistical data.
-] 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
- (i) 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
- (ii) Purpose and assumptions of ANOVA; One-way and two-way ANOVA

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.

Text Books:

-] Aron, A., Aron, E.N., & Coups, E.J. (2007). Statistics for Psychology. (4thEd.) India: Pearson Education, Prentice Hall.
-] Ferguson, G.A. & Takane, Y. (1989). Statistical Analysis in Psychology & Education, Tata McGraw Hill Publishing Company, New Delhi
-] Garrett, H. E. & Woodworth, R.S. (1985). Psychology in Statistics and Education, Vakils, Feffer & Simons Ltd. Mumbai
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Mishra, G.C. (2018). Applications of Statistics in Psychology and Education, Kalyani Publisher, New Delhi
-] Mohanty, B. and Misra, S. (2017). A text book of Basic Statistics. LaxmiPrakashans, Bhubaneswar, Odisha
-] Siegal, S. (1994). Nonparametric Statistics. McGraw Hill, New Delhi

Core Paper-VI SOCIAL PSYCHOLOGY

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:

-] To help students develop awareness of the concepts, problems and issues in the discipline of social psychology
-] To make students understand the individuals and groups in respect to patterns of social behavior and attitudes
-] To help students gain insight into the dynamics of intergroup relationships, conflict, prejudice and cooperation.

Expected outcomes: Students will be able to

-] Know the scope of studying social psychology and the methods to gather data in the social context to explain them.
-] Understand the significance of social cognition, attitudes, stereotypes and prejudices in explaining human behavior in the social contexts.
-] 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) Prejudice and Stereotypes- Nature and components of prejudice, Acquisition of prejudice, Reduction of prejudice

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) Pro-social behavior- Cooperation and helping, personal, situational and socio-cultural determinants, Theoretical explanations of pro-social 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 Donelson's 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.

Text Books:

-] Baron R. A & Byrne. D. (2003). Social Psychology. 10th Edition, Prentice Hall
-] Baron. R.A., Byrne, D. & Bhardwaj. G (2010). Social Psychology (12th Ed). New Delhi: Pearson
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.
-] 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

Reference Books:

-] Developments (ICSSR survey of advances in research). New Delhi: Pearson.
-] Misra, G. (1990). Applied Social Psychology. New Delhi: Sage.
-] Misra, G. (2009). Psychology in India, Volume 4: Theoretical and Methodological Implications

Core Paper- VII ENVIRONMENTAL PSYCHOLOGY

Introduction: Environmental psychology is an interdisciplinary field focussed 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:

-] To highlight the simultaneous mutual interaction of environment and behavior.
-] To delineate psychological approaches to the study of environment.
-] To discuss the impact of ecological degradation and the need for enhanced awareness programs

Expected outcomes: Students will be able to

-] understand the interactional relationships between environment and behavior
-] understand the problems occurring to ecology and environment at the present time
-] understand different psychological approaches to the study of man-environment relationship.

UNIT -I: Environment and Behavior

- (i) Earth as a living system: The Gaia 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 and 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) 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 Simpson's Environment literacy and awareness survey questionnaire.
- (ii) To assess the environmental attitude, concern and sensitivity of 4 college students using Bob Simpson's Environment literacy and awareness survey questionnaire.

Text Books:

-] Dreze, J. and Sen, A. (1992). Indian Development. Delhi: Oxford University Press.
-] Gadgil, M. and Guha. R. (1995). Ecology and Equity. New Delhi, Penguin Books
-] Mohanty, B. and Misra, S. (2017). A text book on Environmental Psychology. Krupajala Books, Bhubaneswar, Odisha
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Goldsmith, E. (1991). The way: The ecological World View. Boston: Shambhala

Core Paper VIII PSYCHOPATHOLOGY

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:

-] To help students define and understand the basic concepts underlying psychopathology and the perspectives which contributed to the development of modern psychopathology.
-] To help students understand the assessment techniques for identifying and classifying maladaptive behavior and mental disorders.
-] To guide students to gain specific knowledge about different types of mental disorders.

Expected outcomes: Students will be able to

- Understand the differences between normality and abnormality along with the perspectives explaining them.
- Know the importance and the use of assessment techniques in identifying different forms of maladaptive behaviour.
- 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 Behaviour 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 Beck's Depression Inventory (BDI)

Text Books:

-] Carson R.C., Butcher J.N., Mineka, S., & Hooley J.M. (2007). Abnormal Psychology (13th Ed.).ND: Pearson Education.
-] Irwin G. Sarason, Barbara Sarason (2005). Abnormal Psychology. New Delhi: Prentice Hall Publication
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Kring, A.M., Johnson, S.L., Davison G.C. & Neale J.M. (2010). Abnormal Psychology (11th Ed.). NY: John Wiley

Core Paper IX EDUCATIONAL PSYCHOLOGY

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:

-] To provide students with an overview of the purposes and uses of educational psychology.
-] To help students understand human development focusing mainly on the years of formal education including those with ability differences
-] To make students understand the ways that educators motivate their students to learn and strive for excellence
- To make students explore the ways that educators manage learning environments to maximize learning and social cohesion

Expected outcomes: Students will be able to

-] Define educational psychology and give examples of the different topics educational psychologists study.
-] Describe the developmental issues faced by school age children.
-] Describe the challenges presented by children with ability differences.
-] Explain the role of motivation on learning and classroom behavior.
-] Describe classroom management techniques.
-] 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, transfer of training, reinforcements in learning process
- (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
- (i) 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

educational difficulties, and attention deficit Hyperactive disorder.

(ii) Types of standardized tests- Achievement test, and aptitude tests, Advantages and limitations of standardized test.

Practical:

(i) **Academic Behaviour:** To assess the academic attitude and behavior of college students by using Sia's Academic Behavior Scale

(ii) **Academic Stress:** To assess the academic stress of two higher Secondary students using Rao's Academic Stress Scale.

Text Books:

-] Gage, N. L., & Berliner, D. C. (2009) *Educational psychology* (5th ed.). Boston, MA: Houghton Mifflin.
-] Woolfolk, A.E. (2004). *Educational Psychology* (9th Ed.), Allyn& Bacon, London / Boston
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). *Explorations of Human Nature and Strength: Practicals in Psychology*, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Chauhan, S. S. (2010). *Advanced Educational Psychology*, Vikash Publishing.

Core Paper-X PSYCHOLOGICAL ASSESSMENT

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:

- To train students in various psychological assessment techniques
- 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

-] Understand the basic facts about psychological assessment.
-] Understand the processes of test construction and standardization.
-] 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 Spreng's Empathy questionnaire.
- (i) **Sense of Humor:** To assess the Sense of Humor of 4 College Students Using McGhee's Scale of Sense of Humor (MSSH)

Text Books:

-] Anastasi, A. (1988). Psychological Testing. New York: MacMillan
-] Mishra, G.C. & Others (2018). Psychological Assessment. Kalyani Publisher, New Delhi

Reference Books:

-] Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
-] Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Wiley

Core Paper XI ORGANIZATIONAL BEHAVIOR

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:

-] To help students understand the structure, functions, and designs of different organizations.
-] To make students understand the processes of group decision making and leadership functions in different organizations.
-] To make students understand the theories of work motivation and related issues of power and politics in the organizational set up.
-] 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

-] Understand different concepts and dynamics related to organizational system, behavior, and management.
-] Identify steps managers can take to motivate employees in the perspectives of the theories of work motivation.
-] Understand the tricks of power and politics management in the organizations.
-] 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

Human Skills and Abilities, Selection Practices for Optimal Use of Human Resources; Training Programs for the Development of Human Resources

- (i) 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 Greenberg Basic Leadership Style scale
- (ii) **Conflict-Handling:** To measure the conflict-handling style of 4 college students by using Rahim's scale to identify their conflict handling style.

Text Books:

- ▮ Robbins, S.P.; Timothy, A.J. & Vohra, N. (2012). Organizational Behavior, 15th Edn. Pearson Education: New Delhi
- ▮ Luthans, F. (2009). Organizational behavior. New Delhi: McGraw Hill.
- ▮ Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

- ▮ Greenberg, J. & Baron, R.A. (2007). Behaviour in Organizations (9th Ed.). India: Dorling Kindersley.

Core Paper XII HEALTH PSYCHOLOGY

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:

- ▮ To help the students understand the issues of Health Psychology and how to address them by the bio-psychosocial model of health and illness.
- ▮ To help the students to describe behavioral factors that influence health and illness.

-] To guide the students understand about health enhancing behaviors including coping with illness.

Expected outcomes: Students will be able to

-] Know the basics of health and illness from the Bio-psychosocial perspectives.
-] Understand the significance of behavioral and psychological correlates of health and illness.
-] Understand the significant aspects of 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, Leventhal's 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, Alzheimer's 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 Tobin's Coping Strategy Inventory (TCSI)

Text Books:

-] Taylor, S.E. (2006). Health Psychology (6th Ed.). New York: Tata McGraw Hill
-] Brannon and Feist. Health Psychology.
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Ogden, J. (2007). Essentials of Health Psychology. McGraw Hill.

Core Paper XIII COUNSELING PSYCHOLOGY

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:

-] To help students understand and integrate current scientific knowledge and theory into counseling practice.
-] To make students learn the history and professional issues related to counseling psychology.
-] To help students integrate and convey information in the core areas of counseling practice.
-] To help students demonstrate professional behavior in their various roles as counseling psychologists.

Expected outcomes: Students will be able to

-] Understand the purpose of counseling and practice of counseling ethically following different approaches.
-] 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
- (i) 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

Text Books:

-] Gladding, S.T. (2009). Counseling: A comprehensive profession (6th Ed.). New Delhi: Pearson India
-] Mishra, H.C. & Varadwaj, K. (2009). Counseling Psychology: Theories, Issues and Applications, DivyaPrakashini, Samantarapur, Bhubaneswar, Odisha
-] Burnard Philip. (1995). Counseling Skills Training – A sourcebook of Activities. New Delhi: Viva Books Private Limited.
-] Gibson, R.L & Mitchell M.H. (2003). Introduction to counseling and Guidance. 6thedn. Delhi: Pearson Education
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Feltham, C and Horton, I. (2000). Handbook of Counseling and Psychotherapy. London: Sage.
-] Misra, G. (Ed) (2010). Psychology in India, Volume 3: Clinical and Health Psychology. New Delhi: Pearson India.
-] Nelson-Jones. (1995). The theory and practice of counseling. 2ndEdn. London: Holt, Rinehart and Winston Ltd
-] Mohanty, G. B. (2018). Counseling Psychology, Kalyani Publisher, New Delhi.

Core Paper XIV POSITIVE PSYCHOLOGY

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:

-] To help students to understand the rationale behind positive psychology.
-] To guide students to identify and analyze the key conceptual and theoretical frameworks underpinning positive psychology.
-] 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.
-] To make students understand and apply a strengths-based approach to mental health issues.

Expected outcomes: Students will be able to understand

-] 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.
-] The concepts of flow and happiness and the related theories and models explaining happiness behavior and its consequences.
-] 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 King's Spiritual Intelligence test.

Text Books:

-] Seligman, M.E. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment: Oxford University Press
-] Carr, A. (2004). Positive Psychology: The science of happiness and human strength. UK: Routledge.
-] Mohanty, G.B. (2018). Positive Psychology. Kalyani Publisher, New Delhi
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Peterson, C. (2006). A Primer in Positive Psychology; Oxford University Press
-] Seligman, M.E. (2012). Flourish: A Visionary New Understanding of Happiness and Well-being. Oxford University Press
-] Snyder, C.R. & Shane, J.L. (2005). Handbook of Positive Psychology. .Oxford University Press
-] Snyder, C.R., & Lopez, S.J. (2007). Positive psychology :The scientific and practical explorations of human strengths. Thousand Oaks, CA: Sage.

Discipline Specific Elective Paper-I

PSYCHOLOGICAL RESEARCH AND MEASUREMENT

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:

-] To provide an overview of scientific approaches to psychological research in term of sampling techniques, scientific method, and experimental designs.
-] To acquaint the students with respect to psychometric, projective techniques and non-testing approaches like interview
- .

Expected outcomes: Students will be able to

-] Understand the nature of psychological research and characteristics of scientific methods of research.
-] Know the methods of test construction and standardization
-] Know the different approaches to assessment of personality.

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:

- (i) **Experimental Designs:** Pretest- post-test design, Factorial designs, Randomized Block design
- (ii) **Standardization of tests:** Reliability and validity of tests, Development of norms and interpreting test scores

UNIT- IV:

- (i) **Assessment of Personality:** Psychometric and projective techniques, Familiarity with MMPI, Rorachs, WAT, and TAT
- (ii) **Interviewing:** 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

Text Books:

-] Anastasi, A. (1988). Psychological Testing. New York: MacMillan
-] Minium, E.W., King, B.M. & Bear, G. (1993). Statistical Reasoning in Psychology and Education. New York: John Willey

Reference Books:

-] Kerlinger, F.N. (1983). Foundations of Behavioral Research. New York: Surjeet Publications
-] Best, W.J. & Kahn, J.V. (2006)- Research in Education. Pearson

Discipline Specific Elective Paper-II **PSYCHOLOGY AND SOCIAL ISSUES**

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:

- The course will provide social psychological analysis of some major social issues in India.

Expected outcomes: Students will be able to

-] Understand the nature and characteristics of different social systems and social integration in India.
-] Understand the aspects of health and wellbeing of Indian people.
-] Understand about the political behavior of Indian people

UNIT-I

- (i) **Understanding Social Systems:** Indian Family System; Social stratification; caste, class, power, Religious ethics
- (ii) **Poverty and Deprivation:** Theories of poverty, Concomitants of poverty, Sources of deprivation, inequality and social justice.

UNIT- II

- (i) **Health and wellbeing:** Role of behavior in health problems, Behavioral sciences in disease prevention and control, India's health scenario
- (ii) **Political Behavior:** 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,
- (ii) Crime and criminal behavior, Alcoholism and drug abuse, Psychopath

UNIT- IV

- (i) **Social integration:** 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.
- (ii) **Violence:** 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

Text Books:

-] Srinivas, M.N. (1966). Social change in modern India, .Bombay: Allied
-] Mohanty, A .K. and Mishra, G. (Eds.) (2000). Psychology of Poverty and Disadvantage. New Delhi: Concept
-] Mishra, H.C. and Misra, S. (2009). Psychology of Deviants, DivyaPrakashani, Bhubaneswar

Reference Books:

-] Banerjee, D. (1998). Poverty, class and health culture in India, Vol. I, Delhi PrachiPrakashan
-] Dube, S.C. (1987) Modernization and Development. ND: Sage
-] Mishra, G. (1999). Psychological perspectives on stress and Health. New Delhi: Concept
-] Sen, A. & Sen A.K. (Eds.). (1998). Challenges of contemporary Realities: A psychological Perspective. New Delhi: New Age International

Discipline Specific Elective Paper-III PSYCHOLOGY OF DISABILITY

Introduction: According to WHO, disability is any restriction or lack resulting from an impairment of ability to perform an activity in the manner or within the range considered normal for a human being. While individuals may have physical or psychological impairments, it is often the society and environment that contributes to the experience of disability by failing to accommodate people with impairments. Inclusion and access is a fundamental human right and inclusive and accessible communities are vital for individual and community wellbeing. Study of psychology of disability would help the students understand this social responsibility.

Learning Objectives:

-] The objective of the course is to provide students with an overview of the disability from the psychological perspective.

-] Drawing from the four units, students will be exposed to varying disability definitions, cultural meanings and representations.
-] What does it mean to be “disabled”? How has this meaning changed over time in India? What factors affect a person’s experience of disability? Why should people in psychology learn about these matters?

Expected outcomes: Students will be able to

- Know about different types of disability and their prevalence in India.
- Understand various socio-cultural models of disability
- Gain knowledge about disability policies in India
- Understand about intervention and rehabilitation of disables in India

UNIT I

(i) Conceptualizing Disability: Meaning and Definition, Types of disability, Assessment and Diagnosis

(ii) Understanding Disability Policy in India: Equal opportunities Bill, Rehabilitation Council of India, National Trust

UNIT-II

(i) Theorizing Disability: Charity Model; Welfare Model; Medical Model

(ii) Social Model: culture as disability; Empowerment Model

UNIT- III

(i) Disability support: Beliefs and attitudes towards disability; Family, care, and support structure

(ii) Issues of Access: Built and Psychological; Education and Employment, learning disability

UNIT -IV

(i) Designing Interventions: Psychotherapeutic approaches; Rehabilitation

(ii) Contemporary Debates: euthanasia, prenatal selection

Practical:

- (i) To assess the attitude of 8 college students by using ‘Attitude towards Disabled Persons Scale’ (Yuker et al., 1998).
- (ii) To assess the knowledge of 4 college students about Disability Policy in India using a Questionnaire.

Text Books:

-] Chib, M. (2011). One Little Finger. New Delhi: Sage Publications Pvt. Ltd.
-] Dalal, A. K. (2011). Folk wisdom and traditional healing practices: Some lessons for modern psychology. In MatthijsCornelissen, GirishwarMisra, &SuneetVarma (eds) Foundations of Indian Psychology: Practical applications (Vol. 2) Longman, Pearson Education, New Delhi
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, Divya Prakashani, Samantarapur, Bhubaneswar

Reference Books:

-] Ghai, A. (2015). Rethinking Disability in India. India: Routledge. Ghai, A. (2010). Psychology of Disabled in G.Misra (Ed.) Psychology in India: Advances in research. New Delhi: Pearson education. Ghai, A. (2006 [2003]) (Dis)Embodied Form: Issues of Disabled Women. New Delhi: Shakti Books.

-] Goodley, D & Lawthom, R. (2006). Disability and Psychology: Critical Introductions and Reflections. Palgrave Macmillan.

Discipline Specific Elective Paper-IV **DISSERTATION / RESEARCH PROJECT**

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:

-] To help students to learn how to develop scientific research designs in the study of psychology.
-] To guide students to understand the previous research in their field of interest and review them to arrive at a research problem
-] To encourage the students to learn ways to describe and measure human behavior.
-] To help students understand the logic of hypothesis testing and application of appropriate statistical analysis.
-] To make students to learn the methods of writing a research report.

Expected outcomes: Students will be able to

-] Independently prepare a research design to carry out a research project
-] Review the related research papers to find out a research problem and relevant hypotheses
 - Understand the administration, scoring and interpretation of the appropriate instrument for measurement of desired behavior
-] Learn the use of statistical techniques for interpretation of data.
 - 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

- **Abstract** – 150 words including problem, method and results.
- **Introduction** – Theoretical considerations leading to the logic and rationale for the present research
- **Review**- Explaining current knowledge including substantive findings and theoretical and methodological contributions to the topic, objectives and hypotheses of the present research

- **Method** – Design, Sample, Measures, Procedure
- **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.
- **Discussion**
- **References (APA Style) & Appendices**
- 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).
- Two copies of the project should be submitted to the College.
- ***Project - American Psychological Association (APA) – Publication Manual 2006 to be followed for project writing***

Mark distribution for dissertation / Research project						
Identification of problem	Review of Literature	Methodology	Analysis	Findings	Viva-voce	Total
10	10	10	25	20	25	100

Or

DSE Paper-IV /Alternative to dissertation PSYCHOLOGY OF CRIME

Introduction: This course provides an introduction to psychology of crime and criminal behavior. The topics covered in this paper include meaning, nature and theories of criminal behavior; crime prevention and control; and about the trauma of some victims of crime.

Learning Objectives:

- To provide students with an overall knowledge of psychology of crime.
- To help students understand the psychosocial perspectives of crime.
- To make students aware about the processes of crime prevention and control.
- To help students understand the trauma of victims of some types of crime.

Expected outcomes: Students will be able to

- Define criminal behavior and explain the psychosocial factors of crime and criminal behavior.
- Discuss the social and psychological theories of crime and criminal behavior.
- Describe how crimes are prevented and controlled by police and other agencies.
- Describe the behavior and mental health of the victims of crimes.

UNIT-I: Introduction to crime

- (i) Definition, meaning, and nature of criminal behavior; Factors of criminal behavior: Antisocial values; Peer influence; Antisocial personality; Dysfunctional family; Substance abuse
- (ii) Major types of crimes: Homicide; Robbery, Sexual offences; Cybercrimes.

UNIT- II: Theories of Criminal Behavior

- (i) Social disorganization theory; Rational choice theory; Strain theory
- (ii) Social learning theory; Social control theory, Labeling theory; Genetic theory

UNIT –III: Crime prevention and Control

- (i) Crime prevention models: Primary prevention, Secondary prevention; Tertiary prevention
- (ii) Crime control: Crime control model and Due process model

UNIT –IV: Special Victims

- (i) Rape and sexual assault; Domestic violence; Bullying and school violence
- (ii) Workplace violence, Victims of terrorism

Practical:

- (i) **Guilt quotient:** Test your subject's Guilt Quotient Using Chattopadhyay's "What is your guilt quotient?" scale.
- (ii) **Domestic Violence:** Using the "Domestic Violence Scale (Michale, 2008)" assess your subject's attitude towards domestic violence.

Text Books:

-] Counseling Crime Victims: Practical Strategies for Mental Health Professionals; Laurence Miller, Springer Publishing Company, USA.
-] Criminal Psychology; Nabin Kumar; LexisNexis, USA

Reference Books:

-] Inside the Criminal Mind, S. E. Samenow; BDWY/ Newyork

Generic Elective Paper-I INTRODUCTORY PSYCHOLOGY

Introduction: The course is designed to provide the students 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:

To help the students know the sources and processes of development of modern scientific psychology.

-] To help the students develop a scientific temperament in studying and understanding human behavior.

Expected outcomes: Students will be able to

-] Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.
-] Gain knowledge of scientific methodology—the variety of ways in which psychological data are gathered and evaluated / interpreted.
-] Identify and compare the major perspectives in psychology: Recognize how each approach views human thought and behavior.
-] 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:** 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.

Text Books:

-] Baron, R. A. (2002). Psychology (5th Edition), New Delhi: Pearson Education.
-] Hilgard & Atkinson- Introduction to Psychology (2003) 14th Edition, Thomson Learning Inc.
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.
-] Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata-McGraw Hill.

Generic Elective Paper-II **BASIC DEVELOPMENTAL PROCESSES**

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:

- To help students gain some key ideas about human development and the perspectives to understand and explain such developments.
- To help the students understand the significance of prenatal period for human development.
- To help the students 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

-] Understand the nature, types, and principle of development.
-] Understand the processes of formation of life and development during pre- and post-natal periods.
-] 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) Piaget's stage of cognitive development; Kohlberg's 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 Rotter's Locus of Control Scale.
- (ii) **Emotional Intelligence:** To measure the emotional intelligence of four college students by using the Schutte's Emotional Intelligence Scale.

Text Books:

-] Sigelman, G.K. & Schaffer, D.R. (1995). Life-span Human Development, Brooks / Cole Publishing Co. Pacific Grove, California.
-] Berk, L. E. (2010). Child Development (8th Ed.). New Delhi: Prentice Hall.
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill
-] Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

Generic Elective Paper-III **BASIC PSYCHOLOGICAL PROCESSES**

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:

-] To help the students to understand the mental processes to begin with sensation and perception up to how it results in thoughts and communication.
-] 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

-] Understand the basic sensory actions and the processes of integration of sensory actions in creating and interpreting perceptual events.
-] 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.
-] 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.

Text Books:

-] Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.

-] Feldman, R.S. (2004). Understanding Psychology (6th Edition), New Delhi, Tata Mc. Graw Hill.
-] 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
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

Generic Elective Paper-IV **PROCESSES OF HUMAN** **EMPOWERMENT**

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 to the students the basics of human empowerment and how the empowerment processes are strengthened and improved.

Learning Objectives:

-] To help students gain ideas about intelligence and personality as foundations of human empowerment.
-] To make students understand how motivation and emotion are empowering processes to human development.
-] To help students gain insight into human behavior as products of empowerment.

Expected outcomes: Students will be able to

-] Know the structural components and functional dynamics of both intelligence and personality.
-] Understand the significance of emotion and motivation in behavior management.
-] Understand significant aspects of social behavior as resulting in happiness, well-being and personal growth.

UNIT-I: Basics of empowerment

- (i) Intelligence- Heredity, environment, and intelligence, Theories of Gardner, Stenberg, & PASS
- (ii) Measuring Intelligence: intelligence tests; Interpretation of test score, Cross-cultural issues in testing intelligence

UNIT- II: Sources of Power (1)

- (i) Personality- Freud's theory, 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, Maslow's need hierarchy
- (ii) Emotion-Theories of James-Lange, Cannon-Bard, & Schachter-Singer

UNIT –IV: Proving empowered

- (i) Social behavior- Meaning of attribution and errors in attribution, Meaning of social cognition

and processing of social information

(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 Raven's 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 Glazer's test of Personality Type

Text Books:

-] Baron, R.A. (1995). Psychology- The Essential Science, Pearson Education Company of India Pvt. Ltd.
-] Gerrig, R.J. & Zimbardo, P.G. (2010). Psychology and Life (19th Ed.). Delhi: Allyn & Bacon
-] Snyder, C.R. & Shane, J.L. (2005) Handbook of Positive Psychology: Oxford University Press.
-] Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practical in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar.

Reference Books:

-] Baron, R. A. & Byrne, D. (2003). Social Psychology, 10th Edition, Prentice Hall
-] Misra, G. (2009). Psychology in India, Vol 1: Basic Psychological Processes and Human Development. India: Pearson
-] 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

COURSESTRUCTUREFOR+3B.A.SANSKRIT(HONS.-CC,DSE&GENERICSELECTIVE)

1st Year (08 Papers : 800 Marks)					
Sl. No.	Semester – I	Marks-Credits	Sl. No.	Semester-II	Marks-Credits
1	Core Course (SKT.)-1	(100 -6)	5	Core Course (SKT.)-3	(100-6)
2	Core Course (SKT.)-2	(100 -6)	6	Core Course (SKT.)-4	(100-6)
3	AECC-1 Env. Studies	(100 -4)	7	AECC-2 M.I.L. (A.ENG/ ODIA/ SANS/ HINDI)	(100-4)
4	Generic Elective- 1 (If SKT.)	(100-6)	8	Generic Elective- 2 (If SKT.)	(100-6)
	(6+6+4+6 = 22 Credits)	400 Marks		(6+6+4+6 = 22 Credits)	400 Marks
2nd Year (10 Papers : 1000 Marks)					
Sl. No.	Semester – III	Marks-Credits	Sl. No.	Semester-IV	Marks-Credits
9	Core Course (SKT.)-5	(100 -6)	14	Core Course (SKT.)-8	(100-6)
10	Core Course (SKT.)-6	(100 -6)	15	Core Course (SKT.)-9	(100-6)
11	Core Course (SKT.)-7	(100 -6)	16	Core Course (SKT.)-10	(100-6)
12	SEC-1 Eng. Communicative	(100-4)	17	SEC-2 Office Management	(100-4)
13	Generic Elective- 3 (If SKT.)	(100-6)	18	Generic Elective- 4 (If SKT.)	(100-6)
	(6+6+6+6+4+6 = 28 Credits)	500 Marks		(6+6+6+6+4+6 = 28 Credits)	500 Marks
3rd Year (8 Papers : 800 Marks)					
Sl. No.	Semester – V	Marks-Credits	Sl. No.	Semester-VI	Marks-Credits
19	Core Course (SKT.)-11	(100 -6)	23	Core Course (SKT.)-13	(100-6)
20	Core Course (SKT.)-12	(100 -6)	24	Core Course (SKT.)-14	(100-6)
21	DSE (SKT) – 1	(100 -6)	25	DSE (SKT) – 3	(100-6)
22	DSE (SKT) – 2	(100-6)	26	DSE (SKT) – 4 (Project)	(100-6)
	(6+6+6+6 = 24 Credits)	400 Marks		(6+6+6+6 = 24 Credits)	400 Marks

Grand Total: 26 Papers
Grand Total Credits:148(22+22+28+28+24+24)
Grand Total Marks: 2600 (400+400+500+500+400+400)
CC= Core Course-1400
DSE= Discipline Specific Elective-400
GE= Generic Elective- 400
SEC= Skill Enhancement Course- 200
AECC= Ability Enhancement Compulsory Course- 200

ABBREVIATION: 1. CC= Core Course, 2. **DSE**= Discipline Specific Elective, 3. **GE**= Generic Elective, 4. **SEC**= Skill Enhancement Course, 5. **AECC**= Ability Enhancement Compulsory Course

NAME OF THE PAPERS AND ABBREVIATIONS AT A GLANCE

1st YEAR

SEMESTER-I

- | | |
|---|---------------|
| 1. CC- 1 MORAL TEACHINGS AND BASICS OF SANSKRIT | -[MTBS] |
| 2. CC-2 DRAMA-I & HISTORY OF SANSKRIT LITERATURE -I | -[D-1& HSL-1] |
| 3. AECC-1 ENVIRONMENTAL SCIENCE | -[ENVSC] |
| 4. GE-1 KHANDAKAVYA & DARSANAKAVYA | -[KK & DK] |

SEMESTER-II

- | | |
|---|-------------|
| 5. CC-3 DRAMA -II & DRAMATURGY | -[D-2 & DT] |
| 6. CC-4 AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR& PROSODY | -[TPGM] |
| 7. AECC-2 M.I.L. | |
| 8. GE – 2 MORAL TEACHINGS AND BASICS OF SANSKRIT | -[MTBS] |

2nd YEAR

SEMESTER-III

- | | |
|--|----------------|
| 9. CC-5 POETRY & HISTORY OF SANSKRIT LITERATURE- II | -[PT & HSL-2] |
| 10. CC-6 META-RULES OF PANINIAN GRAMMAR, POETICS AND FIGURES OF SPEECH | -[PG-2 & SD] |
| 11. CC-7 CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION- I | -[PG-3 & TR-1] |
| 12. SEC-1 COMMUNICATIVE ENGLISH | -[COMLIS] |
| 13. GE-3 TECHNICAL LITERATURE IN SANSKRIT | -[TELISA] |

SEMESTER-IV

- | | |
|---|--------------------|
| 14. CC-8 UPANISAD, RAMAYANA & BHAGAVADGITA | -[UP, RM & BG] |
| 15. CC-9 CASE AND CASE ENDINGS OF PANINIAN GRAMMAR, TRANSLATION- II & LEXICON | -[PG-4, TR-2 & LX] |
| 16. CC-10 ORNATE PROSE IN CLASSICAL SANSKRIT | -[OPRCS] |
| 17. SEC-2 MODERN OFFICE MANAGEMENT | -[MOFM] |
| 18. GE-4 ETHICAL LITERATURE IN SANSKRIT | -[ETLS] |

3rd YEAR

SEMESTER-V

- | | |
|---|----------|
| 19. CC-11 ORNATE POETRY IN SANSKRIT | -[OPS] |
| 20. CC-12 VEDA, VEDIC GRAMMAR & HISTORY OF VEDIC LITERATURE | -[VDGRL] |
| 21. DSE-1 SOCIO – POLITICAL THOUGHT IN ANCIENT INDIA | -[DSE-1] |
| 22. DSE-2 ETHICAL LITERATURE IN SANSKRIT | -[ETLS] |

SEMESTER-VI

23. CC-13 AYURVEDA & VRKSAYURVEDA	-[ARV & VRV]
24. CC-14 TECHNICAL LITERATURE IN SANSKRIT	-[TELISA]
25. DSE-3 TRANSLATION, EDITING AND WRITING SKILL	-[TEWS]
26. DSE-4 (PROJECT PREPARATION AND PRESENTATION)	-[PROJECT]

1st YEAR

SEMESTER-I

CC- 1 MORAL TEACHINGS AND BASICS OF SANSKRIT [Term end: 80 +

Midterm 20 = 100 marks] Marks

1. <i>Hitopadesa</i>	32
2. <i>Yaksaprasna of Mahabharata (Aranyakaparva, ch.313)</i>	32
3. <i>Sabdarupa & Dhaturupa</i>	16

CC-2 DRAMA-I & HISTORY OF SANSKRIT LITERATURE -I [Term end : 80 + Midterm 20= 100 marks]

1. <i>Abhijnanasakuntalam</i> (Act I-IV)	40
2. <i>History of Sanskrit Literature-I</i> (<i>Ramayana, Mahabharata, General out lines of Puranas, Mahakavya & Sanskrit Drama</i>)	40

SEMESTER-II

CC-3 DRAMA -II & DRAMATURGY [Term end: 80 + Midterm 20= 100 marks]

1. <i>Abhijnanasakuntalam</i> (Act V-VII)	40
2. <i>Dramaturgy</i>	40

CC-4 AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR &

PROSODY [Term end: 80 + Midterm 20= 100 marks]

1. <i>Vocabulary Relevant to Sanskrit Grammar and Arrangement of Paninian Grammar</i>	20
2. <i>Samjnaprakaranam</i>	40
3. <i>Chandas</i>	20

2nd YEAR

SEMESTER-III

CC-5 POETRY & HISTORY OF SANSKRIT LITERATURE- II [Term end: 80 + Midterm 20= 100 marks]

1. <i>Meghadutam- (Purvamegha)</i>	40
2. <i>History of Sanskrit Literature-II</i> (<i>Gitikavyas/Khandakavyas, Campu, Gadyakavyas, Kathasahitya</i>)	40

CC-6 META-RULES OF PANINIAN GRAMMAR, POETICS AND FIGURES OF

SPEECH [Term end: 80 + Midterm 20= 100 marks]

1. <i>Paribhasa Prakaranam</i>	40
2. <i>Sahityadarpanah(Ch. I & II)</i>	40
3. <i>Sahityadarpanah (Alamkaras)</i>	20

CC-7 CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION-

I [Term end: 80 + Midterm 20= 100 marks]

- | | |
|---|----|
| 1. <i>Siddhantakaumudi(Karaka- Vibhakti I-IV)</i> | 60 |
| 2. <i>Translation from Sanskrit- Odia/ Eng</i> | 20 |

SEMESTER-IV

CC-8 UPANISAD, RAMAYANA & BHAGAVADGITA [Term end: 80 + Midterm 20= 100 marks]

- | | |
|---|----|
| 1. <i>Kathopanisad (Adhyaya-I, Vallis-I,II&III)</i> | 40 |
| 2. <i>Ramayana (Ch.IX of Aranyakand, Ahimsa Prasamsa)</i> | 20 |
| 3. <i>Bhagavatagita(Ch.XV)</i> | 20 |

CC-9 CASE AND CASE ENDINGS OF PANINIAN GRAMMAR, TRANSLATION- II & LEXICON [Term end: 80 + Midterm 20= 100 marks]

- | | |
|---|----|
| 1. <i>Siddhantakaumudi(Karaka- Vibhakti V-VII)</i> | 40 |
| 2. <i>Translation from Odia/ Eng passage-Sanskrit</i> | 20 |
| 3. <i>Amarakosa</i> | 20 |

CC-10 ORNATE PROSE IN CLASSICAL SANSKRIT [Term end: 80 + Midterm 20= 100 marks]

- | | |
|--|----|
| 1. <i>Inscription</i> | 20 |
| 2. <i>Dasakumaracharitam (Purvapithika Dvitiya Ucchvasa)</i> | 20 |
| 3. <i>Sukanasopadesa</i> | 40 |

3rd YEAR

SEMESTER-V

CC-11 ORNATE POETRY IN CLASSICAL SANSKRIT

[Term end: 80 + Midterm 20= 100 marks]

- | | |
|---|----|
| 1. <i>Sisupalabadham(Canto-I Verses 01-48)</i> | 40 |
| 2. <i>Kiratarjuniyam (Canto-I)</i> | 40 |

CC-12 VEDA,VEDIC GRAMMAR &HISTORY OF VEDIC LITERATURE [Term end: 80 + Midterm 20= 100 marks]

- | | |
|---------------------------------------|----|
| 1. <i>Vedic Suktas</i> | 40 |
| 2. <i>Vedic Grammar</i> | 20 |
| 3. <i>History of Vedic Literature</i> | 20 |

SEMESTER-VI

CC-13 AYURVEDA AND VRKSAYURVEDA [Term end: 80 +

Midterm 20= 100 marks]

- | | |
|---|----|
| 1. <i>Ayurveda (Carakasamhita- Sutrasthana, dhirgham jivitiyadhyaya)</i> | 60 |
| 2. <i>Vrksayurveda (Vrksayurvedadhyaya of Brhatsamhita)</i> | 20 |

CC-14 TECHNICAL LITERATURE IN SANSKRIT [Term end: 80 + Midterm 20= 100 marks] (JYOYISA & VASTU)

1. <i>Jyotisha</i> (Jyotihsara-ratnavali Chap- I)	40
(Grahanaksatraparicayaprakaranam)	
2. <i>Vastu</i> (Vasturatnakara Chap-I)	40
(Bhuparigrahaprakaranam)	

GENERIC ELECTIVE (GE)

04 Papers in Generic Elective such as 1, 2, 3 & 4

(One examinee may choose SANSKRIT as GE- A or GE-B)

GE- 1 KHANDAKAVYA & DARSANA -KAVYA

80+20 = 100 Marks

1. <i>Meghadutam-</i> (Purvamegha)	60
2. <i>Bhagavatagita</i> (Ch.XV)	20

GE-2 MORAL TEACHING AND BASICS OF SANSKRIT

80+20 = 100 Marks

1. <i>Hitopadesa</i>	32
2. <i>Yaksaprasna of Mahabharata</i> (Aranyakaparva, ch.313)	32
3. <i>Sabdarupa & Dhaturupa</i>	16

GE-3 TECHNICAL LITERATURE IN SANSKRIT 80+20 = 100 Marks (JYOYISA & VASTU)

1. <i>Jyotisa</i> (Jyotihsara-ratnavali Chap- I)	40
(Grahanaksatraparicayaprakaranam)	
2. <i>Vastu</i>	(Vasturatnakara Chap-I)40
40	
(Bhuparigrahaprakaranam)	

GE-4 ETHICAL LITERATURE IN SANSKRIT

80+20 = 100 Marks

1. <i>Cāṇakyanīti</i> (Chaps- I, II, III and IV from <i>Cāṇakyanītidarpaṇa</i>)	40 marks
2. <i>Nītiśataka</i> of Bhartṛhari (Verses 1-50)	40 marks

DISCIPLINE SPECIFIC ELECTIVE (DSE)

SEMESTER-VI

Total 04 Papers DSE- 1, 2, 3 & 4 (Paper 4 is meant for Project Preparation & Presentation)

DSE- 1

SOCIO-POLITICAL THOUGHT IN ANCIENT INDIA

80+20 = 100 Marks

1. <i>Arthasastra</i> (Adhikarana I.1- 4)	40 Marks
2. <i>Dharmasastra</i>	40 Marks
<i>Yājñavalkyasmṛti</i> (Vyavahārādhyāya verses 1-65)	

DSE-2

ETHICAL LITERATURE IN SANSKRIT

80+20 = 100 Marks

1. <i>Cāṇakyanīti</i> (Chaps- I, II, III and IV from <i>Cāṇakyanītidarpaṇa</i>)	40 marks
2. <i>Nītiśataka</i> of Bhartṛhari (Verses 1-50)	40 marks

1. Anuvada Kala-
2. Precises Writing-
3. Proof Correction and Transliteration
4. Essay

20
20
20
20

DSE – 4 INDIAN PHILOSOPHY : GENERAL IDEAS

1. Astika
2. Nastika

60 Marks
20 Marks

OR

DSE-04 PREPARATION AND PRESENTATION OF PROJECT

80+20 = 100 Marks

Project- 80 Marks

Presentation- 20 Marks

(The Project work should be done preferably on Creative writings and Translation wroks of Sanskrit Language.)

+3 M.I.L.(Sanskrit) Paper-1

(For Hons. Students as AECC-2 if Sanskrit M.I.L.-1) Full Marks- 80 + 20 = 100Marks

1. SANSKRIT PROSE
2. SANSKRIT POETRY

40 Marks
40 Marks

SYLLABUS IN DETAIL

1st YEAR

SEMESTER-I

CC- 1 MORAL TEACHINGS AND BASICS OF SANSKRIT 80+20 = 100 Marks

1. *Hitopodeśa Mitralabha (Prastavana, Kathāmukha, Brddhavyaghrapathiakakatha, Mrgajambukakatha & Ḡḍhravidalakatha)* 32 Marks
2. *Yaksaprasna of Mahabharata(Aranyakaparva, ch.313 from Verses no. 41 to 133)* 32 Marks

3. **Śabdarupa & Dhaturupa** (‘a’ karanta, ‘i’ karanta, ‘ī’ karanta, ‘u’ karanta, ‘ū’ karanta, ‘in’ bhaganta, Mātr, Pitṛ, Asmad, Yusmad, Tad (**Sabdarupas**).

16 Marks

Lat, Lañ, Vidhiliñ, Lṛt, Lot and Litlakaras path, Ni, Kṛṣṇ, Han, Pā, Dā, Śru, Śī and Krīṇ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (Dhaturupas)

Unit-I & II Hitopodeśa Mitralabha and Sabdarupa

40 Marks

Short Questions -2 (About 50 words each)

5×2=10 Marks

Translation of a textual verse
Sabdarupa – 4

6 Marks
2 x 4 = 8 Marks

Unit-III & IV Yaksaprasna of Mahabharata and Dhaturupa

40 Marks

Long Questions-1 (About 300 words)

16 Marks

Explanation - 1(About 150 words)

10 Marks

Translation of a textual verse
Dhaturupa – 4

6 Marks
2 x 4 = 8 Marks

Core Readings :

1. *Hitopadesah (Mitralabhah)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013

Suggested Readings :

1. *Hitopadesah (Mitralabhah)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
2. *Hitopadesah (Mitralabhah)* (Ed.) B.S. Mishra, Vidyapuri, Cuttack
3. *Yaksaprasna*, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala
4. *Yaksaprasna*, Ed. Dr. Nirmal Sundar Mishra, A.K. Mishra Agency, Cuttack, 2016

CC-2 DRAMA-I & HISTORY OF SANSKRIT LITERATURE – I 80+20 = 100 Marks

1. Abhijnanasakuntalam (Act I-IV)

40 Marks

2. History of Sanskrit Literature-I

40 Marks

(*Ramayana, Mahabharata, General out lines of Puranas, Mahakavyas and Sanskrit Dramas*)

1. Abhijnanasakuntalam (Act I-IV)

40 Marks

Unit-I & II Long Question -1(About 300 words)

12 Marks

Short Questions -2 (About 50 words each)

5×2=10 Marks

Translation of Textual Verse- 1

06 Marks

Textual Grammar

12 Marks

i) *Sandhi*- (4)

1×4= 4 Marks

ii) *Karaka&Vibhakti*-(2)

2×2= 4 Marks

iv) *Samasa*-(2)

2×2= 4 Marks

2. History of Sanskrit Literature-I

40 Marks

Unit- III *Ramayana & Mahabharata, General out lines of Puranas (Defination & Number)*

Long Question -1(About 150 words)

12 Marks

Short Questions -2(About 50 words each)

4×2= 08 Marks

Unit- IV (General Outlines of *Mahakavyas* with special refence to Ashvaghosa, Kalidasa, Bharavi, Magha and Sriharsa and Sanskrit Dramas with special refence to Bhasa, Kalidasa, Sudraka, Visakhadatta, Ashvaghosa, Bhattanarayana)

Long Questions -1(About 150words)
Short Questions -2(About 50 words each)

12 Marks
4x2= 08 Marks

Core Readings :

1. *Abhijnanasakuntalam* (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., NewDelhi-11007, 8th Reprint-2010
2. *History of Sanskrit literature*, Baladev Upadhyay, Chaukhamba Publications, Varanasi.

Suggested Readings :

1. *Abhijnanasakuntalam* (Ed.) R.M. Bose, Modern Book Agency Pvt. Ltd., 10 BankimChatterjee Street, Calcutta
2. *Abhijnanasakuntalam* (Ed.) R.M.Mohapatra, Books &Books , Cuttack
3. *Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Kitab Mahal, Cuttack
4. *Sanskrit Drama*, A.B.Keith , Oxford University Press, London
5. *Samskrta Sahiytara Itihasa*, (Odia) H.K. Satapathy, Kitab Mahal, Cuttack- 753003.

GENERIC ELECTIVE -1

KHANDAKAVYA & DARSANAKAVYA

80 +20 = 100 Marks

1. Meghadutam(Purvamegha)

60 Marks

2. Gita (Chapter.XV)

20 Marks

1. Meghadutam- (Purvamegha)

60 Marks

Unit-I Long Question – 2 (About 150 words each)

12 x 2= 24 Marks

Unit- II Short Questions - 4(About 50 words each)

5 x 4 = 20Marks

Unit-III i) Explanation of One Verse (About 150 words)

10 Marks

ii) Translation of One Verse into Odia/ English

06 marks

2.Bhagavadgita (Chap.XV)

20 Marks

Unit-IV

Long Question - 1(About 150 words)

12Marks

Explanation of One Verse (About 150 words)

08 Marks

Core Reading:

1. *Meghadutam* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi
2. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur

Suggested Reading:

1. *Meghadutam* (Ed.) B.S. Mishra, Vidyapuri, Cuttack, 1st Edn-1999
2. *Meghadutam* (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack, 1984
3. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
4. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission

SEMESTER-II

CC - 3 DRAMA - II & DRAMATURGY

80+20 = 100 Marks

1. *Abhijnanasakuntalam* (Acts V-VII)

40 Marks

2. *Dramaturgy*

40 Marks

(*Nandi, Prastavana, Purvaranga, Panca-arthaprakṛti, Pancasandhi, Panca-arthopaksepaka, Nataka, Prakarana from sahyadarpana*)

1. *Abhijnanasakuntalam* (Acts V-VII)

40 Marks

Unit-I & II Long Question -1 (About 300 words)

12 Marks

Short Questions -2 (About 50 words)

5×2= 10 Marks

Explanation of textual verse- 1 (About 150 words)

8 Marks

Translation from Sanskrit to Odia/ English-1 verse

5 Marks

Translation from Prakrit to Sanskrit-1

5 Marks

2. *Dramaturgy (Sahyadarpana, Chapter- VI)*

40 Marks

Unit-III

Nandi, Prastavana, Purvaranga, Nataka, Prakarana

Short Notes on any four

5× 4= 20 Marks

Unit-IV

Pancasandhi, Panca - arthaprakṛti and Panca-arthopaksepaka

Short Notes on any four

5× 4= 20 Marks

Core Readings :

1. *Abhijnanasakuntalam* (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi-11007, 8th Reprint-2010
2. *Sahitya Darpana* with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M. Sastri, Chaukhamba Publications, Varanasi.

Suggested Readings :

1. *Abhijnanasakuntalam* (Ed.) H.K. Satapathy, Kitab Mahal, Cuttack
2. *Sahitya Darpana* (Ed.) P.V. Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
3. *Odia Translation of Sahyadarpana* by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. *Sahyadarpana* evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack
5. *Sahyadarpana o Chanda* (Ed.) Niranjan Pati, Vidyapuri, Cuttack

CC- 4 AN INTRODUCTION TO THE TECHNIQUE OF PANINIAN GRAMMAR & PROSODY

80+20 = 100 Marks

1. **Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar** **20 Marks**
2. **Samjna-prakaranam from Vaiyakarana Siddhanta Kaumudi** **40 Marks**
3. **Chanda from Srutabodha** **20 Marks**

1. **Vocabulary relevant to Sanskrit Grammar and Arrangement of Paninian Grammar**

Unit- I **20 Marks**

(Sutra, Vartika, Bhasya, Astadhyayi, Siddhantakaumudi, Dhatupatha, sthani, Agama, Adesa, Nadi, Nistha, Krdanta, Taddhita, Tinanta, Nijanta, Sananta, Yananta, Namadhatu, Vikarana, Luk, Lopa, Sarvadhatuka, Ardhadhatuka, ti & Upadha = 26)

Short Notes on any - 4 5×4= 20 Marks

2. **Samjnaprakaranam** **40 Marks**

Unit- II From beginning upto **najjhalau** 5×4=20 Marks
four questions to be answered

Unit- III Rest of the Sutras 5x4 = 20
four questions to be answered Marks

3. **Chanda (Prosody)- Srutabodhah** **20 Marks**

(Chandas such as -: Arya, Anustubh, Indravajra, Upendravajra, Upajati, Vamsastha, Vasantatilaka, Mandakranta, Malini, Shikharini, Shardula-vikridita, Sragdhara.)

Unit- IV Definition and Examples of 4 Chandas - out of 7 5×4= 20 Marks
asked (The students are advised to compose slokas in seminar period)

Core Readings :

1. *Siddhanta-kaumudi* with *Balamanorama* and *Tattvabodhini*, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013
3. *Srutabodha*, Hari Prasad Sharma, Nirnaya Sagar Press. Bombay

Suggested Readings:

1. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K.Mishra Publishers Pvt. Ltd, Cuttack.
2. *Siddhanta-kaumudi* (Ed.) Minati Mishra, Vidyapuri, Cuttack
3. *Siddhanta-kaumudi* (Ed.) Dr. Niranjana Pati, Kalyani Publishers, New Delhi
4. *Siddhanta-kaumudi* (Ed.) P.R.Ray, Sailabala Womens College, (Skt.Deptt.) Cuttack.
5. *Sahityadarpana* Evam *Chanda* (Ed.) Dr. Brajasundar Mishra, Satyanarayana Book Store, Cuttack.

GENERIC ELECTIVE -2

MORAL TEACHINGS AND BASICS OF SANSKRIT

80+20 = 100 Marks

1. *Hitopadesa Mitralabha* (*Prastavana*, *Kathamukha*, *Brddhavyaghrapathiakakatha*, *Mrgajambukakatha* & *Grdhravidalakatha*) **32 Marks**
2. *Yaksaprasna of Mahabharata* (Aranyakaparva, ch.313) **Page 501 o**

from Verses no. 41 to 133)
3. Śabdarupa & Dhaturupa

32 Marks
16 Marks

('a' karanta, 'i' karanta, 'ī' karanta, 'u' karanta, 'ū' karanta, 'in' bhaganta, Mātṛ, Pitr, Asmad, Yusmad, Tad(**Sabdarupas**).

Lat, Lan, Vidhiliṅ, Lṛt, Lot and Litlakaraspath, Ni, Kṛ, Sev, Han, Pā, Dā, Śru, Śī and Kṛ in the form of Ātmanepada, Parasmaipada or Ubhayapada whichever is applicable. (**Dhaturupas**)

Unit-I & II Hitopodeśa Mitralabha and Sabdarupa

40 Marks

Long Question -1 (About 300 words)

16 Marks

Short Questions -2 (About 50 words each)

5×2=10 Marks

Translation of a textual verse
Sabdarupa – 4

6 Marks
2 x 4 = 8 Marks

Unit-III & IV Yaksaprasna of Mahabharata and Dhaturupa

40 Marks

Long Question-1 (About 300 words)

16 Marks

Explanation - 1(About 150 words)

10 Marks

Translation of a textual verse
Dhaturupa – 4

6 Marks
2 x 4 = 8 Marks

Core Readings :

1. *Hitopadesah (Mitralabhah)* (Ed.) Kapildev Giri, Chaukhamba Publications, Varanasi.
2. *Mahabharata*, Gitapress, Gorakhpur (Prescribed Text)
3. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar, 2013

Suggested Readings :

1. *Hitopadesah (Mitralabhah)* (Ed.) N.P. Dash and N.S. Mishra, Kalyani Publishers, New Delhi
2. *Hitopadesah (Mitralabhah)* (Ed.) B.S. Mishra, Vidyapuri, Cuttack
3. *Yaksaprasna*, T. K. Ramaayiyar, R. S. Vadhyar & Sons. Palkad, Kerala
4. *Yaksaprasna*, Ed. Dr. Nirmal Sundar Mishra, A.K. Mishra Agency, Cuttack, 2016

SEMESTER-III

CC-5 POETRY & HISTORY OF SANSKRIT LITERATURE- II

80+20 = 100 Marks

1. Meghadutam- (Purvamegha)

40 Marks

2. History of Sanskrit Literature-II

40 Marks

(Gitikavyas / Khandakavyas, Campu, Gadyakavyas and Kathasahitya)

1. Meghadutam- (Purvamegha)

40 Marks

Unit-I & II Long Question - I(About 300 words)

12 Marks

Short Questions – 3 (About 50 words each)

4×3= 12 Marks

i) Explanation of One Verse (About 150 words)

10 Marks

ii) Translation of One Verse into Odia/ Sanskrit

06 Marks

2. History of Sanskrit Literature-II

40 Marks

Unit-III Gitikavyas / Khandakavya(Kalidas, Bhatrhari & Jayadev)

Long Questions -I(About 300 words)

12 Marks

Short Questions -2 (About 50 words each)

4x2= 08 Marks

Unit- IV Campu (Ramayana campu, Bharata campu, Nala campu & Nilakantha campu)

Gadyakavyas (Suvandhu, Banabhatta & Dandi)

Kathasahitya (Gunadhya, Somadeva, Visnusarma & Pandita Narayana)

Long Question -I (About 150 words)

12 Marks

Short Questions -2 (About 50 words each)

4x2= 08 Marks

Core Readings :

1. Meghadutam (Ed.) M.R. Kale, Motilal Banarsidass, Delhi

2. Samskrta Sahitya ka Itihasa, Baladeva Upadhyaya, Choukhamba, Varanasi.

Suggested Readings:

1. Meghadutam (Ed.) Dr. Braja Sundar Mishra, Vidyapuri, Cuttack, 1st Edn-1999

2. Meghadutam (Ed.) Radhamohan Mahapatra, Books and Books, Vinodvihari, Cuttack,1984

3. 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

80+20 = 100 Marks

- 1. Paribhasaprakaranam of Vaiyakarana Siddhantakaumudi** **20 Marks**
- 2. Sahityadarpanah (Ch.I & II)** **40 Marks**
- 3. Sahityadarpanah (Selected Alamkaras from Ch.X)** **20 Marks**

1. Paribhasaprakaranam **20 Marks**
Unit- I Four *Sutras* to be explained. **5×4= 20 Marks**

2. Poetics **40 Marks**

Unit- II *Sahityadarpana Ch. I (Kavya laksana, Kavya prayojana, Kavya hetu, Kavya bheda)*
Long Question -1 (About 300 words) **12 Marks**
Short Notes – 2 (About 50 words each) **4x2= 8 Marks**

Unit- III *Sahityadarpana Ch. II (Vakya, Pada, Abhidha, Laksana, Vyanjana)*
Long Question -1 (About 300 words) **12 Marks**
Short Questions -2 (About 50 words each) **4x2= 8 Marks**

3. Figures of speech (without Sub-division) **20 Marks**
Sahityadarpana(Ch.X)

(*Alamkaras* such as-
Anuprasa, Yamaka, Slesa, Upama, Rupaka, Utpreksha, Bhrantiman, Nidarsana, Arthantaranyasa, Aprastuta-prasamsa, Apahnuti, Vyatireka, Vibhavana, Visesakti, Samasakti, Svabhavakti)

Unit- IV **5×4= 20 Marks**
Definition and Examples of **Four Alamkaras** (figures of speech) out of **seven** asked.

Core Readings :

1. *Vaiyakarana Siddhanta-kaumudi* with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass, Delhi
2. *Sahitya Darpana* with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M.Sastri, Chaukhamba Publications, Varanasi.

Suggested Readings:

1. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
2. *Sahitya Darpana* (Ed.) P.V.Kane, Motilal Banarsidass Publishers Pvt. Ltd., New Delhi
3. *Odia Translation of Sahityadarpana* by Narayana Mohapatra, Odisha Sahitya Academy, Bhubaneswar.
4. *Sahitya Darpana* with Laksmi Tika (Sanskrit) and Vimala Tika, (Hindi) (Ed.) K.M.Sastri, Chaukhamba Publications, Varanasi.
5. *Sahityadarpana* evam Chanda (Ed.) Dr. Braja Sundar Mishra, Satyanarayan Book Store, Cuttack.
6. *Sahityadarpana*, Dr. Niranjan Pati, Kalyani Publishers, Ludhiana.

CC-7 CASES AND CASE ENDINGS IN PANINIAN GRAMMAR & TRANSLATION – I

80+20 = 100 Marks

1. Vaiyakarana Siddhantakaumudi(Karaka-Vibhakti I-IV) 60 Marks

2. Translation from Sanskrit unseen passage to Odia/ English 20 Marks

1. Siddhantakaumudi(Karaka-Vibhakti I-IV) 60 Marks

Unit- I (Prathama&Dvitiya)

Two Sutras/ Vrtti/ Vartika to be explained. 10×2= 20 Marks

Unit- II (Trtiya)

Two Sutras/ Vrtti/ Vartika to be explained 10×2= 20 Marks

Unit- III (Caturthi)

Two Sutras/ Vrtti/ Vartika to be explained. 10×2= 20 Marks

Unit -V Translation from Sanskrit unseen passage into Odia/ English 20 Marks

One unseen Sanskrit Passage is to be given for Translation into Odia/ English

(At least 08 sentences) 2.5 x 8 = 20 Marks

Core Readings :

1. *Vaiyakarana Siddhanta-kaumudi* with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013

Suggested Readings:

1. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
2. *Siddhanta-kaumudi* (Ed.) Minati Mishra, Vidyapuri, Cuttack
3. *Siddhanta-kaumudi* (Ed.) Dr. Niranjana Pati, Kalyani Publishers, New Delhi
4. *A Guide to Sanskrit Composition and Translation*, M.R.Kale, Motilal Banarsidass, New Delhi
5. *Brhat Anuvada Candrika*, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi

GENERIC ELECTIVE -3

TECHNICAL LITERATURE IN SANSKRIT (JYOTISA & VASTU) 80+20 = 100 Marks

1. Jyotisa (Jyotih-sara-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

Long Question -2 (About 150 words each)

12 x 2 = 24 Marks

Short Questions - 4 (About 50 words each)

4x4 = 16 Marks

2. Vastu 40 Marks

Unit-III & IV

Long Question -2 (About 150 words each)

12x2=24 Marks

Short Questions - 4 (About 50 words each)

Core Readings :

1. *Jyotihisara-ratnavali*(Part-I) (Ed.) Pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur, Ganjam, Odisha
2. *Vasturatnakar* (Ed.) Vindhreshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi

Suggested Readings:

1. *Grahanaksatra paricaya prakaranam*, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana.
2. *Bhuparagraha – prakaranam*, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana.
3. *Jyotisavisvakosa*, Haridutta Sharma, Subodh Publication, New Delhi
4. *Vaidika jyotisa*, Dr.G.S.Shastri, Chaukhamba Samskriti bhabana, Varanasi
5. *Bharatiya jyotisa*, Dr.Nemichandra Shastri, Bharatiya Jnanapitha, New Delhi-110003
6. *Jyotisa- tattvanka*, Gitapress, Gorakhpur (2014)
7. *Rajaballavam Vastusatram*, Ed. Dr. Srhrikrishna Jugnu, Parimal Publication, Delhi, 2005
8. *Vastu, Astrology & Architecture*, (Copolilation of Research Paper of ANational Conference on Vastu & Jyotisa), Ed.by Gayatri Dev Vasudev, MLBD, New Delhi, (4th reprint-2015)

CC-8 UPANISAD, RAMAYANA & BHAGAVADGITA

80 +20 = 100 Marks

1. **Kathopanisad (Vallis-I,II&III)** 40Marks
2. **Ramayana (Ch.IX of Aranyakanda, Ahimsa prasamsa** 20Marks
3. **Bhagavadgita (Chap.XV)** 20 Marks

1. Kathopanisad (Adhyaya I, Vallis-I, II & III)

40 Marks

Unit- I & II

Long Questions -2 (About 150 words each)

12x2=24 Marks

- i) Explanation - 1 Mantra (About 150 words)
- ii) Translation- 1

10 Marks

06 Marks

2. Ramayana (Ch. IX of Aranyakanda, Ahimsa prasamsa)

20 Marks

Unit- III

Long Question-1(About 150 words)

12 Marks

Two short questions (About 50 words each)

4x2 = 08 Marks

Unit-IV Bhagavadgita (Chap.XV)

20 Marks

12 Marks

Long Question-1(About 150 words)

08 Marks

Explanation - 1 Mantra (About 150 words)

2. *Shrimad-bhagavad-gita*, Gita Press, Gorakhpur

3. *Srimad Valimkiya Ramayanam*, Gita Press, Gorakhpur (Prescribed Text)

Core Readings :

1. Kathopanisad with Sankarabhasya (Ed.) V.K. Sharma, Sahitya
Bhandar, Subhas Bazar, Meerut

2. Shrimad-bhagavad-gita, Gita Press, Gorakhpur

3. Srimad Valimkiya Ramayanam, Gita Press, Gorakhpur (Prescribed Text)

Suggested Readings:

1. *Kathopanishad with Sankarabhasya*, Ed. Dr. Haramohan Mishra, Vidyapuri, Cuttack.
2. *The Message of the Upanishad*, Swami Ranganathananda, Bharatiya VidyaBhavan, K.M. Munsii Marg Mumbai.
3. *Valmiki Ramayana*, (Critical Edition), Oriental Institute, Baroda
4. *Shrimad-bhagavad-gita* (Ed.) S. Radhakrishnan, Bharatiya Vidya Bhavan
5. *Shrimad-bhagavad-gita* (Ed.) Gambhirananda, Ramakrishna Mission
6. *Shrimad-bhagavad-gita*(Ed.) Swami Ranganathananda, Advaita Ashrama, Kolkata- (8th reprint 2014).

CC 9 CASE AND CASE ENDING OF PANINIAN GRAMMAR, TRANSLATION- II AND LEXICON

80 +20 = 100 Marks

1. *Vaiyakarana Siddhantakaumudi (Karaka – vibhakti V-VII)* **40 Marks**
2. *Translation of an unseen Odia / English passage into Sanskrit* **20 Marks**
3. *Amarakosa* **20 Marks**

Siddhantakaumudi (Karaka – Vibhakti V – VII)

Unit - I(CASE –V)

Explanation of any two sutras / Vrttis / Vartikas 10 x 2 = 20 Marks

Unit – II (CASE VI & VII)

Explanation of any two sutras / Vrttis / Vartikas 10 x 2 = 20 Marks
(One from VIth and one from VIIth)

Unit – III Translation – II

20 Marks

One unseen Passage of Odia is to be translated into Sanskrit.

2.5 x 8 = 20 Marks

(At least Eight sentences)

3. Amarakosa (Devata, Svarga, Visnu, Laksmi, Durga, Surya, Brahma,Siva, Kartikeya,

Ganesa, Sarasvati from Svargavarga)

20 Marks

Unit- V Short notes on any two out of four asked

10×2= 20Marks

Core Readings :

1. *Vaiyakarana Siddhanta-kaumudi* with Balamanorama and Tattvabodhini, Vol.I (Ed.) Giridhara Sharma Chaturveda, Motilal Banarsidass
2. *Vyakaranadarpana*, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar- 2013
3. *Amarakosa* with Ramasrami tika, Choukhamba Sanskrit Series office, Varanasi

Suggested Readings:

1. *Siddhanta-kaumudi* (Ed.) Prof. G.K. Dash & Dr(Mrs) K.Dash with Navanita tika, A.K. Mishra Publishers Pvt. Ltd, Cuttack.
2. *Siddhanta-kaumudi* (Ed.) Minati Mishra, Vidyapuri, Cuttack
3. *Siddhanta-kaumudi* (Ed.) Dr. Niranjan Pati, Kalyani Publishers, New Delhi

5. Brhat Anuvada Candrika, Chakradhara Hamsa Nautial Shastri, Motilal Banarsidass, New Delhi.
6. *Namalinganuasanam* (Amarakosa), D.G. Padhye, Choukhamba Sanskrit Series, New Delhi

CC-10 ORNATE PROSE IN CLASSICAL SASNKRIT

80 +20 = 100 Marks

1	<i>Inscriptions</i>	20 Marks
.	2. <i>Dasakumaracaritam</i> (<i>Purvapithika, Dvitiya Ucchvasa</i>)	20 Marks
3	<i>Sukanasopadesa of Kadambari</i>	40 Marks
.		
1	<i>Inscriptions</i> (<i>Girnar inscription of Rudradaman, Prayaga</i>	20 Marks
.	(<i>Allahabad</i>) <i>stone pillar inscription of Samudragupta & Mandasore inscription of Yasovarman</i>)	
Unit-I	Long Question - 1 (About 150 words)	12 Marks
	Short Questions – 2 (About 50 words each)	4×2= 8Marks
2.	<i>Dasakumaracaritam</i> (<i>Purvapithika, Dvitiya Ucchvasa</i>)	20 Marks
Unit- II	Long Question-1 (About 150 words)	12 Marks
	Short Questions -2 (About 50 words each)	4x2= 08 Marks
3.	<i>Sukanasopadesa of Kadambari</i>	40 Marks
Unit- III & IV	Long Question-1 (About 300 words)	16Marks
	Short Questions -2 (About 50 words each)	5x2 =10 Marks
	<i>Textual Sentence Translation into Odia/ English</i>	06 Marks
	Explanation - 1 (About 150 words)	08 Marks

Core Reading :

1. *Dasakumaracarita* (Ed.) M.R. Kale, Motilal Banarsidass, Delhi.
2. *Sukanasopadesa* (Ed.) Ramakanta Jha, Choukhamba Vidyabhavan, Varanasi.
3. Selected Sanskrit inscriptions (Ed.) by D.B. Pusalkar, Classical Publisher, New Delhi.

Suggested Reading :

1. *Dasakumaracarita*, Chaukhamba Publications, Varanasi.
2. *Sukanasopadesa* (Ed.) Nirmal Sundar Mishra, Kalyani Publishers, New Delhi.
3. *Abhilekhamala* (Ed.) sujata Dash, Kalyani Publisher, New Delhi.
4. *Abhilekhacayana* (Ed.) Jayanta Tripathy, Vidyapuri, Cuttack
5. *Kadambari* (*Purvardham*) with the com. of Bhanuchandra Siddhanjani, MLBD, New Delhi

GENERIC ELECTIVE -4

ETHICAL LITERATURE IN SANSKRIT

80+20 = 100 Marks

1. *Cāṇakyanīti* (Chaps- I, II, III and IV from *Cāṇakyanītidarpaṇa*)
2. *Nītiśataka* of Bhartrhari (Verses 1-50)

40 marks

40 marks

1. Cāṇakyanīti

40 Marks

Unit-I & II Long Question -2 (About 150 words each)

$\frac{12 \times 2}{24} = 10$ Marks

Short Questions – 4 (About 50 words each)

Marks $3 \times 2 = 06$ Marks

$4 \times 4 = 16$ Marks

2. Nītiśataka

Unit-III & IV Long Question -2 (About 150 words each)

40 Marks

$\frac{12 \times 2}{24} = 10$ Marks

Short Questions – 4 (About 50 words each)

Marks $3 \times 2 = 06$ Marks

$4 \times 4 = 16$ Marks

Core Readings:

1. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba SurabharatiPrakashan, Varanasi
2. *Nītiśataka* (Ed.) M.R. Kale, MLBD, New Delhi(Text)

Suggested Readings:

1. *Sampurna Canakyaniti* (Ed.), Dr. N.S. Mishra, A.K. Mishra Agencies, Cuttack
2. *Nītiśataka* (Ed.) Naresh Jha, Choukhamba Prakashan, New Delhi
3. *Bhartrhari Satakattrayam*, B. S. Mishra, Vidyapuri, Cuttack.

3rd Year

SEMESTER-V

CC-11 ORNATE POETRY IN SANSKRIT -

80 +20 = 100 Marks

1. *Sisupalabadham*(Canto-I Verses 01-48)

40 Marks

2. *Kiratarjuniyam* (Canto-I)

40Marks

1. *Sisupalabadham*(Canto-I Verses 01-48)

40 Marks

Unit-I & Long Question -1 (About 300 words)

15 Marks

II

i) Explanation of One Verse (About 150 words)

10 Marks

5x 3=15 Marks

Short Questions- 3

2. *Kiratarjuniyam* (Canto-I)

40 Marks

Unit-III Long Question -1 (About 300 words)

15 Marks

Unit- IV Explanation of One Verse (About 150 words)

10 Marks

Short Questions - 3

5x 3=15 Marks

Core Readings:

1. *Sisupalabadham* (Ed.) S.R. Ray, Vallabhatika, Bharatiya Vidya Prakashan, New Delhi.

2. *Kiratarjuniyam* (Cantos I-III) (Ed.) M.R. Kale, Motilal Banarsidass Publishers Pvt.

Ltd., Delhi, 4th Edn-1966, Rpt-1993

Suggested Readings:

1. *Sisupalabadham* - Canto-I (Ed.), Devanarayan Mishra, (With *Sarvankasa-tika* of Mallinatha) Sahitya Bhandar, Meerut

2. *Kiratarjuniyam* (Canto- I) (Ed.) Niranjan Pati, Vidyapuri, Cuttack.

3. *Sisupalabadham* – H.K. Satpathy, Kitab Mahal, Cuttack

CC- 12 VEDA, VEDIC GRAMMAR & HISTORY OF VEDIC LITERATURE 80 +20 = 100 Marks

1. *Vaidika Suktas*

40 Marks

2. *Vedic Grammar*

20 Marks

3. *History of Vedic Literature*

20 Marks

1. *Veda*

40 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)

Unit-I & II i) Long Question -2 (About 150 words each)

12x2= 24 Marks

ii) Explanation – 2 Mantra(About 150 words each) 8x2= 16 Marks

2. Vedic Grammar

20 Marks

Unit – III

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

Two *sutras* to be explained

5×2=10Marks

Two *sadhanas* to be worked out

5×2=10 Marks

3. History of Vedic Literature

20Marks

(*Samhita, Brahmana, Aranyaka, Upanisad*)

Unit-IV Long Question -1 (About 150 words)

12 Marks

Short Questions – 2(About 50 words each)

4 ×2= 8 Marks

Core Readings :

1. *New Vedic Selection* (Part-I) (Ed.) Telang and Chaubey, Bharatiya Vidya Prakashan, New Delhi
2. *Vaidika Sahitya aur Samskriti*, Baladeva Upadhyaya, Chaukhamba, Varanasi

Suggested Readings:

1. *Vaidika sahitya o Samskriti* , A.C. Das, Grantha Mandira, Cuttack
2. *Veda O Vaidika Prakarana*, (Ed) Niranjan Pati, Vidyapuri, Cuttack.
3. *History of Indian Literature* Vol. I, M. Winternitz, MLBD, New Delhi
4. *Vaidik sahitya ki Ruparekha*, Umashankar Sharma Rsi, Chawkhamba Vidyaprakashan, Varanasi
5. *Vaidika Sahitya O Samskriti*, Bholanath Rout, Chitrotpala Publication, Salipur

DISCIPLINE SPECIFIC ELECTIVE (DSE)-1

DSE-1 SOCIO-POLITICAL THOUGHT IN ANCIENT INDIA

3. *Arthasastra (Adhikarana I.1- 4)* **80+20 = 100 Marks**
4. *Dharmasastra* **40 Marks**
Yājñavalkyasmṛti (Vyavahārādhyāya verses 1-65) **40 Marks**

1. Arthasastra (Adhikarana I.1-4 from the beginning up to vinayadikarana)

40 Marks

Unit- I Long Questions -2 (About 16 Marks
& II 150 words each)
Short Questions – 4 (About 4 ×4= 16 Marks
50 words each)

12x2= 24 Marks
4x4 = 16 Marks

2. Dharmasastra

a)Yājñavalkyasmṛti

Units- III & IV –

Long Question -2 (About 150 words each)

40Marks

Short Questions - 4(About 50 words each)

12x2= 24 Marks
4x4=16 Marks

Core Readings:

1. *Kautilya Arthashastra*, (Ed. &Trans.) R.P. Kangle, 3 Vols., Motilal Banarsidass, New Delhi
2. *Yājñavalkyasmṛti (Vyavahārādhyāya)*, (Ed.) Kishore Chandra Mahapatra, Jageswarilane, Balighat, Puri

Suggested Readings:

1. *TheArthashastra*. (Ed.& Trans), L.N. Rangarajan, Penguin Classics, India, 1992
2. *TheArthashastra*. (Ed.) N.P. Unni, Bharatiya Vidya Prakashan, New Delhi
3. *Arthashastra* (Odia Trans.) Anantarma Kar, Odisha Sahitya Academy, Bhubaneswar
4. *Kautilya Arthashastra*, (Ed.) Karunakar Das, Kitab Mahal, Cuttack.
5. *Yājñavalkyasmṛti*, (Ed.) M.N. Dutta, Parimal Publications, New Delhi

DISCIPLINE SPECIFIC ELECTIVE (DSE)-2

DSE-2 ETHICAL LITERATURE IN SANSKRIT

80+20 = 100 Marks

1. *Cāṇakyanīti* (Chaps- I, II, III and IV from *Cāṇakyanītidarpaṇa*) **40 marks**
2. *Nīśataka* of Bhartrhari (Verses 1-50) **40 marks**

1. Cāṇakyanīti

40 Marks

Unit-I & II Long Question -2 (About 150 words each)
Short Questions – 4 (About 50 words each)

12x2= 24 Marks
3 ×2= 06 Marks
4x4=16 Marks

2. Nitisataka

40Marks

Unit-III & IV Long Question -2 (About 150 words each)

12x2= 24 Marks
10 Marks

Short Questions – 4 (About 50 words each)

3 × 2 = 06 Marks
4 × 4 = 16 Marks

Core Readings:

3. *Cāṇakyanītidarpaṇa* (Ed.) Gunjeswar Choudhury, Choukhamba SurabharatiPrakashan, Varanasi
4. *Nītiśataka* (Ed.) M.R. Kale, MLBD, New Delhi(Text)

Suggested Readings:

4. *Sampurna Canakyaniti* (Ed.), Dr. N.S. Mishra, A.K. Mishra Agencies, Cuttack
5. *Nītiśataka* (Ed.) Naresh Jha, Choukhamba Prakashan, New Delhi
1. *Bhartrhari Satakatrāyam*, B. S. Mishra, Vidyapuri, Cuttack.

SEMESTER-VI

CC-13 AYURVEDA & VRKSAYURVEDA 80+20 = 100 Marks

1. Ayurveda (Carakasamhita- Sutrasthana, dhirgham jivitiyadhyaya) 60 Marks

2 Vrksayurveda (Vrksayurvedadhyaya of Brhatsamhita) 20 Marks

Unit I, II & III Ayurveda (Carakasamhita) 60 Marks

Long Questions – 2 (About 150 words each) 12 x 2 =24 Marks

Short Questions - 4 (About 50 words each) 6x 4 = 24 Marks
Explanation – 1 (About 150 words) 12 Marks

Unit-IV Vrksayurveda (Vrksayurvedadhyaya of Brhatsamhita) 20 Marks

Long Question -1 (About 150 words) 12 Marks
Short Questions - 2 (About 50 words each) 4x2 = 8 Marks

Core Readings :

1. *Carakasamhita*, Brahmananda Tripathy, Chawkhamba Surabharati Prakasan, Varanasi.
2. *Brhatsamhita of Barahmihira*, Ed. Sudhakar Dwivedi, Sampurnanda Samskrita Viswavidyalaya, Varanasi

Suggested Readings:

1. *Samskrita Vanmayaka brhata itihās* (Vol.17) Ayurved ka itihās Uttarpradesh Samskrit Sansthan, Lukhnow, 2006
2. *Ayurved ka Brhat Itihās*, Atridev Vidyānkar, Chawkhamba, Delhi
3. *Carakachintanam*, Priyabrata Sharma, Chawkhamba, Delhi
4. *Vrksayurveda*, Ed. Dr. Narayana Prasad Dash, Vidyapuri, Cuttack.

CC – 14 TECHNICAL LITERATURE IN SANSKRIT (JYOTISA & VASTU) 80+20 = 100 Marks

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

Long Question -2 (About 150 words each)

12 x 2 = 24Marks

Short Questions - 4 (About 50 words each)

4x4 = 16 Marks

2. Vastu 40 Marks

Unit-III & IV

Long Question -2 (About 150 words each)

12x2=24Marks

Short Questions - 4 (About 50 words each)

4x4 = 16 Marks

Core Readings :

3. *Jyotihsara-ratnavali*(Part-I) (Ed.) Pandit Baikoli Mahapatra, Radhakrishna Pustakalaya, Satyanarayan Temple Road, Berhampur, Ganjam, Odisha

4. *Vasturatnakar* (Ed.) Vindhyeshwari Prasad Dwivedi, Chowkhamba Krishnadas Academy, Varanasi

Suggested Readings:

1. *Grahanaksatra paricaya prakaranam*, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana.

2. *Bhuparagraha – prakaranam*, Dr. N.S. Mishra, Kalyani Publishers, Ludhiana.

3. *Jyotisavisvakosa*, Haridutta Sharma, Subodh Publication, New Delhi

4. *Vaidika jyotisa*, Dr.G.S.Shastri, Chaukhamba Samskriti bhabana, Varanasi

5. *Bharatiya jyotisa*, Dr.Nemichandra Shastri, Bharatiya Jnanapitha, New Delhi-110003

6. *Jyotisa- tattvanka*, Gitapress, Gorakhpur (2014)

7. *RajaballavamVastusatram*, Ed. Dr Shrikrishna Jugnu, Parimal Publication, Delhi, 2005

8. *Vastu, Astrology & Architecture*, (Copmilation of Research Paper of ANational Conference on Vastu & Jyotisa), Ed.by Gayatri Dev Vasudev, MLBD, New Delhi, (4th reprint-2015)

DSE-3

TRANSLATION, EDITING AND WRITING SKILL

80+20 = 100 Marks

2. Anuvada Kala-

2. Precises Writing-

3. Proof Correction and Transliteration

4. Essay

20

20

20

20

Page 51 of

Unit-I Anuvada Kala-**20 Marks**

Translation of one Odia/ English Paragraph in to Sanskrit

Unit-II Precises Writing-**20 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 of **two** *wrongly printed* Sanskrit Verses from the Prescribed text are to set for necessary Proof Correction- 5x2=10Marks

ii. Transliteration of **two** Sanskrit Verses from Prescribed text are to be written in Roman/ Italic script with diacritical marks. 5x2=10Marks

Unit- IV Essay**20 Marks**

One Essay in Sanskrit (About 300 words)

20Marks**Core Readings:**

1. Samskrta Vyakaranadarpana, Odisha Text Book Bureau, Bhubaneswar
2. Samskrta Nibandha Satakam, Kapildev Dwivedi, Chawkhamba Publication, Banaras

Suggested Readings:

1. Brht Anuvada Shiksha, Chakradhara Hansa Nautiyal, MLBD, New Delhi
2. Samskrta- nibandhadarsah, Rammurti Sharma, Sahitya Niketan, Kanpur

DSE – 4 INDIAN PHILOSOPHIES: GENERAL IDEAS**1. Astika****60 Marks****2. Nastika****20 Marks****1. Astika****Unit – I Samkhya and Yoga****20 Marks**

Twenty – five elements of Samkhya, Satkaryavada and Astangayoga of Yogadarsana.

Long question – 1 (About 150 words)

12 Marks

Short Questions – 2 (About 50 words each)

4x2= 8 Marks**Unit – II Nayavaisesika****20 Marks**

Asatkaryavada, Saptapadarthas, Armbhavada, Paramanuvada

Long question – 1 (About 150 words)

12 Marks

Short Questions – 2 (About 50 words each)

4x2= 8 Marks**Unit – III Vedanta Mimamsa****20 Marks**

Saktidvaya of Maya in vedanta, Vivartavada, Netivada and karma in Mimamsa,
Svatapramanyavada.

Long question – 1 (About 150 words)

12 Marks

Short Questions – 2 (About 50 words each)

4x2= 8 Marks

Unit IV *Nastikas Carvak Jaina & Bouddha*

20 Marks

Svabhavavada, Adibhautikasukhavada of Carvak, Ratnatryam, Sapta-bhanga-naya/
Syadvada

of Jaina, Aryasatyas, Ksanikavada, Nairatmyavada & Moksa of Bouddha.

Long question – 1 (About 150 words)

12 Marks

Short Questions – 2 (About 50 words each)

4x2= 8

Marks

Core Reading :

1. Bharatiya Darsana (Odia), Gouranga Charana Nayak, The Odisha State Bureau of Text Book Preparation and Production, Bhubaneswar.

Suggested Readings :

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, C. D. Sharma, MLBD, New Delhi.
4. Outlines of Indian Philosophy, M. Hiriyana, MLBD, New Delhi.

OR

DSE-04 PREPARATION AND PRESENTATION OF PROJECT

80+20 = 100

Marks

Project- 80 Marks

Presentation- 20 Marks

**(The Project work should be done preferably on Creative writings and Translation
works of Sanskrit Language.)**

DETAILS OF M.I.L. (SANSKRIT)

+3 *M.I.L. (If Sanskrit)*
Paper-1

(For Hons. Students as AECC-2) M.I.L.-1

Full Marks- 80 + 20 = 100Marks

1. SANSKRIT PROSE

40 Marks

2. SANSKRIT POETRY

40 Marks

Unit- I & II SANSKRIT PROSE

40 Marks

1. Aparīksitakāarakam

2. Pitbhaktih

3. Jimutavahanakatha

Unit- I Two Long Questions – (About 150 words each)

12x2= 24Marks

Unit-II Four Short Questions - (About 50 words each)

4x4 = 16Marks

Unit- III & IV

SANSKRIT POETRY

40 Marks

1. Mahabharata Santi Parva (Ch. 70 on Qualities of Ruler)

2. Mahabharata Santi Parva (Ch. 107 on Democracy)

3. Mahabharata, Santiparva, (Ch. 120 on Duties of Ruler)

Unit- III Two Long Questions (About 150 words each)

12x2= 24 Marks

Unit- IV Four Short Questions - (About 50 words each)

4x4 = 16 Marks

Core Reading:

1. *Samskrta-pravesa*, Utkal University, Vanivihar, Bhubaneswar
2. *Mahabharata Santi Parva*, Gita Press, Gorakhpur

Suggested Reading:

1. *Mahabharata Santi Parva*, Rastriya Sanskrit Sansthan, New Delhi

SOCIOLOGY UNDERGRADUATE SYLLABUS FOR HONOURS

SL.No	Semester	Number	Title of the Course	Marks	Credit
1	1st	DSC.H.SOC.1	Introduction to Sociology-1	80+20	6
2		DSC.H.SOC.2	Introduction to Sociology-2	80+20	6
3		GE.H.SOC.1	Introduction to Sociology-1	80+20	6
4		AECC.H.SOC.1		80+20	4
5	2nd	DSC.H.SOC.3	Indian Society	80+20	6
6		DSC.H.SOC.4	Sociology of Environment	80+20	6
7		GE.H.SOC.2	Indian Society	80+20	6
8		AECC.H.SOC.2		80+20	4
9	3rd	DSC.H.SOC.5	Classical Sociological Thinkers	80+20	6
10		DSC.H.SOC.6	Social Change & Development	80+20	6
11		DSC.H.SOC.7	Sociology of Gender	80+20	6
12		GE.H.SOC.3	Social Change and Development	80+20	6
13		SEC SOC.1	Political Sociology	80+20	4
14	4th	DSC.H.SOC.8	Rural Sociology	80+20	6
15		DSC.H.SOC.9	Globalization & Society	80+20	6
16		DSC.H.SOC.10	Marriage, Family and Kinship	80+20	6
17		GE.H.SOC.4	Rural Sociology	80+20	6
18		SEC SOC.2	Industrial Sociology	80+20	4
19	5th	DSC.H.SOC.11	Research Methodology	80+20	6
20		DSC.H.SOC.12	Social Movements in India	80+20	6
21		DSE.H.SOC.1	Sociology of Health	80+20	6
22		DSE.H.SOC.2	Sociology of Education	80+20	6
23	6th	DSC.H.SOC.13	Population & Society	80+20	6
24		DSC.H.SOC.14	Social Disorganization & Deviance	80+20	6
25		DSE.H.SOC.3	Urban Sociology	80+20	6
26		DSE.H.SOC.4	Field Work & Dissertation / Tribes of India	80+20	6
	TOTAL			2600	0

HONOURS PAPERS:

Core Paper – 14 papers

Discipline Specific Elective – 4 papers

Generic Elective for non Sociology students – 4 papers. In case University offers 2 subjects as GE, then papers 1 and 2 will be the GE paper.

Marks per paper - Midterm: 20 marks, End term : 80 marks, Total – 100 marks

Credit per paper – 6

Teaching hours per paper – 50 hours + 10 hours tutorial

CORE PAPER I INTRODUCTION TO SOCIOLOGY-I

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 this paper 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: Discipline and Perspective

Meaning, Definition and Subject Matter

Emergence of Sociology

Nature and Scope of Sociology

Importance of Sociology

Unit-2: Sociology and other Social Sciences

Sociology, Anthropology and History

Sociology and Psychology

Sociology and Political Science

Sociology and Economics

Unit-3: Basic Concepts

Society and Community, Associations and Institutions

Social Groups and Culture

Role and Status.

Power and Social Norms

Unit-4: Social Stratification

Meaning, Definition, Characteristics
Forms of Stratification-Caste, class & gender
Theories of stratification: Functional, Marxian
& Weberian Theories of stratification
Elite Theory: Pareto, C Wright Mills.

Suggested Text Book:

1. Haralambos, M. & Holborn, Sociology: Themes and Perspectives, Harper Collins; Eighth edition, 2014

Reference Readings:

1. C.N.Shankar Rao, Principles of Sociology: With an Introduction to Social Thought, S.Chand & Co. Pvt. Ltd.(Revised ed.), 2006
2. Inkles, A., What is Sociology? An Introduction to the Discipline and Profession, Englewood Cliffs, New Jersey: Prentice Hall, 1964.
3. Mills, C.W., The Power Elite, Oxford:Oxford University Press, 1954.
4. Bottomore, T. B. Sociology: A Guide to Problems and Literature, New Delhi: S. Chand, 2008
5. Paul B. Horton, Chester L. Hunt.. Sociology, McGraw-Hill., 1984
6. Giddens, Anthony., Introduction to Sociology, Polity Press 1991

CORE PAPER II INTRODUCTION TO SOCIOLOGY-II

This part two introductory paper intends to provide some additional knowledge on the interrelationship between individual and society, the types of societies and the various social processes that contribute to sustain the society over a period of time.

Objectives: After studying these two papers, the student can

-] Develop knowledge about the subject matter, nature and scope of the key topics and its approach.
-] Develop knowledge about individual and society.
-] Can get acquainted with the basic concepts used in the subject.
-] Can generate ideas about the social processes and social institutions.

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: Individual, Society and Culture:

Social Structure
Types of Society – Primitive, Agrarian and Industrial
Relationship between individual and society
Culture and Personality, Theories of Self: Cooley and Mead

Unit-2: Socialization

Meaning, Definitions & types
Stages of Socialization Process

Agencies of Socialization

Theories of Socialization- G H Mead, C.H Cooley

Unit-3: Social Control

Meaning, Definitions & Nature

Importance of social Control

Types of Social Control: Formal and Informal

Agencies of Social Control

Unit-4: Social Processes

Meaning and Definition

Associative Social Processes- Cooperation, Accommodation, Assimilation

Dissociative Social Processes- Competition and Conflict

Cooperation, Conflict and Competition: Interrelations and relevance

Suggested Text Books:

1. Rao ,C.N.Shankar, Principles of Sociology: With an Introduction to Social Thought, S.Chand& Co. Pvt. Ltd.(Revised ed.), 2006
2. Haralambos & Holborn , Sociology: Themes and Perspectives Harper Collins; Eighth edition, 2014

Reference Readings:

1. Mills, C.W.,*The Sociological Imagination*, Oxford: Oxford University Press, 1959.
2. Giddens ,Anthony, Introduction to Sociology, 1991
3. Rawat, H.K. Contemporary Sociology, Rawat Publication, Jaipur, 2013
4. Johnson, Harry M. Sociology: A Systematic Introduction, New Delhi, Allied Publishers, 1995
5. Smelser Neil J. *Hand Book of Sociology*, Sage Publications, Inc. 1998
6. Dasgupta,Samir and Saha,Paulomi An Introduction to Sociology,Pearson,2014

CORE PAPER III 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 **Page 521 of** 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 and Approaches to the study of Indian Society:

Religious composition, Linguistic composition & Racial composition

Unity in diversity

National Integration—Meaning, Threats (Communalism, Linguism, Regionalism)

Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Unit-2: Historical Moorings and Bases of Hindu Social Organization

Varna Vyavastha and relevance

Ashrama and relevance

Purusartha and relationship with Ashramas

Doctrine of Karma

Unit-3: Marriage and Family in India

Hindu Marriage as Sacrament, Aims of Hindu marriage, Forms of Hindu Marriage.

Hindu Joint Family-Meaning & disintegration

Marriage among the Muslims & Tribes

Changes in Marriage and Family in India

Unit-4: The Caste System in India

Meaning, Definitions & features of Caste

Functions & Dysfunctions of Caste

Factors affecting caste system

Recent Changes in Caste System

Suggested Text Book:

1. Rao ,C.N.Shankar, Sociology of Indian Society, S.Chand& Co. Pvt. Ltd.(Revised ed.), 2004

Reference Readings:

1. Shah, A.M., *The Household Dimension of the Family in India: A Field Study in a Gujarat Village and a Review of Other Studies*, Delhi: Orient Longman, 1973.
2. Uberoi, P. (ed.), *Family, Kinship and Marriage in India*, New Delhi: Oxford University Press, 1993.
- 3.. Y. Singh , *Modernisation of Indian Tradition*, Jaipur: Rawat Publications, 1986
- 4..Ram Ahuja, *Indian Social System*, Rawat Publications, 1993
5. Sharma, KL. *Indian Social Structure and Change*, Rawat Publication, 2008
6. Srinivas, M.N. *India: Social Structure*. New Delhi: Hindustan Publishing Corporation, 1980

CORE PAPER- IV SOCIOLOGY OF ENVIRONMENT

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-1: Conceptual Issues of Sociology of Environment

Sociology of Environment: Meaning, emergence and scope

Environment and Society – their inter-relations, Ecology and Environment.

Eco-system.

Sustainable Development

Unit-2: Environmental Movements

2.1 Narmada Bachao Andolan

2.2 Ganga Bachao Abhiyan

Silent valley movements

Eco-feminist movement

Unit-3: Major Environmental Issues:

Global Warming & Climate Change.

Loss of Biodiversity

Deforestation.

Urban Wastes, Industrial wastes

Unit-4: Environmental Protection:

Environment protection efforts at the global level

Efforts at national level

Role of Civil Society Organizations

Role of Corporate Social Responsibility in environmental protection

Suggested Text Books:

1. Biswas, Anupama Environment & Society, Wisdom Press (ISBN) (CBCS).
2. Giddens, Anthony “Global Problems and Ecological Crisis”: 2nd edition New York. W.W.Norton and Co.,1996

Reference Readings:

1. Baviskar, A., In the Belly of the River: Tribal Conflicts Over Development in the Narmada Vally, New Delhi: Oxford University Press, 2005.
2. DharamGhai, (ed) Development and Environment: Sustaining People and Nature UNRISD Blackwell Publication,1994.
3. Schumacher, E. F., Small is Beautiful: A Study of Economics as if People Mattered,London: Blond and Briggs, 1973.
4. Prasad, A., Against the Ecological Romanticism: Verrier Elwin and the Making of an Anti-modern Tribal Identity, Delhi: Three Essays Collective, 2011.
5. Maria Mies&Vandana Shiva, Ecofeminism, Fernwood Pub. Halifax, Nova Scotia, Canada, 1993
6. Gadgil Madhav& Ram Ch. Guha, Ecology & Equity: The use and abuse of Nature in contemporary India, New Delhi, OUP, 1996.

CORE PAPER V CLASSICAL SOCIOLOGICAL THINKERS

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
Organismic Analogy
Theory of Social Evolution

Unit-2: Karl Marx

- 2.1 Historical and Dialectical Materialism
- 2.2 Class struggle
- 2.3 Alienation
- 2.4 Theory of Capitalism

Unit-3: Emile Durkheim

- Division of Labour in Society
- Rules of Sociological Method
- Theory of Suicide
- Theory of Religion

Unit-4: Max Weber

- Social Action
- Protestant ethic and the spirit of capitalism
- 4.3 Ideal type
- 4.4 Bureaucracy, Authority

Suggested Text Books:

1. Morrison, Ken, Marx, Durkheim, Weber: Formation of Modern Social Thought, London, Sage, 1995
2. Lewis A. Coser, Masters of Sociological Thought, New York, Harcourt Brace Jovanovich (Text Book), 1977

Reference Readings :

1. F. Abraham & J.H. Morgan, Sociological Thought, Wyndham Hall Press, 1989.
2. Kenneth, A., *The Social Lens: An Invitation to Social and Sociological Theory*, London: Sage. 2011.
3. Ramond Aron, Main Currents in Sociological thoughts Vol. I & Vol. II Harmondsworth, Middlesex: Penguin Books, 1967 (1982 reprint).
4. Ritzer, George, Sociological Theory, New Delhi, Tata-McGraw Hill, 1996
5. Waters, M., *Modern Sociological Theory*, London: Sage, 2000
6. Fletcher, R. *The Making of Sociology: A Study of Sociological Theory*, Volume 1 and 2, Thomas Nelson & Sons Ltd, 1972

CORE PAPER VI 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.

-] 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 Evolution & Social Progress: Meaning and features

Social Development: Meaning and Features

Factors of Change: Cultural, Technological, Demographic

Unit-2: Theories of Social Change:

Evolutionary theory

Functionalist theory

Conflict Theory

Cyclical Theory

Unit-3: Models of development:

Indicators of Social Development

Capitalist

Socialist

Gandhian

Unit-4: Processes of Social Change in Indian Context:

Sanskritisation

Westernisation

Modernisation

Secularisation

Suggested Text Books

1. Steven, Vago, Social Change, Pearson Prentice Hall, 2003 5th Rev. Edt

Reference Readings:

1. Jairam Kansal, Social Change & Development, Wisdom Press (ISBN) (CBCS), 2004
2. Singh, Y., Modernization of Indian Tradition: A Systematic Study of Social Change, Faridabad: Thompson Press Limited, 1973.

Page 526 of

3. Rudolf, L and Rudolf, S. H., Modernity of Tradition: Political Development in India,

Chicago: University of Chicago Press, 1984.

4. Moore, W.E Social Change, Prentice Hall of India, New Delhi, 1965.

5. Mishra, B Capitalism, Socialism and Planning, South Asia Books, 1998

6. Escobar, A., Encountering Development, London: Zed Books, 2012

CORE PAPER VII SOCIOLOGY OF GENDER

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

Gender as a Social Construct

Gender Vs. Sex

Gender Stereotyping and Socialization

Gender Role

Unit-2: Feminism

Meaning and Definitions

Origin , Growth of Feminism, Waves of Feminism

Patriarchy

Theories of Feminism-Liberal, Radical, Socialist, Marxist, Post Modernism

Unit-3: Gender and Development

Approaches -WAD, WID and GAD.

Gender Mainstreaming: Meaning, Policies and Programmes

Women Empowerment: Meaning and Dimensions: Political, Economic and Social.

Unit-4: Women in India through ages

Status of Women in Ancient Period

Medieval Period

Women in Pre- independence India

Women in Contemporary Indian Society

Suggested Text Book:

1. Bhasin, Kamla, Understanding Gender, Kali for Women, 2003

Reference Readings:

1. Prabhakar, Vani Gender and Society, Wisdom Press (ISBN) (CBCS), 2012
2. Choudhury, Maitry *Feminism in India: Issues in Contemporary Indian Feminism*, Kali for Women, New Delhi, 2004.
3. Walby, S., *Theorizing Patriarchy*, John Wiley and Sons, 1990.
4. John, M. E. (ed.), *Women's Studies: A Reader*, New Delhi: Penguin India, 2008.
5. Pilcher, J and Whelehan, I., *Fifty Key Concepts in Gender Studies*. London: Sage, 2004.
6. Forbes, G. *Women in Modern India*, Cambridge: Cambridge University Press, 1996.

CORE PAPER VIII 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 typicality of the rural society and the institutions operating therein and their dynamics.
-] Derive ideas about rural social problems of the country.

Learning Outcomes: 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: Introduction to Rural Sociology

1.1 Meaning, Definition & Nature

Origin & Subject Matter of Rural Sociology

Importance of Rural Sociology

Evolution and Growth of Village Community

Unit- 2: Rural Social Structure

Village Community-Meaning & Types

Rural-Urban Contrast & Continuum

Agrarian Economy

Dominant Caste, Emerging class structure in rural India

Unit- 3: Rural Social Problems

Poverty

Unemployment

Indebtedness

Rural factionalism

Unit- 4: Rural Development Programmes

Community development Programmmes, Cooperative Movements and Panchayati Raj System

Swarnajayanti Gram SwarozgarYojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)

National Rural Livelihood Mission (NRLM)

National Rural Health Mission (NRHM)

Suggested Text Books:

1. Sharma, R.N. Rural Sociology,Media Promoters and Publishers. Pvt. Ltd. 1983
2. Singh , Kartar Rural Development: Principle Policies and Management, Sage, New Delhi,1995

Reference Readings:

1. Choudhury, Anjana Rural Sciology, Wisdom Press ,2004
2. S.L. Doshi, S.L &P.C.Jain , Rural Sociology, Jajpur, Rawat,2002.
- 3.Maheswari, S.R Rural Development in India, Sage Publication, New Delhi,1985.
4. Ahuja, Ram Rural Sociology,Popular Prakashan Ltd; New edition 2011
- 5.Desai, A.R .Rural Sociology in India, Popular Prakashn, Bombay, 1997
6. Ray E. Pahl "The Rural-Urban Continuum." *Sociologia Ruralis* 6(3-4):299-327. Reprinted in R. E. Pahl, ed. *Readings in Urban Sociology*. Oxford: Pergamon, 1970

CORE PAPER- IX GLOBALISATION & SOCIETY

Globalization 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 ~~replaces~~ ^{replaces} ~~places~~ ^{places}. All these are the focal points of discussion of this paper.

Objectives: By going 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.

Learning Outcomes:

This paper is expected to acquaint the student with an ongoing social process; which can bring tremendous changes in the nations.

Unit-1: Globalisation

1.1 Meaning, characteristics of Globalisation

Emergence of Globalisation

Liberalisation- Meaning & characteristics

Privatisation- Meaning & characteristics

Unit-2: Dimensions of Globalisation

Economic

Technological

Political

Cultural

Unit-3: Consequences of Globalisation

Rising Inequality

Environmental Degradation

Consumerism

Health and Security

Unit-4: Impact of Globalisation in Indian Context:

Cultural Impacts

Impact on Education

Impact on Religion

Impact on Women

Suggested Text Books:

1. Biswas, Anupama Globalization and Society, Wisdom Press (ISBN) (CBCS)
2. Bhagwati, Jagdis, In Defence of Globalization, Oxford Univ. Press, Delhi 2004.

Reference Readings:

1. Pathak, A., Modernity, Globalization and Identity: A Reflexive Quest, Delhi: Aakar Books, 2006
2. Singh, Y. Culture Change in India: Identity and Globalization. Jaipur: Rawat, 2006.
3. Sengupta, A., Reforms, Equity and the IMF: An Economist's World, Delhi: Har-Anand Publications PVT limited, 2001
4. Jha, Avinash, Background to Globalisation, Centre for education and documentation. Mumbai, 2000
5. Arjun Appadurai, Modernity at large: Cultural Dimensions of Globalization, Delhi, 1997.
6. Joseph E. Stiglitz, Globalization & its Discontents, W.W. Norton & Company, 2002

CORE PAPER- X MARRIAGE, FAMILY & 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.

Learning 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: Marriage

Marriage as a social institution
Functions of marriage
Rules of marriage, Types of marriage
Changes in the institution of marriage

Unit-2: Family

Family as a social institution

Rules of Marriage and Types of family
Functions of family
Contemporary Changes in family

Unit-3: Kinship System

Meaning, Definition & Types
Kinship Terminologies & usages
Kinship system in North India & South India
Clan, Lineage

Unit-4: Contemporary Issues

Migration and its impact on family
Domestic Violence
Dowry
Divorce

Suggested Text Books:

1. Kapadia , K.M. Marriage and family in India : London, Oxford Univ. Press, 1966

Reference Readings:

1. Maya Majumdar, Maya Marriage, Family & Kinship, Wisdom Press (ISBN), (CBCS), 2005
2. Shankar Rao, C.N. Principles of Sociology: With an Introduction to Social Thought, S.Chand & Co. Pvt. Ltd.(Revised ed.), 2006
- 3 Karve, Irawati Kinship Organisation in India, Poona, Deccan college, 1953
5. Robin Fox , Kinship and Marriage: An Anthropological Perspective, Pelican, 1967
6. Patricia Uberoi, Family, Kinship & Marriage in India, Oxford University Press, Delhi, 1993

CORE PAPER- XI 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 generalizing 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 attending 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 & Significance of Social Research

Meaning ,Definitions & Utility of Social Research
Major Steps in Social Research
Scientific Method-Characteristics
Applicability of Scientific Method

Unit-: 2 Hypothesis & Sampling

Meaning, definitions and Characteristics of Hypothesis
Types of and sources of Hypothesis
Sampling-Meaning & Characteristics
Types of sampling-probability & non-probability

Unit -3: Tools and Techniques of Data Collection

Qualitative methods and Quantitative methods
Observation
Interview Schedule, Questionnaire
Case study

Unit-:4 Data Analysis & Report Writing

Significance of Measures of Central Tendency
Mean, Median, Mode
Tabulation and Data Analysis
Report Writing

Suggested Text Books:

1. Goode William J and Paul K. Hatt. Methods in Social Research. New York: McGraw-Hill Book Co, 1952
2. Wilkinson T.S& P.L. Bhandarkar, Methodology & Techniques of Social Research, Himalaya Publishing House, 2010

Reference Readings:

1. Bajpayee, . S.R. Methods of Social Survey and Research, KitabGhar, 1960.
2. Seale, C. (ed), *Researching Society and Culture*, London: Sage, 2014.
3. Young , P.V. Scientific Social Survey and Research, Prentice Hall, New Delhi, (Ref.Book) 1939
4. Kothari, C.R Research Methodology: Methods and Techniques, Bangalore ,Wiley Eastern, 1985
5. Bryman, Alan Quality and Quantity in Social Research, Unwin Hyman, London, 1988.
6. Jayram , N. Sociology: Methods and Theory, Madras, Macmillan Madras, 1989.

CORE PAPER- XII SOCIAL MOVEMENTS IN INDIA

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-1: Social Movement

1.1 Meaning, definitions

Nature and Characteristics of Social Movement

Causes of Social Movement

Types of Social Movement- Revolutionary, Reforms, Revival

Unit-2: Peasant Movements in India

Champaran Satyagraha
The Bardoli Movement in Gujarat
The Peasant Revolt in Telengana
The Tebhaga Movement in Bengal

Unit-3: Backward Castes & Tribal Movement in India

Mahar Movement in Maharashtra
Dalit & Non-Brahmin Movement in Tamilnadu, SNDP movement in Kerala
Santhal Insurrection
Jharkhand Movement

Unit-4: Women's Movement in India

The Social Reform Movement and Women
Women in the Indian National Movement
Women in Chipko Movement
Contemporary Women's Movement

Suggested Text Books:

1. Shah, Ghanashyam Social Movements in India, Sage Publication, New Delhi, 1990
2. Rao, M.S.A.edt. ,Social Movements in India 1920-1950, OUP Delhi, 1983

Reference Readings:

1. Kumar, R.,History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India , New Delhi: Zubban, 1997.
2. Agnihotri, I. and Mazumdar, V., Changing Terms of Political Discourse: Women's Movement in India, in T. K. Oomen (ed.), Social Movements II: Concerns of Equity and Security, New Delhi: OUP,2010.
3. Geetha, V and Rajadurai, S. V., Towards a Non-Brahmin Millennium: From Iyothee Thass to Periyar. Delhi: Popular Prakashan, 1998.
4. Dhanagare D. N. Peasants Movements in India, Oxford University Press, 1983
5. Omvelt, Gail Social Movements in India, Rowman& Littlefield, INC, Oxford, 1993
- 6.Singh, K.S. Tribal Movements in India, Foundation Pub. New Delhi, 1982

CORE PAPER- XIII POPULATION & SOCIETY

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

- 1 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.

Unit: 1 Population Studies

1.1 Meaning & Scope of Population Studies

Population & Society-Relationship

Importance of Population Studies

Causes and effects of Population Growth

Unit: 2 Population Theories

Malthusian Theory

Optimum Theory of Population

2.4 The Theory of Demographic Transition

2.4 Applicability of Population Theories in Contemporary Scenario

Unit: 3 Determinants of Population Growth

Fertility

Migration

Mortality

Measures to control population growth

Unit: 4 Population Compositions in India

Sex Composition

Age Compositions

Literacy Composition

Rural & Urban Composition

Suggested Text Book:

1. Hans, Raj Population Studies with special reference to India, Sujeet Publication, New Delhi, 1978

Reference Readings:

1. S.N. Agarwal, Population studies with Special Reference to India, New Delhi: Lok Surjeet Publication, 1989
2. Bose, Ashish Demographic Diversity in India, Delhi: B.R. Publishing Corporation, 1991
3. Dubey, Surendra Nath Population of India, Delhi: Authors Press, 2001
4. Chandrasekhar S. (ed) Infant Mortality, Population growth and Family Planning in India, London, George Allen and Unwin Ltd., 1974
5. Srivastava, O.S. Demography and Population Studies, Vikas Pub. House, New Delhi, 1998
6. Jain, R.K A Textbook of Population Studies, Neha Publishers & Distributors, 2013

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 on 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

1.1 Meaning and Nature

Causes and Consequences of Social Disorganization

Family Disorganization - Causes and Consequences

Personality Disorganization- Causes and Consequences

Unit- 2: Theories of Deviant Behaviour

Durkheim's Theory

Merton's Theory

Differential Association theory

Delinquent Sub-Culture theory

Unit- 3 : Crime and Punishment :

Crime-Definitions and types

Causes & Consequences of Crime

Juvenile Delinquency-Causes and consequences

Theories of Punishment: Retributive, Deterrant, Reformative

Unit-4: Social Problems:

Alcoholism

Terrorism

Human Trafficking

Drug Addiction

Suggested Text Book

1. Memoria, C.B.Social Problems and Social Disorganization in India, Kitab Mahal, Allahabad, 1980.

Reference Readings:

1. Prabhakar , Vani Social Disorganization & Deviance, Wisdom Press (ISBN) (CBSE 2013)
- 2 Ahuja, Ram Social Problems in India, Rawat, 2014

3. Sharma, R.N.Criminology & Penology, Surjit Publication, New Delhi,2008
4. Ahuja, Ram Criminology, Rawat, 2001
5. Shankar Rao , C.N.Indian Social Problems, S.Chand& Co. Pvt. Ltd.(Revised ed.), 2015
6. Sharma, P.D.Criminal Justice Administration, Rawat, 1998

DISCIPLINE SPECIFIC ELECTIVE, PAPER-1 SOCIOLOGY OF

HEALTH

Objectives: After studying this paper, the student can

-] Gain knowledge on the sociology of health and medicine.
-] Can get an insight on socio-cultural dimensions in the construction of illness and medical knowledge.
-] Can gain understanding on health sector reforms of Government of India.
-] Gain knowledge on medical pluralism for treatment of disease.

Learning Outcome: Students are expected to know the concept of health from different perspectives. They can also learn about the contemporary trend of Sociology of Health in India. By knowing various health policies and programs in India student can expand the information base and disseminate the same to others.

Unit – 1: Sociology of Health

Meaning & Definition
Emergence of Health Sociology
Scope of Sociology of Health
Social Determinants of Health

Unit – 2: Sociological Perspectives of Health

Functionalist
Marxist
Post structuralist
Feminist

Unit-3: Health Programs in India

Pradhan Mantri Swasthya Suraksha Yojana (PMSSY)
Janani SurakshaYojana (JSY)
National Urban Health Mission
National AIDS Control Programme

Unit-4: Health Sector Reforms of the Government of India:

Health Policies of the Government of India
Role of ICDS
Protective & Preventive measures
Promotive measures (modern & indigenous)

Suggested Text Book:

1. Cockerham, William C. Medical Sociology Englewood, Cliffs, Prentice Hall 1978.

Reference Readings:

1. Dak, T.M. Sociology of Health in India, Kaveri Printers, New Delhi, 1991.
2. Blaxter, M., Health, Cambridge: Polity Press, 2004.
3. White, K., An Introduction to Sociology of Health and Illness, London: Sage, 2016, third edition
4. Prasad, Purendra and Amar Jesani ed. Equity and Access Health Care Studies, Oxford University Press, 2018

DISCIPLINE SPECIFIC ELECTIVES, PAPER-2 SOCIOLOGY OF EDUCATION

Objectives: After going through this paper, the student can

-] Get to know the meaning and theoretical perspectives on sociology of education
-] Get familiar with the relationship between education and society.
-] Get insights on role of education in Nation building.
-] Get an understanding on inequality in education that persists at various levels.
-] Gain knowledge on constitutional provisions and various education policies

Learning Outcomes: The students are expected to learn various perspectives on education through the contributions of both Indian and western thinkers. Knowledge on education policies and constitution provisions can prepare the students for the development of their own higher education. Students can develop academic interest by knowing the contribution of education in nation building as well as the educational inequalities which persist in the society.

Unit-1: Sociology of Education

Meaning & Concept of Sociology of Education
Interrelationship between Education and Society
Literacy & Education
Education as Social Construct

Unit-2: Perspectives on Sociology of Education

Dominant Perspectives on Sociology of Education
Functionalist
Conflict Critical Perspectives

Unit-3: Education, Social Process

3.1 Education and Socialization

Education and Social Change
Education and Social Mobility
Education and Development

Unit-4: Educational Programs, Policies & Issues in India

Educational Policies in India

Universalisation of Primary Education

Privatisation of Education

Right to Education in Contemporary India

Suggested Text Book:

- 1 Jayram, N., Sociology of Education in India. Rawat. Jaipur., 2015

Reference Readings:

1. Morish, I. The Sociology of Education. An Introduction. London. Unwin Publication, 1972.
2. Freire, P., *Pedagogy of the Oppressed*, New York: Seabury Press, 1970.
3. Hooks, B. *Teaching to Transgress*, New York: Routledge, 1994
4. Aggarwal, J.C Yearbook of Indian Education. New Delhi, 1992
5. Dwivedi, Ramnath. Education and Society, Kalyani Publisher, New Delhi 2016.
6. Kilpatrick, M.O. Philosophy of Education. McMillan Company 1963

DISCIPLINE SPECIFIC ELECTIVES, PAPER-3 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: By going through this paper, the students can get an insight into the basic features of an urban area, the way cities grow, the major problem that encounter urban population and the various urban development programmes designed by the Government of India, their implementations, achievements and limitations.

Unit-1: Introduction to Urban Sociology

Meaning, and Subject matter of Urban Sociology

Importance of Urban Sociology

Specific traits of Urban Community

Urbanism as a way of life

Unit-2: Theories of patterns of city growth:

Concentric zone theory

Sector model

Multiple nuclei theory

Exploitative Model & symbolic approach theory

Unit-3: Urban Social Problems

Urban Crime
Problem of Slums
Problem in Urban Basic Services
Urban Pollution

Unit –4: Urban Development Programmes in India

Smart City Mission (SCM)
Jawaharlal Nehru National Urban Renewal Mission (JNNURM)
Atal Mission for Rejuvenation and Urban Transformation (AMRUT)
National Urban Livelihoods Mission (NULM)

Suggested Text Book:

1.Sharma,R.N.Urban Sociology, Atlantic Publishers & Distributors Pvt Ltd,2014

Reference Readings:

1. Rao M. S. A. Urban Sociology in India: Reader and Sourcebook ,Sangam Books Limited; New edition ,1992Satish Sharma, Urban Sociology, Wisdom Press (ISBN) (CBCS)
2. Jayapalan, N . Urban Sociology, Atlantic Publishers,2002,
3. Dhandeva, M.S. Sociology & Slum, Archives Books, New Delhi, 1989.
4. Sandhu, R.S Urbanization in India: Sociological Contributions, Sage Publication, New Delhi, 2003.
5. William G. Flanagan, William G. Urban Sociology: Images and structure, Allyn & Bacon, Boston. 1999.
6. Ramachandran, R Urbanization and Urban system in India, Oxford Univ. Press, New Delhi, 1989

DISCIPLINE SPECIFIC ELECTIVES, PAPER-4

FIELD WORK AND DISSERTATION

(College can give this choice only for students with above 60% aggregate marks)

Objectives: This paper is designed

-] To provide a basic exposure to the student to the fields and to acquaint him/her with the research process.
-] To equip them with the capacity to browse secondary literature from right sources and with a process of reviewing relevant literature.
-] To promote in them an ability to capture the right type of data and put them into documentation format.

(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

Page 540 of

Internal and External Examiners on the basis of the written and Viva-

voce.

OR TRIBES OF INDIA

Objectives: The present paper aims

-] To provide a fair stock of knowledge to the students on the tribes and tribal life.
-] To enable the students to understand the problems faced by the tribes
-] To give impression and knowledge on the tribal development plans, policies and programmes.

Learning outcomes: After going through this paper it is expected that the students will gain fair idea about the Indian tribes, their demography and distribution. They will be sensitized about tribal situations and the challenges faced by them today. Finally, they can get an account of the safeguards created for them through the Constitution, legislations and programmes and the changes noted in the tribal society of the country today.

Unit-1: Tribes: Their Distribution and Demography

1.1 Tribe: definitions, characteristics and demography

Geographic distribution of the tribes

N.K.Guha's Classification on Tribes

Caste and Tribe

Unit-2: Social Organisation of the Tribes

Tribal economic system

Tribal political system

Tribal religion

Women in Tribal Society

Unit-3: Challenges Faced by the Tribes

Land alienation, Migration

Alcoholism and Indebtedness

Tribal Displacement

Tribal health and Sanitation

Unit-4: Changes and Upliftment of the Tribes

Constitutional safeguards for the tribes

Legal provisions for tribes

Flagship programmes of the Government for the tribes

Recent Changes in Tribal Life

Suggested Text Books:

1. Hasnain, Nadeem, Indian Anthropology, New Royal Book Co 2011
2. Majumdar, D.N. and T.N.Madan, An Introduction To Social Anthropology, Asia Pub. House, 2010

Reference Readings:

1. Hasnain Nadeem Tribal India, New Royal Book Company, 2017 edition
2. Joshi Vidyut and Chandrakant Upadhyaya (eds), Tribal Situation in India: Issues and Development ,Rawat Publications,2017
3. Rath Govind Chandra,edt. Tribal Development in India:The Contemporary Debate,Sage Publications,2006
4. Paul Mitra, Kakali Development Programmes And Tribals Some Emerging Issues, Kalpaz Publications,2004
5. Munshi, Indra The Adivasi Question, Orient Blackswan Private Limited,2018
6. Mohanty,P.K. Development of Primitive Tribal Groups in India, Kalpaz Publications,2003

GENERIC ELECTIVE PAPER I 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

-] 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: Discipline and Perspective

Meaning, Emergence of Sociology

Definition, Subject Matter

Nature and Scope of Sociology

Relationship of Sociology with Anthropology, Political Science, History and Economics

Unit-2: Basic Concepts

Society and Community

Associations and Institutions

Social Groups and Culture

Role and Status

Page 542 of

Unit-3: Social Stratification

Meaning, Definition, Characteristics
Forms of Stratification-Caste, class & gender
Functionalist Theorists of stratification (Parsons, Davis & Moore)
Marxian & Weberian Theories of stratification

Unit-4: Socialization and Social Control

4.1 Meaning, Definitions, Stages of Socialization Process.

4.2. Agencies of Socialization

Social Control: Meaning, Definitions, importance of social control

Agencies of Social Control: Formal and Informal

Suggested Text Books:

1. Rao ,C.N.Shankar, Principles of Sociology: With an Introduction to Social Thought, S.Chand & Co. Pvt. Ltd.(Revised ed.), 2006
2. Haralambos & Holborn , Sociology: Themes and Perspectives Harper Collins; Eighth edition, 2014

Reference Readings:

1. Mills, C.W., *The Sociological Imagination*, Oxford: Oxford University Press, 1959.
2. Giddens ,Anthony, Introduction to Sociology, 1991
3. Rawat, H.K. Contemporary Sociology, Rawat Publication, Jaipur, 2013
- 4 Johnson, Harry M. Sociology: A Systematic Introduction, New Delhi, Allied Publishers, 1995
5. Smelser Neil J. *Hand Book of Sociology*, Sage Publications, Inc. 1998
6. Dasgupta, Samir and Saha, Paulomi An Introduction to Sociology, Pearson, 2014

GENERIC ELECTIVE PAPER II 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 and Approaches to the study of Indian society:

Composition of Indian Society: Religious, Linguistic and Racial
Unity in diversity
National Integration--Meaning & Threats (Communalism, linguism, regionalism)
Approaches to the study of Indian society: Structural-Functional, Marxian and Subaltern

Unit-2: Historical Moorings and Bases of Hindu Social Organization

Varna Vyavastha and relevance
Ashrama and relevance
Purusartha and relationship with Ashramas
Doctrine of Karma

Unit-3: Marriage and Family in India

Hindu Marriage as Sacrament, Aims of Hindu marriage, Forms of Hindu Marriage
Hindu Joint Family-Meaning & disintegration
Marriage among the Muslims & Tribes
Changes in Marriage and Family in India

Unit-4: The Caste System in India

Meaning, Definitions & features of Caste
Functions & Dysfunctions of Caste
Factors affecting caste system
Recent Changes in Caste System

Suggested Text Book:

1. Rao ,C.N.Shankar, Sociology of Indian Society, S.Chand & Co. Pvt. Ltd.(Revised edt.), 2004

Reference Readings:

1. Shah, A.M., The Household Dimension of the Family in India: A Field Study in a Gujarat Village and a Review of Other Studies, Delhi: Orient Longman, 1973.
2. Uberoi, P. (ed.), Family, Kinship and Marriage in India, New Delhi: Oxford University Press, 1993.
- 3.. Y. Singh , Modernisation of Indian Tradition, Jaipur: Rawat Publications, 1986
- 4..Ram Ahuja, Indian Social System, Rawat Publications, 1993
5. Sharma, KL. Indian Social Structure and Change, Rawat Publication, 2008
6. Srinivas, M.N. India: Social Structure. New Delhi: Hindustan Publishing Corporation, 1980

GENERIC ELECTIVE PAPER III

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 Evolution & Social Progress: Meaning and features

Social Development: Meaning and Features

Factors of Change: Cultural, Technological, Demographic

Unit-2: Theories of Social Change:

Evolutionary theory

Functionalist theory

Conflict Theory

Cyclical Theory

Unit-3: Models of development:

Indicators of Social Development

Capitalist

Socialist

Gandhian

Unit-4: Processes of Social Change in Indian Context:

Sanskritisation

Westernisation

Modernisation

1.5 Secularisation

Suggested Text Books:

1. Steven, Vago, Social Change, Pearson Prentice Hall, 2003 5th Rev. Edt

Reference Readings:

1. Jairam Kansal, Social Change & Development, Wisdom Press (ISBN) (CBCS), 2004
2. Singh, Y., *Modernization of Indian Tradition: A Systematic Study of Social Change*, Faridabad: Thompson Press Limited, 1973.
3. Rudolf, L and Rudolf, S. H., *Modernity of Tradition: Political Development in India*, Chicago: University of Chicago Press, 1984.
4. Moore, W.E Social Change, Prentice Hall of India, New Delhi, 1965.
5. Mishra, B Capitalism, Socialism and Planning, South Asia Books, 1998
6. Escobar, A., *Encountering Development*, London: Zed Books, 2012

GENERIC ELECTIVE PAPER IV 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 typicality's of the rural society and the institutions operating therein and their dynamics.
-] Derive ideas about rural social problems of the country.

Learning Outcomes: 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: Introduction to Rural Sociology

1.1 Meaning, Definition & Nature

Origin & Subject Matter of Rural Sociology

Importance of Rural Sociology

Evolution and Growth of Village Community

Unit- 2: Rural Social Structure

Village Community-Meaning & Types

Rural-Urban Contrast & Continuum

Agrarian Economy

Dominant Caste, Emerging class structure in rural India

Unit- 3: Rural Social Problems

Poverty

Unemployment

3.4 Indebtedness

3.4 Rural factionalism

Unit- 4: Rural Development Programmes

Community development Programmmes, Cooperative Movements and Panchayati Raj System

Swarnajayanti Gram SwarozgarYojana (SGSY), Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS)

National Rural Livelihood Mission (NRLM)

National Rural Health Mission (NRHM)

Suggested Text Books:

1. Sharma, R.N. Rural Sociology,Media Promoters and Publishers. Pvt. Ltd. 1983
2. Singh , Kartar Rural Development: Principle Policies and Management, Sage, New Delhi,1995

Reference Readings :

1. Choudhury, Anjana Rural Sciology, Wisdom Press ,2004
2. S.L. Doshi, S.L &P.C.Jain , Rural Sociology, Jajpur, Rawat,2002.
3. Maheswari, S.R Rural Development in India, Sage Publication, New Delhi,1985.
4. Ahuja, Ram Rural Sociology,Popular Prakashan Ltd; New edition 2011
5. Desai, A.R .Rural Sociology in India, Popular Prakashn, Bombay, 1997
6. Ray E. Pahl "The Rural-Urban Continuum." *Sociologia Ruralis* 6(3-4):299-327. Reprinted in R. E. Pahl, ed. *Readings in Urban Sociology*. Oxford: Pergamon, 1970

Areas of Training

Sl. No.	Name of the Paper	Units needing a coverage under training	Days required	Total no. of training sessions needed
1.	Sociology of Environment	4 units	4 days	16
2.	Research Methodology	2 units	2 days	8
3.	Social Movements in India	4 units	4 days	16
4.	Population & Society	2 units	2 days	8
5.	Sociology of Health	4 units	4 days	16
6.	Sociology of Education	4 units	4 days	16
Total	06 Papers	20 Units	20 Days	80 sessions